



STUDENTS



FACULTY



ADMINISTRATORS



STAFF



Participatory  
Governance  
Structure  
HANDBOOK

AY 2017 - 2018

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## Acknowledgements

This revised Participatory Governance Structure Handbook is based on, and consistent with the 2017-2023 Agreement between the GCC Faculty Union and the GCC Board of Trustees. It is also the result of a collaborative process involving governance leaders, as facilitated by **R. Gary Hartz**, Associate Dean, School of Technology and Student Services.



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**Kieth Nonato, Council on Postsecondary Student Affairs President**

11/16/17

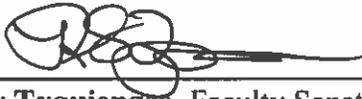
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Date



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**Latisha Ann N. Leon Guerrero, Staff Senate President**

11/16/17

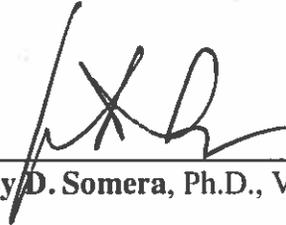
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**Ricky Tyquiengco, Faculty Senate President**

11/7/17

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Date



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**R. Ray D. Somera, Ph.D., Vice President for Academic Affairs**

11/16/17

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Date

# I. Vision and Mission of GCC

## Vision

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.

## Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.  
(Board of Trustees Policy 100)

## Sinangan Misi3n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfáfache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

# II. Board of Trustees, Officers of the College, and Governance Leaders AY 2017-18

## Board of Trustees

|   |   |
|---|---|
| <b>Franklin P. Arriola</b> , Chairperson                | <b>Richard P. Sablan</b> , Vice Chairperson                           |
| <b>Gina Y. Ramos</b> , Secretary                        | <b>Eloy P. Hara</b> , Treasurer                                       |
| <b>Deborah C. Belanger</b> , Member                     | <b>John Benito</b> , Member   |
| <b>Luke Fernandez</b> , Student Member                  | <b>Frederick Tupaz</b> , Faculty Advisory Member                      |
| <b>Kenneth Bautista</b> , Support Staff Advisory Member | <b>Mary A.Y. Okada, Ed.D.</b> , President and Chief Executive Officer |

## Officers of the College

**Mary A.Y. Okada, Ed.D.**, President and Chief Executive Officer  
**Carmen Kwek Santos, C.P.A.**, Vice President, Finance and Administration  
**R. Ray D. Somera, Ph.D.**, Vice President, Academic Affairs  
**Michael L. Chan, Ed.D.**, Dean, Technology and Student Services  
**Virginia Tudela, Ph.D.**, Dean, Trades and Professional Services  
**Elizabeth P. Diego, Ph.D.**, Associate Dean, Trades and Professional Services  
**R. Gary Hartz**, Associate Dean, Technology and Student Services  
**Pilar P. Williams**, Associate Dean, Trades and Professional Services

## Governance Leaders

**Latisha Ann N. Leon Guerrero**, Staff Senate President  
**Kieth Nonato**, Council on Postsecondary Student Affairs (COPSA) President  
**Ricky Tyquiengco**, Faculty Senate President

### **III. History and Context of Participatory Governance at GCC**

Since its creation in 1977, the Guam Community College has committed itself to maintaining a culture where students, faculty, administration and staff members work together in a positive, collaborative way. While the structures that maintain these constituent relationships have evolved, GCC, has maintained its commitment to governance, knowing that success in serving students is contingent upon the College's ability to be responsive to everyone the institution employs and serves.

Prior to the fall of 2006, the College Affairs Committee (CAC) was the central point of GCC's governance system. Monthly community meetings allowed for faculty to discuss plans, raise concern, and learn of new directions taken by the administration. This body, though, did not have formal authority within an agreed-upon institutional governance structure. Instead, a series of agreements between the GCC Board of Trustees (BOT) and the Guam Federation of Teachers (GFT) served to guide GCC in resolving work-related faculty concerns.

According to the AY2006-2007 Annual Self-Study Report, the College recognized that an improved means for collective input from faculty in the planning and decision-making process was needed. Seeing that there was a need for an improved governance system, GCC's administration and faculty agreed to explore the creation of a new governance structure, with its central goal being to achieve and maintain mutual respect and cooperation. Initially, a group of faculty were empowered to research, design, develop, and propose for implementation a governance structure that would achieve this goal.

Supported by administration, the faculty-led planning process lasted two semesters, and resulted in the development of the Faculty Senate and College Governing Council (CGC). This creation process was informed by several discussion meetings with different stakeholders, to determine what kind of governance structure would improve faculty input and participation in college planning and decision-making.

In the fall of 2006, after the language and parameters were identified and agreed upon through the revised Article XII of the 2005 BOT/GFT Agreement, GCC's Faculty Senate was born. This collective body has since been recognized as the official voice of the GCC faculty. At first, GCC's collaborative governance process was known as "shared governance;" it is now referred to as GCC's "participatory governance" process.<sup>1</sup>

The Faculty Senate structure was seen by most constituents as more effective than the CAC, allowing for a more recognizable and inclusive system for faculty dialogue and input on many issues and concerns in areas such as (but not limited to): the College mission statement, fiscal priorities, physical (facility) improvements, and technology resource needs.

Beyond the GCC Faculty Senate, additional levels of faculty participation in college governance were added. Committees relating to academic concerns (e.g. Curriculum Committee, General Education Committee) now reported to the Faculty Senate. In turn, representatives from the Faculty Senate served on another new body, GCC's College Governing Council. At this level, faculty representatives collaborated with administrators, students and staff members in deciding what governance-related issues and concerns are forwarded to the College President and/or the College's Board of Trustees. As the AY2006-2007 Self-

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<sup>1</sup> Beno, Barbara, May 2, 2008 Letter to GCC Accreditation Liaison Officer (Appendix B)

Study Report stated, “The creation of GCC's Faculty Senate and College Governing Council created an environment for empowerment, innovation, and institutional excellence throughout the college community. The establishment of these two governance structures brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution.”

Beginning in the fall of 2017, GCC's participatory governance structure was once again revamped. The latest changes were made in order to align the structure with the content from the 2017 Agreement between the GCC Board of Trustees and the GCC Faculty Union. Article VII of the Agreement details the general guidelines from which this Handbook's content is derived (see Appendix A).

Key changes include:

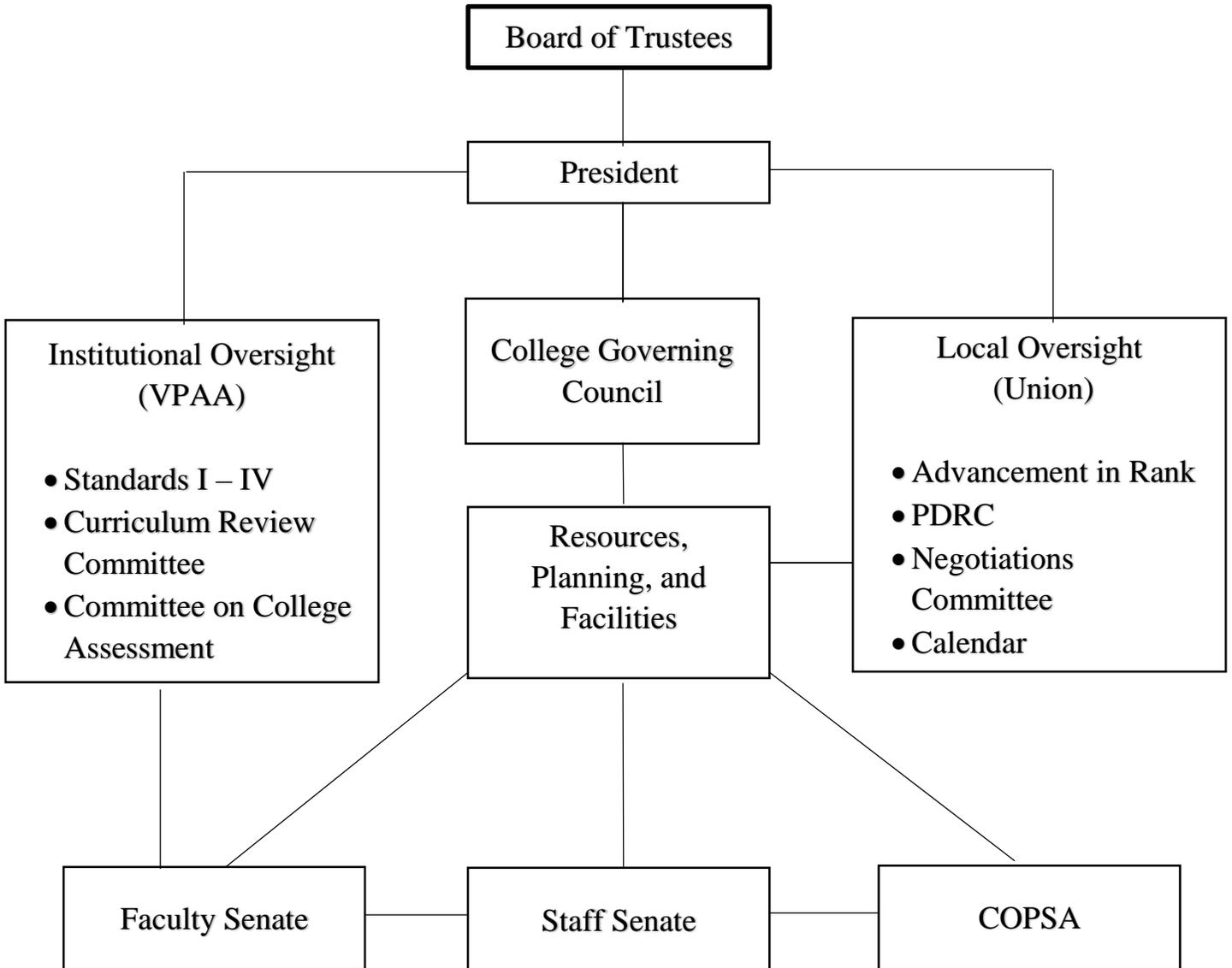
- Replacement of the Learning Outcomes Committee (LOC) and General Education Committee with the Curriculum Review Committee comprised of both faculty and administrators, including ad hoc staff members.
- Involvement of the Faculty Senate President in Academic Affairs Division (AAD) meetings.
- Re-designation of which committees are Local (Union affiliated) as opposed to Institutional (under the oversight of the Vice President for Academic Affairs.)

GCC's participatory governance system has been informed by recommendations from constituents as well as GCC's accrediting agency, the ACCJC. It remains anchored in the belief that better decisions, and therefore better service to Guam and its students, come from the involvement of all stakeholders. Common values of all participant groups include collaboration, student-centeredness, transparency and integrity.

This handbook provides the reader with an understanding of GCC's current governance structure, to include detail on the relevant roles and responsibilities for each group of constituents: administrators, faculty, staff, and students. It is divided into two sections. The first section details the structure as it currently functions, while the second section details the structure as it existed prior to the new Agreement's implementation in August 2017.

## IV. Participatory Governance Structure August 2017 – Present

**Table 1: GCC Participatory Governance Structure, August 2017 – Present**



## A. Introduction

As shown in Table I above, the Faculty Senate, Staff Senate and Council on Postsecondary Student Affairs (COPSA) can participate in participatory governance via the Resources, Planning and Facilities Committee (RPF) and the College Governing Council (CGC). When the bodies, officially empowered to represent their constituents, have proposals relevant to the whole of the campus, they may officially vote on them and transmit the results to the CGC, first sending them to the RPF if the proposals hold financial implications. When proposals from the Faculty Senate, Staff Senate or are directly related to the work of local or institutional committees, may also direct their proposals to committees who, in turn, can forward the proposals, with their input, to the RPF or CGC.

Committees are a core element of participatory governance, and focus their work upon matters related to a specific ‘charge’ or subject. Because those committees approved in Article VII of the Agreement are identified as the official governance bodies related to a ‘charge’ or subject, no other committees shall be formed by the College to conduct the same or similar functions.

Beyond those committees identified in Table I, the Financial Exigency Committee and Reduction-in-Force Committee may be convened under specific guidelines, but are not brought to existence except when necessary, and under the guidelines stipulated in the Agreement.

Two kinds of committees exist, local (Union) committees and institutional committees. Local committees must abide by rules, which are shared in the Agreement, including that they must identify their Chairpersons and membership for the next academic year by May 1 of each academic year, and that their charge shall in no way be cause for interference in the normal day-to-day operations of the College. Local committees are also required to submit end-of-year reports to the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) no later than May 1 of each academic year.

## B. The Board of Trustees

The College’s Board of Trustees consists of seven (7) members as follows:

- one (1) representing business and industry
- one (1) representing organized labor
- one (1) representing the GCC student body
- four (4) representing the general public

In addition, there are two “advisory” Board Members, one of whom is the GCC Faculty Union President, and the GCC Staff Union Chairperson, who represents GCC’s staff. Aside from the student member (elected by the student body) and the two advisory members, all other members are appointed by the Governor of Guam, with consent of the Guam Legislature. The Board of Trustees adopts policies necessary for the functioning of the College, reviews performance of the College President, and ensures that GCC is meeting the needs of Guam, as appropriate. When policy-related considerations have been fully reviewed and formally recommended via GCC’s participatory governance process, the President brings these matters to the Board of Trustees, who decides whether or not to act on these items, rendering decisions that are in the best interests of GCC and its stakeholders.

## C. The GCC President

GCC's President is the Chief Executive Officer (CEO) of the College. The President is responsible for ensuring that GCC carries out the mission of the College. Once policy-related governance recommendations are fully considered by the College Governing Council, they are brought before the President, who either makes decisions on the recommendations, or reviews them and brings them to the Board of Trustees, as appropriate.

## D. The College Governing Council

The College Governing Council (CGC) serves to provide broad participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The voting membership of the College Governing Council shall consist of:

- One (1) Administrator appointed by the President (one vote)
- Local President (one vote)
- Faculty Senate President (one vote)
- Staff Senate President (one vote)
- Council on Postsecondary Student Affairs President (The student member shall not be employed by the College in excess of 20 hours per week.)

This Council will also serve as a conduit to this process by facilitating dialogue where issues are clarified between the Council and relevant constituencies. The Council, with the input from its respective constituencies including the Local, shall make and/or forward recommendations for action to the College President. This Council shall conduct no business that is in conflict with this Agreement or 4 GCA, Chapter 10 (PEMRA), Academic Personnel Rules and Regulations, Civil Service Commission Rules and Regulations, or existing law.

## E. The Faculty Senate

The Faculty Senate is the official representative body of GCC's faculty members, representing the faculty of the College in academic and professional matters. As appropriate, governance-related concerns of faculty are coursed through this body before being addressed by the College Governing Council or the President.

## F. The Staff Senate

The Staff Senate is the official representative body of the College's staff members, who are classified full-time permanent employees who support the work of GCC's academic administrators and faculty. The Staff Senate is comprised of:

- a President, a Vice President, and a Secretary / Treasurer
- six (6) "at large" representatives
- one (1) Human Resources Office staff member (non-voting advisory member)

-the Past President of the Staff Senate (non-voting advisory member)

In addition to representing the staff on governance-related concerns, the Staff Senate appoints staff members to institutional committees, and provides an environment for the exchange of information between staff members and other GCC stakeholders. It also strives to achieve a sense of unity and cooperation among staff, and between staff and other constituencies. When this body cannot directly address staff concerns and issues, referrals are made to personnel, as appropriate.

## G. The Council on Postsecondary Student Affairs and the Student Board Member

The Council on Postsecondary Student Affairs (COPSA) is the official representative body for GCC students. The COPSA officer positions are President, Vice President, Secretary, Treasurer, Parliamentarian, Public Relations Officer, and Historian.

COPSA guides the work of GCC student organizations, and addresses issues and concerns of GCC's student body. COPSA holds regularly scheduled meetings, and appoints students to Institutional Committees. When COPSA cannot address an issue or concern, a referral is made to relevant GCC personnel. Concerns relating to GCC policies may be brought to the attention of the student member of the GCC Board of Trustees, who is elected annually by the GCC student body.

## H. Local Committees

### **Calendar Committee**

This Committee proposes the five (5) year academic calendar based on a thorough analysis of relevant information and will include a Calendar that encompasses the work year for faculty. For secondary faculty, secondary activities will be proposed to meet institutional needs within the framework of the GCC calendar. The Calendar Committee shall confer with the Vice President for Academic Affairs (VPAA) to coordinate the GCC calendar with the Guam Department of Education (GDOE) calendar. A draft calendar shall be completed no later than March 1 to allow for review by the Faculty Senate. Comments or recommendations from the Faculty Senate shall be submitted no later than March 15 to be reviewed by the Calendar Committee. The Calendar Committee presents the proposal to the College President for concurrence and transmission to the Board via the VPAA on or before April 1. Furthermore, the Coordinator for Admissions and Registration shall publish the 5-year Academic Calendar. The Chairperson and/or Chairperson-Elect is to be elected from among the membership. This Committee is comprised of the Deans of each School, Coordinator for Admissions and Registration, one (1) member appointed by the VPAA, and four (4) faculty members\* (two (2) postsecondary and two (2) secondary) to be appointed by the Local President. Membership on this committee is collateral.

### **Resources, Planning and Facilities (RPF) Committee**

This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes (SLOs). It is the forum for discussion of any available or needed resources and facility issues or concerns. The Resources, Planning and Facilities Committee may make and forward recommendations for action to the

College President. The College President may transmit recommendations to the Board for approval and further disposition. This Committee is led by two (2) Chairpersons: the Local President and Vice President for Finance & Administration. It is comprised of the Local President (collateral duty), one (1) faculty member appointed by the Local President, Faculty Senate President\* (collateral duty), the Vice President for Finance and Administration, a Facilities & Maintenance Representative, one (1) administrator appointed by the College President, and no more than an equal number of staff and student representatives. Meetings are monthly during the academic year or at the call of either Chairperson.

### **Negotiations Committee**

The Local President and the Board will convene the Negotiations Committee two (2) years prior to the expiration date of this Agreement to review the Faculty Job Specifications and/or Faculty Evaluation process (see Article X-Performance Appraisal) as needed. The Negotiations Committee will prepare written recommendations for the negotiating team to review for possible inclusion to the Agreement. This Committee is co-chaired by the Chief Negotiators of both Parties, and is comprised of six (6) to eight (8) members per team as selected by the Local President and Chair of the Board of Trustees. Administrative support for the Negotiations Committee is provided by the College. For academic years 2021-2022 and 2022-2023, committee members will have the following:

- A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.
- B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.

### **Advancement-In-Rank Committee**

The Advancement-in-Rank Committee shall be elected by the Local dues paying members of the Bargaining Unit and consist of six (6) elected faculty members who, at the time of the election, hold the rank of Assistant Professor or higher, have been employed by the College for a minimum of three (3) years, and are dues paying members of the Local. The Chairperson and/or Chairperson-Elect to be elected from among the membership. The term for this Committee is defined as three (3) years. Members shall serve no less than three (3) years with staggered terms and may not serve two (2) consecutive terms. The first year of this Agreement (AY 2017-2018) will be a transition year; faculty who are members of the committee will receive one (1) release with set deliverables each semester. Faculty may opt for compensation or release after the transition year. Workload considerations for this Committee are as follows:

- A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.
- B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.

Please Refer to Article VIII of the Board of Trustees – Faculty Union Agreement, 2017-2023 - Advancement-in-Rank, for additional information.

### **Professional Development Review Committee (PDRC)**

The PDRC shall be elected by the Local dues paying members of the Bargaining Unit and consists of six (6) elected faculty members, who at the time of the election, hold the rank of Assistant Professor or higher, have been employed by the College for a minimum of three (3) years, and are dues paying members of the Local. The Chairperson and/or Chairperson-Elect are to be elected from among the membership. A committee membership term is defined as three (3) years. Members shall serve no less than three (3) years with staggered terms and may not serve two (2) consecutive terms. Regarding workload, the first year of

this Agreement (AY 2017-2018) will be a transition year; faculty who are members of the committee will receive one (1) release with set deliverables each semester. Faculty may opt for compensation or release after the transition year.

A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.

B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.

Please refer to Article IX of the Board of Trustees – Faculty Union Agreement, 2017-2023 - Professional Development Initiatives, for additional information.

## I. Institutional Committees

To meet accreditation standards addressing participatory governance by faculty, various committees will be established by the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) to meet institutional needs that impact student learning. Membership in these committees will be voluntary and in response to the call for participation prior to the start of a new academic year. Services provided will be in accordance with Human Resources (HR) procedures. These committees will not be a part of the regular faculty workload.

For AY2017-18, Institutional Committees are the Accreditation Standards Committees (I, II, III, and IV), the Curriculum Review Committee, and the Committee on College Assessment.

### **Committee on College Assessment**

This Committee guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports and program review. This Committee ensures that an assessment report review process, with meaningful input from faculty, Vice President for Academic Affairs and/or ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.

### **Accreditation Standards Committees: Standard I, “Mission, Academic Quality and Institutional Effectiveness and Integrity”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that promotes the College’s efforts in meeting its mission statement, and the effectiveness by which the mission is successfully achieved. This Committee writes the report, with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

### **Accreditation Standards Committees: Standard II, “Student Learning Programs and Support Services”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that demonstrate the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This Committee writes the report with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty and other key constituents before it is finalized for Board approval.

### **Accreditation Standards Committees: Standard III, “Resources”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that provide support to the College's human, physical, technology and financial resources to meet its broad educational goals, including SLOs, and overall institutional improvement. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

#### **Accreditation Standards Committees: Standard IV, "Leadership and Governance"**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that evaluate how the College's governance process facilitates broad participation in decisions that support student learning programs and services, while acknowledging the designated responsibilities of the Board and the College President. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

#### **Curriculum Review Committee**

The Curriculum Review Committee (CRC) replaces the General Education Committee and the Learning Outcomes Committee. It is responsible for overseeing the curricular development process as of fall 2017. The CRC ensures and regulates, through quality control, an academically sound curriculum that reflects the mission of the College and is responsive to the evolving needs of the community. The Committee is comprised of academic administrators and faculty (including ad hoc relevant staff) in its efforts to guide and continually improve institutional and student learning outcomes at the College.

#### **Committee on College Assessment**

The Committee on College Assessment (CCA) guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports, and program review. This Committee ensures that an assessment report review process, with meaningful input from faculty, Vice President for Academic Affairs and/or ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.

## **V. Documentation of Governance-Related Decisions and Actions**

Each governance body is responsible for maintaining and updating its own documents, to include Constitution, Bylaws, agendas, minutes, attendance records, recommendations, and correspondence. To ensure transparency to the GCC community, these documents should be posted on MyGCC in a timely manner. They are also to be sent to GCC's Office for Assessment, Institutional Effectiveness and Research (AIER) on an annual basis, as AIER is recognized as the central repository for all governance documents. AIER is also recognized as GCC's authority in establishing the format of governance documents, and procedures for document submission.

## **VI. Dialogue as the Cornerstone of Governance at GCC**

The College Governing Council, the Faculty Senate, the Staff Senate, COPSA, and each committee reporting to these bodies strive to make decisions in consensus. Healthy, open dialogue is seen as crucial, in order to ensure that the needs and perspectives of all stakeholders are fully addressed. Full consensus is indicated by a unanimous vote. In situations where consensus is not achieved, details of the minority concerns on a given issue are recorded in publicly-posted minutes, so that the full spectrum of views are made available to the public, and GCC's decision making bodies.

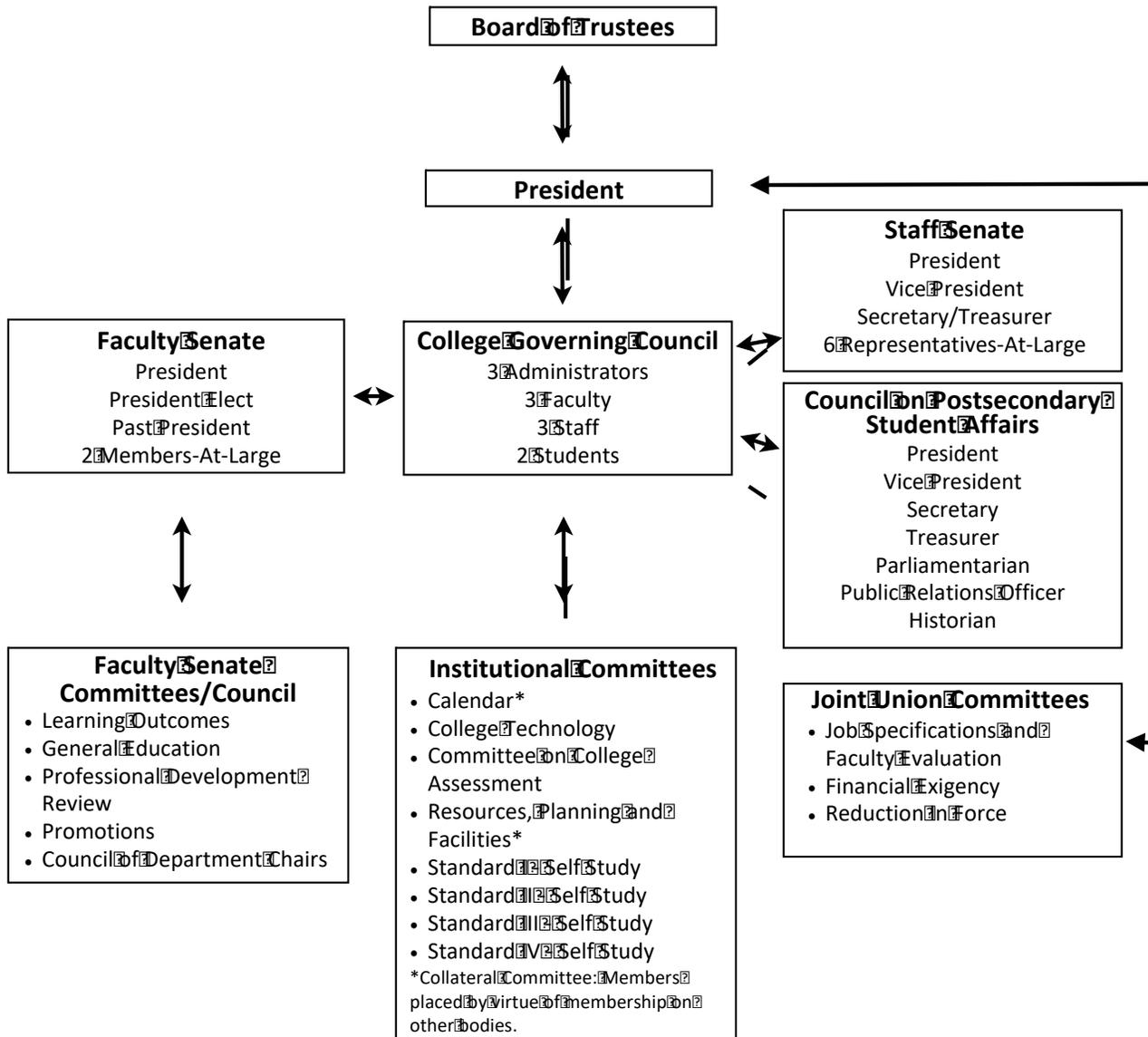
Interest-Based Bargaining (IBB) is a strategy utilized in the negotiations between the GCC Faculty Union and GCC's administration, which led to the Agreement that guides faculty work. IBB, a consensus-based process, is guided by the principle that a participant, rather than simply rejecting a proposal raised in negotiation, must present an alternative proposal. In this way, negotiations are generative. While all participants may not reach an outcome that all consider ideal, all agree that they are comfortable with the decided-upon outcome.

Governance at GCC is a fluid process. Procedures exist for committees to be strengthened or revamped, to continually adjust to the governance-related needs of stakeholders.

# VII. Participatory Governance Structure

## August 2006 – July 2017

**Table 2: GCC Participatory Governance Structure, August 2006 – July 2017**



## **A. The Board of Trustees**

The College's Board of Trustees consists of seven (7) members as follows:

- one (1) representing business and industry
- one (1) representing organized labor
- one (1) representing the GCC student body
- four (4) representing the general public

In addition, there are two "advisory" Board Members, one of whom is the GCC Faculty Union President, and the GCC Staff Union Chairperson, who represents GCC's staff. Aside from the student member and the two advisory members, all other members are appointed by the Governor of Guam, with consent of the Guam Legislature.

The Board of Trustees adopts policies necessary for the functioning of the College, reviews performance of the College President, and ensures that GCC is meeting the needs of Guam, as appropriate. When policy-related considerations have been fully reviewed and formally recommended via GCC's participatory governance process, the President brings these matters to the Board of Trustees, who decides whether or not to act on these items, rendering decisions that are in the best interests of GCC and its stakeholders.

## **B. The GCC President**

GCC's President is the Chief Executive Officer (CEO) of the College. The President is responsible for ensuring that GCC carries out the mission of the College. Once policy-related governance recommendations are fully considered by the College Governing Council, they are brought before the President, who either makes decisions on the recommendations, or reviews them and brings them to the Board of Trustees, as appropriate.

## **C. The College Governing Council**

The College Governing Council is the point in the participatory governance structure where representatives from faculty, administration, staff and student constituencies join to address school-wide governance concerns. It is comprised of the following members, each of whom has one vote:

- three (3) Administrators appointed by the President
- three (3) Faculty Senators (the Faculty Senate President, Past President, and President-Elect)
- three (3) Staff Senate members (the Staff Senate President, Vice President and a staff member appointed by the Staff Senate Council)
- two (2) Council on Postsecondary Student Affairs members (President and Vice President)

The CGC's primary function is to make governance-related recommendations to the College President and the College Board of Trustees. The CGC may also forward actions to the College President for acceptance or veto. The CGC may address any matter relevant to GCC, so long as its actions are not in conflict with the GCC Board of Trustees – GCC Faculty Union Agreement, GCC Support Staff Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, or existing laws. An

annual function of the CGC is to approve GCC's propose budgets after the Resources, Planning and Facilities Committee (RPF) reviews and approves them. Upon approval, budgets are transmitted to the College President.

In making recommendations, the CGC strives to be inclusive, ensuring that any recommendations made are the product of inclusive dialogue. Therefore, meetings occur at least once a quarter, with all meetings of the CGC being announced and public, with the exception of Executive Sessions.

## **D. Institutional Committees**

Some participatory governance committees are institutional in nature, because they address the needs and concerns of diverse constituencies. These committees, reporting to the College Governing Council, include the Calendar Committee, the Committee on College Assessment, the four Accreditation Standards Committees, the College Technology Committee, and the Resources, Planning and Facilities Committee. Membership of the Calendar Committee and the Resources, Planning and Facilities Committees is "collateral," meaning that membership of those committees is by virtue of election or placement on another governance committee. The "Charge" of each institutional committee is presented below. For additional information on these committees, please refer to their Site pages on MyGCC.

### **Calendar Committee**

This Committee proposes the academic calendar based on thorough analysis of relevant information and will include a Calendar that encompasses the work year of post-secondary non-instructional faculty, post-secondary instructional faculty, and secondary non-instructional and instructional faculty. The proposed Academic Calendar is reviewed by the Faculty Senate and their written comments and/or recommendations are appended to the proposal. The Committee presents the proposal to the College President via the Vice President for Academic Affairs on or before April 1. If the College President does not concur with the proposal, then the proposal is returned to the Committee for revision. If the College President concurs with the proposal, then the proposal will be presented to the Board for adoption.

The Committee shall also populate an electronic institutional calendar on MyGCC with activities and events and evaluate consistency of published calendars to provide current information.

### **College Technology Committee**

This Committee recommends action plans to support the technology needs and technology users of the College in promoting student learning outcomes. This Committee maintains currency in computer technology and academic applications of computer technology for both students and faculty. The Committee also identifies needs of technology planning, distance learning, and appropriate training.

### **Committee on College Assessment**

This Committee guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports and program review. This Committee ensures that an assessment report review process, with meaningful input from faculty, Vice President for Academic Affairs and/or ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.

**Accreditation Standards Committees: Standard 1, “Institutional Mission and Effectiveness”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that promotes the College’s efforts in meeting its mission statement, and the effectiveness by which the mission is successfully achieved. This Committee writes the report, with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

**Accreditation Standards Committees: Standard 2, “Student Learning Programs and Services”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that demonstrate the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This Committee writes the report with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty and other key constituents before it is finalized for Board approval.

**Accreditation Standards Committees: Standard 3, “Resources”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that provide support to the College’s human, physical, technology and financial resources to meet its broad educational goals, including SLOs, and overall institutional improvement. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

**Accreditation Standards Committees: Standard 4, “Leadership and Governance”**

Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that evaluate how the College’s governance process facilitates broad participation in decisions that support student learning programs and services, while acknowledging the designated responsibilities of the Board and the College President. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

**Resources, Planning and Facilities Committee**

This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes. It is the forum for discussion of any available or needed resources and facility issues or concerns. The committee may forward issues or concerns directly to the College Governing Council.

## **E. The Faculty Senate**

The Faculty Senate is the official representative body of GCC’s faculty members. Faculty Senate members must be full-time, permanent faculty, and must be members of the GCC Faculty Union. The Faculty Senate membership is comprised of:

- three (3) officers: The President, Past-President and President-elect (the President-elect is elected each year to a three-year term. During this member's second year, he/she serves as President, and in this member's third year, he/she serves as Past-President.)
- two (2) at-large representatives

The Faculty Senate meets weekly, with all non-Executive meetings being public. It addresses issues or concerns related to faculty governance, and shares recommendations with the College Governing Council, the College President, and the College Board of Trustees, as appropriate. The work of the Faculty Senate is consistent with the 2010 – 2016 GCC Board of Trustees – GCC Faculty Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, and existing law. The Faculty Senate oversees the work of Faculty Committees, as detailed below:

## **F. Faculty Committees**

Faculty committees are comprised only of faculty, and address specific faculty governance concerns. These committees include the Learning Outcomes Committee, the Professional Development Review Committee, the Promotions Committee, the General Education Committee, and the Council of Department Chairpersons. Each of these bodies functions under the oversight of the Faculty Senate. Details regarding these committees can be found via their respective Group Studio pages on MyGCC.

### **Learning Outcomes Committee / General Education Committee**

The 2010-16 Agreement brought together the functions of two GCC committees: the Curriculum Committee and General Education Committee, under the new Learning Outcomes Committee (LOC). Beginning in Fall 2014, the functions of these two bodies were again separated. The below "charge" reflects the roles of both committees, with those of the General Education Committee italicized:

This Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that it is academically sound, comprehensive and responsible to the evolving needs of the community. *In addition, this committee reviews, explores and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, Departmental Chairpersons, Committee Chairpersons, and administrators as appropriate.* The Committee will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

### **Professional Development Review Committee**

To review, evaluate, and approve application packets for faculty education, training, workshops / conferences (may include on or off-island speakers), etc. to avail of the funding opportunities for faculty professional development. In addition, the PDRC shall plan, develop, and implement professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include: workshops, mentoring, faculty forums, individual / departmental professional development activities, credentialing, pursuit of academic credits, sabbatical initiatives, etc. To meet this responsibility, the PDRC shall:

- a. respond to institutional / professional development priorities established by the College;
- b. encourage and promote ways and means by which faculty may develop their professional skills;
- c. ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan;
- d. keep a record of all faculty professional development initiatives, regardless of funding source.

### **Promotions Committee**

The Promotions Committee oversees and implements faculty components of GCC's advancement-in-rank procedure, as detailed in Article VIII of the 2010 – 2016 GCC Board of Trustees – GCC Faculty Union Agreement

### **Council of Department Chairpersons**

This Council of Department Chairs discusses any issue directly related to departmental / academic discipline functions to include: budgets, College events and promotions, scheduling, advising, and other issues determined as necessary by the Council. The Council shall establish By-Laws, keep minutes, and set a meeting schedule reflective of the needs of the committee. The Council shall make recommendations to the Faculty Senate, respective Deans, and Faculty Union President as determined by the action needed to be taken.

## **G. The Staff Senate**

The Staff Senate is the official representative body of the College's staff members, who are classified full-time permanent employees who support the work of GCC's academic administrators and faculty. The Staff Senate is comprised of:

- a President, a Vice President, and a Secretary / Treasurer
- six (6) "at large" representatives
- one (1) Human Resources Office staff member (non-voting advisory member)
- the Past President of the Staff Senate (non-voting advisory member)

In addition to representing the staff on governance-related concerns, the Staff Senate appoints staff members to institutional committees, and provides an environment for the exchange of information between staff members and other GCC stakeholders. It also strives to achieve a sense of unity and cooperation among staff, and between staff and other constituencies. When this body cannot directly address staff concerns and issues, referrals are made to personnel, as appropriate.

## **H. The Council on Postsecondary Student Affairs and the Student Board Member**

The Council on Postsecondary Student Affairs (COPSA) is the official representative body for GCC students. The COPSA officer positions are:

- President
- Vice President
- Secretary

- Treasurer
- Parliamentarian

- Public Relations Officer
- Historian

COPSA guides the work of GCC student organizations, and addresses issues and concerns of GCC's student body. COPSA holds regularly scheduled meetings, and appoints students to Institutional Committees. When COPSA cannot address an issue or concern, a referral is made to relevant GCC personnel. Concerns relating to GCC policies may be brought to the attention of the student member of the GCC Board of Trustees, who is elected annually by the GCC student body.

# Appendices

# Appendix A

## ARTICLE VII - PARTICIPATORY GOVERNANCE

### A. PURPOSE

The intent of this Article is to establish and implement a means for providing broad participation by faculty and administrators in the decision-making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the College President.

The Board and Local agree that the faculty shall join in participatory governance of the College Committees defined in this Article.

### B. GENERAL PROVISIONS

Committees at the College are composed of constituency representatives and consider matters pertaining to a designated charge or subject.

1. No other committees shall be formed by the College to conduct the same or similar functions as those committees formed by this Agreement.
2. The Financial Exigency Committee and Reduction-in-Force Committee shall be convened as outlined in Article XV.C -Planning for Financial Exigency and Article XV.D-Planning for a Reduction-in-Force. Faculty membership shall be by appointment of the Local President in accordance with Article III.A.2-Consultations and Negotiations.
3. Committees under the purview of the Local must identify their Chairpersons and membership for the next academic year by May 1 of each academic year.
4. The charge of these committees shall in no way be cause for interference in the normal day-to-day operations of the College.
5. In keeping with accreditation requirements, each committee shall submit a year-end report reflecting data and evidence of committee work to the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) no later than May 1 of each academic year.

### C. COMMITTEES

#### 1. Local (Union) Committees

The following committees fall under the Local's purview either through appointment or elections and the charge, composition, and workload components are described herein:

- a. Calendar Committee
- b. Resources, Planning, and Facilities Committee
- c. Negotiations Committee
- d. Advancement-In-Rank Committee
- e. Professional Development Review Committee (PDRC)

| <b>Calendar Committee</b> |   |
|---------------------------|---|
| Charge                    | This Committee proposes the five (5) year academic calendar based on a thorough analysis of relevant information and will include a Calendar that encompasses the work year for faculty. For secondary faculty, secondary activities will be proposed to meet institutional needs within the framework of the GCC calendar. The Calendar Committee shall confer with the Vice President for Academic Affairs (VPAA) to coordinate the GCC calendar with the Guam Department of Education (GDOE) calendar. A draft calendar shall be completed no later than March 1 to allow for review by the Faculty Senate. Comments or recommendations from the Faculty Senate shall be submitted no later than March 15 to be reviewed by the Calendar Committee. The Calendar Committee presents the proposal to the College President for concurrence and transmission to the Board via the VPAA on or before April 1.<br><br>Furthermore, the Coordinator for Admissions and Registration shall publish the 5-year Academic Calendar. |
| Chairperson               | Chairperson and/or Chairperson-Elect to be elected from among the membership.   |
| Composition               | Deans of each School, Coordinator for Admissions and Registration, one (1) member appointed by the VPAA, and four (4) faculty members* (two (2) postsecondary and two (2) secondary) to be appointed by the Local President.  |
| Workload                  | Collateral Duty*  |

| <b>Resources, Planning and Facilities (RPF) Committee</b> |  |
|---|--|
| Charge  | This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes (SLOs). It is the forum for discussion of any available or needed resources and facility issues or concerns. The Resources, Planning and Facilities Committee may make and forward recommendations for action to the College President. The College President may transmit recommendations to the Board for approval and further disposition. |
| Chairperson   | Two (2) Chairpersons: Local President and Vice President for Finance & Administration.   |
| Composition   | Local President*, one (1) faculty member appointed by the Local President, Faculty Senate President*, Vice President for Finance and Administration, Facilities & Maintenance Representative, one (1) administrator appointed by the College President, and no more than an equal number of staff and student representatives.   |
| Term  | Monthly during the academic year or at the call of either Chairperson.   |
| Workload  | Collateral Duty*   |

| <b>Negotiations Committee</b> |  |
|-------------------------------|--|
| Charge                        | The Local President and the Board will convene the Negotiations Committee two (2) years prior to the expiration date of this Agreement to review the Faculty Job Specifications and/or Faculty Evaluation process (see Article X-Performance Appraisal) as needed. The Negotiations Committee will prepare written recommendations for the negotiating team to review for possible inclusion to the Agreement. |
| Chairperson                   | Co-Chaired by the Chief Negotiators of both Parties  |
| Composition                   | The composition shall be six (6) to eight (8) members per team as selected by the Local President and Chair of the Board of Trustees.  |
| Support                       | Administrative support provided by the College.  |
| Workload                      | For academic years 2021-2022 and 2022-2023, committee members will have the following:<br>A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.<br>B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.  |

| <b>Advancement-in-Rank Committee</b> |   |
|--------------------------------------|---|
| Charge                               | Refer to Article VIII-Advancement-in-Rank.  |
| Chairperson                          | Chairperson and/or Chairperson-Elect to be elected from among the membership.   |
| Composition                          | The Advancement-in-Rank Committee shall be elected by the Local dues paying members of the Bargaining Unit and consist of six (6) elected faculty members who, at the time of the election, hold the rank of Assistant Professor or higher, have been employed by the College for a minimum of three (3) years, and are dues paying members of the Local.   |
| Term                                 | A term is defined as three (3) years. Members shall serve no less than three (3) years with staggered terms and may not serve two (2) consecutive terms.  |
| Workload                             | The first year of this Agreement (AY 2017-2018) will be a transition year; faculty who are members of the committee will receive one (1) release with set deliverables each semester. Faculty may opt for compensation or release after the transition year.<br><br>A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.<br>B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release. |

| <b>Professional Development Review Committee (PDRC)</b> |  |
|---|--|
| Charge  | Refer to Article IX-Professional Development Initiatives.  |
| Chairperson   | Chairperson and/or Chairperson-Elect to be elected from among the membership.  |
| Composition   | The PDRC shall be elected by the Local dues paying members of the Bargaining Unit and consists of six (6) elected faculty members, who at the time of the election, hold the rank of Assistant Professor or higher, have been employed by the College for a minimum of three (3) years, and are dues paying members of the Local.  |
| Term  | A term is defined as three (3) years. Members shall serve no less than three (3) years with staggered terms and may not serve two (2) consecutive terms.   |
| Workload  | <p>The first year of this Agreement (AY 2017-2018) will be a transition year; faculty who are members of the committee will receive one (1) release with set deliverables each semester. Faculty may opt for compensation or release after the transition year.</p> <p>A) For postsecondary instructional faculty: instructional hours reduced to 180 per semester.</p> <p>B) For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.</p> |

2. Institutional Committees:

To meet accreditation standards addressing participatory governance by faculty, various committees will be established by the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) to meet institutional needs that impact student learning. Membership in these committees will be voluntary and in response to the call for participation prior to the start of a new academic year. Services provided will be in accordance with Human Resources (HR) procedures. These committees will not be a part of the regular faculty workload.

# Appendix B



Academic Affairs Division

R. Ray D. Somera, Ph.D.  
Vice President

TO: Members of the College Governing Council  
FROM: Academic Vice President  
SUBJECT: Response to advisory from ACCJC President Dr. Barbara Beno  
DATE: May 7, 2008

---

A recent advisory I received from ACCJC President Dr. Barbara Beno, in response to my request for clarification, prompts me to bring a critical issue to the attention of the College Governing Council.

This issue stems from the use of the phrase "shared governance" in the college's 2006 Evaluation Report, which reads: *The college is considering a more formal organization for faculty participation in shared governance* (my emphasis) *such as the initiation of a faculty senate* (p. 5). An excerpt in Dr. Beno's advisory provides this clarification:

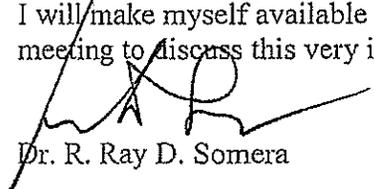
**Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to public community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied in ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.**

I am providing you a full copy of the advisory here, which elaborates on Standard 4 and its subcomponents.

As the college's Accreditation Liaison Officer (ALO), and in the spirit of the full extent of what the advisory is intended for, I propose that the Council issue a recommendation to President Mary Okada to change the words "shared governance" in our college official documents and in its place, the phrase "participatory governance" or "collaborative governance" be used. While the former is the term that Dr. Beno used in her advisory, the latter is the phrase suggested by ACCJC Vice President Jack Pond when he conducted self study training for the Pacific colleges on the GCC campus recently.

I trust that our actions toward rectifying this oversight on the part of our accrediting team will bring us closer to working together for the benefit of the students and the community we serve.

I will make myself available when the College Governing Council chair calls a special meeting to discuss this very important issue. I anticipate that it will be soonest.



Dr. R. Ray D. Somera



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May 2, 2008

Dr. Ray Somera  
Accreditation Liaison Officer  
Guam Community College  
P. O. Box 23069 GMF  
Barrigada, Guam 96921

Dear Dr. Somera:

Thank you for clarifying the exact wording of the team report that we spoke about when I was at Guam CC last week. The language of the report, specifically the team report's discussion of Guam CC's governance system, uses the term "shared governance." I reiterate here what I said while visiting with you last week: The Commission does not require "shared governance" but instead, participation in governance. Standard IV.A.2 states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes."

Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to public community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied in ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.

The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate *as appropriate* in decision making processes. That is to say, for example, that students are not required to be part of decision making processes that would be inappropriate for students. The same principle holds true for other groups. You can see that part a. of Standard IV.A.2 begins to elaborate on the significant roles of faculty and administrators, and then says "students and (support) staff also have established mechanisms ....for providing input."

Dr. Ray Somera  
Accreditation Liaison Officer  
Guam Community College  
May 2, 2008

So, standards do not suggest that all participants be weighed equally, or included equally, in all decisions.

As noted above in Standard IV.A.2., Commission standards state that the policy for who participates in what decisions are written, so that it is clear.

You can also see that Standard IV.A.2.b. states “the institution relies on faculty, its academic senate *or other appropriate faculty structures*, the curriculum committee and academic administrators for *recommendations* about student learning programs and services.” The Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.

The Commission requires an institution to delineate the governance structures, processes and practices (IV.A.3). But the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify institutional values, set and achieve goals, learn and improve (Standard IV. Preamble). That is, the Commission evaluates decision making processes and structures on the basis of their outcomes, not who is included. The point of broad participation is to make the decision outcomes as effective as possible.

I hope this information is helpful to you and to Guam CC. Please feel free to write or call me if you have any additional questions.

Commissioner Floyd Takeuchi and I enjoyed visiting Guam CC last week and appreciate the time you and other took to meet with us.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/cg

Enclosures

