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Participatory Governance Manual

Overview

Participatory governance is defined as a collaborative effort of college administration, faculty, staff, and students for the purpose of achieving the [college mission, vision, and values](#).

Cañada College's participatory governance and shared decision-making processes are designed and implemented in accordance with California Education Code sections [§70901](#) and [§53203](#), [§51023.5](#) and [§51023.7](#), as well as San Mateo County Community College District Board of Trustees [Board Policy 2510: Participation in Local Decision-Making](#) and [Administrative Procedure 2.08.1: District Participatory Governance Process](#).

All members of the Cañada College community are invited to participate in planning for the future, informing priorities, and making recommendations to the College President. Each year, new and existing members of all participatory governance groups participate in an orientation. [The Fall 2024 Orientation can be found here](#).

In lieu of a printed manual, Cañada College has created this virtual manual (with links to the left) to explain it's participatory governance structure, philosophy, and corresponding planning, assessment, and budgeting processes.

Participatory Governance Bodies

Cañada faculty, students, and staff are considered the primary constituency groups at Cañada College. Each of these are represented by a **Senate**:

- [Academic Senate](#)
- [Associated Students of Cañada College](#)
- [Classified Senate](#)

Representatives from each of these Senates, work together with college administrators to collaborate in the following participatory governance **Councils**:

- [Planning & Budgeting Council \(PBC\)](#)
- [Instructional Planning Council \(IPC\)](#)
- [Student Services Planning Council \(SSPC\)](#)
- [Equity & Antiracism Planning Council \(EAPC\)](#)

and **College Committees**:

- [Distance Education Advisory Committee \(DEAC\)](#)
- [Honors Transfer Program Committee](#)
- [Professional Development Planning Committee](#)
- [Safety Committee](#)
- [Technology Committee](#)

A [Compendium of Participatory Governance Bodies](#) describes the role, responsibility, membership and relationship of all college-wide committees to the PBC. Other Operational Groups or Task Forces may exist for a specific purpose (see definitions below) but are not participatory governance groups. The College definitions of each participatory governance and related body is detailed below:

Participatory Governance Definitions

Council

A primary participatory governance body: PBC, IPC, SSPC, and EAPC, whose membership is representative of all four college constituency groups-students, faculty, classified staff, and administration.

Senate

Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)

College Committee

Participatory governance bodies (with at least one of each of the four college constituency groups in their membership) each responsible for a specific plan. College Committees complete the following:

- Draft the plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards)
- Solicit input and seek approval for plan from each Planning Council
- Submit plan to PBC for final review and approval
- Monitor college-wide implementation of the committee plan
- Report annually to PBC on the progress made toward achieving the committee plan

**Note:** College Committees are responsible for shaping and implementing college plans related to their area of expertise (e.g., distance education, technology, etc). These plans are meant to implement strategic initiatives related to those areas in the [College's Educational Master Plan](#). In October, 2020, the PBC approved a [College Plan template](#) and [Committee Bylaw template](#). College Committees report regularly to PBC on the progress made on plan development and implementation.

Task Force or *ad hoc* Work Group

Small groups created by a Planning Council or a Committee for a short time— less than a year-for a defined "task" or purpose. The membership of the Task Force relies on topic experts, interested parties, and may include representation of college constituency groups as determined by the founding Planning Council or Committee.

- If Classified Staff, Faculty, or Students are participating in a Task Force or *ad hoc* Work Group, then CSEA (working with Classified Senate), Academic, and Student Senate will appoint their members accordingly.
- Per Board Policy 2.08

Operational Groups

Operational groups, for example, like iDeans or College Council, serve College functions or specific purposes related to college operations. Likewise, Professional Development (Article 13) or Evaluation Guidance Committees fulfill faculty contract obligations. They serve operational functions per the faculty contract. Operational groups are not college participatory governance planning committees.

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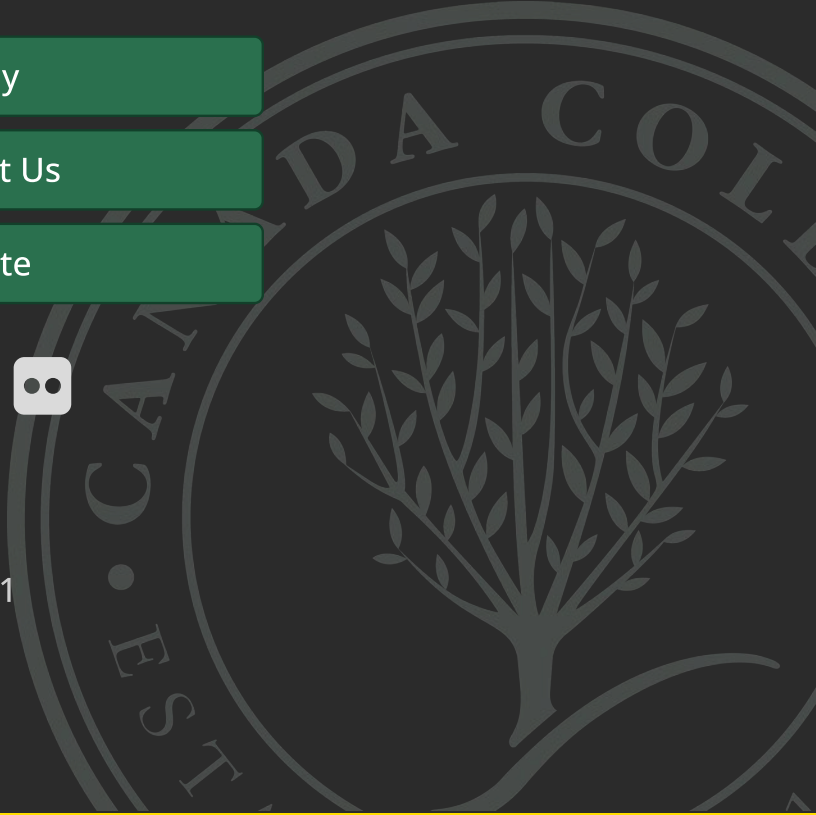
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Decision-Making Process

Revised by PBC on October 1, 2025

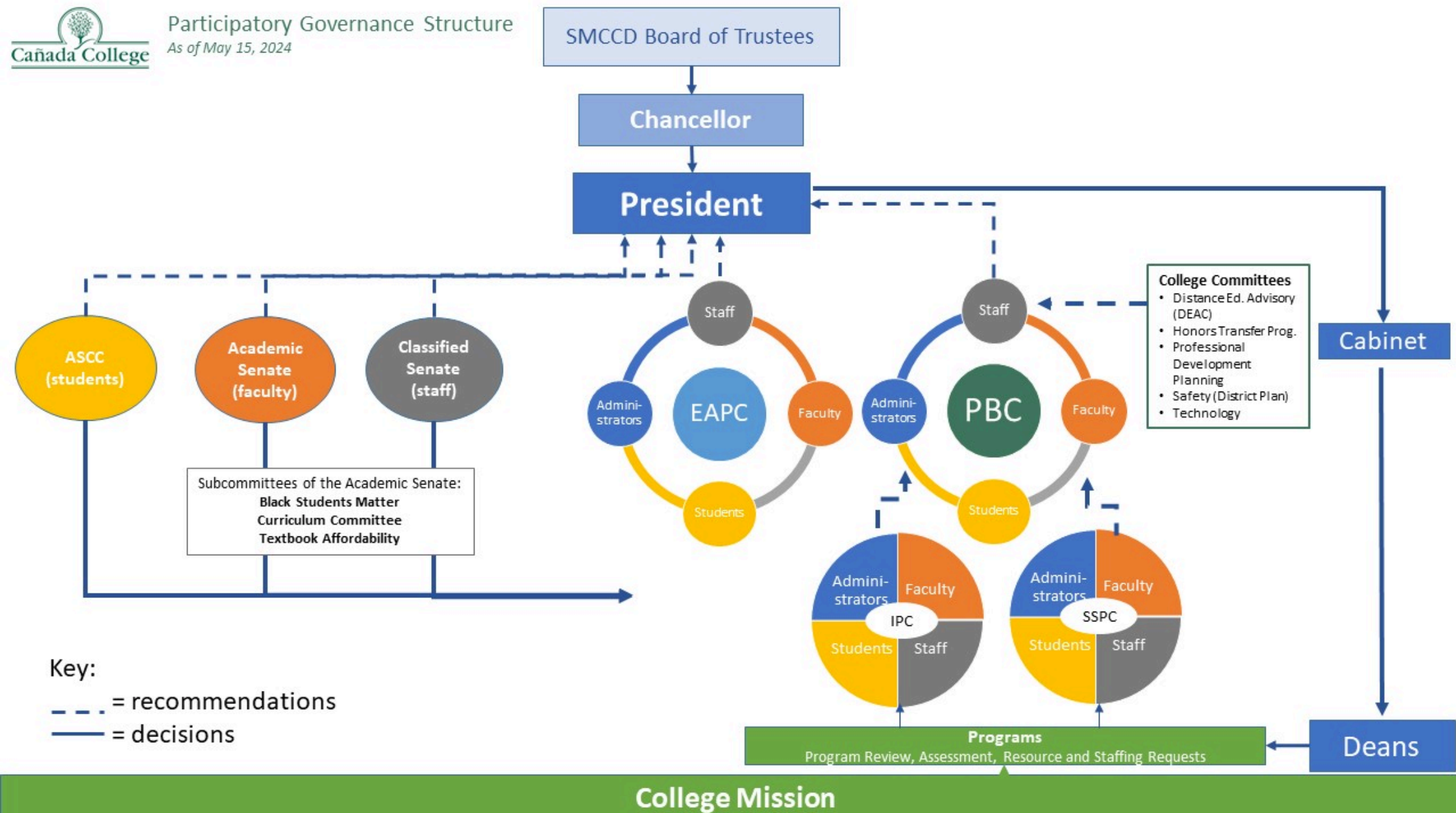
The decision-making process at Cañada College allows each of the College's primary constituent bodies to participate in making recommendations to the College President. These bodies include:

- [Academic Senate](#)
- [Associated Students of Cañada College \(ASCC\)](#)
- [Classified Senate/CSEA](#)

The leadership of of these constituent groups appoint representatives to the following participatory governance groups where they collaborate with administrators in making recommendations to the College President and ensuring that the College adheres to its policies and procedures:

- [Equity and Antiracism Planning Council \(EAPC\)](#)
- [Instructional Planning Council \(IPC\)](#)
- [Planning & Budgeting Council \(PBC\)](#)
- [Student Services Planning Council \(SSPC\)](#)

The following organizational chart outlines their relationship, as well as the committees that report to them, in the decision-making process:



The three Senates, Planning and Budgeting Council (PBC), as well as the Equity and Antiracism Planning Council (EAPC), make direct recommendations to the President.

Recommendations from the EAPC or PBC are subject to approval by the College President. If the President does not accept the recommendation of the EAPC or PBC, the President or designee will return to the EAPC/PBC immediately following their decision and explain why the recommendation will not be implemented or forwarded to the Board of Trustees at said time. A written explanation of the decision will be provided. The approved recommendation(s) of the EAPC/PBC will be acted on or included in materials presented to the Board of Trustees, as the items are available.




The College's annual [integrated planning and budgeting process](#) involves each of the Senates, Councils, and Committees and begins with [college-wide planning](#) as well as program planning (via [the College's program review cycle](#)), followed by a [resource and prioritization process](#), followed by budgeting and staffing decisions.

The College's Decision-Making Philosophy

The following philosophy applies to participatory governance, planning, program review, and budgeting:

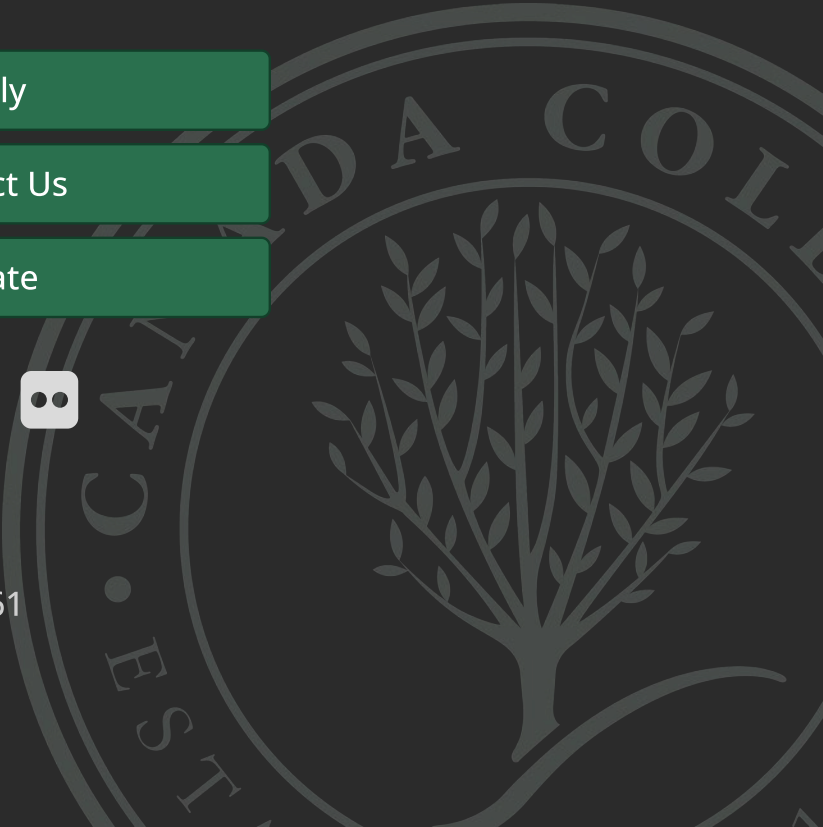
1. To base decisions on data.
2. To make decisions with equity in student outcomes at the forefront as reflected in the College mission, vision, values and goals.
3. To effectively integrate program review, planning, and budget.
4. To encourage widespread institutional dialog and reinforce the college vlaue of transparency.
5. To base the participatory decision-making process on cooperation, trust, and shared values rather than confrontation.
6. To focus on issues that are institutional in nature and which affect the College as a whole.
7. To reach solutions that are made better through the expertise of the participants and made more acceptable through the participatory process.
8. To foster a climate of mutual trust, creative conflict resolution, and positive communication skills.
9. To communicate regularly and clearly with those stakeholders directly affected by decisions.
10. To effectively use time and resources by streamlining the processes to avoid duplication of effort.
11. To identify purpose, function, membership, and reporting relationships for each committee or work group.
12. To maintain reasonable balance and continuity of representation within each participatory governance group.
13. To expect representatives on committees to be familiar with committee functions, to be responsible for attendance, and to regularly consult and communicate with constituents.
14. The participatory governance process will be reviewed regularly by the PBC.

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## Plans

## Overview

Educational Master Plan

## Leadership Retreat

## Related Links

- Planning, Research & Institutional Effectiveness
- Planning & Budgeting Council (PBC)
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)

## College Planning

Cañada College's Planning and Budgeting Council (PBC) oversees the institution's planning and implementation processes. For the college's overarching strategic plans, such as the [Educational Master Plan](#) and the [Strategic Enrollment Management Plan](#), PBC appoints a special task force to lead the planning process with support from the Office of Planning, Research, and Institutional Effectiveness (PRIE). Each task force develops the plan and engages all campus constituencies for review and discussion. PBC approves and monitors the implementation of all college plans.

Other college plans are in the purview of the relevant committee (e.g., Distance Education Advisory Committee leads the development of the Distance Education Plan). As of 2020, PBC established the following [bylaw template](#) and [college plan template](#) for all college-wide committees to implement no later than the start of their new planning cycle. As of 2023, the college's Student Equity and Achievement Plan has been in the purview of the Equity and Antiracism Planning Council.

To prioritize strategic initiatives on which to focus in a given year, the college's integrated planning and budgeting cycle begins each year with a summer **Leadership Retreat**, at which an "annual plan" is developed and recommended to the college by the president on opening day. The relationship between the EMP, Strategic Enrollment Management Plan, Committee Plans and Annual Plan is depicted in the college's planning calendar below:

## Integrated Planning and Budgeting

To measure progress towards achieving its goals, the College considers its progress in the implementation of each of the strategic initiatives that support each goal. We do this twice per year. In August, the college hosts an [annual summer Leadership Retreat](#) which is open to all and at which participants are asked to review the overall, year-over-year progress in EMP implementation by considering the [EMP baseline metrics](#) and comparing them to the current metrics for each strategic initiative. Retreat participants utilize this comparison, as well as qualitative information presented by those helping to implement each initiative, to help inform the selection of which strategic initiatives to focus on during the coming academic year. These priorities are then conveyed to the entire college on opening day by the College President and, subsequently, to the Planning and Budgeting Council which adopts the year's priorities as part of an "annual plan" for EMP implementation.

In May of each year, an [annual plan progress report](#) is prepared and presented to the Planning & Budgeting Council and to the campus community on flex day in April, describing the progress made on each of the strategic initiatives that year. Links to prior year Annual Plans and Annual Plan Progress Reports can be found below.

Program planning is part of the College's annual [Comprehensive Program Review](#) process.

To effectively integrate its planning, budgeting, and evaluation cycle each year, the College follows this [Integrated Planning and Budgeting Calendar](#). The college's [personnel](#) and [non-personnel resource request process](#) is integrated into its [program review cycle](#) each year with the culmination in May when the Vice President of Administrative Services reports the results to PBC.

Canada College Annual Integrated Planning & Budgeting Calendar			Key:	Budget		Staffing		Planning		Resources		Evaluation		
	Activity	Responsible Party	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Budget	Develop budget parameters based on program review	Admin & Faculty								X				
	Draft budget based on Division priorities, staffing approvals	VPAS									X			
	Submit tentative budget to District	VPAS										X		
	Finalize position control	VPAS											X	
	Finalize budget and submit District	VPAS	X											
	Approve budget (Budget of Trustees)	President, VPAS		X										
Staffing	Submit proposals for faculty reassigned time	Faculty			X									
	Review faculty proposals for faculty reassigned time	IPC				X								
	Review, consult, and make decisions on faculty reassigned time	VPI					X	X						
	Confirm timeline and process for program review cycle	PBC										X		
	New position process (part of program review resource request process)	Divisions			X	X								
	Announcement of approved new positions	President					X	X						
College and Program Planning	Set annual priorities	Leadership Retreat	X											
	Approve annual priorities (annual plan for EMP implementation)	PBC		X										
	EMP priority work groups established and begin work	President		X	X									
	Prepare and present progress reports to PBC	Committees/EMP leads								X	X	X		
	Approve progress reports and any new 3-year plans from Committees	PBC								X	X	X		
	Update data dashboards and packets for program review	PRIE											X	X
Resource Requests	Post SLO and PLO assessment reports	VPI	X											X
	Conduct program review and update program plans	Programs/Deans/VPs		X	X	X								
	Peer evaluation of comprehensive program reviews	IPC/SSPC				X	X							
	Complete program review or annual updates to request resources	Programs				X								
	PBC hosts personnel request presentations. Senates prioritize requests.	PBC/Senates				X	X							
	Prioritize non-personnel resource requests	Divisions							X	X				
Evaluation	Certify prioritization of resource requests	PBC								X				
	VPAS presents mid-year budget update and forecast for next year	VPAS								X				
	Announce results of resource request process	VPAS										X		
	Conduct ILO assessment	PRIE											X	X
	Consider results of ILO assessment and plan accordingly	PBC		X	X									
	Establish governance evaluation instrument	PBC/PRIE								X				
Evaluation	Evaluate governance process	PRIE									X	X		
	Consider results of governance evaluation and determine actions	PBC		X	X									
	Present updated college metrics (Institution Set Standards)	PRIE/PBC			X	X								

## Cañada College Planning Calendar

Cañada College Strategic Planning Calendar	2022-23	2023-24	2024-25	2025-26	2026-27	2027-2028
Educational Master Plan 2022-27	Year 1	Year 2	Year 3	Year 4	Year 5	EMP Planning Year
Committee Plans:						
Distance Education Plan			Year 1	Year 2	Year 3	
Facilities Master Plan (District)	Year 1	Year 2	Year 3	Plan Amendment (2025-30) →		
Professional Development Plan			Year 1	Year 2	Year 3	
Strategic Enrollment Management Plan		Year 1	Year 2	Year 3	Year 4 (extension)	Year 5 (extension)
Student Equity & Achievement Plan		Year 1	Year 2			
Technology Plan			Year 1	Year 2	Year 3	
Transfer Plan*				Year 1	Year 2	Year 3

*Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the Education Master Plan by topic*

## Cañada College Plans

- + Annual Plans (EMP implementation priorities as of 2018)
- + Distance Education Plans
- + Educational Master Plans
- + Professional Development Plans
- + Strategic Enrollment Management Plans
- + Student Equity Plans
- + Technology Plans
- + Transfer Plans
- + Sustainability Plans

## Cañada College Implementation & Program Plans

- + Dual Enrollment Implementation Plan
- + Guided Pathways
- + OER/ZTC Implementation Plans
- + Research & Evaluation
- + Strong Workforce Program
- + Student Success and Support Program (SSSP)

## District Plans

+ District Strategic Plans

+ Emergency Action Plans

+ Facilities Master Plans

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## Documentation of Dialogue

*PBC Approved 10/01/2025*

## Publicizing agendas and minutes

Agendas of all participatory governance groups are posted on websites and emailed to the entire college community. Those governance groups that are subject to the Open Meetings Act finalize their agendas and post them to the campus community within 72 hours of the meeting. Note takers at these meetings strive to capture the substance and spirit of conversations with as much detail as possible, [using the note-taking guidelines from PBC](#). These minutes, once approved, are posted on the respective governance group's website.

## Documenting dialogue

In cases where dialogue concerning a particular significant issue is spread out over a period of months and/or occurs between multiple governance bodies, the college creates a dedicated web page documenting and tracking the conversation in chronological order with links to relevant documents including processes, timelines, meeting minutes and college-wide communications. These pages are linked to the PBC, or other more appropriate, website. By collating documentation that exists in disparate locations we are able to show clearly the evidence of dialogue and communication that occurs among our participatory governance groups, the campus and our community.

## Meeting Minute Template


On October 01, 2025, the Planning & Budgeting Council adopted [this template](#) and recommends it to all Councils and Committees at Cañada to use to document dialogue and actions taken by their participatory governance group.

## Related Links

- > Learning Outcomes and Assessment
- > Mission, Vision, Values
- > Office of Planning, Research and Institutional Effectiveness
- > Planning & Budgeting Council
- > Program Review

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## Personnel Decisions

*Revised by PBC on October 1, 2025*

The College uses Program Review as evidence for justifying new and replacement positions. Faculty, staff and administrators are able to use Program Review and other evidence to propose positions, however it is not mandatory that new positions be identified in program review in order to be considered within the following processes. Three distinct processes exist: (1) for new positions, (2) for vacancy replacements , and (3) for externally funded and other temporary positions. All three processes involve consultation with participatory governance bodies and culminate in recommendations to the President.

Each fall semester, the PBC creates a master list of all new, non-temporary, position proposals on their [Personnel Request Process](#) website. The Academic and Classified Senates prioritize the positions within their purview and then recommend those prioritized lists to the President by December of each year. PBC gathers feedback on the strengths and weaknesses of each position proposal and documents them on the Personnel Request Process website in order to inform the Senates' prioritization decisions as well as those of the President. The President consults this master list whenever funding becomes available for new positions.

- [Process for New \(non-temporary\) Positions](#)
- [Process for Vacancy Replacements](#)
- [Process for Externally-funded and other Temporary Positions](#)

## Related Links

- > Learning Outcomes and Assessment
- > Mission, Vision, Values
- > Office of Planning, Research and Institutional Effectiveness
- > Planning & Budgeting Council
- > Program Review

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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. Revised by PBC on October 18, 2023. Revision approved by PBC on November 1, 2023 and on October 1, 2025.*

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
<b>STEP 1. Submit Proposal</b>  Authors submit written proposals to dean/supervising administrator who forwards to VPI/VPSS. Proposals will posted on PBC website. New Position Proposals are located on the Program Review and PBC websites.	Late-October
<b>STEP 2. Submit Presentations</b>  Authors submit PowerPoint slides to PBC Co-Chairs and Office of the President; presentations are posted on PBC website.	Early November
<b>STEP 3. Presentation &amp; Discussion</b>  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
<b>STEP 4. Senate Analysis of Faculty Positions</b>  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
<b>STEP 5. College President Decision</b>  College President announces decision on new positions after consultation with Cabinet. Announcement is college-wide.	December - January
<b>STEP 6. College President Seeks Board Approval</b>	January
<b>STEP 7. Screening Process Begins</b>  Academic Senate and CSEA appoint members to screening committees.	Late January
<b>STEP 8. President Approves Additional Positions</b>  As new funding becomes available, College President selects positions for approval. President's decision is announced college-wide.	Until commencement of next Program Review cycle
<b>STEP 9. Evaluate Program Review and Personnel and Non-Personnel Resource Request Process</b>  Evaluate the program review, personnel and non-personnel request requests processes as part of the College's annual evaluation of participatory governance processes (overseen by PBC).	April

Considerations for new classified/administrative staff include:

1. specific needs and duties of the position
2. alignment with the mission and strategic goals of the college
3. impact on the department or division
4. explanation of how the work will be accomplished if the position is not filled

Considerations for new faculty positions include:

1. alignment with the mission and strategic goals of the college
2. contribution to accomplishing program-level strategic action plans
3. contribution to program vitality and viability
4. evidence of student demand/enrollment/workload
5. support for the College meeting the statutory goal of having 75% of credit instruction hours taught by full-time instructors

New Position Proposal forms are located on the [PBC website](#).

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Decisions regarding vacancy/replacement positions

Updated on April 17, 2024 per PBC discussions and CSEA approval. Revised by PBC to include unrepresented classified employees on October 1, 2025.

The process described below is for Administrative, unrepresented Classified, and CSEA vacancy positions. For vacant faculty positions, see additional recommendations delineated in Academic Senate's [Faculty Vacancy Process](#).

Step 1	<ul style="list-style-type: none"><li>Employee submits notification of retirement or resignation to Human Resources</li></ul>
Step 2	<ul style="list-style-type: none"><li>Department/Division (managers and classified staff) reviews the need for the position and prepares responses to the Hiring Replacement questions listed below</li></ul>
Step 3	<ul style="list-style-type: none"><li>Cabinet reviews replacement requests and the responses to the questions below and makes recommendations to the President</li><li>Action taken by the College President</li><li>Human Resources notifies CSEA for classified positions within CSEA’s purview, such as a lateral transfer or vacancy</li></ul>
Step 4	<ul style="list-style-type: none"><li>If changes in staffing are recommended, PBC will be notified as an information item only</li></ul>

Questions to be Asked/Answered for Hiring Replacement of Non-Faculty Positions

1.

Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative or accreditation standards, etc. for the position?
2.

Does the request support the goals of the Educational Master Plan or other strategic plans?
3.

Do the data indicate a demonstrated program need?

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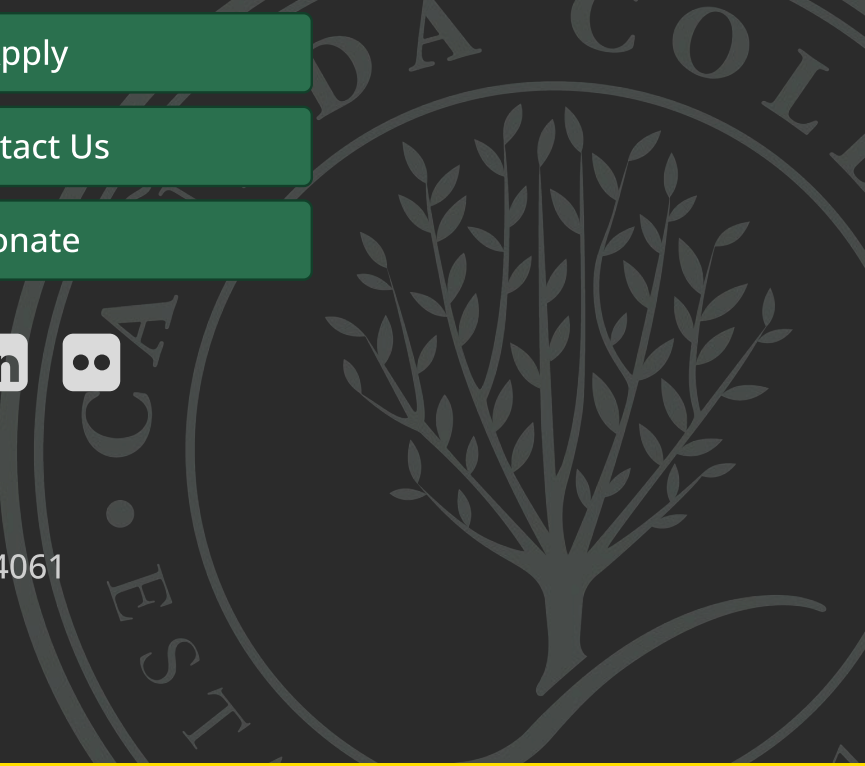
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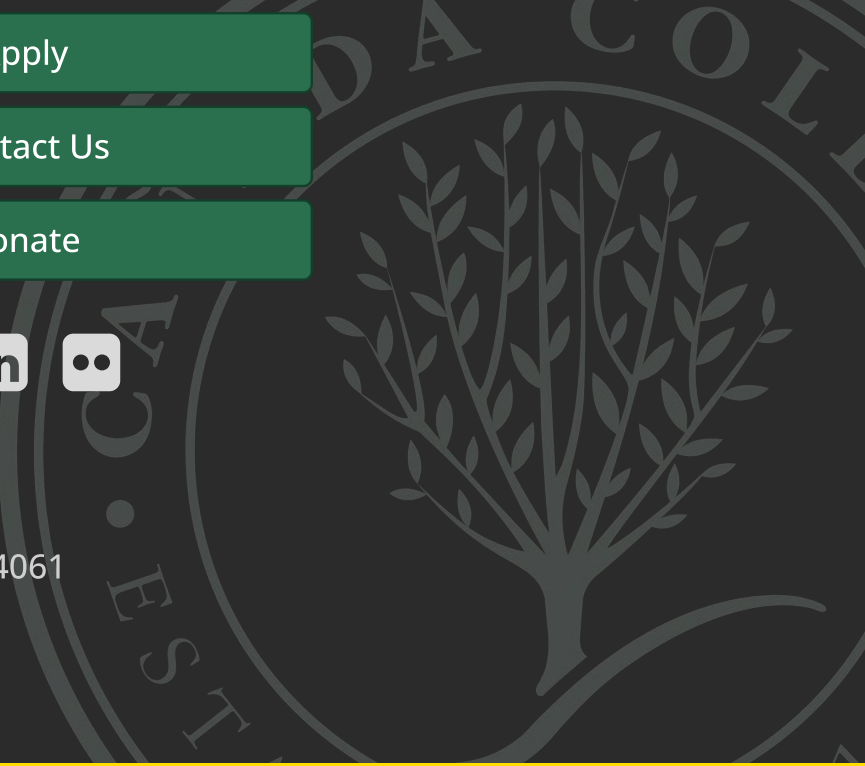
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## Decisions regarding new program development

*Approved Dec. 5, 2012. Revised by PBC on October 1, 2025*

Academic Senate is currently updating the process for [new instructional program](#) development. More information can be found at the [Academic Senate Website](#).

The process for developing new, non-instructional Fund 1 programs can be varied – it may be recommended by an individual within a department, a dean, a vice president or an outside mandate. The following is a “general” guide for how the process will work for creating new programs:

## Step 1. The Idea

The idea for a new, non-instructional Fund 1 program is identified and a proposal is developed.

## Step 2. Review by Dean/VP

The proposal for a new program is reviewed by the Dean, VPI or VPSS and feedback provided.

### Step 3. Data and Financial Analysis

The Office of Planning, Research, and Institutional Effectiveness and the Business Office provides an analysis of the proposal presented.

### Step 4. Review by Groups

The new program idea is reviewed by appropriate groups such as the Division, the Curriculum Committee, Academic Senate, and the relevant Planning Council.

## Step 5. Review by Cabinet

The College Cabinet will review and discuss the proposed program.

## Step 6. Review by PBC

The Planning & Budgeting Council will review the request for a new program and advise the President.

### Step 7. Decision by the President


The President will review and make a decision about funding the new program.

## Related Links

- > Learning Outcomes and Assessment
- > Mission, Vision, Values
- > Office of Planning, Research and Institutional Effectiveness
- > Planning & Budgeting Council
- > Program Review

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## Decisions regarding program improvement and viability

*Approved Dec. 5, 2012. Revised by PBC on October 1, 2025*


*Note: Academic Senate is responsible for program improvement and viability processes for instructional programs. Please see the [Academic Senate Website](#).*

## Related Links

- Learning Outcomes and Assessment
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## Grant Development Processes

*Revised by PBC on October 1, 2025*

The process for developing grants from initial proposal, budget development, application and post-award processes are delineated on the college's [Grant Development & Management website](#).

If a grant proposal commits the College to institutionalizing any positions or functions it must get approval from PBC prior to submission.


Institutionalization of grant-funded positions is delineated on the [Personnel Decisions webpage](#).

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## Space Allocation

*Revised by PBC on October 1, 2025*

Space is a limited resource and, consequently, must be managed in a responsible manner in order to best advance the college's mission and strategic priorities. Flexibility is required in order to respond to changes in college priorities, curriculum, instructional practices, inter-program coordination, and workflow. As important as location is to a business or residential real estate market, it can be just as important in an educational setting. As such, decisions about space allocation need to be made carefully, be data- and planning-driven, involve appropriate consultation with all affected stakeholders, and be consistent with shared principles and values.

### Principles of Space Allocation

Decisions regarding office space allocation - This process applies to private and shared offices, workrooms, and conference rooms.

Decisions involving substantive impacts - This process applies to proposals to reallocate space that substantively impacts other programs or services.

### Related Links

- > [Learning Outcomes and Assessment](#)
- > [Mission, Vision, Values](#)
- > [Office of Planning, Research and Institutional Effectiveness](#)
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## Procedures for allocation of office space

*Approved Dec. 5, 2012. Updated by PBC on October 1, 2025*

## Cañada College Space Allocation Guiding Principles:

Guiding Principle Concept	Principle
1. Space is a resource of the college and is not owned	1. Space is a College resource allocated in alignment with the mission, vision, and goals of the institution.
2. Flexibility and adaptability	2. The College values flexibility and recognizes changing instructional needs, programs, and technologies. Space allocations can change based on current and emerging needs.
3. User experiences – focus on equitable distribution and students	3. Space allocations seek to improve the student, faculty, and staff experience at the College through an equitable distribution consistent with college processes.
4. Oversight and responsibility of space allocation	4. Responsibility for space assignments should follow program, department, divisional, and college organizational structures. Administrators are provided the flexibility to address the space needs of their division. Development of College space allocation policies is the responsibility of PBC, and implementation is the responsibility of the College President and Cabinet.
5. Fiscally responsible and sustainable	5. Space allocations are made using methods that are both fiscally responsible and sustainable through analysis of existing space utilization to identify efficient use, short- and long-term costs of ownership, and reuse of existing space.

### Procedures:

1. Division Deans, using the principles above, shall designate office spaces equivalent to the number of full-time faculty in their divisions.
2. Unmet needs for additional office spaces for full time faculty are discussed with all Deans and decisions are made.
3. The President and Vice Presidents resolve room conflicts if Division Deans are unable to come to a resolution.
4. The President and Vice Presidents have authority to resolve conflicts for administrative offices.
5. The President and Vice Presidents allocate office space for other parties only after the allocation of office space for faculty, classified staff, and administrators.

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- > Learning Outcomes and Assessment
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Decisions involving substantive impacts of changes in existing space allocation

Drafted 10/30/15. Updated by PBC on October 1, 2025

New uses for existing spaces require consultation and vetting prior to making a decision. When a new proposed use significantly impacts other programs or is substantially different from the current use of that space, consultation must occur with at least some, if not all, primary governance groups. The following guidelines can be considered if such a substantial change is being considered:

Step 1	A need and plan are identified through the resource request process or by other means.
Step 2	A proposal, accompanied by the most recent relevant program review, is reviewed by Cabinet. Whenever possible, proposals should include usage/traffic data to assist in decision making.
Step 3	Proposal is considered by affected programs/services.
Step 4	Answers to Frequently Asked Questions are prepared and attached to the proposal, if requested.
Step 5	Proposal is considered, in light of the college's space allocation principles, by relevant stakeholder primary governance groups (e.g. IPC, SSPC, ASCC, Classified Senate and/or Academic Senate). Feedback is provided to PBC.
Step 6	Planning & Budgeting Council discusses the proposal, in light of the college's space allocation principles and feedback from stakeholder groups, and makes recommendation to the president
Step 7	Facilities manager evaluates if current building infrastructure (HVAC, electrical, IT) will support the proposed use and provides "ballpark" cost estimate.
Step 8	VPAS reviews and determines funding strategy.
Step 9	Decision by President

Related Links

- > [Learning Outcomes and Assessment](#)
- > [Mission, Vision, Values](#)
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## Evaluation of Governance

*Approved by PBC on November 7, 2018. Updated by PBC on October 1, 2025*

In order to assure institutional improvement of the teaching and learning environment, the participatory governance and decision-making processes (planning, program review) will be evaluated regularly. The Planning and Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed which will be conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE). These evaluations are set up to ensure the participatory governance structure provides for:

- a collegial process that sets values, goals, and priorities;
- evaluation and planning rely on high quality research and analysis on external and internal conditions; and
- educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

The results of these evaluations can be found on the [PRIE Survey website](#) under Participatory Governance Evaluation Surveys.

## Elements of the Evaluation Process

**Survey Administration:**

Periodically, the faculty, staff and students will be surveyed to determine if the processes described in the Participatory Governance website are working effectively.

**Review by the Planning & Budgeting Council:**

PBC will review the results of the evaluation and make recommendations for improvement based on the data. PBC will communicate their recommendations to the College President as well as the other participatory governance groups.

## Timeline for the Evaluation Process


Activity/Timeline	Group	Activity
March	PBC	Reviews and approves evaluation questions
April - May	PRIE	Administers the participatory governance evaluation survey
September - October	PBC	Reviews the results of the evaluation survey and recommends changes to the College President and other participatory governance groups as needed.

## Related Links

- > Learning Outcomes and Assessment
- > Mission, Vision, Values
- > Office of Planning, Research and Institutional Effectiveness
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Other Decisions

Updated by PBC on October 1, 2025

- [Decisions regarding faculty reassignment](#)
- [Selection of student commencement speakers](#)

Related Links

- > [Learning Outcomes and Assessment](#)
- > [Mission, Vision, Values](#)
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Decisions regarding faculty reassignment

ASGC Approved Nov. 13, 2014. Updated by PBC on October 1, 2025

Faculty at Cañada College frequently engage in extensive activities beyond what is defined in the AFT contract as expected professional responsibilities. Typically, these ‘above and beyond’ activities include faculty leadership, accreditation, research, academic support programs, and faculty development/support services. Awarding reassigned time provides faculty with greater opportunity and flexibility in their schedule to engage in these activities. Reassigned time is part of a faculty member’s workload that is subtracted from the primary instructional assignment as outlined in Appendix D of the faculty contract.

The Instructional Planning Council oversees the reassigned time process on behalf of the Academic Senate. More information is available on the [IPC Reassigned Time website](#).

Related Links

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Decisions regarding selection of faculty coordinators

Process for Selection of Faculty Coordinators for Campus-Wide Initiatives

Coordinating a college-wide initiative is an opportunity for faculty to grow professionally and to develop and their exercise leadership abilities. The Academic Senate seeks to strengthen its faculty individually, and as a whole, by establishing terms of service for faculty coordinator positions and broadly extending the opportunity for faculty development. New perspective and leadership benefits not only faculty member serving as coordinator but the program as a whole. The Senate strives to balance these benefits with the needs of stability and sustainability by providing coordinators sufficient time to "learn the ropes" and to make a substantive impact.

When selecting faculty coordinators for campus-wide initiatives, the college strives to balance stability and sustainability of effort with the desire to open opportunities for new leadership development. The term for each coordinator position is determined in consultation with the appropriate advisory committee, Academic Senate, and administration.

Upon establishing a new coordinator position, or when the term of a given coordinator position has ended, the Academic Senate and Vice President of Instruction will jointly advertise the position to all faculty. Applications are collected by the Office of Instruction. A screening committee, whose majority consists of faculty, will be formed to evaluate the candidates. The committee will make recommendations to the Vice President of Instruction who makes the final appointment in consultation with the Academic Senate.

More information on the campus-wide initiates positions see the [Academic Senate](#) webpage.

Process for Selection of Faculty Coordinators for Instructional Programs

For Instructional Program Coordinators, the program will recommend a faculty member to serve to their Dean. The Dean will forward the faculty member to the VPI.

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Selection of Student Speaker for Commencement

Process	Date
<b>Step 1:</b> Advertise for student commencement speaker and post guidelines and application materials on <a href="#">commencement site</a>	End of January
<b>Step 2:</b> Applications are due	Mid-April
<b>Step 3:</b> Auditions with College President, PBC co-chairs, Speech Coach (Communication Studies faculty), Student Life & Leadership Manager; Selection of student speaker	Late April
<b>Step 4:</b> Student speaker works with Speech Coach (Communication Studies faculty)	May

Related Links

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