Students

Faculty

ENGLISH

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

Staff

Administrators

Participatory Governance Structure Handbook

Guam Community College
Academic Year
2014-2015

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Acknowledgements

This Participatory Governance Structure Handbook represents the collaborative efforts of stakeholders throughout Guam Community College. Prior to her retirement in Fall 2013, Dr. Karen Sablan, Professor of Assessment and Counseling, and Associate Dean of Trades and Professional Services, identified the scope of the project, and conducted research into the history of governance at GCC. Upon her retirement, R. Gary Hartz, Associate Dean of Trades and Professional Services assumed authorship of the Handbook. This document is the product of six drafts, ensuring it is reflective of GCC's governance structure, as perceived by all governance constituencies. The author wishes to recognize all who contributed to this important document, including:

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-Rosanna Martinez, President, Council on Postsecondary Student Affairs
-R. Ray D. Somera, Ph.D., Vice President for Academic Affairs, and the Academic Affairs Management Team

I. Board of Trustees, Officers of the College, and Governance Leaders
AY 2014-15

II.   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 Misión (Chamorro translation)
Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

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.[1]
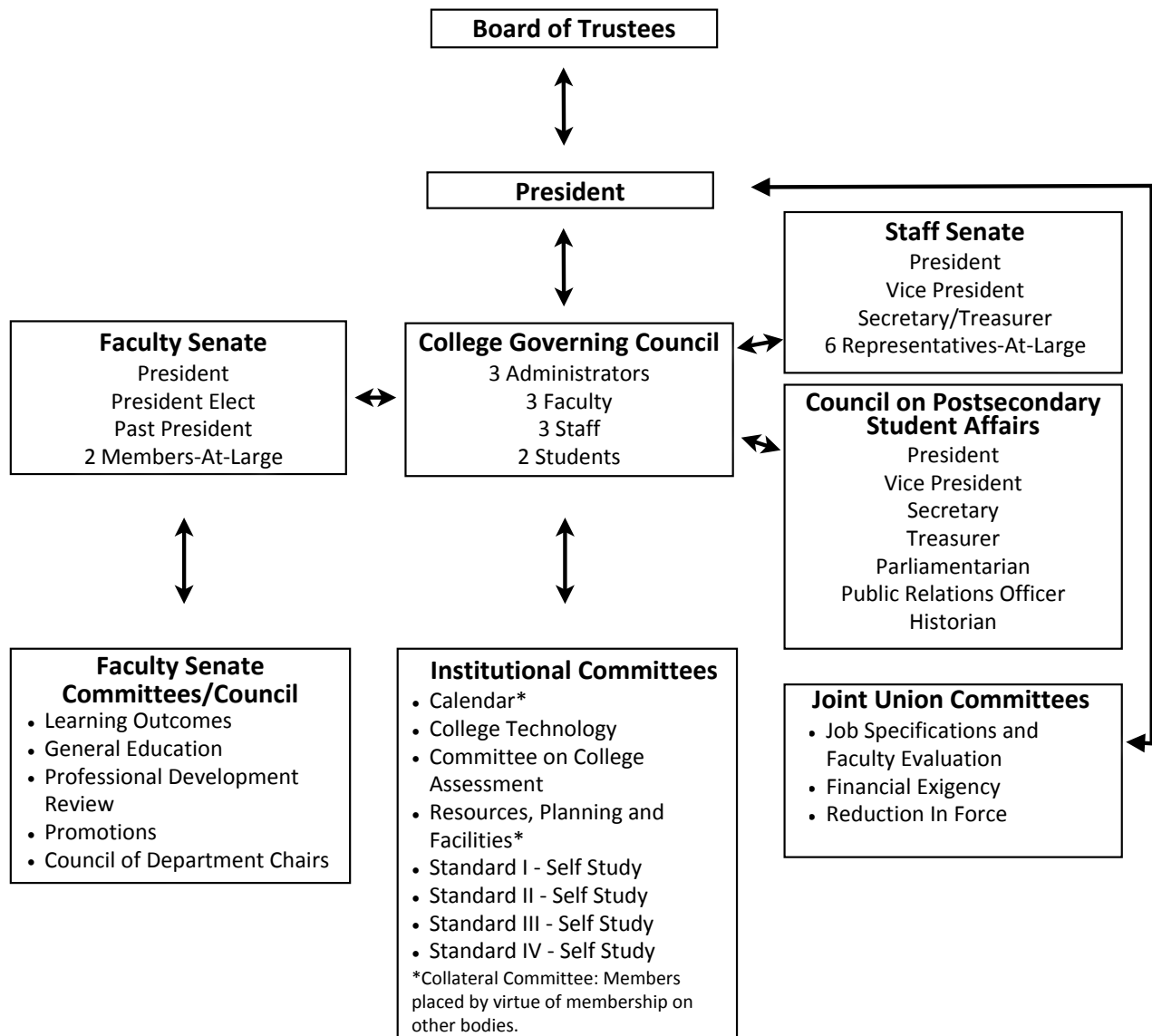
The Faculty Senate structure was seen by most constituents as more effective than the CAC, allowing for a more recognizable and inclusive system for faculty dialogue and input on many issues and concerns in areas such as (but not limited to): the College mission statement, fiscal priorities, physical (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-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."

GCC's participatory governance system has been informed by recommendations from constituents as well 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 (GCC Board of Trustees, GCC President; College Governing Council; administrators, faculty, staff, and students.)

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[1] Beno, Barbara, May 2, 2008 Letter to GCC Accreditation Liaison Officer

Board of Trustees

President

Faculty Senate
President
President Elect
Past President
2 Members-At-Large

College Governing Council
3 Administrators
3 Faculty
3 Staff
2 Students

Staff Senate
President
Vice President
Secretary/Treasurer
6 Representatives-At-Large

Council on Postsecondary Student Affairs
President
Vice President
Secretary
Treasurer
Parliamentarian
Public Relations Officer
Historian

Faculty Senate Committees/Council
- Learning Outcomes
- General Education
- Professional Development Review
- Promotions
- Council of Department Chairs

Institutional Committees
- Calendar*
- College Technology
- Committee on College Assessment
- Resources, Planning and Facilities*
- Standard I - Self Study
- Standard II - Self Study
- Standard III - Self Study
- Standard IV - Self Study

*Collateral Committee: Members placed by virtue of membership on other bodies.

Joint Union Committees
- Job Specifications and Faculty Evaluation
- Financial Exigency
- Reduction In Force

GCC's Participatory Governance Structure

IV.   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.

V.   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.

VI.   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.

VII. 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 Self Study, "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 Self Study, "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 Self Study, "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 Self Study, "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.

VIII.   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:

IX.   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.

X. 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.

XI.   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.

XII.   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.

XIII.   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 lead to the Agreement that guides faculty work. IBB is also used by the Job Specifications / Faculty Evaluation Committee in its determinations of how faculty are evaluated, and what work that faculty, whether instructional, non-instructional, secondary or postsecondary, are responsible for completing. 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 formed, removed or changed, to continually adjust to the governance-related needs of stakeholders.