



Orientation to Participatory Governance at Cañada College

For Planning and Budgeting Council (PBC) members
as well as members and prospective members of all College
Councils, Senates, and Committees

by

PBC Co-Chairs: David Eck, Academic Senate President, and Roz Young, Classified Senate President
Dean of Planning, Research, Innovation and Effectiveness (PRIE), Karen Engel

September 23, 2022

Agenda

- Part 1: Who are we? What is participatory governance?
 - Mission, Vision, and Values of the College
 - College Organizational Chart
 - What is Participatory Governance?
 - The Law
- Part 2: Roles and Responsibilities
 - Participatory Governance Bodies at Cañada College
 - Roles and Responsibilities of Academic, Classified, and Student Senates
 - Roles and Responsibilities of Council Members
 - Roles and Responsibilities of College Committee Members
- Part 3: The College Planning and Budgeting Cycle
 - Integrated Planning and Budgeting Cycle
 - Program Review, Priority Setting and Resource Allocation
 - Measuring and Monitoring our Effectiveness

Part 1: Who are we?

What is participatory governance?

- Mission, Vision, and Values of the College
- College Organizational Chart
- What is Participatory Governance?
- The Law

Cañada College: Fall 2022

Students	5,339
Staff	119
Full-time Faculty	68
Part-time Faculty	139
Administrators	13

Offering 133 degree and certificate programs

Serving San Mateo County Residents, particularly residents of:

- Atherton
- Belle Haven
- East Palo Alto
- Emerald Lake Hills
- Kensington Square
- La Honda
- Ladera
- Menlo Oaks
- Menlo Park
- North Fair Oaks
- North Skyline
- Pescadero
- Portola Valley
- Redwood City
- Rural Mid Coast
- San Carlos
- San Gregorio
- Sequoia Tract
- South Skyline
- Stanford Lands
- Weekend Acres
- Woodside



Mission

Cañada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

Values

Social Justice and Racial Equity

Antiracism

Equity

Inclusion

Diversity

Access

Liberation

Transforming Lives

Community Partnerships

Academic Excellence

Sustainability

Transparency and

Authenticity

Student Centered

Cultural Empathy

College Goals: 2022-27

Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

Community Connections

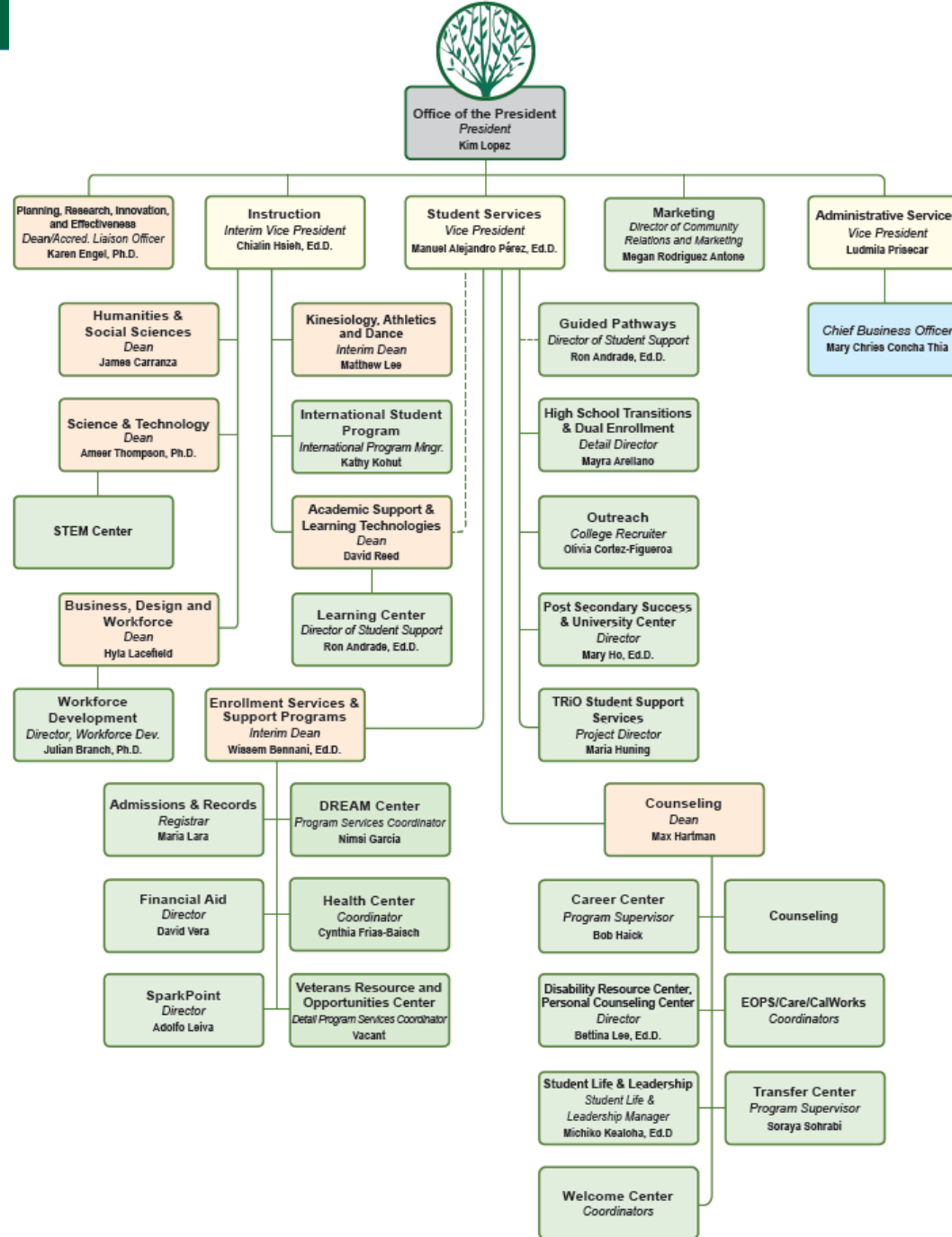
Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.



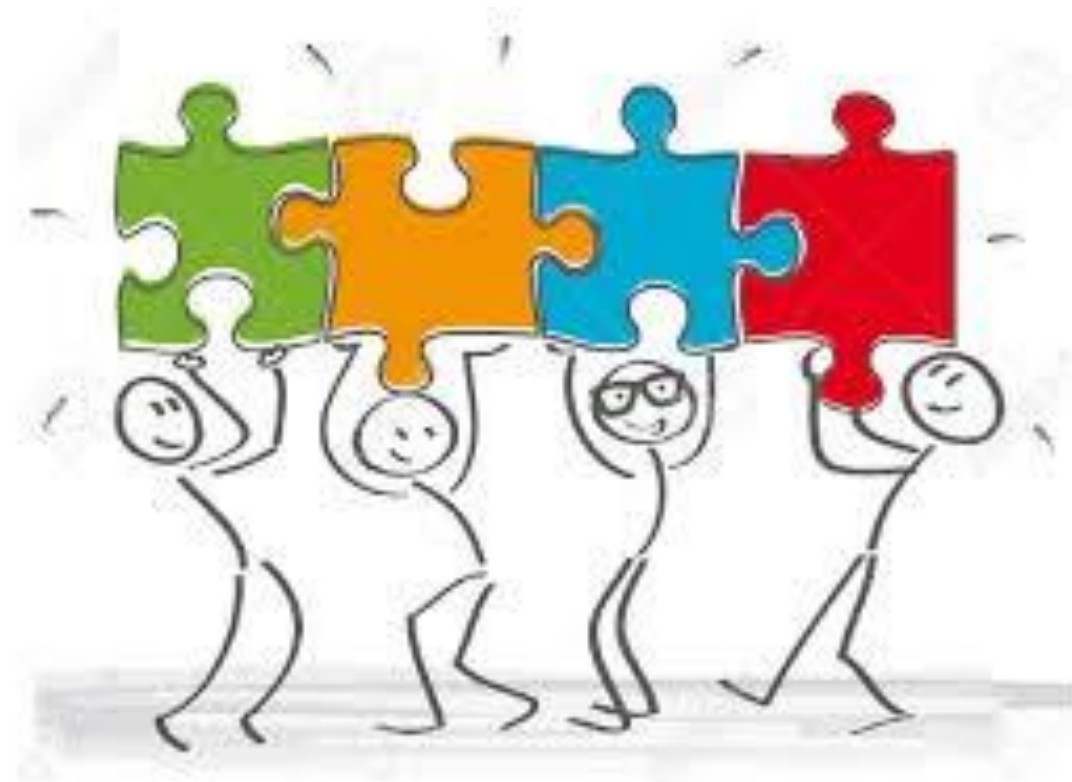


What is
participatory
governance?



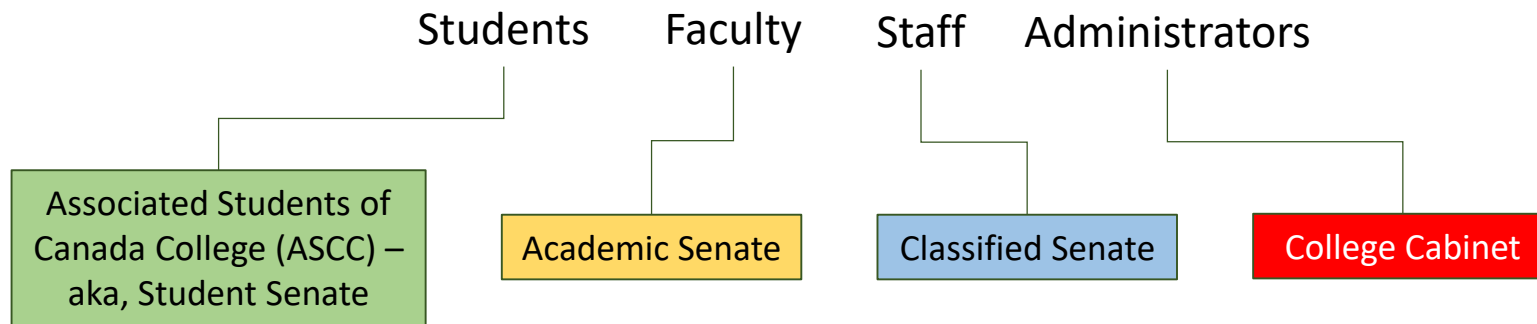
Students Faculty Staff Administrators

Working Together for Student Success!



College constituency groups...

...represented by:



Participatory Governance: the law

The California Community College Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

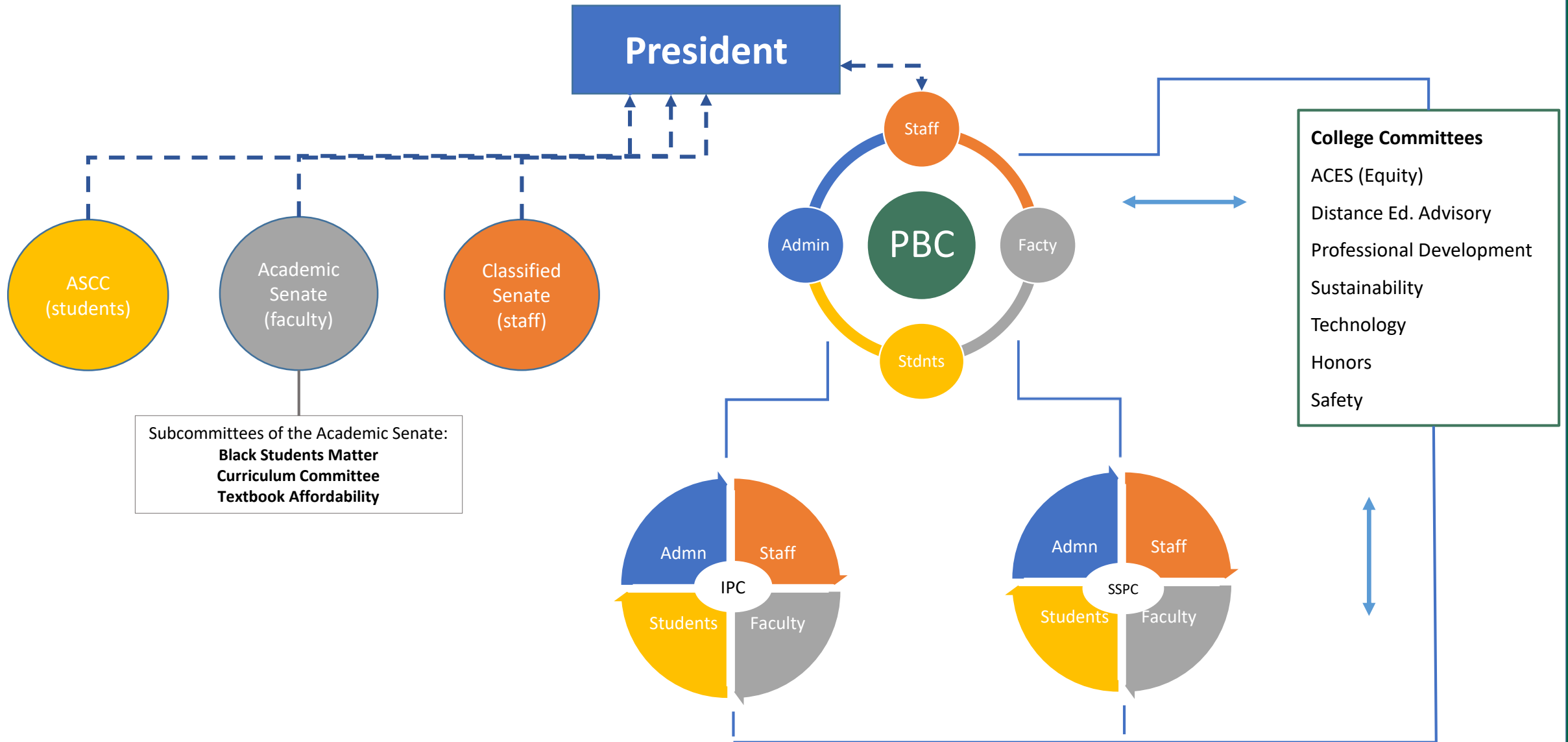
Education Code Sections 70901 and 70902

Participatory Governance Manual

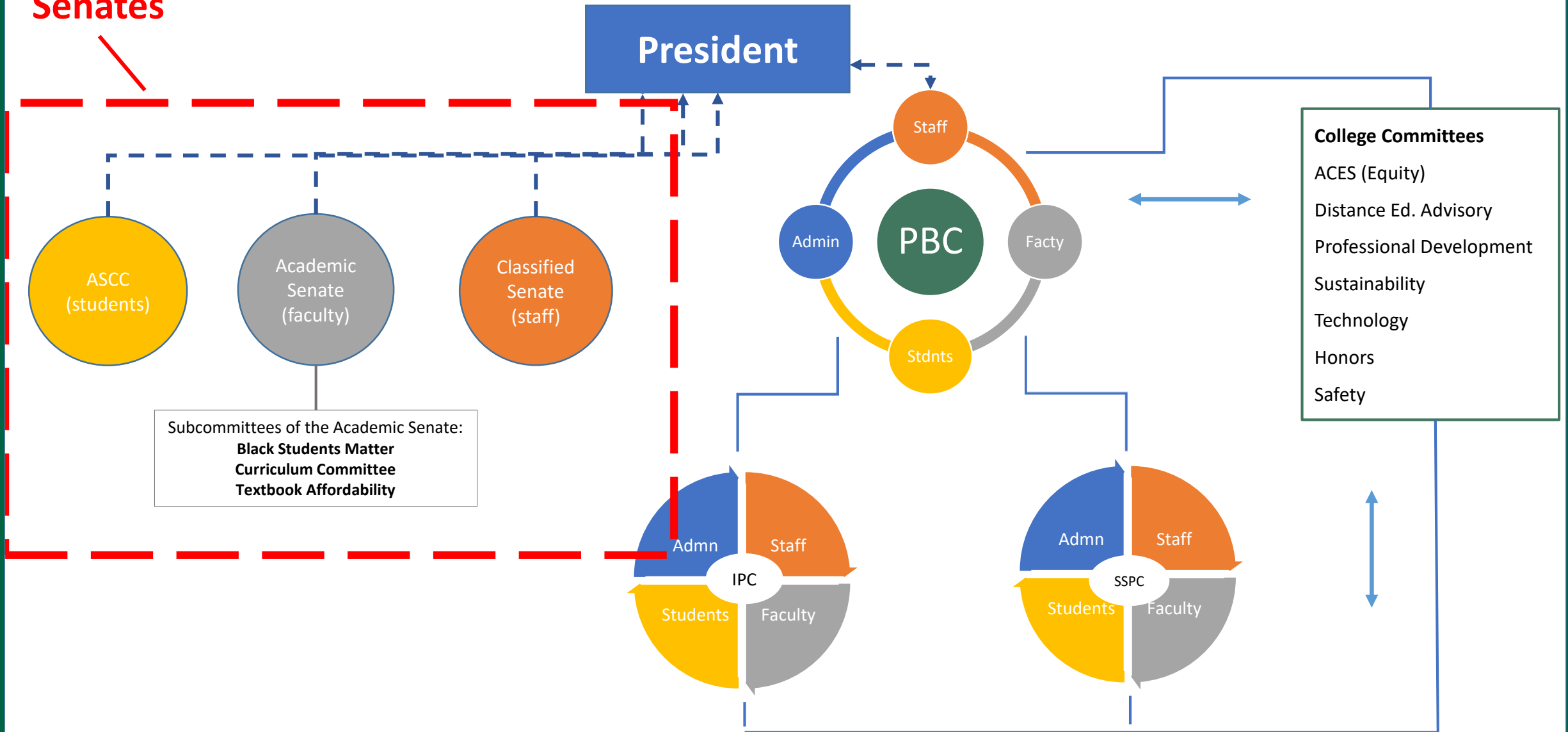
<https://canadacollege.edu/pgm/>

Part 2: Roles and Responsibilities

- Participatory Governance Bodies at Cañada College
- Roles and Responsibilities of Academic, Classified, and Student Senates
- Roles and Responsibilities of Council Members
- Roles and Responsibilities of College Committee Members



Senates



Participatory Governance: Academic Senate

CA Ed Code: Title 5 §53203

(a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees **consult collegially** with the academic senate when adopting policies and procedures on academic and professional matters.

The “10+1”

Academic and professional matters means the Academic Senate is primarily responsible for the following policy development and implementation matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Participatory Governance: Classified Senate

The primary governing body for classified professionals at Cañada College.

Members are from various areas, full time or part time permanent employment, and actively participate in all college-wide discussions, excluding collective bargaining matters.

Classified Senate represents:

- non-represented (non-union) classified employees, including supervisors and management
- CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, Chapter 33 (CSEA)
- LOCAL 829, COUNCIL 57 AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), AFL-CIO

Classified Senate [constitution](#), [by-laws](#), and [statement of ethics](#) help them to fairly represent all their constituents.

Staff Roles in College Governance

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

California Education Code: Title 5 § 51023.5

Associated Students of Cañada College (ASCC)

- The ASCC is the official student government organization of Cañada.
 - The ASCC leaders are elected and appointed student representatives who organize and promote campus wide programs, protect student rights, and represent the student voice on campus committees.
-
- Governing boards adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development of policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.
 - Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

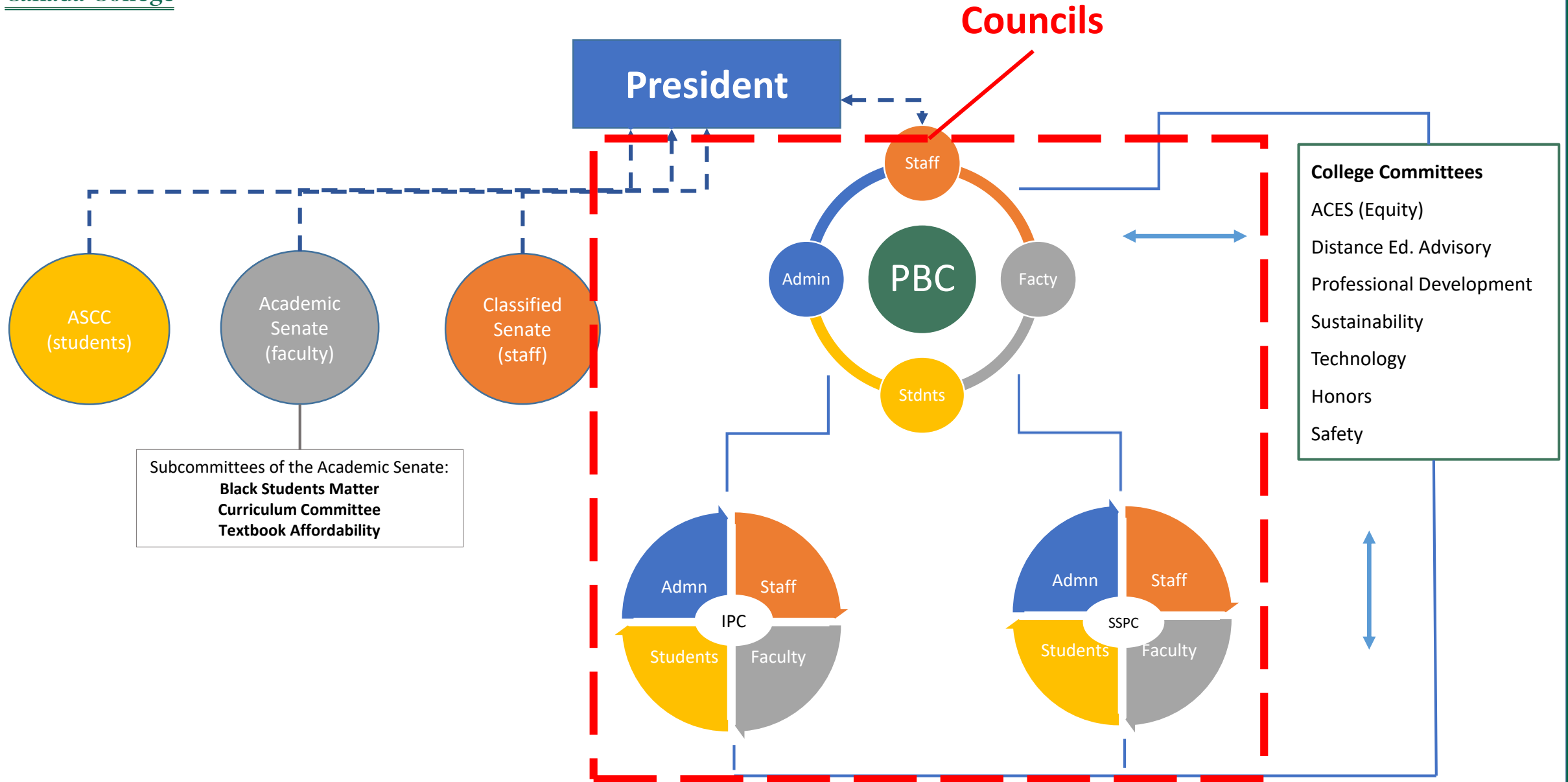
California Education Code: § Title 5 §51023.7

Policies and procedures that have a “significant effect on students” include:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt;
10. Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students; and
11. Policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Supporting Student Participation

- Use acronyms mindfully
 - Spell out an acronym on first use in order to avoid distancing people from a conversation/information item
- Facilitate student participation during governance meetings. Consider multiple approaches, such as:
 - Check-ins with student representatives during meetings
 - Follow-ups after a meeting to see if there are confusions
 - Buddy system: identify a fellow committee member who can provide more immediate answers, feedback, and encouragement
- Practice critical pedagogies when students participate, ensuring students have equal voice (minding potential infantilizing)
 - Every perspective deserves to be understood



PBC Responsibilities

The Planning and Budgeting Council ...

- reviews College and District policies and develops procedures to implement policy;
- provides accreditation oversight;
- establishes ad hoc work groups and subcommittees to address college planning needs and priorities.

PBC Responsibilities

The Planning and Budgeting Council advises and makes recommendations to the President on matters pertaining to:

- prioritizing expenditures to advance the College goals
- planning
- governance issues
- serve as the Accreditation Oversight Committee
- issues regarding college facilities, maintenance, and operations
- issues regarding campus climate
- any other issue affecting the well-being of the College at large

Roles & responsibilities of all PBC members

- Communicating
- Representing your constituency while keeping your “college-wide” hat on → wearing multiple hats!
- Responsibility for the overall well-being of the College as a whole
- Ultimately: recommendations to President

PBC Members: expectations of service

- Members will commit to attend and prepare for Planning & Budget Council (PBC) meetings
- Members will notify co-chairs if unable to attend scheduled meetings
- Meetings will start on time
- Members will provide information to and solicit feedback from constituent groups.
- Members may be removed or asked to resign by consensus of the other members, after three (3) absences in one semester.

Instructional Planning Council (IPC) responsibilities:

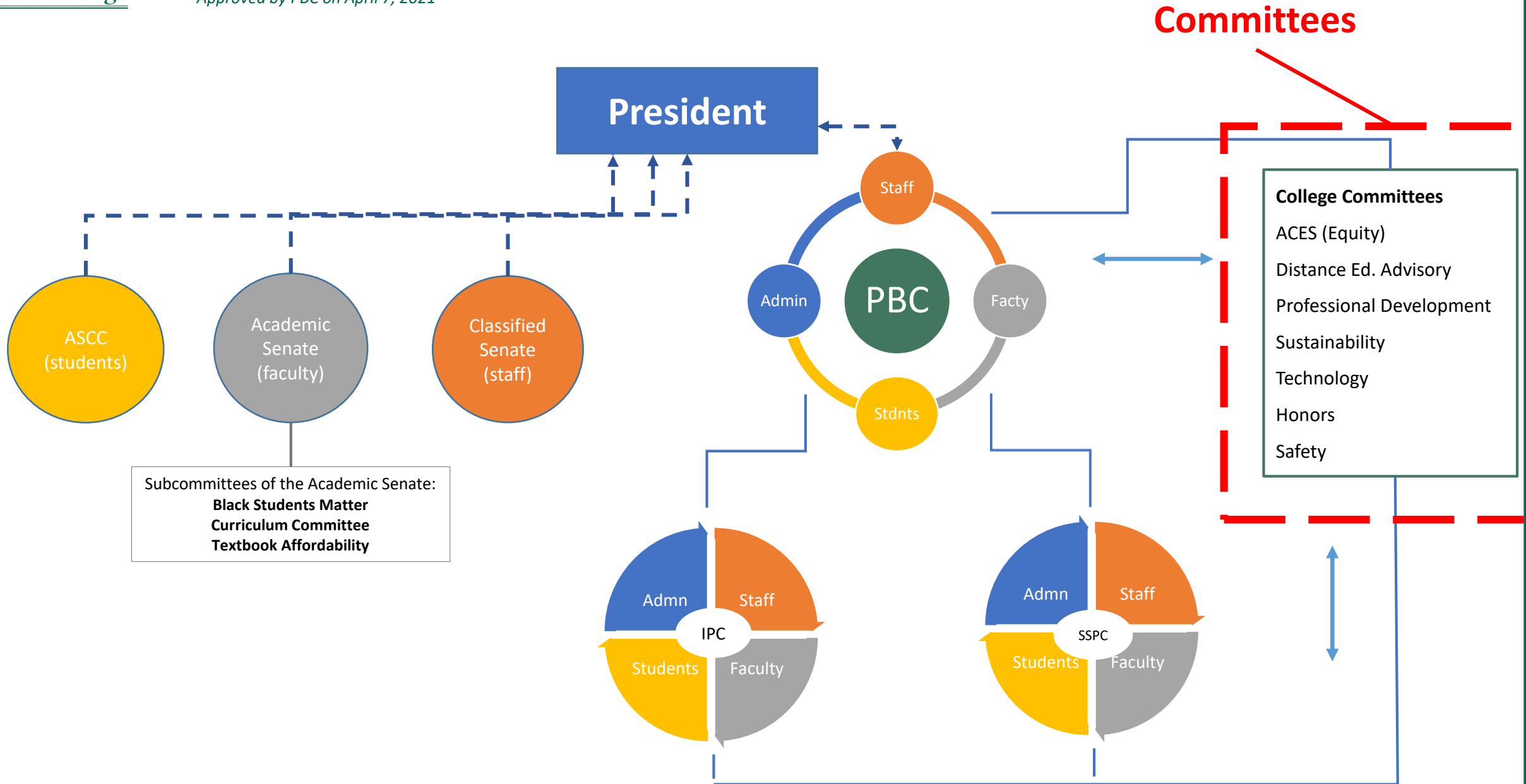
The Instructional Planning Council (IPC) is advisory to the Planning & Budgeting Council on a range of issues related to instruction:

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate workgroups.
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Annually review how the campus is meeting [ACCJC Accreditation Standards IIA and IIB](#).
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.
11. Review and provide feedback on reassigned time applications.

Student Services Planning Council (SSPC) responsibilities:

The Student Services Planning Council is advisory to the Planning and Budgeting Council on a range of issues pertaining to student services. Its duties include:

1. Develop, implement, and evaluate a Student Services planning cycle (including staffing, equipment, facilities and budgetary needs.)
2. Integrate Student Services Division plans.
3. Make recommendations about policies and procedures related to Student Services.
4. Make recommendations to College Planning and Budgeting Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services.
5. Meet at least once a year with the Instructional Planning Council (IPC) through the PBC hiring process.
6. Evaluates proposals for adding, modifying, and discontinuing Student Services programs.
7. Develop ongoing communication strategy with IPC by designating a SSPC member representative(s) to report to IPC on SSPC matters and to report back to SSPC on IPC matters.
8. Form subcommittees, work groups and task forces as needed.



Roles & responsibilities of all College Committee members in 2022-23

- Ensure balanced participation by all four campus constituencies
- Ensure participation of some issue-area experts from across the College and/or the District (as needed)
- Create (or update) Bylaws per PBC approved template
- Understand the changes approved by PBC regarding the role and responsibilities of all college-wide committees
- Review the Education Master Plan and Strategic Enrollment Management Plan to identify those aspects of each Plan for which the Committee should take responsibility
- Update or revise the Committee's Plan and vet those changes with IPC and SSPC before coming to PBC for approval
- Monitor college-wide implementation of the Plan and report to PBC if progress is or is not being made (at least annually)

College committees report their recommendations, plans and progress to the Planning & Budgeting Council every year

Part 3: The College Planning & Budgeting Cycle

- Integrated Planning and Budgeting Cycle
- Program Review, Priority Setting and Resource Allocation
- Measuring and Monitoring our Effectiveness

Education Master Plan: 2022-27

Year 1
2022-23

Year 2
2023-24

Year 3
2024-25

Year 4
2025-26

Year 5
2026-27

Strategic Enrollment Management Plan: 2020-23

Year 1
2020-21

Year 2
2021-22

Year 3
2022-23

College Committee Plans

- Equity Plan
- Honors Transfer Program Plan
- Environmental Sustainability Plan
- Online Education Plan
- Professional Development Plan
- Safety Plan
- Technology Plan

Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the EMP and SEM by topic



Strategic Planning
Calendar
2022-27

2020-21
Annual Plan
(EMP Priorities)

2021-22
Annual Plan
(EMP Priorities)

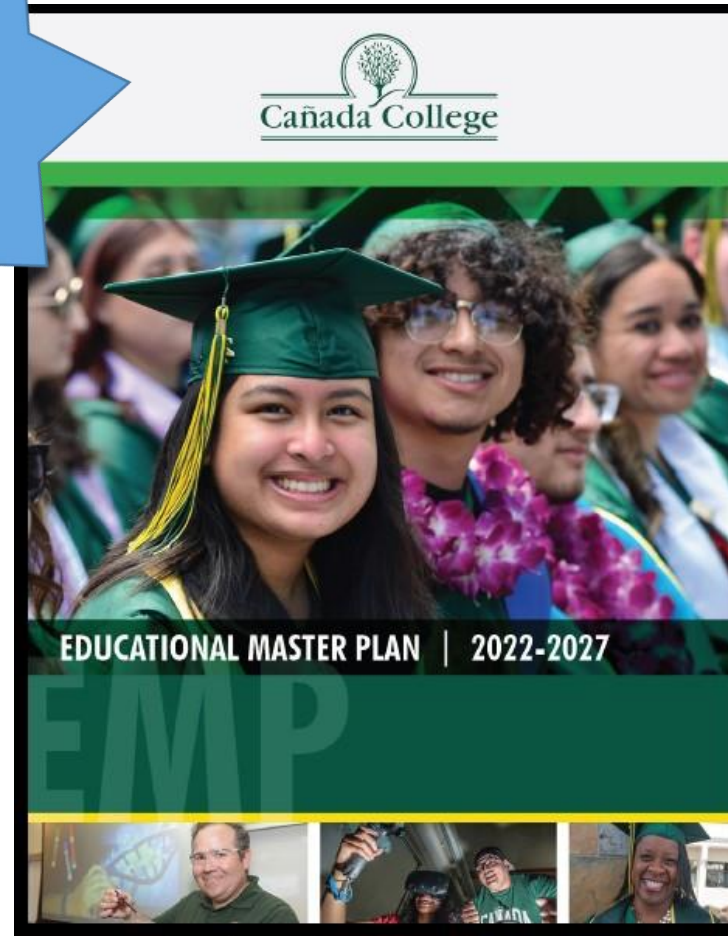
2022-23
Annual Plan
(EMP Priorities)



Where we are now

Cañada's Education Master Plan Updated in 2022

New 5-year
strategic
plan as of
this year



We are in
our final
year of our
SEM Plan

Purpose: To help the College sustain and grow enrollment, particularly of Full-Time Equivalent Students, while supporting the College's goals for student success and equity.

Primary objective: To *maximize the probability* that each student is able to achieve their educational goal(s) at Cañada *within two years*.



Strategic Enrollment Management Plan 2020-23

Date Submitted to PBC: March 18, 2020
Date Approved by PBC: April 29, 2020
Responsible Committee: PBC Strategic Enrollment Management Committee

Cañada Collaborates website

canadacollege.edu/prie

Helps operationalize our new EMP:

- Who is responsible for what?

Overview

Accreditation

Cañada Collaborates

College Metrics

College Planning

Contact Us

Data Dashboards & Packets

Educational Master Plan

Enrollment Management

Institutional Review Board (IRB)

Learning Outcomes & Assessment

Making a Research Request

Participatory Governance

Planning & Budgeting Council

Program Review

Resources

Student Right to Know

Cañada Collaborates

This website is organized to help Cañada College students, faculty, staff and administrators collaborate effectively as they strive to achieve our College Mission and ensure success for all of our diverse students.

What are our strategic initiatives for 2022-23 and beyond?

Each year, student, faculty, staff and administrator leaders at Cañada College identify the the specific actions we will take during the coming academic year to operationalize the strategic initiatives laid out in our Educational Master Plan (EMP) and our Strategic Enrollment Management Plan (SEM). In 2022-23, the College will launch the implementation of our new Educational Master Plan for 2022-2027.

Leadership Retreat

As part of the College's [annual planning cycle](#), campus leaders will convene for a Leadership Retreat on August 11, 2022 to discuss how to operationalize and implement the strategies contained in the new Educational Master Plan during the coming academic year. Information from prior Leadership Retreats can be found [here](#). The draft annual strategic priorities discussed and refined by Leadership Retreat participants will be presented to the larger campus community on Flex Day (August 16, 2022) and then to the Planning and Budgeting Council during their first meeting on September 7, 2022, at which time the specific actions to be taken and the groups responsible for taking them will be finalized.

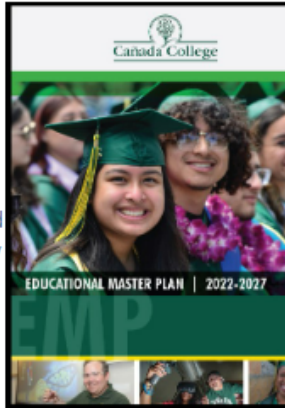
Working on our strategic priorities in 2022-2023

To begin the process of identifying lead individuals as well as College Councils, Senates, Committees, and operational groups who will be responsible for implementing the strategic initiatives identified in the Educational Master Plan, College Cabinet and PBC Co Chairs created [a draft EMP implementation matrix](#). It is a draft document to be considered by participants in the Leadership Retreat as well as the College Councils, Senates, Committees and operational groups proposed to be responsible for implementing EMP initiatives. Preliminary assignments can be seen in the drop-down menus below. Note, some initiatives are duplicated across responsible groups and persons. Please submit feedback to your Senate, Council, or Committee leadership, to the PRIE Office.

EMP Initiatives

Groups Responsible for EMP Initiative(s)

Persons Responsible for EMP Initiative(s)



College Councils, Senates, Committees, Work Groups and Operational Groups

College Research & Evaluation Plan 2020-22

How do we know our strategic initiatives are effective?



College Research & Evaluation Plan 2020-22

Adopted by the Planning & Budgeting Council
as of November 18, 2020

Prepared by the
Office of Planning, Research and Institutional Effectiveness

- Identify strategies and actions to achieve mission effectively

- Implement actions

Plan

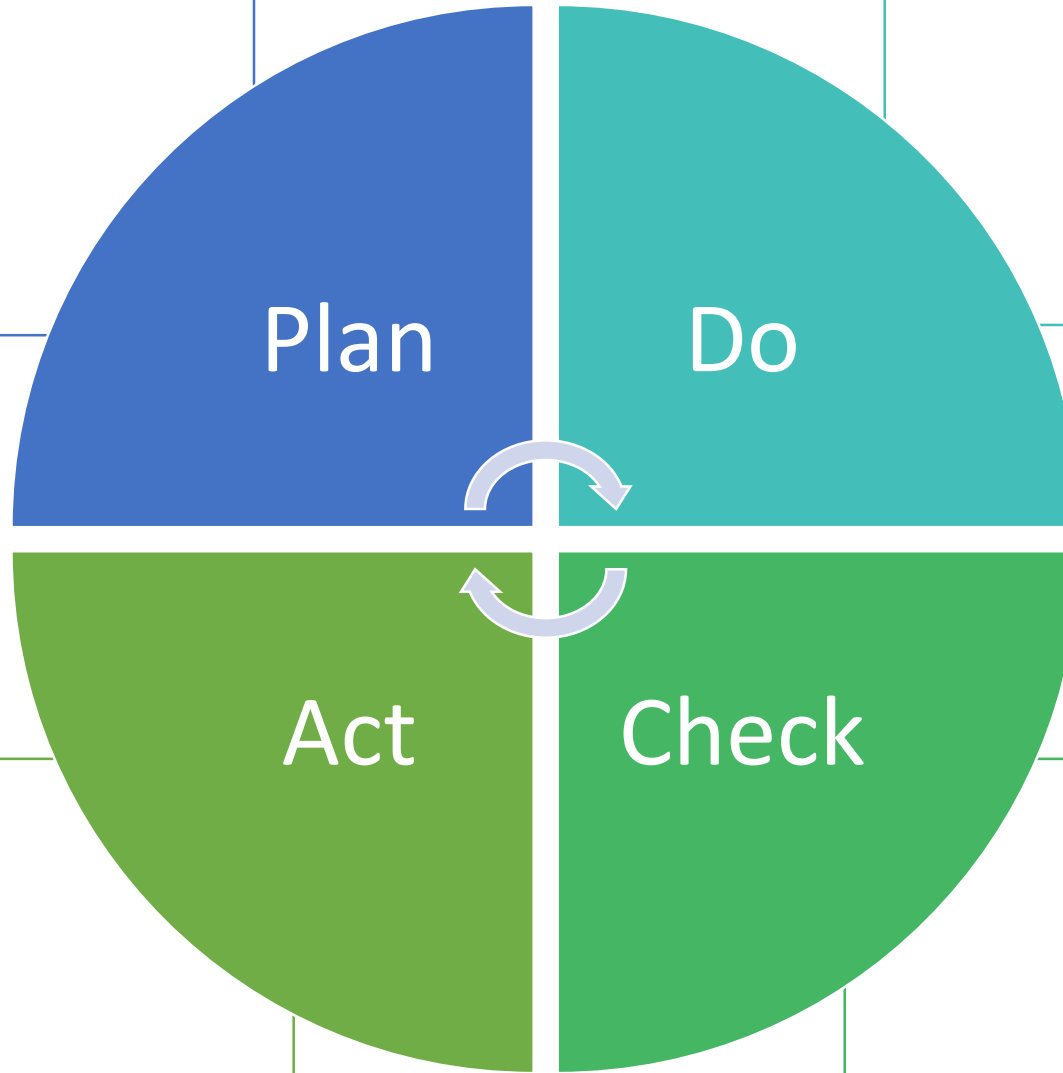
Do

Act

Check

- Adjust strategies based on this evaluation
- Scale effective practices
- Scaling back less effective practices/policies

- Measure the impact of those actions
- Evaluate their effectiveness



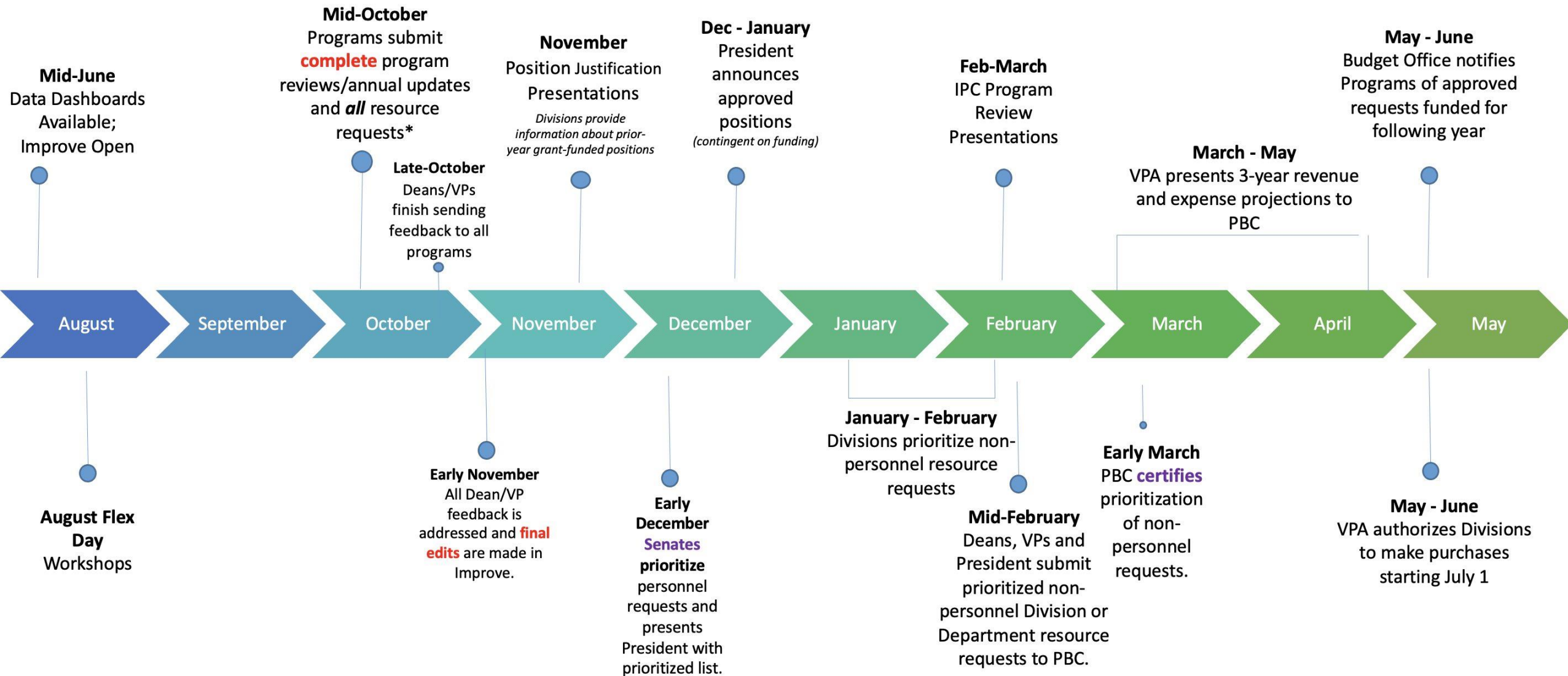
Program Review, Priority Setting and Resource Allocation

Program Review

PURPOSE: Program review is the process through which constituencies on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively.

- A candid self-evaluation supported by evidence
- Guides internal decision making
- Provides external accountability (accreditation)
- Connects program review with the college mission, planning, and budgeting
- Faculty and Student Service Programs describes and documents what they do and why they do it
- Instructional Program Review is faculty led: at Cañada the Academic Senate delegates process of peer review of program reviews to IPC
- SSPC facilitates the peer review of student services program reviews
- The President's Office facilitates the peer review of administrative program reviews

Program Review Timeline



*Resource requests include an Annual Update in non-comprehensive program review years.

Revised by Program Review Work Group, Spring 2022

Planning & Budgeting Council

<https://canadacollege.edu/planningbudgetingcouncil/resource-prioritization-process.php>

Overview

Personnel Request Process

Resource Prioritization Process

Evaluation of Governance

Budget Development

Strategic Enrollment Management

Resource Prioritization Process

As part of its annual, [integrated planning and budgeting cycle](#), Cañada College uses Program Review of its instructional programs, student services and administrative services to identify needed resources and prioritize them. By linking these resource requests to an analysis of program/service effectiveness and alignment with the program, college and District goals, decision-makers can better prioritize the allocation of limited financial resources. Each year, resource requests are compiled from Comprehensive Program Reviews and Annual Updates and submitted to Division Deans. Divisions have primary responsibility for prioritizing resources. Prioritizations are sent to the Planning and Budgeting Council (PBC) which has primary responsibility for certifying that resource requests are prioritized according to the process outlined below.

Non-Personnel Resource Request Prioritization Process

Proposed to PBC by the Program Review Work Group & Approved by PBC in the Spring of 2021

Step One: Programs Rate Level of Priority Upon the Creation of Non-Personnel Resource Requests

As program review authors are entering their resource requests into Improve, they will use the 'Resource Priority Ranking' field to prioritize their program's non-personnel resource requests (High, Medium, or Low Priority). This initial prioritization happens at the program level and will be included on the resource request spreadsheet that will then be reviewed and prioritized by the Division.

Step Two: Divisions Ensure Requests Meet Minimum Criteria

College Divisions must make it possible for the College to accomplish its Mission and improve its institutional effectiveness and academic quality. The Program Review planning and resource prioritization process should address the short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Divisions must consider all of the information gathered in the resource request spreadsheet to further prioritize all of the Division's non-personnel resource requests. If Divisions use additional information to prioritize their non-personnel resource requests, they must reference the information and the manner in which it was collected. Important data to reference and document includes:

- The context for the resource requested (included in the comprehensive program review or annual update)
- Does the resource(s) requested support the program's goals?
- Do the program's goals support the achievement of the College's Mission?

Updated: Timeline for new position requests

<https://canadacollege.edu/pgm/staffing-new.php>



Overview
Mission, Vision, Values
Decision-Making Process
Integrated Planning and Budgeting
Documentation of Dialogue
New Position Request & Decision Timeline (non-temporary)
Vacancy Replacement Positions
Externally Funded and Other Temporary Positions
Program Development
Program Improvement and Viability
Grant-development Decisions
Space Allocation
Evaluation of Governance
Other Decisions

New position request and decision timeline (for new, non-temporary funding only)

Approved Dec. 5, 2012; revised Dec. 16, 2015, revised May 17, 2017; revised and updated by PBC May 4, 2022.

The table below provides an overview of the timeline and process. Detailed timelines are posted each semester on the PBC website.

Process/Steps	Deadline Dates
STEP 1. Submit Proposal Authors submit written proposals to dean/supervising administrator who forwards to VPI/VPSS. Proposals will be posted on PBC website. New Position Proposals are located on the Program Review and PBC websites.	Late-October
STEP 2. Submit Presentations Authors submit PowerPoint slides to PBC Co-Chairs and Office of the President; presentations are posted on PBC website.	Early November
STEP 3. Presentation & Discussion All-governance group meeting hosted by PBC; presentations and group discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.	Mid November
STEP 4. Senate Analysis of Faculty Positions Academic Senate reviews faculty positions proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President. Classified Senate reviews classified staff position proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President.	Early December
STEP 5. College President Decision College President announces decision on new positions after consultation with Cabinet. Announcement is college-wide.	December - January
STEP 6. Screening Process Begins Academic Senate and CSEA appoint members to screening committees.	Late January
STEP 7. President Approves Additional Positions	Until commencement of next

PBC Role in Resource Prioritization

As part of the Program Review resource request process:

For New Personnel Requests:

- Host an all-governance group meeting where programs can make presentations about new positions needed. Host a college-wide discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.

For Non-personnel Requests:

- After Divisions complete the process of prioritizing resource requests, PBC must certify that the prioritization process has been followed. PBC will collect a brief summary of the process used by each Division from a Dean and a Program Review Author (representative) from each Division. The summary includes answers to the following questions:
 - Do all prioritized resource requests align with and support the College's Mission, Vision and Values?
 - If No, please explain.
 - Please provide a brief summary of how your Division went about the resource request prioritization process during this cycle. Include any rubrics, tools, or other information you considered during your process.
- Once PBC certifies the process, forward the non-personnel requests in priority order to the President.

Integrated Planning & Budgeting

Measuring our effectiveness

College Scorecard

College Scorecard

Office of Planning, Research, and Institutional Effectiveness (PRIE)

Cañada Home / Office of Planning, Research, and Institutional Effectiveness (PRIE)

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[Institutional Review Board \(IRB\)](#)

[Learning Outcomes & Assessment](#)

[Making a Research Request](#)

[Participatory Governance](#)

[Planning & Budgeting Council](#)

[Research Plan & Reports](#)

[Program Review](#)

[Research Archive](#)

Institution-Set Standards

Cañada College strives continually to meet and surpass all of the standards set by the Accrediting Commission for Community and Junior College (ACCJC) and the Western Association of Schools and Colleges (WASC). ACCJC Standard I.B.3. reads, "the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Each year, to meet this Standard, Cañada College reviews how well it measured up against its set standards and it sets new goals for the future. These reports can be found here and are discussed periodically at the College's Planning and Budgeting Council (PBC), College Cabinet, and Academic Senate meetings.

- [Cañada College Institution-Set Standards and Goals 2020-21](#)
- [Cañada College Institution-Set Standards and Goals 2019-20](#)
- [Cañada College Institution-Set Standards and Goals 2018-19](#)
- [Cañada College Institution-Set Standards and Goals 2017-2018](#)
- [Cañada College Institution-Set Standards and Goals 2016-2017](#)
- [Cañada College Benchmarks and Goals 2015-2016 \(combine with IEPI Indicators\)](#)
- [Cañada College Benchmarks and Goals 2014-2015](#)
- [Cañada College Benchmarks and Goals 2013-2014](#)
- [Cañada College Benchmarks and Goals 2012-2013](#)

College Fact Book

[Cañada College Fast Facts 2020-21](#)

[Cañada College Fast Facts 2019-20](#)

California Community College Chancellor's Office (CCCCO)

As part of its effort to continuously develop and implement equitable placement processes, Cañada College is monitoring the impact of changes it has made to the process of placing incoming students in transfer-level math and English courses. As required by [California AB 1805](#), the College's disaggregated placement data is available here:

[AB 705 Placement Results](#)

U.S Department of Education

[Cañada College federal scorecard](#)

National Center for Education Statistics (NCES)

[National Center for Education Statistics: Cañada College data](#)

Data Dashboards: canadacollege.edu/prie

Office of Planning, Research, and Institutional Effectiveness (PRIE)

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Learning Outcomes & Assessment

Cañada College Program Review Data Dashboards



Student Enrollment

(Use to answer question 7A in Program Review)

Details



Course Outcomes

(Use to answer questions 7A, 7B, 8A and 8C in Program Review)

Details



Equity Dashboard

(Use to answer question 8B in Program Review)

Details

Important Information

- [Participatory Governance Manual](#)
- [Compendium of Committees](#)
- [PBC Website](#)
- [PRIE Website](#)
- PBC Co-Chairs: [David Eck](#) and [Roz Young](#)
- [PBC Bylaws](#)
- PBC Agenda Planning Team Members: PBC Co-Chairs plus [President Lopez](#), [VPAS Prisecar](#), and [Dean of PRIE, Engel](#)

Questions & Answers