PARTICIPATORY GOVERNANCE STRUCTURE **HANDBOOK**

GUAMCOMMUNITYCOLLEGE

TABLE OF CONTENTS

I. Acknowledgments 1

II. Board of Trustees, Officers of the College, and Governance Leaders 2

III. Vision and Mission of Guam Community College 3

IV. History and Context of Participatory Governance at GCC 3

V. Participatory Governance Structure 6

Table 1: GCC Participatory Governance Structure 6

A. Introduction 7

B. The Board of Trustees 8

C. The GCC President 8

D. The College Governing Council 8

E. Local Committees 9

- Calendar Committee 9
- Resources, Planning, and Facilities (RPF) Committee 10
- Negotiations Committee 10
- Advancement-In-Rank Committee 11
- Professional Development Initiatives Committee (PDIC) 11
- The Faculty Senate 12

F. Institutional Committees 13

- Accreditation Standards Committees 13
- Curriculum Review Committee 14
- Committee on College Assessment 14

G. The Staff Senate 15

H. The Council on Postsecondary Student Affairs and Student Board Member 15

VI. Documentation of Governance-Related Decisions and Actions 16

VII. Dialogue as the Cornerstone of Governance at GCC 16

I. Acknowledgments

This Participatory Governance Structure Handbook is the result of a collaborative process involving governance leaders and is based on and consistent with the 2023-2029 Agreement between the GCC Faculty Union and the GCC Board of Trustees.

Jennette Yara
Council on Postsecondary Student Affairs President

18 AUG 23
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8/18/2023
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Carl Torres II
Faculty Senate President

8-18-23
Date

Virginia C. Tudela, Ph.D.
Vice President for Academic Affairs

08/21/23
Date

II. Board of Trustees, Officers of the College, and Governance Leaders

Academic Year 2023-2024

Board of Trustees

Frank P. Arriola, Chairperson
Carlo Leon Guerrero, Vice Chairperson
Rose P. Grino, Secretary
Richard P. Sablan, Treasurer
Gina Y. Ramos, Member
Yolanda M. Padrones, Member
Kenly Magwili, Student Member
Simone Bollinger, Faculty Advisory Member
Kenneth Bautista, Support Staff Advisory Member
Mary A.Y. Okada, Ed.D., President and Chief Executive Officer

Officers of the College

Mary A.Y. Okada, Ed.D., President and Chief Executive Officer
Virginia C. Tudela, Ph.D., Vice President for Academic Affairs
Rodalyn A. Gerardo, CPA, CGA, CICA, Vice President for Finance and Administration
Michael L. Chan, Ed.D., Dean, Technology and Student Services
Pilar P. Williams, Dean, Trades and Professional Services
Gerald A.B. Cruz, Associate Dean, Technology and Student Services
Mariesha P. Cruz-San Nicolas, Associate Dean, Trades and Professional Services
Christine B. Sison, Ph.D., Associate Dean, Trades and Professional Services

Governance Leaders

Carl Torres II, Faculty Senate President
Kenneth Bautista, Staff Senate President
Jennette Yara, Council on Postsecondary Student Affairs President

III. Vision and Mission of Guam Community College

Vision

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

Mission Statement

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

Sinangan Misión (CHamoru translation)

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

IV. History and Context of Participatory Governance at Guam Community College

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

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

According to the Academic Year 2006-2007 Annual Self-Study Report, the College recognized that an improved means for collective input from faculty in the planning and decision-making process was needed. Seeing that there was a need for an improved governance system, GCC's administration and faculty agreed to explore the creation of a new governance structure, with its central

goal being to achieve and maintain mutual respect and cooperation. Initially, a group of faculty were empowered to research, design, develop, and propose for implementation of a governance structure that would achieve this goal.

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

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

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

Beyond the GCC Faculty Senate, additional levels of faculty participation in college governance were added. Committees relating to academic concerns (e.g., Curriculum Committee, General Education Committee) now reported to the Faculty Senate. In turn, representatives from the Faculty Senate served on another new body, GCC's College Governing Council. At this level, faculty representatives collaborated with administrators, students, and staff members in deciding what governance-related issues and concerns are forwarded to the College President and/or the College's Board of Trustees. As the AY 2006-2007 Self-Study Report stated, "The creation of GCC's Faculty Senate and College Governing Council created an environment for empowerment, innovation, and institutional excellence throughout the college community. The establishment of these two governance structures brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution."

In the fall of 2017, changes were made to GCC's participatory governance structure to align with the content from the 2017 Agreement between the GCC Board of Trustees and the GCC Faculty Union. Key changes included the replacement of the Learning Outcomes Committee (LOC) and General Education Committee with the Curriculum Review Committee, comprising both faculty and

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

administrators, the involvement of the Faculty Senate President in Academic Affairs Division (AAD) meetings, and the re-designation of committees that are Local (Union affiliated) as opposed to Institutional (under the oversight of the Vice President for Academic Affairs.)

GCC's participatory governance was once again revamped in the fall of 2023. The latest changes were made in order to align the structure with the content from the 2023 Agreement between the GCC Board of Trustees and the GCC Faculty Union. Article XIII of the Agreement details the general guidelines from which this handbook's content is derived.

Key changes include:

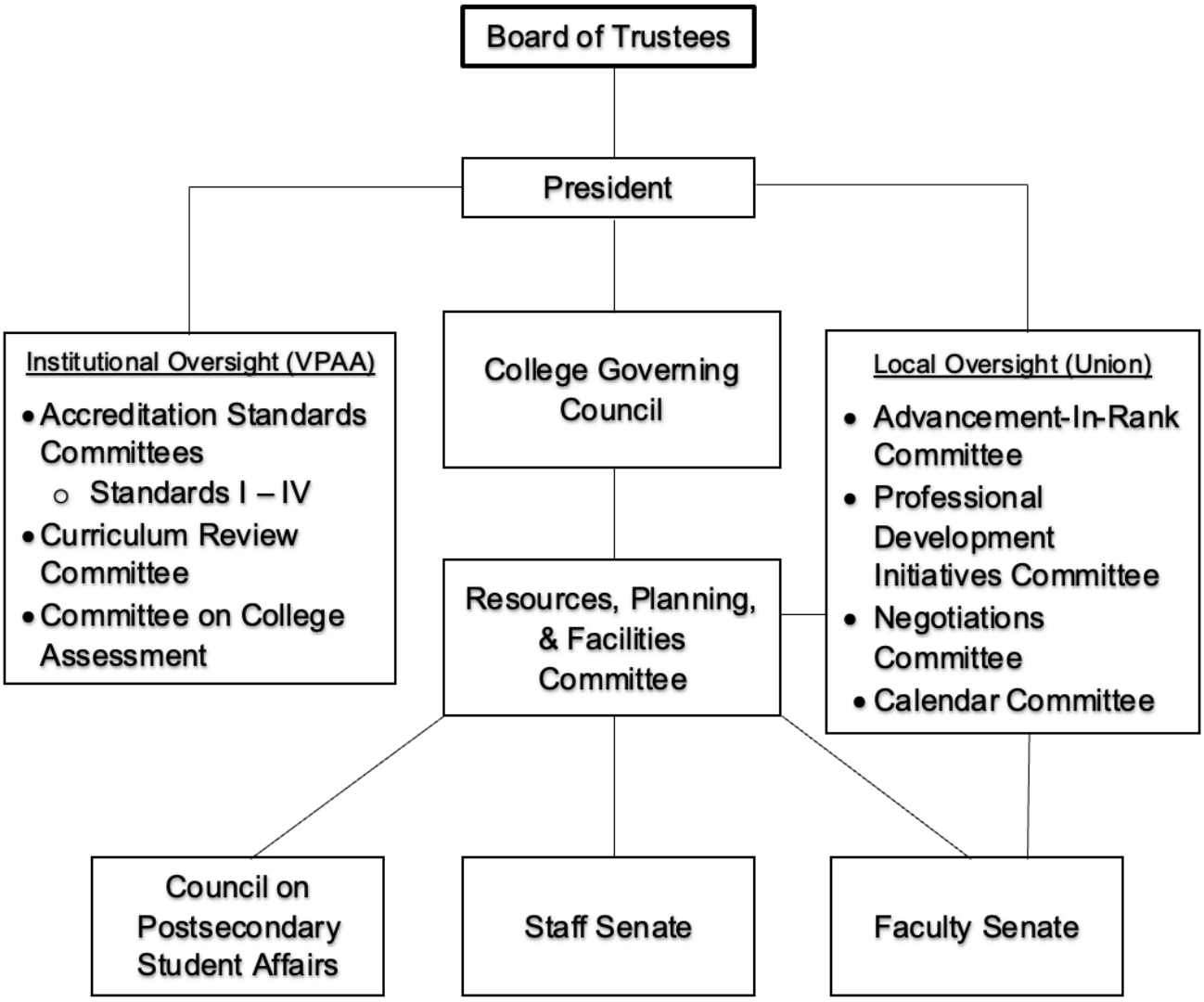
- Replacement of the Professional Development Review Committee (PDRC) with the Professional Development Initiatives Committee (PDIC).
- Designation of the Faculty Senate as a Local (Union) Committee

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

This handbook provides the reader with an understanding of GCC's current governance structure, including details on the relevant roles and responsibilities for each group of constituents: administrators, faculty, staff, and students.

V. Participatory Governance Structure

Table 1: GCC Participatory Governance Structure



A. Introduction

As shown in Table 1, the Faculty Senate, Staff Senate, and Council on Postsecondary Student Affairs (COPSA) are involved in participatory governance via the Resources, Planning, and Facilities (RPF) Committee and the College Governing Council (CGC). When the bodies, officially empowered to represent their constituents, have proposals relevant to the whole of the campus, they may officially vote on them and transmit the results to the CGC, first sending them to the RPF Committee if the proposals hold financial implications. When proposals from the Faculty Senate or Staff Senate are directly related to the work of local or institutional committees, they may also direct their proposals to committees who, in turn, can forward the proposals, with their input, to the RPF Committee or CGC.

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

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

Two (2) kinds of committees exist, local (Union) committees and institutional committees. Local committees must abide by rules, which are shared in the Agreement, including that they must identify their Chairpersons and membership for the next academic year by May 1 of each academic year and that their charge shall in no way be cause for interference in the normal day-to-day operations of the College. Local committees are also required to submit end-of-year reports to the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) no later than May 1 of each academic year.

B. The Board of Trustees

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

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

In addition, there are two (2) "advisory" Board Members, the GCC Faculty Union President and the GCC Staff Union Chairperson. Aside from the student member and the two (2) advisory members, all other members are appointed by the Governor of Guam, with the consent of the Guam Legislature.

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

C. The GCC President

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

D. The College Governing Council

This College Governing Council (CGC) serves to provide broad participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The CGC also serves as a conduit to this process by facilitating dialogue where issues are clarified between the CGC and relevant constituencies.

The voting membership of the CGC consists of the following:

- One (1) Administrator appointed by the President (one vote)
- Local President (one vote)
- Faculty Senate President (one vote)
- Staff Senate President (one vote)
- Council on Postsecondary Student Affairs President

The CGC's primary function is to make governance-related recommendations to the College President and the College Board of Trustees. The CGC may also forward actions to the College President for acceptance or veto. The CGC may address any matter relevant to GCC so long as its actions are not in conflict with the GCC Board of Trustees – GCC Faculty Union Agreement, GCC Support Staff Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, or existing laws. An annual function of the CGC is to approve GCC's proposed budgets after the Resources, Planning, and Facilities (RPF) Committee reviews and approves them. Upon approval, budgets are transmitted to the College President.

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

E. Local Committees

Local (Union) Committees are the Calendar Committee, the Resources, Planning, and Facilities Committee, the Negotiations Committee, the Advancement-In-Rank Committee, the Professional Development Initiatives Committee (PDIC), and the Faculty Senate. Below are the charges and descriptions of each of those Committees, as presented in the Agreement:

Calendar Committee

This Committee proposes the five (5) year academic calendar based on a thorough analysis of relevant information and will include a Calendar that encompasses the work year for faculty. For secondary faculty, secondary activities will be proposed to meet institutional needs within the framework of the GCC calendar. The Calendar Committee shall confer with the Vice President for Academic Affairs (VPAA) to coordinate the GCC calendar with the Guam Department of Education (GDOE) calendar. A draft calendar shall be completed no later than March 1 to allow for review by the

Faculty Senate. Comments or recommendations from the Faculty Senate shall be submitted no later than March 15 to be reviewed by the Calendar Committee. The Calendar Committee presents the proposal to the College President for concurrence and transmission to the Board via the VPAA on or before April 1. Furthermore, the Coordinator for Admissions and Registration shall publish the 5-year Academic Calendar. The Chairperson and/or Chairperson-Elect is to be elected from among the membership. This Committee is comprised of the Deans of each School, the Coordinator for Admissions and Registration, one (1) member appointed by the VPAA, and four (4) faculty members [two (2) postsecondary and two (2) secondary] to be appointed by the Local President. Members serve in a collateral duty capacity.

Resources, Planning, and Facilities (RPF) Committee

This Committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have a great impact on student learning outcomes (SLOs). It is the forum for discussion of any available or needed resources and facility issues or concerns. The Resources, Planning, and Facilities Committee may make and forward recommendations for action to the College President. The College President may transmit recommendations to the Board for approval and further disposition. This Committee is led by two (2) Chairpersons, the Local President and the Vice President for Finance & Administration. It is comprised of the Local President (collateral duty), one (1) faculty member appointed by the Local President, the Faculty Senate President (collateral duty), the Vice President for Finance and Administration, a Facilities & Maintenance Representative, one (1) administrator appointed by the College President, and no more than an equal number of staff and student representatives. Meetings are held monthly during the academic year or at the call of either Chairperson.

Negotiations Committee

The Local President and the Board will convene the Negotiations Committee three (3) years (spring 2025) prior to the expiration date of the Agreement to review the Faculty Job Specifications and Faculty Evaluation process, as needed. The Committee will prepare a written recommendation to the Board, who shall act upon the recommendations to be effective the following fall semester (fall 2026). This Committee is co-chaired by the Chief Negotiators of both Parties and is comprised of six (6) to eight (8) members per team as selected by the Local President and Chair of the Board of Trustees. Administrative support for the Negotiations Committee is provided by the College. Committee membership is part of the

faculty workload for the semester the Committee is in session. Workload considerations for this Committee are as follows:

A. For postsecondary instructional faculty: instructional hours reduced by 45 instructional hours per semester.
B. For non-instructional faculty: participation to be reflected in faculty workload.
C. For secondary instructional faculty and Department Chairpersons: participation to be reflected as an overload.

Advancement-In-Rank Committee

The Advancement-in-Rank Committee ensures promotions are made objectively, equitably, impartially, and consistently. Advancement-in-Rank recognizes the level of the faculty member's contributions to the Mission of the College based on demonstrated professional competence. Advancement-in-Rank is recognized as past achievement and future potential of individual faculty by their peers. The Advancement-in-Rank Committee shall be elected by the Local dues-paying members of the Bargaining Unit and consist of six (6) elected faculty members who, at the time of the election, hold the rank of Assistant Professor or higher, have been employed by the College for a minimum of three (3) years, and are dues-paying members of the Local. No department may have more than one (1) faculty member serving on the Committee at any time. The Chairperson and/or Chairperson-Elect is to be elected from among the membership. The term for this Committee is defined as two (2) years. Workload considerations for this Committee are as follows:

A. For postsecondary instructional faculty: instructional hours reduced to 45 hours per semester.
B. For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.
C. For secondary instructional faculty and Department Chairpersons: participation to be reflected as an overload.

Faculty will not serve on Advancement-in-Rank and Professional Development Initiatives Committees consecutively or concurrently. For additional information, please refer to Article XIV - Advancement-in-Rank of the 2023 Agreement between the GCC Board of Trustees and the GCC Faculty Union.

Professional Development Initiatives Committee (PDIC)

The Professional Development Initiatives Committee (PDIC) plans and organizes professional development activities, mentorship, and training for faculty. This includes initiating, planning, and facilitating said trainings to include the mandatory professional development that will occur in the spring semester (previously College

Assembly). The PDIC shall be elected by the Local dues-paying members of the Bargaining Unit and consists of four (4) elected faculty members who, at the time of the election, hold the rank of Instructor or higher, have been employed by the College for a minimum of three (3) years, and are dues-paying members of the Local. It is preferred that membership will include representation from each of the following: secondary, postsecondary, including Career and Technical Education (CTE) and General Education, and non-instructional faculty. No department may have more than one (1) faculty member serving on the Committee at any time. The Chairperson and/or Chairperson-Elect is to be elected from among the membership. A committee membership term is defined as two (2) years. Workload considerations for this Committee are as follows:

A. For postsecondary instructional faculty: instructional hours reduced by 45 hours per semester.
B. For all secondary and non-instructional faculty: participation to be reflected in faculty workload or release.
C. For secondary instructional faculty and Department Chairpersons: participation to be reflected as an overload.

Faculty will not serve on Advancement-in-Rank and Professional Development Initiatives Committees consecutively or concurrently. For additional information, please refer to Article XV – Professional Development Initiatives of the 2023 Agreement between the GCC Board of Trustees and the GCC Faculty Union.

The Faculty Senate

The Faculty Senate is the official representative body of GCC's faculty members in academic and professional matters. The Faculty Senate serves to onboard new department chairpersons, increase communication between departments, and provide collective input from faculty in the planning and decision-making process at the College. Furthermore, the Faculty Senate addresses concerns related to faculty governance and meets at least once (1) a month. The Faculty Senate may delegate its authority to specific Local committees or to individual faculty members for limited durations and purposes. The Faculty Senate is comprised of all Department Chairpersons who serve in a collateral duty capacity. The Department Chairpersons shall elect the President of the Faculty Senate no later than April 15 of each year. The Faculty Senate President shall serve for one (1) year.

Since the fall of 2017, the Faculty Senate President has sat at the scheduled meetings of the Academic Affairs Division (AAD) management team in order to report on faculty-related issues and

participate in faculty-related discussions.

F. Institutional Committees

To meet accreditation standards addressing participatory governance by faculty, various committees will be established by the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO) to meet institutional needs that impact student learning. Membership in these committees will be voluntary and in response to the call for participation prior to the start of a new academic year. Services provided will be in accordance with Human Resources (HR) procedures. These committees will not be a part of the regular faculty workload. Beginning fall 2021, all these committees adopted an open meeting policy. Anyone interested is encouraged to participate in these meetings in keeping with the participatory governance process on campus.

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

Accreditation Standards Committees

Standard 1, Institutional Mission and Effectiveness
Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that promotes the College's efforts in meeting its mission statement and the effectiveness by which the mission is successfully achieved. This Committee writes the report and ensures that the end product is reviewed by faculty, the Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Standard 2, Student Success
Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that demonstrate the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This Committee writes the report and ensures that the end product is reviewed by faculty, the Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Standard 3, Infrastructure and Resources
Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that provide support to the College's human, physical, technological, and financial resources in meeting its broad educational goals, including SLOs, and overall institutional improvement. This Committee writes the report and ensures that the end product is reviewed by faculty, the Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Standard 4, Governance and Decision-Making
Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that evaluate how the College's governance process facilitates broad participation in decisions that support student learning programs and services while acknowledging the designated responsibilities of the Board and the College President. This Committee writes the report and ensures that the end product is reviewed by faculty, the Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Curriculum Review Committee

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

Committee on College Assessment

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

G. The Staff Senate

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

- Three (3) officers (President, Vice President, and Secretary/Treasurer)
- Six (6) at-large representatives
- One (1) Human Resources Office staff member (non-voting advisory member)
- Past President of the Staff Senate (non-voting advisory member)

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

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

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

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

VI. Documentation of Governance-Related Decisions and Actions

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

VII. Dialogue as the Cornerstone of Governance at Guam Community College

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

Interest-Based Bargaining (IBB) is a strategy utilized in the negotiations between the GCC Faculty Union and GCC's administration, which led to the Agreement that guides faculty work. IBB is also used by the Negotiations, Job Specifications, and Evaluation Committee in its determinations of how faculty are evaluated and what work that faculty, whether instructional, non-instructional, secondary, or postsecondary, are responsible for completing. IBB, a consensus-based process, is guided by the principle that a participant, rather than simply rejecting a proposal raised in negotiation, must present an alternative proposal. In this way, negotiations are generative. While all participants may not reach an outcome that all consider ideal, all agree that they are comfortable with the decided-upon outcome.

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