Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students. The institution's Board of Trustees Policy 460 for Academic Freedom gives our students the freedom to explore and inquire, as it is a fundamental part of their learning journey. It's our way of supporting their academic growth and individual development. Teachers can freely discuss curriculum topics and invite guest speakers who relate to their courses. It's a commitment to fostering an environment where ideas can flourish. Page 8 of the Guam Community College Student Handbook includes the Student Code of Conduct, highlighting the fundamental freedoms like expression, assembly, pursuit of educational goals, and safeguarding against unreasonable search and seizure. The code guarantees students the right to fair evaluation and the confidentiality of their records in accordance with the Family Educational Rights and Privacy Act (FERPA). In addition with the rights of academic freedom, the code outlines expectations for student behavior, stressing compliance with laws, respect for others' rights, and the fostering of a secure and conducive learning environment.

On Page 11 of the BOT Union Contract 2023-2029, Faculty Rights to Academic Freedom, it explicitly endorses and safeguards academic freedom in teaching and research, emphasizing the importance of free expression and the exploration of truth in a democratic society. The contract ensures a faculty member's entitlement to freedom in the classroom, allowing discussion on curriculum-related matters and the selection of guest speakers related to their course subject. Additionally, the agreement acknowledges and aligns with Board policy 460, reinforcing the significance of academic freedom in accordance with institutional policies. Faculty were provided training opportunities on the recently ratified union contract in January and October 2023 and the conclusion of the spring 2023 semester. These sessions aimed to ensure faculty awareness and understanding of the updated contract, fostering transparency and informed decision-making within the academic community.

The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students. The institution's Code of Ethics underscores values like scholarship, lifelong learning, service, diversity, excellence, and integrity, with a focus on building a genuine sense of community while upholding the institution's reputation in interactions with external stakeholders. The GCC Board Policy 470, "The Guam Community College Code of Ethics," is in place for all GCC employees, which are provided during all employee orientation and may be accessed through the BOT webpage Board Policies - Guam Community College. All employees are expected to adhere to these principles, promoting ethical behavior, accountability, fairness, and excellence in their actions and decisions. GCC Board Policy 500, emphasizes the importance of clearly articulating responsibilities and services in the student handbook. This includes policies categorized under student affairs, which govern student behavior and relationships within the institution, with a resolution to review, update, and publish the handbook annually. Page 9 of the Guam Community College Student Handbook, underscores the importance of academic integrity, stating that any form of academic dishonesty, including cheating,

plagiarism, and misrepresentation, will not be tolerated. Consequences for such actions may include expulsion from the institution, with a clear outline of various violations and their severity specified in the handbook.

BOT Union Contract 2023-2029 Pg. 11,"Faculty Rights to Academic Freedom," emphasizes the promotion and protection of academic freedom for both teaching and research, allowing faculty members the freedom to discuss curriculum matters, engage in classroom projects, and invite guest speakers related to their courses. This aligns with Board Policy 460 and supports the democratic principles of a free search for truth and its exposition within the institution.

The Adjunct Faculty Handbook Pg. 17 outlines the significance of academic integrity, aligning with the Institutional Learning Outcomes of the institution, emphasizing that academic dishonesty cannot be tolerated. It reiterates that academic dishonesty cannot be tolerated, with consequences outlined in the Student Handbook, making adjunct faculty important stakeholders in upholding these fundamental values of the institution. Furthermore, Adjunct Faculty Updated Syllabi Checklist Pg. 3, serves as a guideline for all faculty, including adjunct faculty, emphasizing the fundamental importance of academic integrity of the institution. The checklist shows the institution's efforts in making consistent application of these values across all faculty members a crucial aspect of governance and decision-making.

Adjunct faculty orientations and new employee orientations are conducted by the College's Human Resources (HR) for all employees. Orientations occur once per semester, with the possibility of conducting training twice a semester based on hiring timelines. Orientations include where to find BOT policies, manuals and other procedures in the MyGCC portal.

The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry. Academic integrity is essential for learning at the College and is integral to the mission to the college and consistent with the Institutional Learning Outcomes. Instances of academic dishonesty, such as cheating, plagiarism, and misrepresentation of academic records, are strictly prohibited and may result in severe sanctions, including expulsion from the College. Students should consult instructors if unsure about what constitutes academic dishonesty and refer to the Student Handbook for more information.

The GCC Student Handbook explains any disciplinary action regarding violations of a student's actions that may be accessed online at Student Handbook - Guam Community College | GCC Guam. The institution has established a clear disciplinary process for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry. The process ensures that students accused of policy violations receive due process and, if found guilty, are provided with appropriate sanctions based on factors like the severity of the offense, likelihood of recurrence, and prior offenses. The Associate Dean for Trades and Students Services (TSS), along with the administrative structure, oversees student conduct and the imposition of sanctions. Students have the right to appeal sanctions within three working days if they believe an unreasonable sanction was imposed or if due process was not followed. Referring back to the student handbook, page 30 Disciplinary Policies, this outlines the violating levels of misconduct, with Level 1 violations carrying severe consequences such as expulsion and Level II violations leading to disciplinary probation. This handbook serves as a crucial reference for governance and decision-making and ensures consistency in addressing various levels of violations for students. The institution's website, Student Discipline - Guam Community College | GCC Guam, also outlines the disciplinary policies accessible online. Following the list of student violations, page 33 of the student handbook outlines a range of sanctions for student violations, including official

warnings, behavioral agreements, disciplinary probation, loss of privileges, restitution, suspension, expulsion, and discretionary/educational sanctions, interim suspensions, and behavioral clearances. These sanctions, decided by the TSS Associate Dean, serve as governance tools and decisions in response to varying levels of student misconduct. Students are further guided by their syllabi, where the College's syllabi checklist reinforces the importance of maintaining academic integrity and avoiding dishonest practices.

Students can refer to the College website to reference procedures for complaints and grievances. The institution has a structured grievance procedure for academic concerns, involving steps like faculty meetings, counselor intervention, and escalation to department chairpersons and deans. For non-academic complaints, a formal procedure includes initiation, informal resolution, and formal resolution with relevant deans, supervisors, and the President, to address a range of student concerns.

Students who may have received unfavorable grades in the disciplinary process have the option to appeal within 20 working days of the subsequent semester's start. Under the Grade Appeal Procedures, a student must submit a Grade Appeal Form within 20 working days from the start of the semester following the one in which the disputed grade was assigned. The appeal process involves resolving the issue with the instructor, consulting with the Department Chairperson, and, if necessary, convening a Grade Appeal Panel led by the Dean. The Panel reviews evidence, conducts hearings, and issues a written decision within ten working days. If there is dissatisfaction of the decision by the Grade Appeal Panel's the Dean will review the appeal, conduct an investigation if necessary, and may vacate the Panel's judgment if proper procedures were not followed, otherwise, the Grade Appeal Panel's decision stands as final.

The Guam Community College's grievance procedures aim to resolve employee complaints efficiently, ensure fair and equitable treatment, and foster harmonious working relationships. Applicable to permanent classified employees, these procedures cover various employment-related matters, excluding certain actions like disqualification of applicants and appeals of performance evaluations. The process involves informal and formal steps, including the presentation of written grievances, investigations by a Grievance Committee, and, if necessary, an appeal to the Civil Service Commission for unresolved issues. Throughout, employees are guaranteed freedom from reprisal or interference and have the right to seek advice and representation during the grievance process.

In addition, the GCC staff strictly adhere to personnel rules and regulations outlined on Page 132, particularly concerning grievance procedures. Their commitment to following established protocols ensures a fair and systematic approach to addressing grievances within the organization. This adherence demonstrates a commitment to governance and decision-making processes in alignment with GCC guidelines.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Structures for decision-making are appropriate for the Guam Community College's (GCC) mission and organizational structure. GCC has a well defined structure and approach to achieving its mission and goals. The institution holds high emphasis on collaboration, participation, and institutional excellence through the mission statement and the 2020-2026 Institutional Strategic Master Plan (ISMP), which articulates a commitment to continuous improvement and success. As well as institutional excellence that is advocated through the mission statement, and improvement at all levels which is supported through the participatory governance structure. The GCC Mission Statement is stated in the Board of Trustees Policy 100 GCC Board Policy 100 - Mission Statement. The ISMP and board policies are available to all parties on the GCC public website.

The presence of various bodies such as the Board of Trustees (BOT), President, and other institutional leaders are identified through the GCC Board Policy 140 - Organizational Chart of Guam Community College together with the College Governing Council (CGC), Council of Postsecondary Student Affairs (COPSA), faculty and staff senates along with institutional committees that constitute the college's participatory governance process. Each of these bodies represents different perspectives and interests within the College community. The Board of Trustees (BOT), as the overarching governing body, holds a significant role in decision-making and setting the institution's direction.

The President serves as the key leader who collaborates with these bodies to implement strategies and decisions. The College Governing Council (CGC) serves as an advisory body, contributing to policy recommendations and institutional direction. CGC consists of administrators, faculty, staff and student representatives who discuss and collaborate in deciding what governance related issues will be brought forth to the President and presented during the BOT monthly meetings. Meanwhile, the Council of Postsecondary Affairs (COPSA) represents student interests and concerns, ensuring that the student voice is considered in decision making. The presence of faculty and staff senates further emphasizes the involvement of employees in decision-making processes, advocating for their interests and concerns. Additionally, institutional committees address specific areas such as curriculum development, diversity, strategic planning, contributing specialized expertise to inform decision-making across the institution. Governance - Guam Community College | GCC Guam

This multifaceted participatory governance structure is the formal avenue for comprehensive input and representation from various segments of the College community, fostering collaboration and ensuring that decisions consider a wide range of perspectives and interests. Common values of all participant groups include collaboration, student-centeredness, transparency, and integrity. AY 2023-2024 GCC Participatory Governance Structure

Procedures for GCC's decision-making are documented and widely available to relevant stakeholders. Participant groups led by the Board of Trustees (BOT) include the President, College Governing Council (CGC), institutional committees, faculty senate (FS), faculty senate committees, staff senate (SS), and the Council on Postsecondary Student Affairs (COPSA) members, as outlined in the AY 2023-2024 Participatory Governance Handbook. AY 2023-2024 GCC Participatory Governance Handbook. The Board of Trustees and all institutional committee meetings are open to everyone in the campus community, which fosters transparency and clarity. Published agendas, attendance records, meeting minutes and committee reports are accessible on the College's public website and My GCC portal. This further enhances transparency allowing everyone to stay informed about discussions and decisions made by these governing bodies. Board of Trustees - Guam Community College

Committees and organizations representing diverse stakeholders effectively convey their concerns and activities via institutional administrative channels. They provide comprehensive reports and other forms of communication to the Deans. Subsequently, this information is aggregated and transmitted to the Board of Trustees (BOT), which is the highest decision-making body via the President. Reports and other concerns are carefully considered in order to make important decisions that greatly impact the institution. This thorough process ensures that the concerns and ideas of all stakeholders are heard and taken seriously and given due consideration in the decision making process.Governance - Guam Community College | GCC Guam

GCC utilizes various methods of communication channels to ensure leadership, planning, and governance related decisions, actions, and outcomes are effectively communicated to stakeholders. Documents and reports such as the 2020-2026 Institutional Strategic Master Plan (ISMP), by-laws, financial reports Financial Information - Guam Community College, resource allocations, committee minutes, "Chachalani" newsletters Chachalani - Guam Community College | GCC Guam, media releases, and social media postings serve as dynamic communication tools to disseminate information to the college community. These platforms provide updates on campus-wide decisions, construction updates, program accreditation, and other important announcements.

The Office of Assessment, Institutional Effectiveness, and Research (AIER) is the central repository for governance reports and ensures consistency and organization in storing essential documentation related to decision making processes, assessment and institutional effectiveness. The president's direct communication through events such as "Meet the President" Meet the President: All GCC Students - Guam Community College, convocations, and college assemblies to update students and employees fosters a sense of engagement and transparency. Additionally, the Citizen Centric Reports GCC Citizen-Centric Report - Guam Community College summarizes academic highlights, achievements, financial status, outlook, and student outcomes contributes to a comprehensive overview of the college's progress and accomplishments.

The MYGCC announcements forum is a useful online tool and documents decision-making process to College stakeholders, such as College assembly agendas, assessment deadlines, ACCJC updates, student scholarships and events, upcoming events, and faculty and staff workshops.

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined. The Guam Community College (GCC) roles, responsibilities, and opportunities for participation in decision-making are clearly outlined and defined in the AY 2023-2024 GCC Participatory Governance Handbook. GCC's participatory governance process includes the Board of Trustees, which has representatives such as the Student Trustee, Support Staff Advisory Member and Faculty Advisory Member; President of the College; the Staff Senate; Faculty Senate; the College Governing Council; and the Resource & Facilities Committee. The Governance page on the GCC website has the list of internal stakeholders: Governance - Guam Community College | GCC Guam Each entity within the governance structure has specific roles, responsibilities and opportunities for decision making.

1. Board of Trustees (BOT): 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.AY 2023-2024 GCC Participatory Governance Handbook pg. 8

2. The GCC President: The President's role as the Chief Executive Officer (CEO) is pivotal in overseeing the execution of the college's mission and ensuring the institution operated effectively. Responsibilities of the President include ensuring GCC aligns its operation, initiatives, and strategic direction with the mission and goals set forth by the college. Decision making authority when policy related recommendations are brought forth by the College of Governing Council (CGC). AY 2023-2024 GCC Participatory Governance Handbook pg. 8

3. The College of Governing Council (CGC): addresses college wide governance concerns and consists of voting administrators, students, faculty, and staff representatives who collectively make governance related recommendations to the College president and College Board of Trustees. AY 2023-2024 GCC Participatory Governance Handbook pg. 8

4. The Council of Postsecondary Student Affairs (COPSA): The official student representative body for student governance and guides student organizations, collaborated in the formulation of policies and procedures that affect students and serves as the voice to address student concerns.COPSA | Council On Postsecondary Student Affairs - Guam Community College

5. 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.AY 2023-2024 GCC Participatory Governance Handbook pg.9

6. Institutional Committees: Accreditation Standards Committees, Curriculum Review Committee (CRC), Committee on College Assessment (CCA) AY 2023-2024 GCC Participatory Governance Handbook pg. 12

7. 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. AY 2023-2024 GCC Participatory Governance Handbook pg. 15

Along with College policies that encourage student participation in the governing process:
- GCC Board Policy 500 - GCC Student Handbook Policies
- GCC Board Policy 505 - Student Co-Curricular Activities

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The institution's decision-making structures are consistent and effective. This is evident with the establishment of the Board of Trustees under Guam Public Law No. 14-77 and amended by Public Law 31-99) for the BOT members to comprise seven (7) trustees; of the seven, one is to represent organized labor, one is to represent business and industry, one is to represent the students of the College, and the remainder shall be members of the general public. The student trustee ensures students receive the highest quality education and job training, ensures student voice is heard and concerns are addressed. Representatives from the Faculty Advisory and Staff Advisory are included in the BOT. They provided updates to the BOT on activities, progress, and concerns from their constituents.

The Board of Trustees (BOT) is ultimately responsible for the institution's governance. The decision-making and governance process is reflected in the institution's policies, structures, and functions. The board works collaboratively with the President, faculty, staff, and student leaders of GCC.

BOT positioned itself and made every effort to communicate with all members of the board, the College community, and stakeholders in the decision-making process. Decisions are shared and available to stakeholders through the BOT meeting minutes that are made available on the GCC website, live streams, and other media platforms. This process demonstrated and promoted an inclusive culture at the institution and at all levels.

The GCC Board-Faculty Union Agreement establishes the role of faculty in institutional governance. The faculty's primary voice is through the Faculty Senate, which provides input into areas of policies, budget, planning, curriculum, and other issues. The Faculty Senate provides formal representation at Board of Trustees meetings, Resource Planning and Facilities (RPF), and the College Governing Council (CGC). Furthermore, faculty are involved in College committees such as the ACCJC Standards, College Technology, Academic Calendar, Learning Outcomes, Promotions, Professional Development Review and Committee on College Assessment, and Curriculum Review Committee. The Council On Postsecondary Student Affairs (COPSA) is student governance for all officially registered postsecondary and adult high school students and serves as a voice for student concerns to the GCC Administration, considering the needs and interests of students in its decisions and offerings. The Staff Senate has representation at the board level and in College committees.

GCC systematically conducted an effective assessment process that involved faculty, staff, administrators and students. The focus is to develop the best method to measure performance as planned. The 2020-2026 Institutional Strategic Master Plan (ISMP) was developed from collective input from students, staff, faculty, administrators, industry partners, and the board to identify goals and objectives. The ISMP is vital to the GCC's accountability and improvements. The College uses the Nuventive Improve platform for planning and assessment, student learning outcomes, administrative unit outcomes, and board assessment for quality improvement process and identifies barriers or obstacles. The Nuventive platform monitors SLOs, AUO, and Board for the campus. features alignment, documentation, and reporting capabilities and supports a culture of data-informed improvement.

Through deliberative practices and processes, GCC has developed participatory governance at all levels of decision-making. The structure was established to involve participation by faculty, staff, administrators, and students to improve student learning, programs, and services to meet its mission and growth. Participatory governance is supported in our policies, the 2023 BOT and Faculty Union

Agreement ratified on May 11, 2023, College Governance Committee, Resource Planning, and Facilities. Faculty, staff, students, and administrators are represented in these committees. Likewise with the ISMP, the college community participated in establishing the ISMP in 2020. At the spring 2023 College Assembly, the ISMP was presented to provide an update on the review, goals, methodology, and outcomes. This provided an opportunity for the college to look at data and make decisions for adjustments toward improvement.

Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution. The College continues to demonstrate a culture of systematic assessment processes. Outcomes guide improvements at the course, program, and institutional level. This demonstrates the College's commitment to accountability by implementing improvements based on findings at all levels. Further, budget decisions are also based on assessment. The Committee on College Assessment validates budget requests with assessment outcomes. The College conducts academic and administration unit assessments each year, and they are reviewed by the Committee of College Assessment. Assessment Handbook

The Strategic Resource Plan represents a five-year strategic plan that sets forth a framework for the BOT and the college administrators to examine future implications of major financial decisions. Priorities and key initiatives articulated in the College's ISMP, Program, Course, Student Services, and Administrative Unit Assessment Plan and Program Review, and other institutional plans with resources necessary to meet strategic planning objectives. This document was presented to the College Governing Council and the Resource, Planning and Facilities (RPF) committee (represented by administrators, faculty, students, and staff) for review and recommendation to the BOT for approval.

The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness. By continually assessing the effectiveness of its strategies, the institution can adapt and make improvements where necessary. As an example, as a result of surveys conducted there are issues addressed such as a/c replacement, wi-fi upgrades, and change of computers. Board of Trustees Minutes regarding reports of activities and Capital Improvement Projects - Guam Community College

The President communicates with stakeholders in decisions made to meet the needs of the community and the workforce through Meet the President, President's Message (GCC website), Town Hall meetings, public hearings, etc.

The GCC President actively engages with stakeholders through a biannual "Meet the President" forum, held at the multipurpose auditorium and widely advertised to the College community. During these sessions, the President provides updates on College finances, capital improvement projects, and the accreditation process. Importantly, this forum encourages open dialogue by allowing attendees to ask questions and receive answers, fostering a collaborative and transparent relationship between the College's leadership and its community.

The Curriculum Review Committee (CRC) is charged with ensuring the quality of the curriculum that reflects the needs of the island community and guides and continually improves the institutional and student learning outcomes. The CRC comprises academic administrators and faculty (including ad hoc relevant staff). Faculty and administrators share the responsibility for curriculum development, quality, and continuous evaluation and assessment of that curriculum. 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. Institutional assessment and curriculum development is ongoing at the College. AY 2023-2024 GCC Participatory Governance Structure

The College demonstrates a climate of collaboration not just at the College level but throughout the community. For example, the College anticipates Guam's economic conditions to rebound affected by COVID-19. The economic rebound would increase demands for educational services and the need for upskilling for a rapidly changing work environment. In 2021, in partnership with the Guam Department of Labor, the private sector partners, GCC hosted the Workforce Opportunities Reimagined Conference (WORC) to examine the training needs and economic potentials to create an Action Plan to rebuild Guam's economy after COVID-19. Because of the conference and to meet the demands of the workforce, GCC ventured into developing and offering 19 rigorous job-ready training programs utilizing the Bootcamp model. The Boot camps help train individuals for a future-ready workforce critical for tomorrow's workforce in Information Technology, Caregiver, Medical Coding and Billing, Heating, Ventilation, Air Conditioning (HVAC), Certified Nursing Assistant (CAN), Surveyor Technician, Ship Repair, Construction, Diesel Mechanic, Safety Officer, Heavy Equipment, Truck Driving, Welding, Cyber Security, EMT, and Security. GCC's boot camps provided new skills in the immediate needs of the workforce.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

The Guam Community College (GCC) has adopted many policies that address the evolving society today. There is a continuous need to address the changing learning environment to provide education and training to the community workforce. During these regularly scheduled monthly Board of Trustees meetings, the President provides her report. One of the President's reports identifies the aligned financial stability of the College to all academic courses and outcomes. The academic quality and outcomes are reported to the Board of Trustees (BOT) and all vested stakeholders during the BOT meetings through the Student Trustee, Support Staff Advisory member and the Faculty Advisory member. The reports may be viewed in the Board of Trustees Minutes - Guam Community College. The BOT's fiscal responsibilities are also aligned with the GCC BOT Policy 200, "Fiduciary Responsibility."

As with every institution, established practices and guidelines are created and implemented to ensure all stakeholders uphold the mission and vision of the College. The Guam Community has an established guideline for each department's fiscal year Budget Request submission. Each department develops a strategic plan of which the goals are identified and is part of the budget request. In the budget request guideline, each budget request is aligned with the departments' assessment. Budget requests can be viewed on the GCC website under Publications Publications (Public Reports) - Guam Community College | GCC Guam, Financial Information - Guam Community College

The College has a policy manual (consisting of hard copies of all the current Board of Trustees policies), or other compilation of documents (non-policies) that delineates the governing board's role and responsibility in ensuring the financial stability and responsibility of the College. The Board of Trustees (BOT) also adheres to the GCC Policy 115 - Code of Trustee Ethics & Conduct. This policy defines the governing board's roles and responsibilities, which is also included in the BOT Handbook. BOT policies may be accessed in a binder (Policy Manual/Policy Handbook) at the Recording Secretary's office at the Office of the President and are also posted in the Board of Trustees - Guam Community College. The Board also complies with the BOT By-Laws posted on the BOT webpage.

The broad participation of faculty and administrators in the decision-making processes that support policies, planning, budget, and institutional effectiveness is vital to the College mission and student success. BOT Union Contract 2023-2029, under Article XII Participatory Governance Pg. 43.

The GCC BOT Policy 110, "Board Policy Development & Review" is in place for the review of BOT policies. This policy was initially developed for a 2-year review and has been updated to be reviewed cyclically, or as needed "to maintain currency on a regular basis as deemed necessary and appropriate." All stakeholders are represented to include the President; Vice President of Academics Affairs; Vice President of Finance & Administration; students through Student Trustees; faculty through the Faculty Advisory member; staff through the Support Staff Advisory member; and the Deans through policy invites.

The internal process for policy reviews is through email invites issued by the Recording Secretary (Administrative Secretary) who provides a list of policies that are up for review. Policies first reviewed begin with Series 100 through Series 700 (https://guamcc.edu/general-board-policies). A meeting in person, or Zoom, is scheduled and another invite is issued as a reminder. As each policy is reviewed,

revisions are made utilizing track changes and are then placed on the Agenda to be considered at the next Board meeting. Policies with the track changes and policies with the final versions are provided as part of the Board packet for comparison. Policies without changes are still provided as part of the Board packet and noted as reviewed without changes. Once the policy is adopted, the BOT meeting date ias indicated as the last review date. This date is the guide for when a policy should be next reviewed.

When policies are adopted at said meetings, the Recording Secretary emails the final version to all stakeholders and departments affected by the amended policies. For example, if it concerns Academics, the Vice President for Academic Affairs Division is provided an electronic copy, as well as the Deans; if it concerns Human Resources such as Employee policies, the Administrator for that department is provided an electronic copy.

There are times when a particular policy, not within the series that is currently being reviewed, is recommended for a review. Said policies are usually submitted to the President and then goes to the process of informing all stakeholders as mentioned herein. For example, Policies 208 and 209 have been referred for review several times. See BOT Minutes of April 14, 2023.

The process for a new policy to be adopted is stated in the BOT Policy 110, "Board Policy Development and Review," which also gives this authority, "that members of the Board of Trustees may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board." The latest adopted policy can be viewed on the BOT Minutes of February 2023, approved during the March BOT meeting (https://guamcc.edu/board-trustees-minutes) and as Policy 161. This was recently adopted in 2023. Policy 161. Diversity, Equity, and Inclusion; Minutes of December 23, 2022: February 10, 2023 BOT Meeting Packet. The meeting packet has the approved December 23, 2022 BOT Minutes on page 7. This states that Policy 161 was 1st introduced and that it went through the College Governing Council process and then submitted to the President for review/approval and ultimately for the next Board meeting. Minutes of March 10, 2023: March 10, 2023 BOT Meeting (Packet). The BOT approved Policy 161 on pages 4-5 of the February 10, 2023 BOT Minutes. This states that the Minutes were approved after the 2nd subsequent BOT meeting.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Guam Community College (GCC) is governed under Guam Public Law No. 14-77, as the enabling Act of GCC, and as amended in 2011 by Public Law No. 31-99. The Guam Community College Board of Trustees (BOT) is the governing board for this institution. These provisions may be viewed under the Guam Compiler of Laws website under Title 17 of the Guam Code Annotated, Division 4 under Chapters 30-34; and Division 5 under Chapters 40-54. (https://www.guamcourts.org/CompilerofLaws/GCA/title17.html)

Board policies or processes for selection and evaluation of the chief administrator: The BOT adheres to its policies for the delegation of administrative authority to the GCC chief administrator under the BOT By-Laws; BOT Policy 455, "Selection of President," and through the GCC enabling Act under Title 17 GCA, Chapter 31, Section 31110. These are in place to provide the Board of Trustees with this continued authority.

The current President since 2007 is Dr. Mary A.Y. Okada. Dr. Okada is evaluated on her job performance on an annual basis, which is the "President's Performance Evaluation Report." Said job performance evaluation is aligned with the GCC Mission Statement, which is also aligned with the ISMP. It is evident that the Board of Trustees are satisfied with the President meeting the needs of the institution and the students as the Board accepts the President's Performance Evaluation Report each year and her continued employment since 2007 marking this as the President's 16 years with the College. Supporting Evidence: These are supported by the Board of Trustees meeting minutes: GCC Board of Trustees Minutes.

The BOT sets clear expectations for regular reports on institutional performance from the President. At each of the Board of Trustees meetings, the Board of Trustees (BOT) are provided with a copy of the President's Report with an update since the last BOT meeting. The BOT members are given an opportunity to review this report with the President at each of the regularly scheduled monthly meetings, which BOT meetings are usually held during the first week of the month, or at least 3-4 weeks after each meeting. If approved, the BOT members then accept the President's Report during Open Session. These are supported by the Board of Trustees meeting minutes: https://guamcc.edu/board-trustees-minutes

The President's reports are aligned with the Institutional Strategic Master Plan (ISMP). As the ISMP is updated and accepted by the BOT, the President's Reports will continue to reflect the updated version. The current version may be viewed here: Guam Community College Institutional Strategic Master Plan 2020-2026

This current ISMP was recently adopted by the Board of Trustees (BOT) during the October 4, 2019 BOT meeting, which has five (5) goals and the objectives. The updated ISMP is aligned with the College's Mission Statement (BOT Policy 100: https://guamcc.edu/general-board-policies). The goals in the Mission Statement are the same as the goals in the ISMP. The Mission Statement was then amended on June 9, 2020 to adopt the ISMP goals.

The President also provides reports of other activities which includes status of programs and services that the College is currently involved in such as Capital Improvement Projects (CIP), financial reports,

programs such as Boot Camps, student scholarships, and other activities regarding the institution. Supporting Evidence: These reports are reflected in the Board of Trustees Minutes, which may be viewed on the GCC Board of Trustees website (https://guamcc.edu/board-trustees-minutes).   The BOT By-Laws, Article V, Section I, under President, also outlines the President's responsibilities, which includes reporting on the status of the College GCC BOT By-Laws).

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Guam Community College (GCC) governing board, which is the Board of Trustees (BOT), outlines its expectations for working as a collective unit in support of the mission. A GCC Board of Trustees (BOT) Handbook was developed to provide guidelines for the GCC BOT in support of the mission of the College in line with BOT Policy 111, "Adoption of the Board of Trustees Membership Handbook, Board of Trustees Standing Committees, Parliamentary Procedures at a Glance."

The GCC BOT are expected to act in the best interest of the College, independent from undue influence in their capacity as members of the BOT. Other than the Student Trustee, which is elected by the GCC students through an annual election, all BOT members are appointed by the Governor of Guam. Upon appointment, the members also sign a non-disclosure statement indicating they have no conflict of interest with the College. This statement is also a reporting requirement by public law, which is submitted annually to the Government of Guam Election Commission. These appointees are members of the community that conduct themselves in a professional manner. Appointees are also vetted through the Guam Legislature through a confirmation hearing. This provides an opportunity for both the appointee and the public to provide testimonies.

Per Public Law No. 14-77, and as amended in 2011, seven (7) board members is the maximum amount allowed to serve on the GCC BOT. Six (6) of which are appointed by the Governor of Guam and may be comprised of the following: one (1) trustee representing business and industry and employer organizations; one (1) to represent organized labor organizations on Guam; and four (4) members may represent the general public. GCC Website; Public Law 14-77, amended in 2011; Guam Compiler of Law, Title 17, Chapter 31. (https://www.guamcourts.org/CompilerofLaws/GCA/title17.html) One (1) member of the BOT is the Student Trustee and not appointed by the Governor but is elected through a student election by the College. This is also in line through GCC Policy 195 - Selection and Appointment of Guam Community College Trustees.

Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions. During Board meetings when decisions have to be made, there are discussions and each board member is given an opportunity to provide their input; motions are then in place to consider matters such as resolutions, policies, GCC's budget, etc. If accepted, it is voted on and that becomes the final decision of the board, collectively. GCC Policy 115 - Code of Trustees Ethics & Conduct is also a policy in place for board members to adhere. BOT Minutes reflect all decisions by the Board. The roles of the BOT are also described in the BOT By-Laws and BOT Handbook.

The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. The Board is provided with a Board of Trustees Handbook which includes the BOT By-Laws and GCC Policy 115 - Code of Trustees Ethics & Conduct; Policy 120.pdf-Orientation of New Board of Trustees Members

The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation. The Board attends conferences off-island offered by the Association of Community College Trustees (ACCT) annually such as the ACCT Leadership Congress, the National Legislative Summit, or Governance Leadership Institutes. ACCT is the "national association that

represents community college governing boards through federal-level community college advocacy and comprehensive trustee education" and "is the only national association that exists exclusively to meet the needs of community college boards. ACCT Governance Services support boards of trustees and campus leaders in fulfilling their roles and responsibilities, advancing institutional mission, and facilitating student success." (Website: Governance Services | ACCT)

The conference most attended by Board members, including the President, is the ACCT Leadership Congress, which Board members are encouraged to attend: Trustee Education | ACCT Trips reports from Board members reflect knowledge acquired by the Board members. The Agendas for said conferences also provide issues discussed.   These training for professional development increases the Board's knowledge for best practices in their roles and responsibilities as Trustees. These conferences provide updated knowledge to the Board by networking with other trustees. The College is a member institution with ACCT as well as the Board of Trustees.

The BOT, per Public Law No. 36-25: "AN ACT TO ADD A NEW § 15409(c) AND AMEND § 15410 OF ARTICLE 4, CHAPTER 15, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO UPDATING THE ETHICS IN GOVERNMENT TRAINING PROGRAM AND REQUIRING ETHICS TRAINING FOR ALL GOVERNMENT OF GUAM EMPLOYEES," are required to attend an ethics training, which is mandatory for for all government employees, including all appointed officials to include the BOT, as well as the Student Trustee.

Evidence:
- Policy or bylaws that describe the ways in which the board may make decisions or act.
- The BOT Handbook (policies within the handbook) Board Policies - Guam Community College; BOT Bylaws
- Evidence of votes or other board actions taken to promote the institution's values and missions. BOT Minutes, approval of the ISMP, Board Policy Reviews to include the Mission Statement.
- Results from board evaluations (if applicable). AIER recently published GCC's 6th Board of Trustees' Assessment Report as of December 2022.
- Bylaws, policy, and/or procedures for conducting board evaluations: AIER Assessment Reports in accordance to GCC Policy 306 - Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees
- Completed board evaluations: GCC's 6th Board of Trustees' Assessment Report Guam Community College, December 2022 provided by AIER Assistant Director, Catherine Solidum.
- Agenda and/or presentations from new board member orientations and ongoing trainings Government of Guam required Ethics training mandated by Guam Public law regarding government wide ethics training; plus the Board PowerPoint regarding ethics (Public Law No. 36-25); meeting regarding onboarding with President Okada; meeting with Board recording secretary (Administrative staff support for the Board); acknowledgment from Board members they received onboarding orientation.