

GUAM COMMUNITY COLLEGE

College Governing Council

Agenda

Thursday, 12/02/2021 @ 10:30 a.m.

Virtual Meeting

1) Call to Order:

2) Attendance:

Name:	Position:	Email:	Present:
Jacob Sablan	Student	jacob.sablan@guamcc.edu	
Tasi Mafnas	Staff	tasimarina.mafnas@guamcc.edu	
Simone Bollinger	Faculty	simone.bollinger@guamcc.edu	
Deborah Ellen	Faculty	deborah.ellen@guamcc.edu	
Rodalyn Gerardo	Administrator	rodalyn.gerardo@guamcc.edu	

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.

3) New Business:

- a. Voting of Chairperson
- b. Review of By-laws
- c. Policy 193- Copyright and Fair Use Policy
- d. Policy 240- Student Financial Aid Policy

4) Open Discussion:

5) Adjournment:

College Governing Council

Thursday, 12/02/2021 @ 10:30a.m.
Virtual Meeting

Minutes

1. Meeting called to order at 10:40 a.m.
2. Attendance:

Name	E-mail	Present
Jacob Sablan	jacob.sablan@guamcc.edu	✓
Tasi Mafnas	tasimarina.mafnas@guamcc.edu	✓
Simone Bollinger	simone.bollinger@guamcc.edu	✓
Deborah Ellen	deborah.ellen@guamcc.edu	✓
Rodilyn Gerardo	rodilyn.gerardo@guamcc.edu	✓

Recital of GCC Mission Statement

3. New Business:
 - a. Voting of Chairperson –
Motion by S. Bollinger to nominate R. Gerardo for CGC Chairperson, seconded by T. Mafnas. Motion passed unanimously.

Motion by S. Bollinger to nominate T. Mafnas for CGC Co-Chairperson, seconded by J. Sablan. Motion passed unanimously.
 - b. Review of By-laws – reviewed and discussed.
Motion by T. Mafnas to approve the revised CGC By-Laws, seconded by D. Ellen. Motion passed unanimously.
 - c. Policy 193 – Copyright and Fair Use Policy
Motion by S. Bollinger to conduct an electronic vote on this policy after further discussion and clarification, seconded by T. Mafnas. Motion passed unanimously.
 - d. Policy 240 – Student Financial Aid Policy – reviewed and discussed.
Motion by D. Ellen to approve Policy 240 – Student Financial Aid Policy, seconded by J. Sablan. Motion passed unanimously.
4. Open Discussion:
None
5. Adjournment at 11:54 a.m. **Motion was made by S. Bollinger, seconded by D. Ellen.**

**GUAM COMMUNITY COLLEGE
BYLAWS
OF
THE COLLEGE GOVERNING COUNCIL**

**ARTICLE I
THE COLLEGE GOVERNING COUNCIL**

SECTION ONE

Pursuant to Article I of the Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Guam Community College Board of Trustees 2017-2023, there is hereby created a representative College Governing Council of the Guam Community College (hereinafter referred to as the "College") hereinafter known as:

THE COLLEGE GOVERNING COUNCIL

The College Governing Council serves to provide broad participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues.

SECTION TWO

Philosophy. This Council will also serve as a conduit to this process by facilitating dialogue where issues are clarified between the Council and relevant constituencies.

SECTION THREE

Duties & Powers. The Council, with the input from its respective constituencies which includes 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 & Regulations or existing law.

SECTION FOUR

Voting Membership. Appointment shall be made by the GCC President at the beginning of each academic year. The voting membership of the College Governing Council shall consist of:

1. One (1) Administrator appointed by the President (one vote)
2. Local President (one vote)
3. Faculty Senate President (one vote)
4. Staff Senate President (one vote) and
5. COPSA President* (one vote)

*The student member shall not be employed by the College in excess of 20 hours per week.

SECTION FIVE

All meetings of the College Governing Council shall be open to the public.

Meetings. Meetings shall be held at least once a semester or as needed.

Electronic Meetings. Any meeting may be held electronically. Methods for electronic meetings include virtual or email. Electronic meetings are limited to discussion and action on topics announced on the MyGCC portal.

Notice. At least 48 hours advance notice shall be given for meetings via the MyGCC portal or by email. Such announcements will include the agenda and minutes to be addressed.

Minutes of Meetings. The proceedings of all meetings shall be documented in the form of officially approved minutes.

Quorum. Four (4) members of the College Governing Council shall constitute a quorum at all meetings for the transaction of business. If a member cannot attend they may appoint a representative with voting rights. Notification must be given at least 24 hours in advance.

SECTION SIX

Election. A chairperson and co-chairperson shall be elected by the majority vote of those present at the first official meeting of the academic year. These offices must be held by voting members who are full-time employees of the College.

Vacancies. If the office of the chairperson of the College Governing Council should become vacant, the co-chairperson shall assume the role. If the office of the co-chairperson should become vacant, a special election will be held with the winner completing the remainder of the term.

Voting. Voting for the chairperson and co-chairperson may be either in writing or by voice vote at the discretion of the Council members present at a legitimately held meeting.

SECTION SEVEN

The *Chairperson* shall set meeting agendas, schedule meetings, announce meetings to the public, and preside over meetings, and carry out other duties and activities necessary to fulfill the charge of the College Governing Council.

The *Co-chairperson* assumes the duties of the chairperson in their absence and carries out other duties as assigned by the chairperson.

SECTION EIGHT

Privileges of College Presidential Address. Upon request to the Chairperson(s) of the

College Governing Council, the President of the College may call a meeting of the College Governing Council.

Reporting Requirements. All actions of the College Governing Council shall be reported publicly.

All approved agendas, minutes, and other documents shall be made available to the public in MyGCC portal.

ARTICLE II PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the College Governing Council in all cases to which they are applicable and in which they are not inconsistent with these By-Laws and any special rules or order the College Governing Council may adopt.

ARTICLE III AMENDMENTS

There shall be a mandatory review of the By-Laws of the College Governing Council at the start of each Academic Year.

GCC Policy: Copyrights/Patents (Clark College)

It is the policy of the Guam Community College to comply with the **Copyright Act of 1976** as amended and by the **Digital Millennium Act of 1998**. Ownership and copyright of materials and products developed at GCC will be governed by negotiated agreement.

COPYRIGHTS/PATENTS REGULATIONS AND PROCEDURES

The College prohibits the unauthorized duplication, distribution, or use of materials of any copyrighted materials by students, faculty, or other employees. Authorization may be secured by specific exemption in the copyright law such as Section 107 fair use, licenses, agreements, or written permission from the copyright holders. All employees who act outside of these constraints assume full responsibility and liability.

Rights of Creators: Copyright

Copyright is a form of legal protection for authors of original works, including literary, dramatic, musical, artistic, and other intellectual property. Section 106 of the Copyright Act generally gives the owner of copyright the exclusive right to do, and to authorize the following:

1. Reproduce copies of the work
2. Prepare derivative works
3. Distribute copies of work by sale, rental, lease or lending
4. Publicly perform the work
5. Publicly display the work

Ownership and Patents

The following policy applies to administrators, faculty and staff of the College. The CC/AHE Agreement provides similar procedures for the faculty; see Article VII, Section F.

All written materials, including but not limited to, software programs, audio visual materials, and products developed by an author/producer who is compensated and/or reimbursed by the College for the work, prepares the work within the scope of employment for hire, or consumes goods/services purchased by the College, becomes the property of the College. The College may exercise all rights and privileges of ownership.

Ownership of products created under a contract, grant, or other agreement between the College and a third party may be specified in the agreement.

The author/producer using College resources for development, who wishes to market the material commercially, must submit prior to the development an approved budget

from which he/she could reimburse the College for production costs. All such transactions must be negotiated by means of a Copyright/Ownership Agreement with the president or designee.

The Copyright/Ownership Agreement is initiated by the author/producer. This request must be dated and signed by the president of the College or designee prior to development. If this agreement is not requested, the College may exercise all rights and privileges of ownership including the marketing of the materials/product and the granting of copyright permission at the discretion of the president.

The author/producer and the College may share both the costs and the rights and privileges of ownership when appropriate. All such transactions must be negotiated with the president or designee by means of a Copyright/Ownership Agreement. All written materials, audio visual materials, and products developed by an employee on his/her own time, without incurring cost to the College, are deemed to be the property of the employee. Use of this property by the College is accomplished by standard procedures through publishers or negotiated agreements with producers. If an instructor specifies his/her published material for a Clark College class, see Administrative Procedure [417.032](#). Students, as creators, retain copyright to their own works.

Rights of Users: Fair Use

The "fair use" doctrine is a legal principle which limits the exclusive right of copyright owners. In some cases, faculty, staff, and students who wish to use copyrighted works for non-commercial educational purposes may do so without seeking authorization from the copyright owner. Not all educational uses are fair use.

Section 107 of the Copyright Act sets forth the four fair use factors:

1. Purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. Nature of copyrighted work.
3. Amount and substantiality of portion used in relation to the copyrighted work as a whole.
4. Effect of use on the potential market for, or value of, the copyrighted work.

Copyright law and fair use is complex. Use of copyrighted materials should be determined on a case-by-case basis. The more clearly each factor favors the intended use, the more likely fair use is applicable.

Individual copying for personal use is generally considered fair as long as it is less than a single copy of an article, short poem, or small portion of the work as a whole. However, fair use cannot be applied universally. For example, copying a tiny portion of certain works even for non-profit scholarship may not be considered fair use.

To determine whether the use falls under the fair use doctrine, conduct an analysis. See **Fair Use Evaluator** – <http://librarycopyright.net/resources/fairuse/index.php>.

Uses: Education and Research

Instructors are responsible for reviewing their own course content for copyright compliance.

Performance and display of copyrighted materials for instruction is explicitly allowed in a face-to-face classroom by the Section 110(1) of the U.S. Copyright Act. This exception does not apply to online or distance learning, educational photocopying in a classroom, or to digital course readings. Licensing, permission, or a determination of fair use should be sought in these instances.

The Director of Risk Management or the Dean of Libraries, eLearning, Tutoring & Faculty Development is able to provide assistance with determining whether or not a proposed use falls within the fair use exception, however the ultimate responsibility for the proposed use rests on the individual.

Uses: Social Media

Posting copyrighted materials online is subject to the same laws including the fair use exception. Employees should not post anything unless the College has a clear right to use all the content. Give credit to the author, owner, or rights holder, and make sure the College has the right of use with attribution before posting.

College employees must also respect individual privacy rights. Employees should obtain copyright releases for all materials protected by copyright from the creators, or indemnification from the entity for which the material is to be posted; and also obtain personality right releases or “model releases” for each image (including video) of a person who may have a potential claim to such a right, or indemnification from the entity for which the material is to be posted.

There are limited exemptions from the requirement to obtain consent before the use of a photograph or video of a person, including where there is “insignificant, de minimis, or incidental use,” see RCW 63.60.070.

Uses: Video and Film

Possession of a film or video does not confer the right to show the work. The copyright owner specifies at the time of purchase or rental the circumstances when a film or video may be shown.

Use in the Classroom

The Copyright Act, Section 110(1) contains an exemption from the performance right for instructional activities in a physical classroom. The “face-to-face” exemption is subject to the following:

1. Works must be shown as part of the teaching activities;
2. Works must be shown by students, instructors, or guest lecturers;
3. Works must be shown in a classroom or other school location devoted to instruction (i.e. "a studio, a workshop, a gymnasium, a training field, a library, the stage of an auditorium itself, if it is actually used as a classroom for systematic instructional activities;")
4. Works must be shown in a face-to-face setting or where students and teacher(s) are in the same general area;
5. Works must be shown only to students and educators;
6. Work must be shown using a legitimate copy with the copyright notice included.

Use outside the classroom

The classroom exemption does not apply to "performances in an auditorium or stadium during a school assembly, graduation ceremony, class play, or sporting event where the audience is not confined to members of a particular class." In these cases permission or public performance rights must be sought. Fees may not be collected, even when the group has obtained public performance rights.

Uses: Computer Software

Computer software is generally copyrighted just as a book is. Unlike a book, it is difficult to use just a small portion of it and call it fair use. Computer software can be sold, licensed or freely distributed.

Consequences of Copyright Infringement

When the College receives proper notification of copyright infringement, it will remove or disable access to the allegedly infringing material and may begin disciplinary procedures including terminating the accounts of repeat infringers.

Dispute Resolution

When a College employee receives a request to do something in the course of their job that they believe is in violation of copyright law and College policy, they should submit the request to their supervisor for written approval. Department administrators are encouraged to require evidence of copyright compliance or a good faith determination.

Copyright Committee

When necessary an ad hoc Copyright Committee will meet to review and determine a course of action. The schedule is determined as copyright issues arise. The membership will be composed of a representative for each of the following departments:

Libraries, Communications & Marketing, Risk Management, Information Technology Services, and Bookstore, as well as one faculty representative. Additional departments, such as eLearning, may be requested to participate as appropriate. The Director of Risk Management is responsible for initiating committee meetings.

Committee Charge:

1. Review copyright questions and make recommendations to the College.
2. Review the implementation of Administrative Procedure 675.000 Copyright/Patents.
3. Assist in identifying educational needs of the College's employees related to compliance with copyright policies and regulations, and to advise the College on appropriate ways to address those needs.
4. Arbitrate disputes.

Revised Policy/Procedure Approved by Executive Cabinet
August 20, 2013

DRAFT

Policies

Copyright Guidelines

Persons Affected

Faculty, Staff

Policy Statement

I. Introduction

It is the policy of the Guam Community College to comply with the Copyright Act of 1976 as amended and by the Digital Millennium Act of 1998. Ownership and copyright of materials and products developed at GCC will be governed by negotiated agreement.

Originating in the copyright clause of the Constitution, copyright protection, expressed in Title 17 of the U.S. Code, is a privilege extended to creators of "original works of authorship fixed in any tangible medium of expression, now known or later developed."

Copyrightable works include literary works; musical works; dramatic works; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; sound recordings; computer programs; and architectural works.

Copyright laws give the author/owner of original works exclusive rights to do and to authorize any of the following:

- Reproduce the copyrighted work
- Prepare derivative works
- Distribute copies by sale or other transfer of ownership
- Perform or display the copyrighted work publicly, as in literary, musical, dramatic, or choreographic works, pantomimes, motion pictures and other audiovisual works, or works of art.

The copyright law is violated whenever a third party exercises any of the above rights without authorization of the copyright owner and without having express permission to do so under the law. The law has provided that certain limited uses of copyrighted materials may be made without the author's permission and without infringing the author's copyright. One widely used exception to the copyright owner's exclusive control

over the copying and distribution of his work is found in 17 U.S.C. 107 pertaining to fair use.

Fair use eliminates the need to obtain permission or pay royalties for "purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, and research." However, this important statute does not specifically set forth what is permissible and what is infringement. Instead, the user must determine if his or her use is a fair one on a case-by-case basis.

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

1. the purpose of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes ("multiple copies for classroom use" is an acceptable purpose);
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole ("There is no specific number of words, lines, or notes that may be safely taken without permission." Generally, excerpts are favored over entire works. Be aware that in some cases, a small portion could capture the heart or essence of a work and be considered infringement.); and
4. the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

II. Photocopying Guidelines for Teaching and Research

Photocopying that is Completely Unrestricted

1. Published Works Which Were Never Copyrighted

Anyone may photocopy, without restriction, works published prior to 1989 without a notice of copyright.

A notice of copyright consists of the copyright symbol or the word "copyright," plus the first year of publication and the name of the copyright owner. Writings published without copyright notices prior to January 1, 1978 are not protected. Publication is defined to mean the distribution of copies of a work to the public by sale or other transfer of ownership, or by rental, lease, or loan.

Notice requirements for works published between January 1, 1978, and February 28, 1989, were relaxed somewhat with respect to both the position of notices and

the inadvertent omission of them. Effective March 1, 1989, the requirement that a work have a notice of copyright was abolished. Thus, any work created or published after March 1, 1989 is protected by copyright even if no notice of copyright is affixed.

2. Published Works Whose Copyrights Have Expired

Anyone may photocopy, without restriction, published works on which the copyright term and any renewals thereto have expired.

Copyrights dated 1924 (75 years prior to the current year) or later may or may not have expired, depending upon whether its owner renewed the copyright after the first term of protection. Thus it is recommended that photocopiers either assume the protection is still in effect, or ask the copyright owner or U.S. Copyright Office whether the work is still subject to copyright protection. Usually a publisher owns the copyright or knows the owner's location. If not, an owner can be located through the U.S. Copyright Office at the Library of Congress, Washington, D.C., 20559.

3. U.S. Government Publications

U.S. government publications may be photocopied without constraint, except to the extent that they contain copyrighted work from other sources. This classification consists of documents prepared by an officer or employee of the U.S. government as part of that person's official duties. It does not extend to documents published by others with the support of U.S. government grants or contracts. Because such documents may or may not be copyrighted, educators should consult the publication for a copyright notice.

Photocopying that is Permitted as Fair Use

In an effort to further clarify the limits of fair use, an ad hoc committee of publishers, authors, and educational institutions prepared a set of guidelines for classroom copying in not-for-profit educational institutions. These guidelines are generally considered to establish minimum permissible conduct under the fair use doctrine for unauthorized copying; however, these guidelines are not binding on the courts.

1. Single Copies

For teaching, including preparation for teaching, and for scholarly research, an instructor may make, or have made at his or her individual request, a single copy of:

- one chapter from a book;
- one article from a periodical or newspaper;
- one short story, essay, or short poem;
- one chart, graph, diagram, drawing, cartoon, or picture from one book or periodical.

2. Multiple Copies

For one-time distribution in class to students, an instructor may make, or have made, multiple copies if he or she:

- makes no more than one for each student;
- includes the notice of copyright;
- is selective and sparing in choosing poetry, prose and illustrations;
- makes no charge to the student beyond actual cost of photocopying;
- the copying meets the tests of "brevity" and "spontaneity" and "cumulative effect" as defined below:

a) The copying meets the test of "brevity":

- Poetry: a complete poem of fewer than 250 words printed on no more than two pages, or an excerpt from a longer poem not to exceed 250 words;
- Prose: a complete article, story or essay of less than 2500 words, or an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is LESS, but in any event a minimum of 500 words;

- one per book or article;
- "Special" works (poetry and/or prose that combines language and illustration, such as a children's book): the work may not be reproduced in its entirety; however, excerpts may be reproduced of no more than two pages, totaling less than 10% of the work.

AND

b) The copying meets the test of "spontaneity":

- The copying is at the instance and inspiration of the individual teacher;
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

AND

c) The copying meets the "cumulative effect" test:

- The material copied is for use in one course;
- Not more than one short poem, article, story or essay or two excerpts of the above may be copied from the same author, nor more than three copies from the same collective work or periodical volume during one class term;
- There shall be no more than nine instances of such multiple copying for one course during one class term.

In any case of photocopying that meets the above requirements, the original copyright notice must appear on all copies of the work.

Copying For Which Permission Must Be Obtained

The guidelines prohibit the following:

1. Anthologies

Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

2. Consumable Works

There shall be no copying of or from works intended to be "consumable" in the course of studying or teaching. These include workbooks, exercises, standardized tests, test booklets and answer sheets, and like consumable material.

3. Unpublished Works

One should obtain permission from owners of unpublished works in order to copy them. The law gives automatic protection to unpublished works from the time they are created until they are published.

4. Copying Shall Not Be a Substitute for the Purchase of Books or Periodicals.

5. Repetitive Copying

6. Copying of the same material by the same teacher from term to term is not permitted.

III. Guidelines for Library Use

A. Reproduction by Libraries

1. Photoduplication and Document Delivery

In general, it is not a violation of the Copyright Act for a library to reproduce or distribute no more than one copy of a work, provided the following conditions are met:

- the reproduction or distribution is made without any purpose of direct or indirect commercial advantage;
- the collections of the library or archives are open to the public;
- the reproduction of the work includes a notice of copyright. All copies generated by the library and covered under this section must bear a copyright notice as follows: "Notice: This material may be protected by copyright law (Title 17, U.S. Code)."
- **Articles and Small Excerpts** Libraries are authorized to reproduce and/or distribute a copy of not more than one article or other contribution to a copyrighted collection or periodical issue, or of a small part of any other copyrighted work. The copy may be made by the library where the patron makes his or her request, or by another library pursuant to an interlibrary loan. The copy must become the property of the user, and the library or archives must have no notice that the copy will be used for any purpose other than private study, scholarship, or research.
- **Out-of-Print Works** Libraries may reproduce and/or distribute a copy of an entire work under certain circumstances, if it has been established that a copy cannot be obtained at a fair price. Such a determination will require inquiries to commonly-known trade sources in the United States, and ordinarily also to the publisher or other copyright holder. The copy must become the property of the user, and the library or archives must have no notice that the copy will be used for any purpose other than private study, scholarship, or research.
- **Multiple Copies and Systematic Reproduction** The rights of reproduction and distribution under Section 108 extend to the isolated and unrelated production of a single copy of the same material on separate occasions, but do not extend to cases where the library or archives is aware or has substantial reason to believe that it is engaging in related or concerted reproduction of multiple copies of the same material, whether made on one occasion or over a period of time, and

whether intended for aggregate use by one or more individuals or for separate use by the individual members of a group.

2. Replacement of Damaged Copy

The University Libraries may reproduce a published work solely for the purpose of replacement of a copy or phonorecord that is damaged, deteriorating, lost or stolen, if it has determined that an unused replacement cannot be obtained at a fair price. [See paragraph III. A. 1. a.]

3. Archival Reproduction

Libraries may reproduce and/or distribute a copy or phonorecord of an unpublished work for the purposes of preservation and security, or for deposit for research use in another library or archives, if the copy is currently in the University library collections. This right extends to any type of work, including photographs, motion pictures and sound recordings.

4. Exemptions

Libraries and their employees are specifically exempted from liability for the unsupervised use of photocopy machines located on their premises, provided that the equipment displays a notice that the making of a copy may be subject to the copyright law. This exemption does not extend to the person using the equipment or requesting such copy if the use exceeds fair use.

B. Reserve Room Use of Copyrighted Materials

According to the American Library Association Model Policy Concerning College and University Photocopying for Classroom, Research and Library Reserve, the reserve unit functions as an extension of the classroom when it makes course readings available to students, and reflects an individual students right to photocopy for personal scholastic use under the doctrine of fair use. The following provisions governing such use are drawn from the ALA Model Policy:

1. General Provisions

At the request of a faculty member, the library may photocopy and place on reserve excerpts from copyrighted works in its collection in accordance with the guidelines governing formal classroom distribution [discussed in Section II of this document]. In general, library employees may photocopy and/or accept copies of materials for reserve room use for the convenience of students both in preparing class assignments and in pursuing informal educational activities which higher education requires, such as advanced independent study and research.

Restrictions

- Single Copies Placed on Reserve

If the request calls for a single copy to be placed on reserve, the library may photocopy an entire article, an entire chapter from a book, or an entire poem.

- Multiple Copies Placed on Reserve

Requests for multiple copies to be placed on reserve should meet the following guidelines:

- a) the amount of material should be reasonable in relation to the total amount of material assigned for one term of a course, taking into account the nature of the course, its subject matter and level;
- b) the number of copies should be reasonable in light of the number of students enrolled, and the difficulty and timing of assignments (in no case to exceed five copies of any given reading);
- c) the material should contain a notice of copyright as described in paragraph III. A. 1. above;
- d) the effect of photocopying the material should not be detrimental to the market for the work.

- Anthologies

Libraries will not accept anthologies of readings, also known as course packets, for deposit in the reserve units. Only individual articles, including reprints and photocopies, as well as books and other monographs will be accepted as readings reserved for classroom use.

- Repeated Use

Copies of copyrighted materials may not be retained on reserve for more than one term for any faculty member unless the library receives proof from the faculty member that permission to reproduce and distribute copies in this fashion has been granted by the copyright holder and that said reproduction is in accordance with all copyright laws.

C. Interlibrary Loan

The National Commission on New Technological Uses of Copyrighted Works (CONTU) prepared a set of guidelines governing photocopying and interlibrary

arrangements in conjunction with Section 108 of the copyright law. Their provisions are as follows:

1. Restrictions on Number of Copies

- Periodicals Interlibrary Loan may not submit, during any calendar year, more than five requests for photocopies of articles from a particular periodical title if those requests are from issues published within the last five years. No restrictions are placed on the number of photocopies of articles requested for materials exceeding five years.
- Books and Collective Works Interlibrary Loan may not submit, during any calendar year, more than five requests for photocopies of excerpts from any given book or collective work in copyright. Requests in excess of the above limits are subject to the copyright permissions process and payment of royalties, where applicable.

2. Record-Keeping Requirements The requesting library must maintain records of all such requests and the fulfillment of requests for the current calendar year plus three previous calendar years.

3. Notice All copies made by Interlibrary Loan and interlibrary loan order forms must bear a notice of copyright as described in paragraph III. A. 1. above.

IV. Guidelines for the Use of Copying of Videos and Off-air Taping

In brief, the guidelines allow copies of videos and off-air tapes to be held for a 45 calendar day retention period. During the first 10 consecutive school days, the tapes may be used once in teaching activities and repeated once for reinforcement. After the first 10 days, the tapes can only be used for teacher evaluation purposes. At the end of the 45 day retention period, the tapes must be erased.

In addition, the taping can only be made at the request of individual teachers -- no advance taping in anticipation of requests is allowed. With restrictions, a limited number of copies can be made. The recorded programs may not be altered or included in anthologies or compilations. And, finally, the recording must include the copyright notice and a citation.

V. Guidelines for Educational Uses of Music

Reproduction of Copyrighted Music Material

Permissible Uses

Copyrighted music material may be photocopied under the following circumstances:

- emergency copying to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course;
- multiple copies of excerpts of works may be made for academic purposes other than performance, provided that such copying does not exceed 10% of the work and no more than one copy per student is made;
- printed copies which have been purchased may be edited OR simplified provided that the fundamental character of the work is not distorted or the lyrics altered or lyrics added;
- a single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or instructor;
- a single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or instructor for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or instructor. This pertains only to the copyrights of the music itself and not to any copyright which may exist in the sound recording.

Prohibitions

- Photocopying of copyrighted music material is prohibited under the following circumstances:
- copying to create or replace or substitute for anthologies, compilations, or collective works;
- copying of or from works intended to be "consumable" in the course of study or teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;
- copying for the purpose of performance, except as noted in "permissible uses" above;
- copying for the purpose of substituting for the purchase of music except as noted in "permissible uses" above;
- copying without inclusion of the copyright notice which appears on the printed copy.

VI. Guidelines for Performances and Displays

Face-to-Face Teaching Activities

Section 110(1) permits the performance or display of any copyrighted work in face-to-face teaching activities without having to obtain a public performance license if certain conditions are met. This section requires that the performance or display of a copyrighted work take place in a classroom or similar place of instruction (such as a school library). Also, the performance or display must be directly related to the curriculum and not connected with recreation or a reward. For example, treating a class to a movie (unrelated to course content) would require obtaining permission.

A. Transmission

Section 110(2) permits the transmission of a performance of a non-dramatic literary or musical work or display of a work without having to obtain a public performance license if certain conditions are met. Permissible copyrighted works include singing a song, reciting a poem, reading a short story out loud, or displaying paintings. Plays, movies, and most audiovisual works are not "non-dramatic" and are not covered by this section.

Make note that the performance must be a "regular part of systematic instructional activities" and "directly related and of material assistance to the teaching content." Furthermore, the transmission must be made for reception in a classroom or similar place of instruction.

1.

B. Live Performance

Section 110(4) permits a live performance (not televised) of a non-dramatic literary or musical work, without having to obtain a public performance license if certain conditions are met. Under this section, a performance must be without commercial advantage and non-dramatic (a concert, choral work, or poetry reading, for example). Performing dramatic works, such as plays and musicals, is only allowed in face-to-face teaching activities; here a license must be obtained.

VII. Guidelines for the Use of Digital Material

The Digital Millennium Copyright Act of 1998 ("DMCA"), which addresses copyright issues regarding digital materials, was signed into law by the President on October 28, 1998. One of the provisions of the DMCA is to limit the liability of educational institutions for damages due to copyright infringement by members of their community. The College complies with all DMCA's requirements, including:

- all members of the College community must follow the College's Copyright Guidelines for digital material (see below)
- all members of the College community must adhere to the College's Acceptable Use Policy
- the designation of an Agent to receive notices of copyright infringement (Dorothy Hughes, hughesd@farmingdale.edu)

C. Computer Software

The College prohibits the improper copying, distribution, or use of contractually protected and/or copyrighted computer software. "Copying" not only entails duplicating floppy disks, but also takes place when a program is transferred from a floppy onto a hard disk, sent over a local area network, or sent over long distance lines via telecommunication. The following prohibitions and areas of caution are to be observed by all students, faculty and staff:

- Use of software may be restricted. For example, use of software may be restricted to a particular computer at a particular site. In such cases, permission of the copyright owner must be obtained in order to use the software on a different computer at a different site.
- Individual employees who acquire software for their professional use in the course of their duties must obtain any necessary licenses. If the software is purchased by the College, any licenses will be in the name of the institution. Employees may not make copies of software for associates or personal use.
- If the College supplies licensed software to students in the course of instruction in a classroom situation or in other than a classroom situation, sufficient licenses must be held for all users.
- Shareware is easily identifiable through explicit statements within the software documentation, or identification is displayed on the computer screen. Unless these explicit statements identify the software as shareware, the user should assume that it may NOT be duplicated.
- Software not containing a copyright notice is not necessarily in the public domain. The user should consult with the manufacturer to ensure that such software may be copied freely.

D. Multimedia

The Fair Use Guidelines for Educational Multimedia were released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S.

Copyright Office. These new guidelines are currently undergoing a trial use and monitoring period.

Educational Multimedia Projects:

"Educational multimedia projects created under these guidelines incorporate students' or educators' original material, such as course notes or commentary, together with various copyrighted media formats including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation."

Permitted Uses:

- Students may perform and display their own educational multimedia projects for the course for which they were created and may use them in their own portfolios as examples of academic work.
- Educators may perform and display their own education multimedia projects for face-to-face instruction, assigning to students for directed self-study, peer conferences, and professional portfolios.

Limitations:

- Time Educators may use their projects for teaching courses for two years. Use beyond that time period requires obtaining permission for each copyrighted portion.
- Portion Portions are generally specified "in the aggregate," meaning the total amount that can be used from a single copyrighted work.
- Motion Media Up to 10% or 3 minutes, whichever is less, from a single copyrighted work.
- Text Material Up to 10% or 1000 words, whichever is less, from a single copyrighted work.
- Special limitations are placed on poems.
- Music, Lyrics, and Music Video Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work.
- Illustrations and Photographs No more than 5 images by an artist or photographer. From a published collective work, no more than 10% or 15 images.

- Data Sets Up to 10% or 2500 fields or cell entries from a database or table.
- Copying and Distribution There may be no more than two copies, only one of which can be placed on reserve. An additional copy may be made for preservation (backup) purposes.

When Permission is Required:

Educators and students must seek individual permissions for all copyrighted works incorporated in their educational multimedia projects for non-educational or commercial purposes, duplication beyond guidelines limitations, and for distribution over an electronic network other than the remote instruction uses.

E. Internet

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Users have the responsibility to keep copyrighted software of any kind from entering the College via the Internet.

Because the Copyright Law and related guidelines have not specifically addressed this new technology, the best strategy is to apply the existing law (and especially the fair use doctrine) to the Internet:

- Face-to-face teaching activities permit the display of copyrighted works, including web pages, in classrooms and similar places devoted to instruction. Downloading a web page and storing it for use in an offline browser, however, requires obtaining permission from the site's webmaster.
- Copying Internet materials to paste onto a College web page or incorporate into a multimedia project also requires obtaining permission. E-mailing a site's webmaster is a good way to seek permission (be sure to save a record of your e-mail correspondence).
- Finally, always properly credit your sources.

F. Distance Learning

The Conference on Fair Use (CONFU) was unable to agree on Educational Fair Use Guidelines for Distance Learning. Recognizing this, the Digital Millennium Copyright Act of 1998 requires the Copyright Office to "initiate consultation with representatives of copyright owners, nonprofit educational institutions, and nonprofit libraries and archives [and] submit to the Congress recommendations on how to promote distance education through digital technologies, including interactive digital networks, while maintaining an appropriate balance between the rights of copyright owners and the needs of users of copyrighted works."

These recommendations on distance education exemptions will eventually lead to a revision of Section 110(2) of the Copyright Act. Until then, the following should always be considered:

Some attorneys consider certain types of materials and delivery mechanisms -- such as interactive television (compressed video) -- to be covered, or at least defensible, under Section 110, the classroom exemption. These individuals believe that Section 110(2)(C)(ii) may provide some protection for course delivery to certain groups of adult learners in remote sites.... However, there are equal opinions to the effect that very little copyrighted material may be transmitted or broadcast over a distance education network without proper written permission or licensing agreements. Thus, it is highly advisable to obtain permission unless one is ready to take risks, be sued, and serve as a test case for the field.

VIII. Web Copyright Resources

1. Copyright Legislation

- **Copyright Legislation External link**. Link (via Thomas) to the text of legislation in Congress (both pending and passed) from this U.S. Copyright Office page.
- **U.S. Copyright Office: NewsNet External link**. Stay informed with this e-mail news service. "NewsNet alerts subscribers to hearings, deadlines for comments, new and proposed regulations, new publications, and other copyright-related subjects of interest."
- **THOMAS -- U.S. Congress on the Internet External link**. Entering the search term "copyright" in the Library of Congress legislative database will turn up a long list of bills from the 105th Congress.

2. Digital Millennium Copyright Act

- **Digital Millennium Copyright Act: H.R.2281/Public Law 105-304 External link**. An original bill to amend title 17, United States Code, to implement the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty, to provide limitations on copyright liability relating to material online, and for other purposes. Signed by President on Oct 28, 98. Now Public Law 105-304.
 - **Digital Millennium Copyright Act Executive Summary External link**.
 - **Library of Congress Digital Millennium Copyright Act Directory of Agents External link**
-
- **Fair Use of Copyrighted Works External link**. CETUS (SUNY/CUNY/California State) Discussion Series pamphlet on copyright and fair use in education.

IX. Obtaining Copyright Permission

- **Copyright Clearance Center Online**. "Copyright Clearance Center (CCC) is a not-for-profit organization created at the suggestion of Congress to help organizations comply with U.S. copyright law. Through its collective licensing programs, CCC provides authorized users with a lawful means for making photocopies from its repertoire of more than 1.75 million titles." Click "Services Guide" to access APS (Academic Permissions Service). APS gives you permission to make academic coursepacks or classroom handouts. The APS Demo allows you preview APS and search the CCC Online catalog to locate titles and see individual royalty fees.
- **Circular 22: How to Investigate the Copyright Status of a Work**. This Copyright Office circular provides practical guidance on what to look for to determine if the work you plan to use is under copyright protection.

Responsible Office
Information Technology

**GUAM COMMUNITY COLLEGE
Board of Trustees**

STUDENT FINANCIAL AID

WHEREAS, Student Financial Aid provides needed support to persons seeking to further their education;
and

WHEREAS, Student Financial Aid provides an incentive to attend the Guam Community College; and

WHEREAS, the Financial Aid Office is required to establish policies and procedures in compliance with applicable federal regulations.

WHEREAS, the Financial Aid Office is required to perform verifications of selected students' Free Application for Federal Student Aid (FAFSA) to ensure that the information provided is accurate;

WHEREAS, students are liable to pay for registered courses unless they officially drop a course(s) before the specified date; and

WHEREAS, a credit balance on a student's account occurs when the payment from the students' Pell grant, federal and state scholarships and other grants, and private scholarships, exceed the charges on their GCC bill or is greater than the amount that is owed; and

WHEREAS, federal law specifies how the Financial Aid Office must determine the amount of Title IV program assistance that students can earn when they withdraw from classes or cease enrollment at Guam Community College.

NOW, THEREFORE, BE IT FURTHER RESOLVED, the Guam Community College comply with all applicable regulations governing financial aid, including Title IV of the Higher Education Act, as amended; and

BE IT FURTHER RESOLVED, the Financial Aid Office at Guam Community College is designated to administer Student Financial Aid programs; and

BE IT FURTHER RESOLVED, that the Student Financial Aid programs administered ensure the equitable treatment of all aid applicants; and

BE IT FURTHER RESOLVED, that the Board of Trustees formally adopts the Financial Aid Verification Policy and Procedures, the Financial Aid Disbursement Policy and Procedures, the Financial Aid Tuition Refund and Credit Balances Policy and Procedures, and the Financial Aid Return to Title IV Policy and Procedures.

**Amended & Adopted:
Resolution:**

Reviewed with no changes: February 3, 2017

**Amended & Adopted: February 6, 2014
Resolution 18-2014**

**Amended & Adopted: November 17, 2008
Resolution 49-2008**

**Adopted: July 20, 1994
Resolution 55-94**



Barbara Blas <barbara.blas4@guamcc.edu>

Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

15 messages

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Fri, Dec 3, 2021 at 1:25 AM

To: Simone Bollinger <simone.bollinger@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, jacob.sablan@guamcc.edu

Cc: Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai CGC,

Based on concerns raised at yesterday morning's CGC meeting related to the draft policy on copyright and fair use, please review the attached revised draft policy and procedures pertaining to copyright infringement and fair use.

The primary changes are related to adding the provisions/exceptions allowed by the TEACH Act for distance education.

I would like to open the floor for any discussion, questions, and concerns.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College



E-mail administered by Guam Community College

2 attachments

GCC Copyright and Fair Use Guidelines and Procedures TEACH CGC DRAFT 12-03-21.docx
59K

8.F GCC Copyright and Fair Use Policy (pending CGC BOT New).docx
27K

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Fri, Dec 3, 2021 at 10:31 AM

To: Simone Bollinger <simone.bollinger@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, jacob.sablan@guamcc.edu

Cc: Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai CGC,

Just following up if you'd had a chance to review and if there were anything questions? If none, please state so.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College

From: Rodalyn.Gerardo@guamcc.edu <Rodalyn.Gerardo@guamcc.edu>

Sent: Friday, December 3, 2021 1:25 AM

To: 'Simone Bollinger' <simone.bollinger@guamcc.edu>; 'Deborah Ellen' <deborah.ellen@guamcc.edu>; 'Tasi Marina Mafnas' <tasimarina.mafnas@guamcc.edu>; 'jacob.sablan@guamcc.edu' <jacob.sablan@guamcc.edu>

Cc: 'Barbara Blas' <barbara.blas4@guamcc.edu>

Subject: Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

Hafa Adai CGC,

Based on concerns raised at yesterday morning's CGC meeting related to the draft policy on copyright and fair use, please review the attached revised draft policy and procedures pertaining to copyright infringement and fair use.

The primary changes are related to adding the provisions/exceptions allowed by the TEACH Act for distance education.

I would like to open the floor for any discussion, questions, and concerns.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

[Redacted signature]

E-mail administered by Guam Community College

[Quoted text hidden]

Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Fri, Dec 3, 2021 at 10:46 AM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, jacob.sablan@guamcc.edu, Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai All,

Upon review of the revised Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures, I have no questions or further suggestions. If no one has any additional recommendations, I move to approve Draft Policy 193.

Tasi

On Fri, Dec 3, 2021 at 10:31 AM <rodalyn.gerardo@guamcc.edu> wrote:

Hafa Adai CGC,

Just following up if you'd had a chance to review and if there were anything questions? If none, please state so.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College

From: Rodalyn.Gerardo@guamcc.edu <Rodalyn.Gerardo@guamcc.edu>

Sent: Friday, December 3, 2021 1:25 AM

To: 'Simone Bollinger' <simone.bollinger@guamcc.edu>; 'Deborah Ellen' <deborah.ellen@guamcc.edu>; 'Tasi Marina Mafnas' <tasimarina.mafnas@guamcc.edu>; 'jacob.sablan@guamcc.edu' <jacob.sablan@guamcc.edu>

Cc: 'Barbara Blas' <barbara.blas4@guamcc.edu>

Subject: Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

Hafa Adai CGC,

Based on concerns raised at yesterday morning's CGC meeting related to the draft policy on copyright and fair use, please review the attached revised draft policy and procedures pertaining to copyright infringement and fair use.

The primary changes are related to adding the provisions/exceptions allowed by the TEACH Act for distance education.

I would like to open the floor for any discussion, questions, and concerns.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College



E-mail administered by Guam Community College

--

Thank you & Kind regards,

TasiMarina B. Mafnas

Administrative Assistant

Nursing & Allied Health

Office: (671)735-7005

[Quoted text hidden]

Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>

Fri, Dec 3, 2021 at 11:10 AM

To: Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai,

Thank you for the motion, Tasi. If there are no other questions, may we please get a second?

Best Regards,

Rod

[Quoted text hidden]

[Quoted text hidden]

Jacob Sablan <jacob.sablan@guamcc.edu>

Fri, Dec 3, 2021 at 11:11 AM

To: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hafa Adai CGC members,

I have no questions or comments on the revised Draft Policy 193 - Copyright Infringement and Fair Use Policy & Procedures. I second to move Draft Policy 193.

[Quoted text hidden]

--

Kind regards,
Jacob Sablan

Jacob Sablan
Education Program,
GCC



Phone: 671-747-5527
Email: jacob.sablan@guamcc.edu

[Quoted text hidden]

Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>

Fri, Dec 3, 2021 at 11:17 AM

To: Jacob Sablan <jacob.sablan@guamcc.edu>

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hafa Adai,

Thank you, Jacob.

All in favor? Say aye. Any opposed, say nay.

Kindly submit your vote by today.

Best Regards,
Rod

[Quoted text hidden]

Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Fri, Dec 3, 2021 at 11:27 AM

To: Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>

Cc: Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>

Aye.

Tasi

[Quoted text hidden]

Jacob Sablan <jacob.sablan@guamcc.edu>

Fri, Dec 3, 2021 at 12:12 PM

To: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Aye.

[Quoted text hidden]

Simone Bollinger <simone.bollinger@guamcc.edu>

Fri, Dec 3, 2021 at 12:41 PM

To: Jacob Sablan <jacob.sablan@guamcc.edu>

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hafa adai all,

I vote no for two reasons.

The first is that this draft has not been vetted through our legal counsel. If this does pass through the CGC via majority vote, we should recommend that it is reviewed by legal counsel before the policy is adopted.

The second is that this policy does not protect faculty who are unaware of the law from accidental infractions. The College would not be responsible, individuals would. With online classes, this is a particularly new and sensitive area. Therefore I also recommend that GCC conduct copyright training during College Assembly, much like we conduct Title IX and other trainings.

Have a great break!

Simone

[Quoted text hidden]

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Fri, Dec 3, 2021 at 12:56 PM

To: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hi All,

I vote aye.

Simone, thank you for the feedback. You raise valid points. We can certainly include them in the recommendation memo that will be sent to the President, which will be the next step before it is presented to the Board of Trustees.

Just waiting on Dr. Debby's vote. 😊

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College

[Quoted text hidden]

[Quoted text hidden]

Aye.

[Quoted text hidden]

Aye.

Tasi

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]



E-mail administered by Guam Community College

From: Rodalyn.Gerardo@guamcc.edu <Rodalyn.Gerardo@guamcc.edu>
Sent: Friday, December 3, 2021 1:25 AM
To: 'Simone Bollinger' <simone.bollinger@guamcc.edu>; 'Deborah Ellen' <deborah.ellen@guamcc.edu>; 'Tasi Marina Mafnas' <tasimarina.mafnas@guamcc.edu>; 'jacob.sablan@guamcc.edu' <jacob.sablan@guamcc.edu>
Cc: 'Barbara Blas' <barbara.blas4@guamcc.edu>
Subject: Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

Hafa Adai CGC,

Based on concerns raised at yesterday morning's CGC meeting related to the draft policy on copyright and fair use, please review the attached revised draft policy and procedures pertaining to copyright infringement and fair use.

The primary changes are related to adding the provisions/exceptions allowed by the TEACH Act for distance education.

I would like to open the floor for any discussion, questions, and concerns.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

E-mail administered by Guam Community College

E-mail administered by Guam Community College

--

Thank you & Kind regards,

TasiMarina B. Mafnas

Administrative Assistant

Nursing & Allied Health

Office: (671)735-7005



E-mail administered by Guam Community College



E-mail administered by Guam Community College

--



E-mail administered by Guam Community College

[]

E-mail administered by Guam Community College

--

Thank you & Kind regards,

TasiMarina B. Mafnas

Administrative Assistant

Nursing & Allied Health

Office: (671)735-7005

[]

E-mail administered by Guam Community College

--

E-mail administered by Guam Community College

E-mail administered by Guam Community College

[Quoted text hidden]

Deborah Ellen <deborah.ellen@guamcc.edu>

Fri, Dec 3, 2021 at 1:47 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hafa Adai ~

Simone raises some valid points and is probably more aware of the legalities and implications of this policy more than most of us and other folks/faculty/students. Is there any reason why we could not wait on the vetting of legal counsel? Otherwise, a policy that does not address such concerns is not a good policy, no?

Peace ~ Debby

[Quoted text hidden]

--

Un Dangkulu Na Si Yu'os Ma'åse' ~

Deborah Ellen, Ed.D.

Education Department Chair

Guam Community College

671-735-0264

[Quoted text hidden]

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Mon, Dec 6, 2021 at 5:02 PM

To: Deborah Ellen <deborah.ellen@guamcc.edu>

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hi Dr. Debby,

Thank you for your feedback. Please confirm that your vote is "nay".

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College

From: Deborah Ellen <deborah.ellen@guamcc.edu>

Sent: Friday, December 3, 2021 1:47 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>; Jacob Sablan <jacob.sablan@guamcc.edu>; Barbara Blas <barbara.blas4@guamcc.edu>; Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Subject: Re: Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

Hafa Adai ~

Simone raises some valid points and is probably more aware of the legalities and implications of this policy more than most of us and other folks/faculty/students. Is there any reason why we could not wait on the vetting of legal counsel? Otherwise, a policy that does not address such concerns is not a good policy, no?

Peace ~ Debby

On Fri, Dec 3, 2021 at 12:56 PM <rodalyn.gerardo@guamcc.edu> wrote:

Hi All,

I vote aye.

Simone, thank you for the feedback. You raise valid points. We can certainly include them in the recommendation memo that will be sent to the President, which will be the next step before it is presented to the Board of Trustees.

Just waiting on Dr. Debby's vote. 😊

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

[Quoted text hidden]

[Quoted text hidden]

--

Un Dangkulu Na Si Yu'os Ma'åse' ~

Deborah Ellen, Ed.D.

Education Department Chair

Guam Community College

671-735-0264

E-mail administered by Guam Community College

[Quoted text hidden]

Deborah Ellen <deborah.ellen@guamcc.edu>

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Mon, Dec 6, 2021 at 5:25 PM

Hafa Adai ~

I was waiting to hear if any alterations were made such as 'pending vetting...." - but if not, then I would vote 'nay'.

Peace ~ Debby

[Quoted text hidden]



[Quoted text hidden]

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Thu, Dec 9, 2021 at 10:21 AM

To: Deborah Ellen <deborah.ellen@guamcc.edu>

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Hafa Adai, CGC,

The final tally of votes is as follows: 3 ayes, 2 nays.

The motion passes by majority vote. I will prepare a memo and provide the results along with the concerns/recommendations, to the President.

Thank you, everyone!

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



E-mail administered by Guam Community College

From: Deborah Ellen <deborah.ellen@guamcc.edu>

Sent: Monday, December 6, 2021 5:25 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>; Jacob Sablan <jacob.sablan@guamcc.edu>; Barbara Blas

<barbara.blas4@guamcc.edu>; Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>
Subject: Re: Draft Policy 193- Copyright Infringement and Fair Use Policy & Procedures

Hafa Adai ~

I was waiting to hear if any alterations were made such as 'pending vetting...." - but if not, then I would vote 'nay'.

Peace ~ Debby

On Mon, Dec 6, 2021 at 5:02 PM <rodalyn.gerardo@guamcc.edu> wrote:

Hi Dr. Debby,

Thank you for your feedback. Please confirm that your vote is "nay".

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

[Redacted signature area]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

Deborah Ellen <deborah.ellen@guamcc.edu>

Fri, Dec 10, 2021 at 8:55 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Thank you for your work on this, Rodalyn!

Peace ~ Debby

[Quoted text hidden]



[Quoted text hidden]

GUAM COMMUNITY COLLEGE
College Governing Council

Agenda

Tuesday, 2/01/2022 @ 11:00 a.m.
Virtual Meeting

1) Call to Order:

2) Attendance:

Name:	Position:	Email:	Present:
Jacob Sablan	Student	jacob.sablan@guamcc.edu	
Tasi Mafnas	Staff	tasimarina.mafnas@guamcc.edu	
Simone Bollinger	Faculty	simone.bollinger@guamcc.edu	
Deborah Ellen	Faculty	deborah.ellen@guamcc.edu	
Rodalyn Gerardo	Administrator	rodalyn.gerardo@guamcc.edu	

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.

3) Old Business:

- a. By-laws
- b. Policy 193- Copyright and Fair Use Policy
- c. Policy 240- Student Financial Aid Policy

4) New Business

- a. FY 2023 Budget

5) Open Discussion:

6) Adjournment:

College Governing Council

Tuesday, 02/01/2022 @ 11:00a.m.

Virtual Meeting

Minutes

1. Meeting called to order at 11:06 a.m.

2. Attendance:

Name	E-mail	Present
Jacob Sablan	jacob.sablan@guamcc.edu	✓
Tasi Mafnas	tasimarina.mafnas@guamcc.edu	✓
Simone Bollinger	simone.bollinger@guamcc.edu	✓
Deborah Ellen	deborah.ellen@guamcc.edu	✓
Rodalyn Gerardo	rodalyn.gerardo@guamcc.edu	✓
Guest:		
Carol Cruz	carol.cruz@guamcc.edu	✓

Recital of GCC Mission Statement

3. Approval of Minutes – 12/02/2021

Motion by S. Bollinger to review and approve minutes of 12/02/2021 at the next CGC meeting, seconded by D. Ellen. Motion passed unanimously.

4. Old Business:

- By-laws – has been approved and posted on the MyGCC - CGC site.
- Policy 193 – Copyright and Fair Use Policy – all members voted to discuss and review this policy via email. Passed by a majority vote of the committee with the recommendation that the policy be reviewed by legal counsel. Management sought legal counsel review and the policy was submitted to the Board of Trustees for their review and approval.
- Policy 240 – Student Financial Aid Policy – passed unanimously with no issues.

5. New Business:

- FY 2023 Budget – approved by RPF committee on Tuesday, February 1, 2022. The CGC members reviewed and discussed the budget proposal. (See attachment) S. Bollinger requested it be noted on the minutes that the questions and concerns of faculty members were brought up and addressed at the RPF meeting on Tuesday, February 1, 2022. S. Bollinger stated that her step increase does not take into consideration the increment that she plans to receive for this year. It was clarified that *faculty are listed above rank when they submit a request for a Certificate of Eligibility for Advancement in Rank for budgeting purposes and in case the faculty are promoted.*
Motion to approve the FY 2023 Budget was made by S. Bollinger, seconded by T. Mafnas. No further discussion. Motion passed unanimously.

4. Open Discussion:

- C. Cruz – How would I know if my budget request for my department was approved?
R. Gerardo responded that the typical budget process is for requests to be submitted to the Deans, then to the Academic Vice President, feedback should have been provided to the department before moving forward to the Business Office and Finance & Administration Division (FAD). The VP FAD reviews the budget request to see if the department's request is in compliance with the budget training guidance. More than likely, the department's budget request is granted and any changes are communicated with the department.

5. Adjournment at 11:42 a.m. Motion was made by S. Bollinger, seconded by T. Mafnas.

Resources, Planning, and Facilities Committee Meeting
02/01/2022
FINANCIAL REPORT

1. FY 2022 Budget
 - a. As of 01/27/22, GCC received \$5,631,130 or 85% of the \$6,650,040 billed.
 - b. The College continues to receive allotments from DOA on a weekly basis.

2. FY 2023 Budget Preparation
 - a. The proposed FY 2023 budget has been submitted to the RPF and CGC committees for their review.

3. Financial Audits
 - a. The FY 2021 financial audit is ongoing.
 - b. The FY 2021 GCC Foundation audit has been issued.

4. CARES, CRRSAA, & ARP Funding
 - a. The College will be preparing to provide CARES funding to its students in the coming weeks, similar to what was done in the past few semesters.

5. Laptops & Mifis
 - a. This is an ongoing program for Spring 2022.
 - b. Students may visit the Bookstore to borrow a laptop and/or mifi device for the current semester.

6. Scholarships
 - a. Association of Government Accountants Scholarship -, applications are due 02/04/22

GUAM COMMUNITY COLLEGE
College Governing Council

Agenda

Wednesday, 03/02/2022 @ 10:00 a.m.
Virtual Meeting

1) Call to Order:

2) Attendance:

Name:	Position:	Email:	Present:
Jacob Sablan	Student Representative	jacob.sablan@guamcc.edu	
Tasi Mafnas	Staff Senate	tasimarina.mafnas@guamcc.edu	
Simone Bollinger	Faculty Union	simone.bollinger@guamcc.edu	
Deborah Ellen	Faculty Senate	deborah.ellen@guamcc.edu	
Rodalyn Gerardo	Administrator, F&A VP	rodalyn.gerardo@guamcc.edu	

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.

3) Approval of Prior Minutes:

- a. 12/02/2021
- b. 02/01/2022

4) Old Business:

5) New Business:

- a. ACCJC 2022 Midterm Report

6) Open Discussion:

7) Adjournment:

College Governing Council

Wednesday, 03/02/2022 @ 10:00a.m.

Virtual Meeting

Minutes

1. Meeting called to order at 10:08 a.m.

2. Attendance:

Name	E-mail	Present
Jacob Sablan	jacob.sablan@guamcc.edu	✓
Tasi Mafnas	tasimarina.mafnas@guamcc.edu	✓
Simone Bollinger	simone.bollinger@guamcc.edu	✓
Deborah Ellen	deborah.ellen@guamcc.edu	absent
Rodalyn Gerardo	rodalyn.gerardo@guamcc.edu	✓
Guest:		
Marlena Pangelinan	marlena.pangelinan@guamcc.edu	✓

Recital of GCC Mission Statement

3. Approval of Minutes – 12/02/2021

Motion to approve minutes of 12/02/2021 & 02/01/2022 was made by S. Bollinger, seconded by J. Sablan. No further discussion. Motion passed unanimously.

4. Old Business:

None

5. New Business:

a. ACCJC 2022 Midterm Report – (See attachment)

Committee members reviewed and discussed the ACCJC 2022 Midterm Report.

1. S. Bollinger asked, is there a plan to resume discussions related to the Year-Round Education in light of the current plan? M. Pangelinan responded, discussions will be brought up during negotiations.
2. T. Mafnas asked, is there still a Clymer Program with the college? M. Pangelinan questioned, with Admissions or Counseling? T. Mafnas will seek further clarifications from students and inform them that the college is still accepting applications.
3. S. Bollinger suggested that D. Ellen be a part of the review and discussion of the report. S. Bollinger does not agree to approve the report because D. Ellen is the signatory on the document and she was not present. She recommended that we hold off the vote of the report until D. Ellen provides her feedback. Due to D. Ellen being on leave S. Bollinger will send her a message via email to allow her some time to review and provide feedback. Deadline: Monday, March 07, 2022 at 9 am. Also, cc M. Pangelinan when emailing D. Ellen.

6. Open Discussion:

None

7. Adjournment at 10:30 a.m. Motion was made by S. Bollinger, seconded by T. Mafnas.

Guam Community College

2022 Midterm Report

Submitted by:

GUAM COMMUNITY COLLEGE

1 Sesame Street

Mangilao, Guam 96923

Submitted to:

Accrediting Commission for Junior and Community Colleges (ACCJC)

Western Association of Schools and Colleges (WASC)

Date Submitted:

2022 Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Mary A. Y. Okada
President and CEO
Guam Community College
1 Sesame Street, Mangilao, Guam 96921

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Mr. Frank P. Arriola
Chairperson, GCC Board of Trustees

Date

Dr. Mary A. Y. Okada
Chief Executive Officer and President

Date

Dr. Virginia C. Tudela
Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs

Date

Dr. Deborah Ellen
President, GCC Faculty Senate

Date

Kimberly Taitano
President, GCC Staff Senate

Date

Jacob Sablan
President, Council on Postsecondary Student Affairs (COPSA)

Date

TABLE OF CONTENTS

	Page
Midterm Report Preparation	4
Initiatives and Plans Emerging from the ISER Process	5
Institutional Reporting on Quality Improvements	
Response to Recommendations for Improvement	8
Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards	9
Report on the Outcomes of the Quality Focus Projects (Quality Focus Essay (QFE))	12
Fiscal Reporting	16
APPENDICES	
Evidence Directory	17

Midterm Report Preparation

The College received its reaffirmation of accreditation for seven (7) years on June 16, 2018. The External Evaluation Team Report, prepared by the peer review team that conducted its onsite visit to the College on March 7-9, 2018, included four (4) commendations, zero (0) recommendations for compliance, and zero (0) recommendations for improving institutional effectiveness. The College's next comprehensive review will occur in the spring term of 2025.

In keeping with the College's participatory governance process which affirmed the College's belief in the transparency and inclusivity of the Midterm Report development process, the draft was forwarded to the College Governing Council, the President, and the Board of Trustees. Consequently, this present report was significantly made robust and rich from feedback generated from a diverse group of College stakeholders, inclusive of students, faculty, staff, administrators, as well as members of the governing board.

Much of the information for this report was gathered from the various institutional reports (including Fact Books, Vol 1 through 16) from the Office of Assessment, Institutional Effectiveness and Research (AIER), as well as year-end reports from Institutional Committees including Faculty Senate, Curriculum Review Committee (CRC), and Committee on College Assessment (CCA). Additionally, meeting notes from the Academic Affairs Division Management Team, President's Management Team, and the Board of Trustees were utilized.

Dr. Virginia C. Tudela, the institution's Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs, managed and guided the preparation of this final report. She was also assisted by the Assistant ALO, Marlana Pangelinan.

This Midterm Report was reviewed and approved by the Board at its March 2022 meeting.

INITIATIVES AND PLANS EMERGING OUT OF THE ISER PROCESS

The plans and initiatives that emerged out of the College's most recent Institutional Self-Evaluation Report (ISER) in 2018 continue to demonstrate the College's commitment to the "Students First, Mission Always" motto. The following update presents the College's progress in supporting student success:

Transformation Initiative

For GCC to serve students as best as possible, the College, through the leadership of the President, has committed itself to a campus-wide Transformation initiative. The institution believes firmly that true change must come from within the organization. The College has therefore crafted a Transformation mission:

Guam Community College is engaged in transformation to ensure 100% student-centered success.

The Transformation initiative is an effort to engage faculty, staff, and administrators in guiding GCC's organizational change process and lead transformation in an institution-wide manner. The focus is on continually identifying areas of underperformance and overcoming barriers to serve students as effectively as possible.

During this reporting period, as part of ongoing efforts to institutionalize best practices in supporting student success, the College integrated the Transformational Leadership key role into College administrators' performance evaluations and is equally weighted at fifteen percent (15%) of the administrators' total performance score annually. The key performance indicators (KPIs) drafted under the Transformational Leadership key role include language to perform a micro evaluation of specific assigned areas of oversight to identify areas for growth and improvement specifically tied to supporting student success. Another KPI under the Transformational Leadership key role should also include language to apply a macro analysis within specific areas of oversight for opportunities to implement identified improvements or reprogramming options specifically tied to supporting student success within the area of responsibility. Each year thereafter, updates to KPIs are reviewed and revised for relevancy to the College's current and future environment.¹

Student-Centered Initiatives: CLYMER, DCAPS, Chalani 365

The CLYMER initiative, or Classroom Learning Yields Math and English Readiness, allows eligible students to forego the GCC mathematics and English placement test (Accuplacer), enrolling directly into credit-bearing mathematics and English classes. Immediate enrollment in English and mathematics classes allows students to move more quickly into courses for which mathematics and English courses are prerequisites, saving them time in school, and saving them money.

¹ 2022 Administrator Work Planning and Performance Evaluation Tool

During this reporting period, a review of the course success data for students availing of the CLYMER program revealed a largely successful result. The Gateways to GCC Report indicates a ninety-one percent (91%) or greater success rate of CLYMER applicants passing college-level English courses and an eighty-one percent (81%) or greater success rate of CLYMER applicants passing college-level Math courses.² The Gateways to GCC Report provides further detail on CLYMER applicants such as the high school these students graduated from so that the data may inform the planning and resource allocation process for successful programs such as the CLYMER program.

DCAPS, or **Dual Credit Articulated Programs of Study**, is an initiative that allows students in GCC secondary CTE programs who complete the Certificate of Mastery in a specific program, to receive credit for postsecondary courses with the same Student Learning Outcomes (SLOs).

DCAPS students come to GCC having received as many as nineteen (19) college credits, allowing them to complete their programs of study more quickly, and at less cost. Their completion of college classes while in high school also allows for a more seamless transition to their postsecondary studies. There are twelve (12) secondary-level CTE programs in the Guam Department of Education (GDOE) high schools that offer DCAPS credits, ranging from three (3) to nineteen (19) credits.

During this reporting period, the School of Trades and Professional Services has been working to implement a Cosmetology DCAPS program for the GDOE high schools. Since the Cosmetology program falls under the Education Department, faculty within this department are tasked to coordinate and develop the curriculum for this program. For the fall semester of 2021, the College awarded seven (7) students college credits through the DCAPS program. Two (2) students applied from John F. Kennedy High School's (JFK) Lodging Management and Culinary program. Three (3) students applied from Okkodo High School's Lodging Management Program (2) and Marketing Program (1). One (1) student applied from Tiyan High School's Lodging Management Program. One (1) student applied from Simon Sanchez High School's Automotive Technology Program. The Gateways to GCC Report revealed that the College is exploring course to course articulations between the secondary courses in Guam's public and private high schools with the College's postsecondary courses so that students may have a better opportunity to earn college credit for high school courses that articulate to the College.

Chalani 365 is an innovative year-round registration program GCC launched in 2017 in order to improve students' opportunities to stay in school and graduate in a timely manner. This registration process allows students to register one time for an entire academic year. They can register for classes for the upcoming semester, and for two terms ahead. One of the goals of the program was to instill the planning component in everything students do, particularly in planning their class schedules. An important note about Chalani 365 is that students do not have to pay for the pre-registered semester until the payment deadline for that semester.

During this reporting period, the College discontinued the Chalani 365 program. The Chalani 365 program was not feasible for the College and the students served due to the challenges presented by the coronavirus pandemic, including the financial and transportation limitations for

² Gateways to GCC Report, 2019-2020

our students. Additionally, database system challenges related to course registration across multiple semesters prevented full implementation of Chalani 365.

Sustainability Practices on campus

The Planning and Development Office has been at the forefront of developing facilities, projects and practices that create an environment that is conducive for both students and employees while fostering respect and understanding of ethical, social, cultural and environmental issues locally and globally. This reflects one of GCC's Institutional Learning Outcomes and the College has been committed to these plans and developments through the years. As a whole, these sustainability initiatives and practices provide an avenue for the sustainability of the College to continuously operate and function in the modern world, while improving students' chances of learning effectively and succeeding with their educational goals at GCC and beyond.

During this reporting period, the College continued to support the waste diversion program, maintained the water bottle filling stations, and hosted the summer and winter sustainability programs for middle and high school students. The College continues to modernize the campus facilities as guided by the Institutional Strategic Master Plan (ISMP) which includes an objective to provide access to sustainable facilities.³

Digitizing Assessment & Curriculum Project

The assessment infrastructure of GCC is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with plans and initiatives to help students succeed.

After digitizing the assessment process, the College also aspired to digitize the curriculum approval process. This was done through the implementation of a technology solution called **Acalog**, beginning Fall 2013. Prior to the adoption of the electronic curriculum review process, the institution was using the "yellow envelope" method, which was not very efficient.

During this reporting period, the College upgraded and implemented the cloud-hosted Nuventive Improve assessment management system, which is an upgrade of the original implementation of the onsite Nuventive TracDat assessment management system. The new system is accessible from anywhere there is internet connectivity and is always available for assessment authors and reviewers.⁴ In line with the update of the assessment and curriculum cycle schedule, the Curriculum Review Committee adopted the Google online platform for curriculum forms, cloud storage, and email routing. The Acalog system was not designed as a curriculum system and was thereafter discontinued after the adoption of the Google platform.⁵

³ [Institutional Strategic Master Plan, 2020-2026](#)

⁴ [Nuventive Improve Assessment Management System](#)

⁵ [Curriculum Manual, 2021-2022](#)

Roving Administrator Night Duty

To bring about a well-rounded student-centered mission, the College's Management Team met and decided to have all the administrators get involved in night administration to experience the College's night life. A roving night duty for all administrators was implemented in fall 2012 and remains in effect today.

The goal of the roving night administrator is three-fold:

1. To support campus night administration;
2. To get familiar with the night life of the campus to address any personnel or infrastructural issues that may need attention; and
3. To be available to interact with students and faculty members to discuss any concerns.

Campus night administration is under the auspices of the School of Technology & Student Services. A Night Administrator oversees the Student Support Office during the evenings and weekends. In addition to the Night Administrator, a roving administrator is on duty from 6:00 pm to 8:00 pm during regular semesters, fall and spring, from Monday to Thursday. There is no roving night administrator on duty Fridays, Saturdays, and Sundays and during the summer session. During the summer session, many of the classes held on campus end at 5:00 pm; therefore, the roving administrator is not needed.

Building the *Student Success Center*

For all members of the College community, seeing the **Student Success Center** expansion in the not too-distant future is exciting. It is envisioned to be a place where students can find space to interact, study, and engage in activities that will promote further learning.

During this reporting period, the Student Success Center was housed on campus in Building B. Resources for the Center include computers, a printer, and wireless and wired internet connectivity for students. As part of the College's physical master plan, the renovated Building B will house the new Student Success Center, the Student Support Office, the Fire Alarm System, a Photo ID and Badge area, secured storage, a faculty lounge, mailboxes and printer area, a unisex restroom, a reception and customer area, staff and guard areas, a study lab, office spaces for College counselors, a testing lab, and a second-floor computer lab and student veranda. The Building B renovation and expansion is designed for LEED certification.

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

There were no recommendations for improvement.

Reflection on Improving Institutional Performance: Student Learning Outcomes

The College has articulated, established, and communicated to students how student learning outcomes (SLOs) can be used to help them achieve success. The College's annual cycle for the assessment of SLOs at the course, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. As a result, students have a greater awareness and appreciation of the value of SLOs in their education.⁶

All programs offered by the College have at least three (3) program-level student learning outcomes and all courses have at least three (3) course-level student learning outcomes. The minimum requirement of three (3) SLOs for programs and courses includes one (1) cognitive, one (1) behavioral, and one (1) affective SLO for each program and course. All programs and courses complete the annual assessment and curriculum review based on the established institutional cycle schedule which is published online and referenced in all assessment and curriculum training.⁷

The data gathered through program and course assessment provides the baseline for dialogue and improvement at the institutional, program and course levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.⁸

⁶ SLO Handbook, 2021-2022

⁷ Curriculum Manual, 2021-2022

⁸ Annual Assessment and Curriculum Cycle Schedule, 2019-2025

Institution Set Standards⁹

The College provided updates on the Institution Set Standards during the fall 2021 College Assembly.¹⁰

		2017-2018	2018-2019	2019-2020	2020-2021
Course Completion Rate	ISS Floor	72%	73%	74%	75%
	ISS Stretch	82%	83%	84%	85%
	ISS Actual	82%	77%	80%	83%
Certificates	ISS Floor	69	70	71	72
	ISS Stretch	79	80	81	82
	ISS Actual	94	84	114	63
Associates	ISS Floor	92	93	94	95
	ISS Stretch	102	103	104	105
	ISS Actual	278	309	198	240
Bachelors	ISS Floor	N/A	N/A	10	10
	ISS Stretch	N/A	N/A	20	20
	ISS Actual	N/A	N/A	N/A	N/A
Transfer	ISS Floor	50	51	52	53
	ISS Stretch	60	61	62	63
	ISS Actual	57	62	64	47
Licensure	ISS Floor	10%	11%	12%	13%
	ISS Stretch	20%	21%	22%	23%
	ISS Actual	89%	100%	**0%	95%

**Due to the Coronavirus (COVID-19) Pandemic, there were no licensure examinations in 2020.

The Bachelor of Science in Career and Technical Education was adopted in December of 2019 and the College expects completers in the spring semester of 2023.

⁹ [ACCJC Annual Report, 2021](#)

¹⁰ [College Assembly Agenda, Fall 2021](#)

Job Placement Rate		2017-2018	2018-2019	2019-2020	2020-2021
	(By Career Cluster)				
	ISS Floor	42%	43%	44%	45%
	ISS Stretch	52%	53%	54%	55%
	ISS Actual				
	Arts, Audiovisual Technology, and Communications	60%	30%		
	Business, Management, and Administration	82%	48%	19%	21%
	Education and Training	57%	56%	23%	24%
	Health Services		50%	24%	24%
	Hospitality and Tourism		48%	36%	53%
	Information Technology		28%	35%	35%
	Law, Public Safety, and Security	86%	48%	19%	19%
	Marketing, Sales and Services		27%	17%	17%

The job placement rate is only reported for career clusters with programs where at least 10 students completed in the designated year and at least 10 students were contacted. The programs that did not fit the two criteria aforementioned are not listed. The job placement rate for each designated year is as of April the following year. Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

The Architecture and Construction, Science, Technology, Engineering and Math, and the Transportation, Distribution and Logistics Career Clusters did not have at least 10 students who completed in the designated year.

Report on the Outcomes of the Quality Focus Projects (Quality Focus Essay (QFE))

Quality Focused Project-Early Middle College

In June 2018, a Career and Technical Education proposal was submitted to the Guam State Office. In that same month, the College received a Grant Notification Award for the two-year proposal.¹¹ Funding for the program was initially provided through Carl. D. Perkins Career and Technical Education funds, but later changed to the Guam Department of Education Consolidated Grant, after June 30, 2018.

A team of two administrators and three faculty were identified to carry the initiative forward. Team members attended the Middle College National Consortium Summer Professional Development Institute in New Jersey held June 23-25, 2018. The overall focus of the conference was on college and career readiness.

Upon their return, the team worked to develop a framework of the GCC Middle College and a timeline for implementation, identify support services for students, and determine qualifications for participants. The team recommended that the program start with 20 sophomores from George Washington High School (GWHS) who were enrolled in the GCC secondary construction program. The program was selected because of the island's struggle to recruit local workers into the construction industry. The decision was based on logistics (proximity of the George Washington High School campus to the GCC campus) and students' established interest. The program was extended to Tiyan High School in the next academic year and focused on telecommunications.

On August 13, 2018, the GCC Early Middle College (EMC) team presented during the GCC annual convocation. They shared the design and plans for the EMC program with faculty, staff, and administrators. The intent was to ensure buy-in and support for the program from the GCC internal stakeholders.¹²

In an attempt to create greater awareness and support of the EMC program in the community, on August 29, 2018, a GCC Associate Dean spoke about the EMC program during a presentation to the Guam Chamber of Commerce. Additionally, on September 21, 2018, an article written by GCC's Assistant Director for Communications and Promotions, entitled *The Case for Early Middle College*, was published in the Marianas Business Journal.¹³ Furthermore, senators from the 34th Guam Legislature, Guam Department of Education principals and vice principals, GCC

¹¹ [EMC Grant Award Notice](#)

¹² [Convocation, 2018](#)

¹³ [Marianas Business Journal Article, 2018](#)

Board of Trustees, GCC Board of Governors, Guam Department of Education Board members, representatives from the Guam Department of Labor, and construction industry experts were invited to attend an external stakeholder’s meeting on September 21, 2018 at the GCC Campus.¹⁴ The intent of the meeting was to provide an overview of GCC’s Early Middle College and to solicit feedback. The meeting was also intended to secure buy in of the Middle College concept from the 34th Guam Legislature for future budget and funding purposes.¹⁵

On October 22, 2018, an Early Middle College Summit was held on the GCC campus.¹⁶ Senators from the Guam Legislature, representatives from Department of Labor, GCC department chairs, GCC Board of Trustees, GCC Board of Governors, Guam Education Board members, Guam Department of Education leaders, University of Guam leaders, advisory committee members, regional leaders from the REL Pacific Governing Board (Commonwealth of the Northern Mariana Islands, Marshall Islands, Palau, Federated States of Micronesia - Pohnpei, American Samoa) were invited to attend.¹⁷ Presenters provided an overview of how the EMC program will work to help students achieve the goal of double credentials upon high school graduation. As noted in the invitation letter sent to participants, “Collaborations with the Guam Department of Education, the Guam Department of Labor, and industry experts will be critical to the success of a GCC Early Middle College program, as will support from the Guam Legislature.”

In fall 2018, a proposed Early Middle College program document was submitted to the College’s Curriculum Review Committee (CRC) and was approved.¹⁸ A program administrator, counselor, and success coach were later identified to support the program by providing wrap-around services (i.e., academic and career counseling, tutoring, soft skills training). That same semester, thirteen (13) students completed the registration process and began taking courses. In 2019, twelve students continued taking courses until the challenges posed by COVID-19 derailed their efforts.

Currently, the program framework, inclusive of intrusive advisement, for the Construction Trades and Telecommunications programs are in place. However, COVID-19 has had a detrimental effect on the full implementation of these programs at the two designated secondary site schools (George Washington High School and Tiyan High School).

The pandemic has posed tangible barriers for students to take classes on the GCC campus. While the College has secured a van specifically to transport EMC students to the GCC campus to take courses, parents notably were hesitant to allow their child to ride a van with other

¹⁴ [Presentation to EMC Stakeholders](#)

¹⁵ [GCC Letter to EMC Stakeholders](#)

¹⁶ [EMC Flyer, 2018](#)

¹⁷ [EMC Regional Summit Photo, 2018](#)

¹⁸ [EMC Postsecondary Program Curriculum](#)

students in the midst of a pandemic. In addition, the rise and fall of Guam's COVID-19 surges presented a major challenge as vaccinations were not available for secondary students until summer 2021.

With the learning loss faced by all students as a direct result of the pandemic, it was imperative that the College revisit its full implementation to creatively address all issues as it is tantamount to ensure student success. In its post pandemic response, GCC remains committed to ensuring the success of the EMC program.

Quality Focus Projects- Year-Round Education:

The intent of the Year-Round Education Initiative (YRE) is to facilitate student success at GCC. In the QFE, student success is defined as the timely completion of a student's program of study so that the student can join the workforce or transfer to a four-year institution. Since the Agreement was ratified by faculty and approved by the GCC Board in April 2016, discussions with various stakeholder groups on campus were held to solicit their input on YRE. Associate Dean, Dr. Elizabeth Diego, was tasked by the Vice President for Academic Affairs to lead the discussions. In preparation, Dr. Diego compiled general information about YRE to provide an overview to stakeholders during the feedback and solicitation phase. Dr. Diego met with the Faculty Senate President and faculty from various departments in fall 2018.

Discussions with faculty during Faculty Senate meetings led to the inclusion of the goal to "Promote student completion rates through Year-Round Education Initiative" in the Faculty Senate Strategic Plan for AY2018-2019. The strategy identified to meet the goal was to "Meet with key stakeholders, faculty and administrators to devise a proposed plan and implementation." Additionally, YRE was included in the Faculty Senate Strategic Plan for AY2019-2020. The plan indicated that the Faculty Senate would continue meeting with stakeholders regarding year-round education and conduct further research on year-round education implementation.

Feedback received from campus constituents and research was compiled into a preliminary report prepared by Dr. Diego entitled Year-Round Education (YRE) Formats: Types, Benefits, and Challenges. This report was included in the AVP Saga Volume 8 (AY2019-2020). The report included information on the various YRE formats implemented in postsecondary institutions with the goals of increasing student completion rates and decreasing program completion time. Additionally, the benefits and challenges of YRE were identified.¹⁹

In the report, it was recommended that a YRE Taskforce be activated and that significant movement forward in YRE commence in AY 2019-2020. As noted in the QFE, a broad objective for the YRE initiative is to create a YRE taskforce with six (6) members from Administration

¹⁹ AVP Saga, Volume 8, 2019-2020

and the Faculty Union (3 each) to address YRE. Appointments to the taskforce have not been formalized and the COVID-19 pandemic resulted in a shift in priorities for the AY2019-2020 academic year. On March 14, 2020, the Governor of Guam declared a public health emergency because of the potential dangers posed by COVID-19. On August 21, 2020, the Governor signed Executive Order 2020-28 implementing a stay-at-home order. The stay-at-home order was later extended four (4) times. On October 28, 2020, the Governor signed an Executive Order extending the public health emergency for an additional thirty days.

Since mid-March 2020, the College was operating under government-wide restrictions. Schools (from K-12 to institutions of higher education) were closed for in-person services on August 17, 2020, except for services which support students' online learning needs. In anticipation that restrictions would continue in spring 2021, the Guam Community College submitted a request to ACCJC to continue to offer online courses. This request was granted. On January 19, 2021, K-12 and higher education institutions were permitted to resume face-to-face instruction, following the Guam Department of Public Health and Social Services guidelines. These guidelines restricted the number of students on campus; consequently, some courses continued to be taught online. In fall 2021, face-to-face and hybrid courses resumed.

Despite the delay in systematically implementing the YRE initiative for regular course offerings, the College has been providing courses year-round through bootcamps since summer 2018. Bootcamps are short-term training provided in specific trades that are critically needed areas for employment on Guam. The training opportunity is locally or grant funded and provided to island residents at no cost. The bootcamp model involves engaging private sector partners throughout the process: assisting in the design of the curriculum, screening applications, interviewing applicants, selecting participants and then hiring completers with the goal of placement into registered apprenticeship programs. Depending on the design of the bootcamp, training can comprise of non-credit and credit courses and soft skills training in Work Ethic, Work Keys (National Career Readiness Certificate), OSHA-10, First Aid and CPR.

The first bootcamp, Construction I (Future Builders of Guam) was held in the summer of 2018. Since then, the College has offered additional bootcamps in a variety of areas such as Ship Repair; Truck Driving; Information Technology; Heating Ventilation, and Air Conditioning (HVAC); Medical Home Health Aide; Engineering Technician; Certified Nurse Assistant; GED; Bus Driving; Diesel Mechanic, and Medical Code and Billing.

In addition to the bootcamps, GCC has been providing access to a free technical assistance training and education program called "First-Year Free" since summer 2020. The program is funded by a U.S. Department of Interior grant that is administered through the Guam State Clearinghouse under the Office of the Lieutenant Governor. The program is designed to give students a head-start in pursuing a career in Guam's thriving food service industry and in

rebuilding Guam's number one industry, tourism. The First-Year Free program pays for the first year of tuition and fees, books and materials for the Culinary Arts Associate Degree program and the Tourism & Travel Management Associate Degree program. Courses are scheduled year-round (summer, fall, winter, and spring semesters).

The First-Year Culinary Arts cohort I began in summer 2020 and ended spring 2021 with 21 completers who earned 27 college credits. The First-Year Hospitality & Tourism cohort I began in summer 2020 and ended in fall 2020 with 9 completers who earned 28 college credits. The First-Year Culinary Arts (Baking) cohort II began in summer 2021 and continues in spring 2022 with 31 participants. The First-Year Hospitality & Tourism cohort 2 began in fall 2021 with 11 students and continues in spring 2022.

To further this discussion, in AY2022-2023, the Local Union President and the Board will be convening the Negotiations Committee to review and update the 2017-2023 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Guam Community College Board of Trustees. During negotiations, Article XXV-Year-Round Education (YRE), will be addressed. The College is committed to facilitating student success at GCC by facilitating the timely completion of a student's program of study so that they can join the workforce or transfer to a four-year institution.

Fiscal Reporting²⁰

2021 ACCJC Annual Fiscal Report

²⁰ 2021 ACCJC Annual Fiscal Report

APPENDICES

Evidence Directory

1. 2022 Administrator Work Planning and Performance Evaluation Tool
2. Gateways to GCC Report, 2019-2020
3. Institutional Strategic Master Plan, 2020-2026
4. Nuventive Improve Assessment Management System
5. Curriculum Manual, 2021-2022
6. SLO Handbook, 2021-2022
7. Curriculum Manual, 2021-2022
8. Annual Assessment and Curriculum Cycle Schedule, 2019-2025
9. ACCJC Annual Report, 2021
10. College Assembly Agenda, Fall 2021
11. EMC Grant Award Notice
12. Convocation, 2018
13. Marianas Business Journal Article, 2018
14. Presentation to EMC Stakeholders
15. GCC Letter to EMC Stakeholders
16. EMC Flyer, 2018
17. EMC Regional Summit Photo, 2018
18. EMC Postsecondary Program Curriculum
19. AVP Saga, Volume 8, 2019-2020
20. 2021 ACCJC Annual Fiscal Report

2022 Midterm Report - Please Provide Feedback

14 messages

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Wed, Mar 2, 2022 at 3:50 PM

To: Deborah Ellen <deborah.ellen@guamcc.edu>

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Hafa Adai Dr. Debby,

We hope all is well. We missed you at our CGC meeting today. Since you are one of the signatories on the 2022 Midterm Report, it was recommended by the CGC members to also get your feedback on the report. Attached is the meeting minutes from today and the Midterm Report.

Since the Midterm Report will be submitted to ACCJC later this month, we would like to request your feedback on the report no later than 9 am CHST, Monday, March 7, 2022. Also copied in this email is Ms. Marlena Pangelinan so that she may respond to any questions you may have related to the report.

We look forward to your feedback.

Best Regards,

Rodalyn Gerardo, CPA, CGFM, CIA


VP for Finance & Administration


Guam Community College

Office: (671) 735-5548



2 attachments

 **CGC Minutes 03-02-2022.docx**
26K

 **2022 Midterm Report.pdf**
210K

Deborah Ellen <deborah.ellen@guamcc.edu>

Fri, Mar 4, 2022 at 1:17 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Hafa Adai, Rodalyn ~

Thank you for sharing the report, and I do apologize for not being able to attend the meeting due to being on leave to help my daughter. I have attached a document with some questions/points. Perhaps Marlena can respond to the highlighted comments for clarification. Otherwise, wow - that was a LOT of work putting this together!

Peace ~ Debby

[Quoted text hidden]

--

Un Dangkulu Na Si Yu'os Ma'åse' ~


Deborah Ellen, Ed.D.

Education Department Chair

Guam Community College

671-735-0264

[Quoted text hidden]

 **Mid-Term Report for CGC – Comments from Debby, Faculty Senate_3-4-22.docx**
15K

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Fri, Mar 4, 2022 at 2:53 PM

To: Deborah Ellen <deborah.ellen@guamcc.edu>

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Hi Dr. Debby,

Thank you for your email and feedback.

Ms. Mar is reviewing your questions and will respond shortly.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



From: Deborah Ellen <deborah.ellen@guamcc.edu>

Sent: Friday, March 4, 2022 1:17 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>; Jacob Sablan <jacob.sablan@guamcc.edu>; Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>; Barbara Blas <barbara.blas4@guamcc.edu>; Marlina Pangelinan <marlena.pangelinan@guamcc.edu>

Subject: Re: 2022 Midterm Report - Please Provide Feedback

Hafa Adai, Rodalyn ~

Thank you for sharing the report, and I do apologize for not being able to attend the meeting due to being on leave to help my daughter. I have attached a document with some questions/points. Perhaps Marlina can respond to the highlighted comments for clarification. Otherwise, wow - that was a LOT of work putting this together!

Peace ~ Debby

On Wed, Mar 2, 2022 at 3:51 PM <rodalyn.gerardo@guamcc.edu> wrote:

Hafa Adai Dr. Debby,

We hope all is well. We missed you at our CGC meeting today. Since you are one of the signatories on the 2022 Midterm Report, it was recommended by the CGC members to also get your feedback on the report. Attached is the meeting minutes from today and the Midterm Report.

Since the Midterm Report will be submitted to ACCJC later this month, we would like to request your feedback on the report no later than 9 am CHST, Monday, March 7, 2022. Also copied in this email is Ms. Marlina Pangelinan so that she may respond to any questions you may have related to the report.

We look forward to your feedback.

Best Regards,

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

[Redacted signature]

[Redacted signature]

E-mail administered by Guam Community College

--

Un Dangkulu Na Si Yu'os Ma'âse' ~

Deborah Ellen, Ed.D.

Education Department Chair

Guam Community College

671-735-0264

E-mail administered by Guam Community College

[Quoted text hidden]

Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Fri, Mar 4, 2022 at 4:57 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Deborah Ellen <deborah.ellen@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai College Governing Council,

The following is my response to Dr. Ellen's questions/concerns to the Midterm Report:

2022 Midterm Report: RESPONSES PROVIDED by Marlena Pangelinan, Assistant Accreditation Liaison Officer.

Mid-Term Report – Comments from Debby/Faculty Senate

“During this reporting period, the School of Trades and Professional Services has been working to implement a Cosmetology DCAPS program for the GDOE high schools. Since the Cosmetology program falls under the Education Department, faculty within this department are tasked to coordinate and develop the curriculum for this program.” I am not sure who noted this in the report, but this is something we have begun discussions on this year. One of the things we first need to do is explore opportunities to prepare/train instructors; the main barrier to promoting a Cosmetology DCAPS program is the lack of Cosmetology instructors on Guam.

MARLENA'S RESPONSE: For this report, we are covering March 2018 through February 2022. This narrative is simply introducing the project to the Accreditors and highlighting the leadership of the department faculty in the project. The Midterm Report is an update to the 2018 ISER. The 2025 ISER will be more detailed and address every ACCJC Standard with evidence, including details like you included above specific to the impact on GCC's postsecondary programs.

Secondary programs:

“For the fall semester of 2021, the College awarded seven (7) students college credits through the DCAPS program. Two (2) students applied from John F. Kennedy High School's (JFK) Lodging Management and Culinary program. Three (3) students applied from Okkodo High School's Lodging Management Program (2) and Marketing Program (1). One (1) student applied from Tiyan High School's Lodging Management Program. One (1) student applied from Simon Sanchez High School's Automotive Technology Program.” – What about the secondary ECE program at GW? Is there any data at all from GW? Just curious. I know Missy Palomo said that a few students had achieved mastery level.

MARLENA'S RESPONSE: For the fall semester of 2021, the data reflected zero (0) students from GW who applied for DCAPS credits. This information is not included in the report because zero (0) college credits were awarded to GW program students through a DCAPS application.

Sustainability: “During this reporting period, the College continued to support the waste diversion program, maintained the water bottle filling stations” – What about in E building? We have not had access to water at the ‘filling station’ since S2020/Covid.

MARLENA'S RESPONSE: Per the Planning and Development Office of Sustainability, the E building water bottle filling station has been serviced and is available; however, it is temporarily blocked off as new equipment is being staged before being relocated to its final destination. For this report, because there are other water bottle filling stations around campus, the E building filling station situation does not need to be provided to Accreditors.

Assessment:

“In line with the update of the assessment and curriculum cycle schedule, the Curriculum Review Committee adopted the Google online platform for curriculum forms, cloud storage, and email routing.” There have been problems with the Google online forms. They are quite challenging to work with and not all forms are available (ex: Secondary program revision).

MARLENA'S RESPONSE: I was able to enter a test secondary program revision and the form worked without any issues. Maybe when you are free, we can meet (online or in person) to address this issue. For this report, this narrative is providing the Accreditors with an update to our initiative included in the 2018 ISER. For the 2025 ISER, additional details will be provided with evidence.

SLOs:

"The minimum requirement of three (3) SLOs for programs and courses includes one (1) cognitive, one (1) behavioral, and one (1) affective SLO for each program and course. All programs and courses complete the annual assessment and curriculum review based on the established institutional cycle schedule which is published online and referenced in all assessment and curriculum training." First of all, I was not made aware of these specifics (cognitive, behavioral and affective) for the three SLOs. I'm wondering how 'affective' SLOs are measured. Secondly, I would suggest revising "annual assessment AND curriculum review" to "OR" since we don't engage in both assessment and review each year. Thirdly, what curriculum training?

MARLENA'S RESPONSE: The cognitive, behavioral, and affective SLO recommendation is included in the Nuventive Improve assessment management system where you identify the type of SLO being assessed. Additionally, GCC's SLO Handbook provides details on Student Learning Outcomes. It is linked within the Midterm Report. Assessment and Curriculum training is done at various times throughout each academic year, including training done by members of the Committee on College Assessment and myself, as requested. With the pandemic, training has been provided as requested and in various formats, in-person or online. For this report, this narrative is providing Accreditors with an update to GCC's assessment and curriculum process, the biggest of which was the integration of the assessment and curriculum cycle schedules. For the 2025 ISER, an assessment of the effectiveness of the process will be included with details and evidence provided.

Institution Set Standards:

I'm not sure what "Floor", "Stretch", and "Actual" mean.

MARLENA'S RESPONSE: Institution Set Standards (ACCJC Standard I.B.3) states: The institution establishes institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students. From ACCJC provided training, a Floor standard is the minimum benchmark/target the college will strive to achieve; a Stretch standard is the aspirational benchmark/target the college will strive to achieve; and, the Actual standard is what the college achieved in the specified time period. The AIER Office has been reporting ISS statistics in the annual Fact Book posted on our public website since Academic Year 2014-2015, Volume 9. For this report, the college provided the most recent Annual Report which the college provided to ACCJC in the spring of 2021 as required by the ACCJC for this report.

Job Placement Rate: I was/am not aware of any surveys that graduates are completing.

MARLENA'S RESPONSE: The Office of Assessment, Institutional Effectiveness and Research conducts Graduate Employment Surveys and other institution-level surveys of which the results are utilized for institutional reporting and assessments. For this report, the data on Institution Set Standards is based on data contained in the College's Banner system and data collected from various resources, such as the Graduate Employment Survey.

Quality Focus Projects- Year-Round Education:

"Discussions with faculty during Faculty Senate meetings led to the inclusion of the goal to "Promote student completion rates through Year-Round Education Initiative" in the Faculty Senate Strategic Plan for AY2018-2019. The strategy identified to meet the goal was to "Meet with key stakeholders, faculty and administrators to devise a proposed plan and implementation." Additionally, YRE was included in the Faculty Senate Strategic Plan for AY2019-2020. The plan indicated that the Faculty Senate would continue meeting with stakeholders regarding year-round education and conduct further research on year-round education implementation."

"In the report (by Dr. Diego), it was recommended that a YRE Taskforce be activated and that significant movement forward in YRE commence in AY 2019-2020. As noted in the QFE, a broad objective for the YRE initiative is to create a YRE taskforce with six (6) members from Administration...." This relates to bootcamps and cohort programs. I'm just wondering to what degree this is 'year-round'. For example, are only certain programs going to run their programs thru the summer and other breaks? Would this not require additional faculty being hired?

MARLENA'S RESPONSE: Year-Round Education (YRE) will be addressed in negotiations. This report states: in AY2022-2023, the Local Union President and the Board will be convening the Negotiations Committee to review and update the 2017-2023 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Guam Community College Board of Trustees. During negotiations, Article XXV-Year-Round Education (YRE), will be addressed.

Assistant Director
Assessment, Institutional Effectiveness & Research
671.735.5612 phone
671.734.5238 fax
<http://www.guamcc.edu>

[Quoted text hidden]

 **Mid-Term Report AIER responses to Faculty Senate.docx**
17K

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu> Tue, Mar 8, 2022 at 12:18 PM
To: Marlena Pangelinan <marlena.pangelinan@guamcc.edu>
Cc: Deborah Ellen <deborah.ellen@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>

Hafa Adai College Governing Council members,

Thank you Ms. Mar for your response to Dr. Debby's questions.

For timing purposes, there is a Board of Trustees meeting this Friday, March 11, 2022 and the midterm report is on the agenda.

If there are no other questions, may we please get a motion to approve the midterm report?

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA
VP for Finance & Administration
Guam Community College
Office: (671) 735-5548

[]

From: Marlena Pangelinan <marlena.pangelinan@guamcc.edu>
Sent: Friday, March 4, 2022 4:57 PM
To: rodalyn.gerardo@guamcc.edu
Cc: Deborah Ellen <deborah.ellen@guamcc.edu>; Simone Bollinger <simone.bollinger@guamcc.edu>; Jacob Sablan

<jacob.sablan@guamcc.edu>; Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>; Barbara Blas <barbara.blas4@guamcc.edu>

Subject: Re: 2022 Midterm Report - Please Provide Feedback

Hafa Adai College Governing Council,

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

Simone Bollinger <simone.bollinger@guamcc.edu>

Tue, Mar 8, 2022 at 12:32 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Marlana Pangelinan <marlena.pangelinan@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>

I motion to approve the Mid-Term Report.

Simone

[Quoted text hidden]

Jacob Sablan <jacob.sablan@guamcc.edu>

Tue, Mar 8, 2022 at 12:34 PM

To: Simone Bollinger <simone.bollinger@guamcc.edu>

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlana Pangelinan <marlena.pangelinan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, rodalyn.gerardo@guamcc.edu

I second that motion.

Jacob Sablan

[Quoted text hidden]

--

Kind regards,
Jacob Sablan

Jacob Sablan
Education Program,
GCC



Phone: 671-747-5527

Email: jacob.sablan@guamcc.edu

[Quoted text hidden]

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Tue, Mar 8, 2022 at 12:45 PM

To: Jacob Sablan <jacob.sablan@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Thank you Simone and Jacob.

All in favor? Reply with "aye". If any oppose, reply with "nay" along with your reasons/recommendations.

Please send your vote via email by 12 pm tomorrow Wednesday, March 9, 2022.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



[Quoted text hidden]

--

[Redacted signature box]

[Quoted text hidden]

Jacob Sablan <jacob.sablan@guamcc.edu>

Tue, Mar 8, 2022 at 12:46 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlina Pangelinan <marlena.pangelinan@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Aye

[Quoted text hidden]

--

Kind regards,
Jacob Sablan

Jacob Sablan
Education Program,
gcc



Phone: 671-747-5527

Email: jacob.sablan@guamcc.edu

[Quoted text hidden]

Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Tue, Mar 8, 2022 at 12:47 PM

To: Jacob Sablan <jacob.sablan@guamcc.edu>

Cc: rodalyn.gerardo@guamcc.edu, Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlina Pangelinan <marlena.pangelinan@guamcc.edu>, Simone Bollinger <simone.bollinger@guamcc.edu>

Aye.

[Quoted text hidden]

--

Thank you & Kind regards,

TasiMarina B. Mafnas

Administrative Assistant

Nursing & Allied Health

Office: (671)735-7005

[Quoted text hidden]

Simone Bollinger <simone.bollinger@guamcc.edu>

Tue, Mar 8, 2022 at 1:06 PM

To: Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>

Cc: Jacob Sablan <jacob.sablan@guamcc.edu>, rodalyn.gerardo@guamcc.edu, Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlina Pangelinan <marlena.pangelinan@guamcc.edu>

Aye.

[Quoted text hidden]

Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>

Tue, Mar 8, 2022 at 4:54 PM

To: Simone Bollinger <simone.bollinger@guamcc.edu>

Cc: Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlina Pangelinan <marlena.pangelinan@guamcc.edu>

Hi All,

Aye.

Just keeping a tally, we are at 4 ayes and 0 nays so far.

Best Regards,

Rod

[Quoted text hidden]

rodalyn.gerardo@guamcc.edu <rodalyn.gerardo@guamcc.edu>

Wed, Mar 9, 2022 at 1:43 PM

To: Simone Bollinger <simone.bollinger@guamcc.edu>

Cc: Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Deborah Ellen <deborah.ellen@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Hi Everyone,

Based on the votes received as of Wednesday, 03/09/22 at 12 pm, the motion to approve the ACCJC Midterm Report passes with 4 ayes and 0 nays.

Thank you everyone!

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548



From: Rodalyn Gerardo <rodalyn.gerardo@guamcc.edu>

Sent: Tuesday, March 8, 2022 4:54 PM

To: Simone Bollinger <simone.bollinger@guamcc.edu>

Cc: Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>; Jacob Sablan <jacob.sablan@guamcc.edu>; Barbara Blas <barbara.blas4@guamcc.edu>; Deborah Ellen <deborah.ellen@guamcc.edu>; Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Subject: Re: 2022 Midterm Report - Please Provide Feedback

Hi All,

Aye.

Just keeping a tally, we are at 4 ayes and 0 nays so far.

Best Regards,

Rod

On Tue, Mar 8, 2022, 1:06 PM Simone Bollinger <simone.bollinger@guamcc.edu> wrote:

Aye.

On Tue, Mar 8, 2022 at 12:47 PM Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu> wrote:

Aye.

On Tue, Mar 8, 2022 at 12:46 PM Jacob Sablan <jacob.sablan@guamcc.edu> wrote:

Aye

On Tue, Mar 8, 2022 at 12:45 <rodalyn.gerardo@guamcc.edu> wrote:

Thank you Simone and Jacob.

All in favor? Reply with "aye". If any oppose, reply with "nay" along with your reasons/recommendations.

Please send your vote via email by 12 pm tomorrow Wednesday, March 9, 2022.

Best Regards,

Rod

Rodalyn Gerardo, CPA, CGFM, CIA

VP for Finance & Administration

Guam Community College

Office: (671) 735-5548

[Redacted]

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

--

Thank you & Kind regards,

TasiMarina B. Mafnas

Administrative Assistant

Nursing & Allied Health

Office: (671)735-7005

[Redacted]

E-mail administered by Guam Community College

[Redacted]

E-mail administered by Guam Community College



[Quoted text hidden]

Deborah Ellen <deborah.ellen@guamcc.edu>

Thu, Mar 10, 2022 at 2:24 PM

To: rodalyn.gerardo@guamcc.edu

Cc: Simone Bollinger <simone.bollinger@guamcc.edu>, Tasi Marina Mafnas <tasimarina.mafnas@guamcc.edu>, Jacob Sablan <jacob.sablan@guamcc.edu>, Barbara Blas <barbara.blas4@guamcc.edu>, Marlena Pangelinan <marlena.pangelinan@guamcc.edu>

Hafa Adai ~


My apologies for the delay. I really did not have time while addressing some very challenging issues in Houston and then running between connecting flights. I see the decision was already made, so I'm sending the 'points'/questions based on Marlena's responses in the attachment. I had wanted to go back through the document before sending it back to the committee, but - no time until today. So - just for the record ;-)

Peace ~ Debby

[Quoted text hidden]



[Quoted text hidden]

 **Mid-Term Report for CGC – Comments from Debby, Faculty Senate_3-4-22.docx**
18K

GUAM COMMUNITY COLLEGE
College Governing Council

Agenda

Tuesday, 4/26/2022 @ 9:00 a.m.
SSA Conference Room, Building 2000

1) Call to Order:

2) Attendance:

Name:	Position:	Email:	Present:
Jacob Sablan	Student	jacob.sablan@guamcc.edu	
Tasi Mafnas	Staff	tasimarina.mafnas@guamcc.edu	
Simone Bollinger	Faculty	simone.bollinger@guamcc.edu	
Deborah Ellen	Faculty	deborah.ellen@guamcc.edu	
Rodalyn Gerardo	Administrator	rodalyn.gerardo@guamcc.edu	

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.

3) Approval of Prior Minutes:

a. 03/02/2022

4) Old Business:

a. ACCJC 2022 Midterm Report

5) New Business:

a. Vice President Emeritus

6) Open Discussion:

7) Adjournment:

Guam Community College College Governing Council

Tuesday, 04/26/2022 @ 9:00a.m.
SSA Conference Room, Building 2000 Meeting

Minutes

1. Meeting called to order at 9:20 a.m.
2. Attendance:

Name	E-mail	Present
Jacob Sablan	jacob.sablan@guamcc.edu	✓
Tasi Mafnas	tasimarina.mafnas@guamcc.edu	absent
Simone Bollinger	simone.bollinger@guamcc.edu	✓
Deborah Ellen	deborah.ellen@guamcc.edu	✓
Rodaly Gerardo	rodalyn.gerardo@guamcc.edu	✓
Joanne Blas (Staff Representative)	joanne.blas@guamcc.edu	✓

Recital of GCC Mission Statement

3. Approval of Minutes – 12/02/2021
Motion to approve minutes of 03/02/2022 with correction was made by S. Bollinger, seconded by D. Ellen. No further discussion. Motion passed unanimously.
4. Old Business:
 - a. ACCJC 2022 Midterm Report – feedback was solicited via email by D. Ellen related to the ACCJC report. We also received feedback from Marlena Pangelinan (AIER Director). The report was forwarded to President Okada for her presentation to the GCC Board.
Motion to approve the ACCJC 2022 Midterm Report via email was made by S. Bollinger, seconded by J. Sablan. No further discussion. Motion passed unanimously.

Motion to ratify the electronic vote of the ACCJC 2022 Midterm Report was made by S. Bollinger, seconded by D. Ellen. No further discussion. Motion passed unanimously.
5. New Business:
 - a. Vice President Emeritus – S. Bollinger suggested the following:
 - i. This policy be brought to the RPF committee for additional discussion and feedback because it deals with resources as per the policy.
 - ii. This policy be brought to the Faculty Senate meeting scheduled on Tuesday, April 26, 2022 for feedback from faculty.
All feedback will be brought to College Governing Council for further discussion then provide to the GCC Board. Deadline for feedback is Tuesday, 04/26/2022 after Faculty Senate meeting.
6. Open Discussion:
 - a. Participatory Governance Structure – look into policies that ties into the Participatory Governance Structure. Tabled for further discussion.
7. Adjournment at 9:47 a.m. Motion was made by S. Bollinger, seconded by D. Ellen.

[REDACTED]

December 20, 2021

Dr. Mary Y. Okada, President
Guam Community College

Dear Dr. Okada:

Hafa adai!

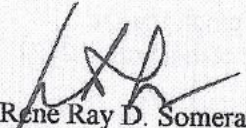
Having met the criteria of (1) retirement from Guam Community College and (2) more than ten years of professional service to GCC based on Board of Trustees' Policy #465, I would like to nominate myself for the title of *Vice President Emeritus*. It has been over a year since my retirement in September 2020 and I waited this long to give space to my successor, Dr. Gina Tudela, to settle in her new role and establish her own leadership style. I desire to re-engage anew with the College.

Policy #465 stipulates that this nomination should be approved by the immediate supervisor, division head and president. I am submitting this nomination for approval to you as my former immediate supervisor and the president. Please clarify if I should submit this via the current Vice President of the Academic Affairs Division.

Attached is an electronic copy of my updated resume and a statement outlining my accomplishments during my career at GCC and an explanation of how I can contribute to the college as *Vice President Emeritus*, pursuant to the Guidelines for Emeriti at Guam Community College (Policy #465).

Please let me know if you need anything else. I look forward to hearing from you.

Si yu'us ma'ase.


Rene Ray D. Somera, Ph.D.
[REDACTED]

R. RAY D. SOMERA, Ph.D.

SUMMARY OF CREDENTIALS

- Twenty three (23) years of combined university and community college administration as Department chair (2 years/Philippines), associate dean (3.5 years/Guam), Assistant director for assessment (3.5 years) and Vice President for Academic Affairs (13 years; now retired from position at Guam Community College)
- More than twenty (20) years of face-to-face, online, and hybrid teaching experience in higher Education prior to retirement
- Thirteen (13) years serving as Chief Negotiator for Management, Board of Trustees-GCC Faculty Union Collective Bargaining Agreement (since 2007)
- Thirteen (13) years of responsible leadership in directing and implementing a college's Comprehensive assessment initiative focused on student learning outcomes
- Over four (4) years of research experience in a social science research center
- Solid academic training in research, both theoretical and methodological
- Experienced program evaluator with a proven track record
- Demonstrated strong written and presentation skills (over 30 published & unpublished articles; over 40 conference/workshop presentations)
- Ph.D. and MA anthropology; another interdisciplinary MA in sociology, anthropology and literature
- Life-long Learning as the bedrock of educational philosophy
- Advocate for Service-Learning as pedagogy, curriculum and partnership
- *Exemplary Leader Award* recipient, The Chair Academy, April 2006
- *Gawad Ulirang Pilipino* (Exemplary Filipino Award), Higher Education category, October 2016

EDUCATION

Ph.D. Anthropology, Michigan State University, 1991

MA Anthropology, Michigan State University, 1989

MA Philippine Studies (Interdisciplinary – Sociology, Anthropology, Literature), University of the Philippines, Diliman, 1983

BA Communication Arts, major in Writing, University of the Philippines, Los Banos, 1977

EMPLOYMENT HISTORY

- Oct 2007- Sept 2020 **(Retired)** Vice President for Academic Affairs, Guam Community College (comprehensive oversight of the School of Technology & Student Services, School of Trades & Professional Services, accreditation, articulation, curriculum, and Academic Affairs Division); also Accreditation Liaison Officer (ALO)
- Jan 2006 – Jan 2015 Adjunct Associate Professor, University of Maryland University College, Asia Division (taught hybrid and online courses in Sociology and Anthropology at the Andersen Air Force Base (AAFB) and main UMUC campus)
- Feb 2004 – Oct 2007 Assistant Director, Office of Assessment & Institutional Effectiveness
Guam Community College

(responsible for developing, managing, and sustaining GCC's comprehensive assessment initiative which covers all instructional programs, student services, and administrative units of the college)

- Feb 2001 - Feb 2004 Associate Dean, School of Technology and Student Services, Guam Community College, Mangilao, Guam and Chair, Committee on College Assessment (CCA), since Feb 2001
(in charge of planning, implementing, budgeting, organizing, leading capacity building efforts, as well as coordinating all other activities required for campus-wide assessment that covers all instructional programs, student services and administrative units)
- Aug - Dec 2000 Adjunct Faculty, University of Guam, Mangilao, Guam
(taught Introduction to Sociology [SO 101] and Introductory Anthropology [AN 101])
- Aug – Feb 2001 Faculty, George Washington High School, Mangilao, Guam (taught English 10 honors classes)
- May 1998- May 2000 Chairperson, Behavioral Sciences Department, College of Liberal Arts, De La Salle University, Taft Avenue, Manila, Philippines
(responsible for program development, program review, faculty evaluation and other processes of assessment at the department level)
- June 1995- May 2000 Associate Professor, Behavioral Sciences Department, College of Liberal Arts, De La Salle University, Taft Avenue, Manila, Philippines
Undergraduate courses taught: Introduction to Sociology (INTROSO), Introductory Anthropology (ANTHROP), Theories in Anthropology (HISTSO2), Indigenous Peoples of the Philippines (ANTHRO2), Communication and Culture (CULTCOM), Religion and Culture (SEMSOAN)
Graduate courses taught: Research Methods, Social and Cultural Dimensions of Health Care (XSOCUHE), Philippine Society and Culture (XPHISOC), Introduction to Health Social Science II (XHSOSC2), Religious Anthropology (XRELIAN), Institutions in Health Development (XINHEDE)
- Jun 1996 – Jun 2000 Research Associate, Social Development Research Center, College of Liberal Arts, De La Salle University, Manila, Philippines
- Jul – Aug 1992 Adjunct Assistant Professor, Division of Arts and Sciences, University of Houston-Victoria, Victoria, Texas, USA
- Sep 1991 – Jun 1992 Assistant Professor, Department of Psychology, Armstrong State College, Savannah, Georgia, USA
Undergraduate courses taught: ANT 201 (4-field Introductory Anthropology) ANT 310 (Anthropology of Sex and Gender), ANT 220 (Human Evolution) and ANT400 (Religion and Culture); also supervised

undergraduates with a minor in Anthropology and Sociology)

- Sep 1990 – Jun 1991 Instructor, Department of Anthropology, Michigan State University (one year of teaching ANP171, Introduction to Sociocultural Anthropology, a GE core course; 200-250 students per quarter)
- Jan 1986 – May 1987 Research Assistant, Department of Family and Child Ecology, Michigan State University (collaborator in a retirement research project, with a focus on pre-retirement programming; developed a research proposal, from library research to field data-gathering to report writing; funded by Michigan State University Foundation)
- 1983- 1986 Instructor, Department of English, Ateneo de Manila University, Quezon City, Philippines (taught a variety of undergraduate courses, e.g. Freshman Composition, Introduction to Literature, Regional Literature, etc.)
- 1977-1983 Instructor, Department of Humanities, University of the Philippines at Los Banos, Laguna, Philippines (taught Freshman English, Research Paper, Introduction to Literature, Filipino, etc. in the undergraduate curriculum)

EVIDENCE OF ASSESSMENT LEADERSHIP & ADVOCACY

- Visiting Team Member/Team Assistant, for Accrediting Commission for Community & Junior Colleges (ACCJC), Western Association of Schools & Colleges (WASC); visited campuses of Las Positas College, Honolulu Community College, Santa Ana College, and Irvine Valley College as accreditor, 2009 – 2016.
- Awardee, Exemplary Leader Award from The Chair Academy, Tucson, AZ, April 2006
- *Online Guide (Virtual Tour) of Guam Community College Assessment Process for WASC Accreditors*, web-based guide, January 2006
- *Consolidated Administrator's Assessment Report*, a research report compiling both quantitative and qualitative results of an electronic survey of GCC administrators as implemented by The IDEA Center, August 2006
- *Guam Community College's Board of Trustees Assessment Report*, a research report on the effectiveness of board functioning among GCC BOT members, as well as among other college stakeholders; 30 pp., January 2003; also *Second BOT Assessment Report*, December 2005
- *GCC Foundation Board's First Assessment Report*, a survey report evaluating the board's performance in its principal mission, 10 pp; December 2005.
- *A Report on the President's Evaluation Survey*, a report on a GCC-wide survey to assess GCC president's performance after his first year of office; 50 pp., June 2001; also *Assessing our President: Second President's Evaluation Report*, 72 pp, August 2005
- *What Are GCC Students Like? Community College Student Experiences Questionnaire (CCSEQ) Survey Report*, a survey of 638 students regarding their overall educational experience at Guam Community College, 15 pp, April 2003; also *Faces of the Future: Second Student Survey on GCC Students*, 14 pp, September 2005

- *Final Evaluation Report*, “Promoting Agriculture Education in the Western Pacific,” Higher Education Challenge Grant, US Department of Agriculture, awarded to University of Guam (UOG), 9 pp., October 2005
- *Mid-Grant Process Evaluation Report*, a grant evaluation report of UOG’s Higher Education Challenge Grant, US Department of Agriculture, 25 pp., January 2004
- *Online Environment for Institutional Planning*, approved VEA grant, US Department of Education, July 1, 2003-June 30, 2004, \$122, 500.00
- *Online Environment for Departmental and Program Planning*, approved VEA grant, US Department of Education, July 1, 2002-June 30, 2003, \$84,281.00
- *Vocational Education Program Improvement*, approved VEA (Vocational Education Act) grant, US Dept. of Education, June 1, 2001-June 30, 2002, \$91,454.97
- *Getting Planning Started at GCC* (in collaboration with Dr. J. Rider, J. Mason, R. Ridgell, Dr. D. Slyter), a 10-minute video focusing on the GCC assessment initiative; awarded Bronze Medallion of Merit in video category by the Medallion Awards of the National Council for Marketing and Public Relations (NCMPR), District 6, October 2002

PROGRAM EVALUATION EXPERIENCE (selected)_____

- Program Evaluator, “Partnership for Success,” Guam Behavioral Health and Wellness Center, Substance Abuse and Mental Health Services Administration (SAMHSA), Dept of Health and Human Services, October 2014 - present
- Program Evaluator, “Guam Healthy Marriages Program,” Westcare Pacific Islands, Inc., Administration for Children and Families (ACF) grant, Dept. of Health and Human Services, November 2015 – January 2016.
- Program Evaluator, “Isa-Ta: Girls at Risk on Guam,” Office of Women’s Health and Services (OWHS) grant, Westcare Pacific, Inc., November 2012 – Sept 2014.
- Program Evaluator, “State Prevention Enhancement” (SPE) grant, SAMHSA grant via the Guam Department of Mental Health and Substance Abuse, December 2011- January 2013.
- Program Evaluator, “Focus on Life: Suicide Prevention” grant, Garrett Lee Smith Memorial Grant via the Guam Department of Mental Health and Substance Abuse, June 2009 – May 2014.
- Program Evaluator, Guam SPF-SIG, “PEACE substance abuse prevention” CSAP grant, Guam Department of Mental Health and Substance Abuse, January 2008 - 2012
- Program Evaluator, “Guam Breast Cancer and Cervical Early Detection Program,” Guam Department of Public Health and Social Services, Bureau of Professional Support Services, December 2007.
- Principal Investigator, Program Evaluation Report, “Toward a Demand-Driven and Customer Focused Workforce: Assessing the One-Stop Career Center in the Context of the Guam Workforce System,” Guam Department of Labor, May 2007.
- Program Evaluator, “Promoting Agriculture Education in the Western Pacific,” Higher Education Challenge Grant, US Department of Agriculture, awarded to University of Guam (UOG), 9 pp., October 2005
- Mid-Grant Process Evaluation Report, a grant evaluation report of UOG’s Higher Education Challenge Grant, US Department of Agriculture, 25 pp., January 2004

- **EVIDENCE OF RESEARCH EXCELLENCE: SPECIAL AWARDS**

Oct 1999 **Regional Winner and Awardee**
SEAMEO-Jasper Fellowship Award for Best Research Study
 "Older Persons and their Caregivers: Stroke as a Critical Life Event in the Filipino Family", awarded by the Southeast Asian Ministers of Education Organization (SEAMEO) based in Bangkok, Thailand; the SEAMEO-Jasper Award, an annual research competition, comes from an endowment fund contributed by the Government of Canada to SEAMEO on the occasion of SEAMEO's silver anniversary. Reward package included a lecture tour to selected gerontology centers across Canada (one month) and selected SEAMEO countries (20 days).

- Research article published online at
<http://www.seameo.org/vl/library/dlwelcome/publications/ebook/jasper/index.htm>

Jul 1999 **Miguel Febres Cordero Research Awardee**, De La Salle University- Manila; winning work is *BORDERED AGING: Ethnography of Daily Life in a Filipino Home for the Aged* (De La Salle University Press, 1997); the Miguel Febres Cordero Award is an annual recognition given by the University to faculty members as incentive for quality research output. Reward package included a monthly stipend equivalent to a professorial chair, support for an international conference, membership subsidy in a national or international organization, University Research Coordination Office's support for two research projects.

EVIDENCE OF RESEARCH AND EVALUATION SKILLS _____

Apr 1997 – Oct 1998 Principal Investigator, *Older Persons and their Caregivers: Stroke as a Critical Life Event in the Filipino Family*; funded by the Essential National Health Research Program (ENHR), Dept of Health grant.

Jan 1996 – Feb 1998 Principal Investigator, University Research Coordination Office (URCO) grant, De La Salle University, *Successful Aging: Indicators and Prospects for a Pre-retirement Planning Program in the Academe*.

Project Director, *Senior Citizens' Data Project*, Phase 1, data encoding and processing project, subcontracted by the Dept of Social Welfare and Development, Bureau of Disabled Persons' Welfare to Aging Studies program, SDRC.

Jun 1999 – Feb 2000 Project Director & Newsletter Editor, *Support for Newsletter Advocacy for Federation of Senior Citizens Associations of the Philippines*, supported by Community Development Fund of former Senator Edgardo Angara, principal author of Senior Citizens' Act or RA 7432; a newsletter devoted to the needs and concerns of members of the Federation of Senior Citizens' Associations of the Philippines.

- Jan 1989 Philippine Social Sciences Council (PSSC) doctoral dissertation grant, Discretionary Research Awards Program, *On Being and Becoming Old in the Philippines*, grant amount: Php 10,000. (This research later became the basis of doctoral dissertation in Anthropology)
- Sep 1987 – Aug 1988 Research Associate, “Pre-retirement Planning in a Changing Context”, Michigan State University (MSU) Foundation, Barbara Ames (Principal Investigator), Institute for Family and Child Study, College of Human Ecology, MSU, East Lansing, Michigan, USA
- Jan – Aug 1987 Research Assistant and Interviewer, Supportive Ecosystems for Older Persons their Families, AARP ANDRUS Foundation, Barbara Ames (Principal Investigator), Institute for Family and Child Study, College of Human Ecology, MSU, East Lansing, Michigan, USA
- Jan – Aug 1986 Data Encoder, “Children’s Attitudes Towards Sex in Television” (CAST Project) Bradley Greenberg (Principal Investigator), Department of Telecommunication, MSU, East Lansing, Michigan, USA
- Sep – Dec 1986 Data Encoder and FGD Facilitator, “Violence in Television,” Bella Moody (Principal Investigator), Department of Telecommunication, MSU, East Lansing, Michigan, USA
- Jan – Jun 1985 Principal Investigator, “Between Two Worlds: The Socio-Anthropological Dynamics of Ilocano Immigrant Life in Hawaii, USA”, Philippine Social Science Council (PSSC) Discretionary Research Grant, UP Diliman, College of Arts and Sciences. (This research later became the basis of my masteral thesis in Philippine Studies at UP. This study, funded through a travel grant from the Philippine Studies program of the University of Hawaii enabled me to present a paper at the Second International Philippine Studies Conference in Honolulu in June 1981.
- Jan 1979 – Jun 1980 Research Assistant and Interviewer, Life among the Remontados, Paz Eulalia-Saplala (Principal Investigator), Dept of Humanities, College of Sciences and Humanities, University of the Philippines at Los Banos

EVIDENCE OF PRESENTATION & ANALYTICAL SKILLS

- 22 July 2018 “What Community Colleges Do: The Case of Guam Community College,” Presentation for University of Makati’s International Program on Policy and Governance, Pacific Star Hotel, Guam.
- 20 Nov 2015 “Making Course and Program Improvements in TracDat,” Powerpoint Presentation at College of the Marshall Islands (CMI), Majuro, Marshall Islands.

“Maximizing the Potential of TracDat for Institutional Planning and Improvement,” Powerpoint Presentation at College of the Marshall Islands (CMI), Majuro, Marshall Islands.

- 1 Oct 2015 “Maximizing the Potential of TracDat for Institutional Improvement,” Powerpoint Presentation at College of Micronesia, Federated States of Micronesia (COM-FSM), Kolonia, Pohnpei.
- 8 Sept 2015 “TracDat at GCC,” Powerpoint Presentation at Palau Community College, Koror, Palau
- 7 Sept 2015 “Mobilizing Pacific Colleges to Move the HRSA Grant Forward,” Powerpoint Presentation at Palau Community College, Koror, Palau
- 31 Aug 2015 “SCCR as a Pathway of Student Success: A Data-Driven Course of Action,” Powerpoint Presentation at President’s Management Team Retreat, Pacific Star Hotel. Tumon Bay, Guam
- 22 Aug 2015 “What Board Members Need to Know: A Primer on Assessment and Accreditation,” Powerpoint Presentation at the GCC Board Retreat, Student Center Training Room, Guam Community College
- 14 July 2015 “Strengthening our Commitment: The Assessment Difference at Guam Community College,” Powerpoint Presentation at the ACCJC Regional Assessment Conference, Kapiolani Community College, Honolulu, Hawaii
- 23 Oct 2010 “Establishing Guam’s Career Pathway,” Roundtable presentation at 41st Annual Leadership Congress, American Association of Community College Trustees, Sheraton Hotel, Toronto, Canada
- 16 April 2009 “Sustaining the Assessment Agenda to Enhance Institutional Effectiveness,” Paper presented at the WASC/Academic Resource Conference, Hollywood Renaissance Hotel, Hollywood, California
- 6 March 2007 “It’s Showtime!: Harvesting Assessment Data and Putting Results to Action,” Paper presented at the League for Innovations 2007 Conference, New Orleans, Louisiana
- 23 Feb 2007 “Before, During, and After an Accreditation Visit: What We Did Right, and How,” Paper presented at the 7th Annual Texas A & M University’s Assessment Conference, College Station, Texas
- 16 June 2006 “Implementing an Assessment Cycle that Works: How to Link Results to Improvements”; Pre-conference workshop presented at the NASPA’s International Assessment and Retention Conference, Marriott Desert Ridge, Phoenix, AZ

- 21 Jun 2003 “Going Electronic: Documenting Assessment Practices and Results through an Institutional Assessment Website,” Paper presented at the 2003 National Assessment Conference, Washington Convention Center, Seattle, Washington
- 22 Jun 2003 “Something Old, Something New, Something Borrowed in Community College Assessment,” Roundtable discussion, 2003 National Assessment Conference, Washington Convention Center, Seattle, WA
- 22 Jun 2003 “Community College Assessment as a Special Interest Group,” 2003 National Assessment Conference, Washington Convention Center, Seattle, WA
- 21 Jun 2002 “From Assessment Plan to Assessment Report: Vocational/Technical/Occupational Program Improvement Efforts in the Community College Context,” Paper presented at the 2002 National Assessment Conference, Boston Marriott Copley Place, Boston, Massachusetts.
- 21 Feb 2000 “Kalinga, Kuwento at Kultura: Ang Anthropolohiya ng Pagkalinga sa Konteksto ng mga Dukhang Pamilya sa Kamaynilaan” (Lifestories of Caring in Culture: The Anthropology of Caring among Manila’s Urban Poor), 2nd Professorial Lecture, Ortigas Seminar Room, De La Salle University, Manila, Philippines.
- 21 Dec 1999 “Philippine Plan of Action for Older Persons (PPAOP), 1999-2004,” A Power Point presentation, “Forum on Rapid Population Ageing: Issues and Challenges, National Defense College of the Philippines Fort Bonifacio, Manila, Philippines.
- 31 Oct 1999 ”Pilot-Testing a Carer’s Primer: Some Lessons on Carer Taxonomy and Contexts”, paper presented at Aged Care: Great Expectations, Geriaction Conference, Duxton Hotel, Melbourne, Australia.
- 6 Jul 1999 ”Carers Who Need Caring: Elder-to-Elder Caregiving in the Filipino Family Context”, paper presented at Women's Health, A Nation's Gain: A Special Focus on the Older Women of Asia, Westin Hotel, Singapore
- 20 Apr 1999 ”Stroke Research”, ENHR 8th Anniversary Celebration, Isulong/Tuklas Pang-kalusugan, Dept of Health (DOH) Convention Hall, San Lazaro, Manila, Philippines
- 17 Feb 1999 ”Full Circle: Coming of Age in Older Person Research”, Inaugural Professorial Lecture, Chair of Health Social Science, College of Liberal Arts, Ariston Estrada Seminar Room, De La Salle University
- 19 Nov 1998 ”Older Persons and their Caregivers: Stroke as a Critical Life Event in the Filipino Family”, ENHR Research Dissemination forum, Ariston Estrada Seminar Room, De La Salle University
- 3 Nov 1998 “The Filipino People: An Ethnic Blend of East and West, a Power Point

- & 9 Feb 1999 presentation during the Elderhostel Philippines Program, Ariston Estrada Seminar Room, De La Salle University
- 27 Aug 1998 "Ethnographic Research: Trends in Qualitative Research", lecture delivered during the Thesis/Dissertation Advising Course, organized by the Asian Social Institute, Leon Guinto, Manila
- 16 Oct 1998 Youth and Older Persons, lecture delivered during the Layman's Forum, organized by the Health Care Program for Older Persons (HCPOP), Dept of Health (DOH) Convention Hall
- 1 Oct 1998 "Older Persons in a Changing Philippine Society", Resource Speaker and Discussant, Elderly Technical Lecture Series, organized by the Dept of Social Welfare and Development, DSWD, Batasan Hills, Quezon City
- 6 Oct 1997 FSCAP Profile: Preliminary report of the DSWD Survey on the Filipino Elderly, a Power Point presentation during the Second National Elderly Congress of the Federation of Senior Citizens' Associations of the Philippines or FSCAP, organized by the Dept of Social Welfare and Development (DSWD), Midtown Hotel, Manila
- 30 Aug 1997 "Filipino Elderly Concerns: Of Disabilities, Drugs and Drives", paper read at the 5th Regional Conference of the Psychological Association of the Philippines, Central Luzon State University, Munoz, Nueva Ecija
- 20 Jun 1996 "Unburdenings or Aged Talk: Life Stories of Indigent Elderly Filipinos", paper read at the International Multidisciplinary Conference on Knowledge and Discourse, session on Ethnographic Perspectives, University of Hong Kong
- 23 Jun 1996 "Institutional Ideology and Linguistic Ageism: Language, Context and Rights in a Home for the Aged", paper read at the International Conference on Language Rights, Hong Kong Polytechnic University
- 13 May 1996 Resource speaker, "Clients and Carers in a Home for the Aged: An Anthropologist's Immersion and Assessment of Institutional Climate", Workshop/forum on Linkages for the Health of the Elderly Program, organized by Non-Communicable Disease Division, Dept of Health, held at Manila Manor Hotel
- Jul 1995, Jul 1996 Seminar speaker, "Aging as Emic Experience and The Elderly as Role Models", Cultural Studies Seminar, De La Salle University
- 5 Jul 1995 "Kinsfolk Invisible: Issues of Aging in the Philippines", Lecture delivered at Ariston Estrada Conference Room, De La Salle University, (First lecture in the seminar series, Emerging Health Issues at the Threshold of the 21st Century; sponsored by the MA Health Social Science graduate program, Dept of Behavioural Sciences, DLSU)

- 21 Apr 1995 “Of Managers and Wards: Network Repair, Kin Denial and Social Work in a Manila Institution”, Paper read at the Central States Anthropological Society (CSAS) annual meeting, Indianapolis, Indiana, USA
- 19 Nov 1995 “Invisible Kin: Filipino Aging in a Bureaucratic Arena”, Poster presentation, shown during the 92nd AAA Annual Meeting, Washington, DC, USA
- Nov 1995 ”Ethical Dilemmas in Ethnographic Research”, Working Session on Ethics in Ethnography, 90th AAA Annual Meeting, Chicago, Illinois, USA
- 25 Sep 1987 “Symbol in Sequence: Ritual Dynamics in Mount Banahaw, Philippines”, paper read at the 1987 Midwest Conference on Asian Affairs, Carleton College, Northfield, Minnesota, USA
- 24 Feb 1986 “The Pilgrimage Motif in Religious Ritual, paper read at the Colloquium in Anthropology, Dept of Anthropology, Michigan State University
- 5 Nov 1985 “Dynamics and Aesthetics of a Religious Ritual: The Case of the Mystic City of God”, paper read at The Culture and Society Workshop, Fall 1985, University of Chicago
- 11 Feb 1985 ”Home is Where the Bride Is”, paper read at the First Philippine Studies Conference, Philippine Social Science Centre (PSSC), Diliman, Quezon City, Philippines
- 28 Jun 1981 “Hawaii Ilocanos in GUMIL Prize Stories”, paper read at the Second International Philippine Studies Conference, Honolulu, Hawaii

EVIDENCE OF PROVEN WRITING SKILLS: PUBLICATIONS

Book Article

- 2021 “Transforming from Within: Strategic Planning as a Tool for Institutional Reflection, Direction, and Transformation” In *Exemplars of Assessment in Higher Education: Diverse Approaches to Addressing Accreditation Standards*. Edited By Jane Marie Souza and Tara Rose. Sterling, Virginia: Stylus Publishing, LLC.

Book

- 1997 *Bordered Aging: Ethnography of Daily Life in a Filipino Home for the Aged* (2nd edition). Manila: De La Salle University Press. 297 pp.
(This book was nominated as a finalist for a National Book Award as the best social science book published in the Philippines in 1997)
- 1995 *Invisible Kin: Filipino Aging in a Bureaucratic Context* (1st edition). In *Book Series: Issues in Anthropology, Focus on Asia, Africa and Latin America*, Mario D. Zamora, ed. New Delhi, India: Reliance Pub House, 252 pp.

Journal Articles

- 2007 "The President's Critical Role in Modeling Assessment: One Lesson in Leadership by Example," *Assessment Update*, January-February 2007, Volume 19, Number 1
- 2004 "Citizenship and GEMS at Guam Community College: Transforming Students into Island Citizens," *The Journal of Civic Commitment*, 2nd Issue, Community College National Center for Civic Engagement, Mesa Community College, Arizona, January 2004; text of article online at <http://www.mc.maricopa.edu/other/engagement/Journal/Issue2/Somera.jsp>
- 2003 "Of Soup Kitchens and Websites: Becoming a Citizen Through the GCC GEMS' Service Learning Project," in *We Are All Related*, ed. Elizabeth Larson-Keagy, Community College National Center for Civic Engagement, Mesa Community College, Arizona, December 2003
- 2002 "The Ayuda Way: Service Learning Experience at Guam Community College," in *Through Whose Eyes: Service Learning and Civic Engagement from Culturally Diverse Perspectives*, Campus Compact National Center for Community Colleges, Mesa Community College, Arizona, September 2002.
- 2002 "Second Annual Assessment Report," *Chachalani*, Guam Community College Newsletter, September 2002
- 1997 "Language, Context and Elderly Rights," *BOLD: Journal of the International Institute on Ageing* (INIA), United Nations-Malta, November issue, vol. 8, No. 1
- 1996 "Directions for Filipino Social Gerontology: Anthropological Perspectives and Prospects," *BOLD: Journal of the International Institute on Ageing* (INIA), United Nations-Malta, August issue, vol. 6, No. 4
- 1995 "Aging in an Evolutionary Perspective: The Verticality of the Cultural Inheritance System, *Kaya-Tao*, Journal of the Behavioral Sciences Dept, De La Salle University, Taft Avenue, Manila.
- 1990 "Gyera Noon, Kudeta Ngayon," (Of Wars and Coups) *Agelink Philippines*, Vol II, 11-12, November-December.
- "Iba't ibang Mukha ng Pagtanda," (The Various Faces of Ageing), *Agelink Philippines*, Vol III, March-April.

- 1989 Review article, "Theatre in Society, Society in Theatre" (Resil Mojares), in *PILIPINAS* (A Journal of Philippine Studies), published by the Philippine Studies Association, University of Michigan, Ann Arbor, Michigan, November 12, Spring issue.
- 1986 "Pamumuwesto of Mount Banahaw," *Philippine Studies* 34 (4th Quarter): 436-451.
- "Marriage and the Ilocano Oldtimer," *Philippine Studies* 34 (2nd Quarter): 181-199.
- 1985 Review Article, "Salimbibig: Philippine Vernacular Literature," (Joseph Galdon, SJ, ed.), in *Philippine Studies* 33 (4th Quarter): 258

EVIDENCE OF PROFESSIONAL DEVELOPMENT ACTIVITIES

- Aug 2010- Jun 2011 Fellow, American Council of Education (ACE) Institute for New Chief Academic Officers (CAOs); 3 face-to-face meetings throughout the year; Berkeley, CA (Aug. 2010); Tampa, FL (Jan 2011); Washington, DC (June 2011)
- June 2006 International Assessment & Retention Conference, Student Affairs Administrators in Higher Education (NASPA), Phoenix, AZ
- 2001 to 2005 AAHE National Assessment Conferences in Denver, Boston, San Diego, Seattle, and Atlanta
- 23-25 May 2003 12th Annual National Service Learning Conference, convened by the Campus Compact National Center for Community Colleges (CCNCCC), Doubletree La Posada, Scottsdale, Arizona
Awardee, Outstanding Leadership, Global Engagement for Multifaceted Stakeholders (GEMS) project, CCNCCC, May 23, 2003
- 22-24 May 2002 11th Annual National Service Learning Conference, convened by the Campus Compact National Center for Community Colleges, Marriott Hotel, Woodland Hills, California.
- 23-25 May 2001 10th Annual National Service Learning Conference, convened by the Campus Compact National Center for Community Colleges, Marriott Resort and Country Club, Scottsdale, Arizona
- 6-8 Dec 1998 Participant and Founding Member, First International Assembly and Symposium, World Megalithic Association, Hotel Lotte, Seoul, Korea; travel sponsored by Korean Dolmen & Menhir Association
- 17-24 Jun 1998 Fellow, Session 357, "The Challenges of an Aging Society," Salzburg Seminar, Salzburg, Austria; awarded full travel and tuition benefits by the Salzburg Seminar Committee

26 Feb – 8 Mar 1996 Participant, "International Short-term Course on Income Security for the Elderly in Developing Countries," awarded full scholarship by the International Institute on Ageing (INIA), United Nations-Malta, Malta

Other Services

23 October 2015 Judge, Gawad Ulirang Pilipino (Filipino Role Model Award), organized by the Filipino Community of Guam (FCG), award ceremonies held at the Hyatt Regency Hotel, Tumon, Guam

Updated 12/20/2021