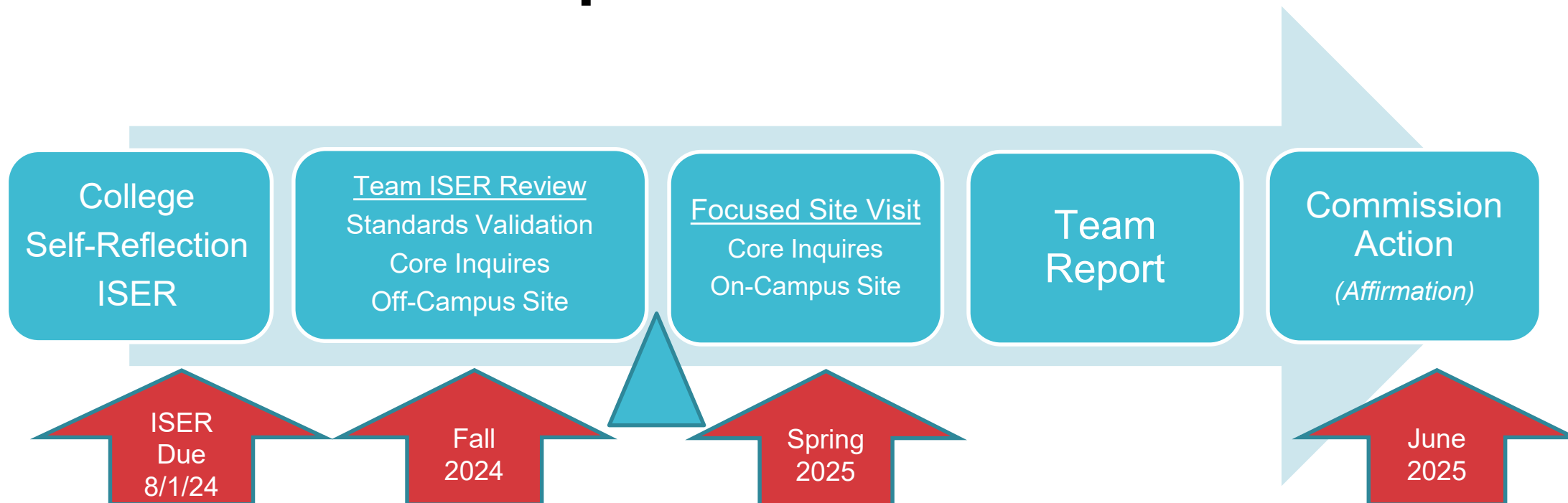


ISER Training

Standard 3

Infrastructure & Resources

Formative/Summative Comprehensive Peer Review



ISER

- The process of the comprehensive review begins with self-evaluation and self-reflection—looking at what the College is doing in relation to the accreditation standards. The College documents its work in the Institutional Self-Evaluation Report (ISER) and then submits the ISER to ACCJC.
- The ISER is developed through a collaborative effort from the College community.

Standard 3: Infrastructure and Resources

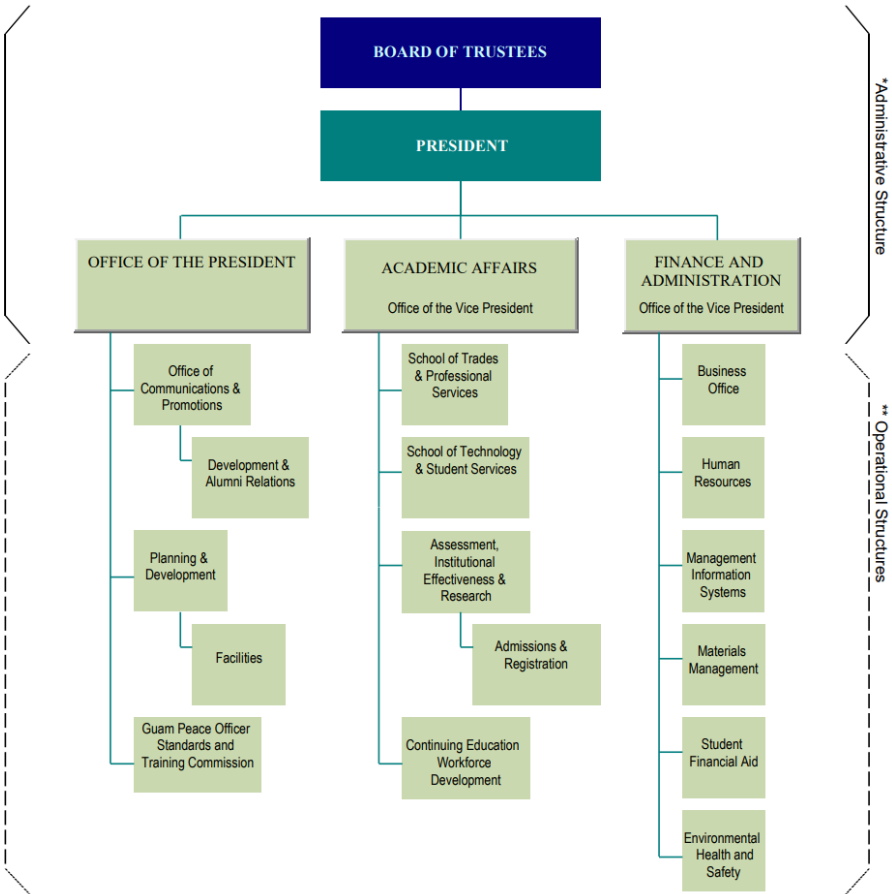
- The institution supports its educational services and operational functions with **effective infrastructure, qualified personnel, and stable finances.**
- The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success.
- The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1
The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

Review Criteria:


- GCC has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations.
- GCC plans for the recruitment of personnel in accordance with its institutional mission and goals.
- GCC uses appropriate hiring criteria (including minimum qualifications criteria for the system in which it operates and/or degree level, if applicable) to ensure all employees are qualified for their roles.
- Faculty job descriptions are appropriate for the level of instruction offered, and include the responsibility for teaching and learning, curriculum oversight, and the assessment of student learning outcomes.
- GCC verifies the education (including equivalency of degrees for non-US institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions.
- GCC tracks and evaluates its record in employment equity and diversity.
- GCC regularly reviews its policies and/or procedures for equitable hiring practices to ensure currency and relevancy.

Guam Community College
Organizational Chart




Possible Sources of Evidence Could Include:

- Policies, procedures, or processes that guide the institution's determination of staffing needs
- Policies, procedures, or operational guides outlining hiring practices
- Job announcements with position descriptions for faculty, administrators, and staff
- Policies, procedures, and tools used in recruitment, screening, and hiring
- Policies and procedures related to transcripts evaluation and certifying equivalency
- EEO reports, plans, goals, etc.
- Results from evaluation of the effectiveness of hiring policies, processes, and procedures



JOB ANNOUNCEMENT
"OPEN COMPETITIVE"
JA042-21



Opening Date: November 22, 2021
Closing Date: Continuous

Guam Community College is accepting applications for the following position to establish a list:
Part Time Faculty Position: On-Call Substitute (Secondary Assignments)

WHO SHOULD APPLY:
Open to the public.

HOW AND WHERE TO APPLY:
Applicants must submit an "Application for Employment" form to the GCC Human Resources Office, Suite 2112/2113, Student Services & Administration Building, by 5:00 pm (GMT +10:00) Guam, Port Moresby, of the deadline. Applications are also available online at www.guamcc.edu. For more information visit the Human Resources Office, Suite 2112 & 2113, Student Services & Administration Building, email us at hrjobs@guamcc.edu or call (671) 735-5537/38.

IMPORTANT INFORMATION:
Public Law 99-0603 (8 USC Section 1324A) requires the Government of Guam to verify the identity and work eligibility of all newly hired employees. All new employees shall be required to provide any one or a combination of the following and/or other documents as may be required: Original Birth Certificate; U.S. Passport; Naturalization Card; Alien Registration Card with photograph; original Social Security Card; or other proof of work eligibility.

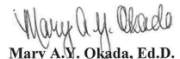
VETERANS PREFERENCE:
Applicants claiming veteran's preference are required to provide Proof of Eligibility for Veterans Preference Credit. Those claiming Compensable Disability are required to provide a copy of a letter from the Veterans Administration.

EDUCATION:
Applicants claiming degrees or credit hours are required to provide a copy of their college transcript. Transcripts from institutions outside of the U.S. must be accompanied by a **Comprehensive Course-by-Course Report** by a National Association of Credential Evaluation Services (NACES) member organization www.naces.org.

PRE-EMPLOYMENT MEDICAL EXAMINATION AND TUBERCULOSIS TESTING:
All applicants accepting employment with Government of Guam-Guam Community College must take and pass a pre-entry Physical Examination and Tuberculosis Testing as a condition of continued employment. Expenses for the physical/medical examination and tuberculosis test must be paid for by the applicant.

MANDATORY COVID-19 VACCINATION:
In accordance with the Governor of Guam's Executive Order 2021-17, all workers of the executive branch agencies of the government of Guam shall be required to receive one of the authorized COVID-19 vaccines. Workers shall be fully vaccinated with either a single shot of the Johnson & Johnson or the two shot Pfizer or Moderna series.

APPROVED BY


Mary A.Y. Okada, Ed.D.
President

AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER
P.O. Box 23069, Barrigada, GU 96921 Website: www.guamcc.edu Phone: (671) 735-5537/8 Fax: (671) 734-5238

3.2

The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional employee needs.

Review Criteria

- GCC has methods to identify employee's professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support GCC's efforts to close student achievement gaps.
- GCC evaluates its training and professional learning offerings and uses the results to improve effectiveness in supporting employee needs

PART IV. EVALUATION OF POTENTIAL				
Recommend to Promote ahead of peers		Recommend to Promote with peers		Recommend not to Promote
5	4	3	2-1	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUGGESTED TRAINING NEEDS: Comments: (potential for higher-level school, assignment, and supervisory responsibility)				
2A. YOUR ESTIMATE OF THIS EMPLOYEE'S "GENERAL VALUE TO THE COLLEGE"				
NO	UN	BA	AV	AA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B. DISTRIBUTION OF MARKS FOR ALL EMPLOYEES OF SAME GRADE/LEVEL				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. CONSIDERING THE REQUIREMENTS OF GUAM COMMUNITY COLLEGE, INDICATE YOUR ATTITUDE TOWARD HAVING THIS EMPLOYEE UNDER YOUR ADMINISTRATIVE/OPERATION/CONTROL.				
NOT OBSERVED	PREFER NOT TO	BE WILLING	BE GLAD	PARTICULARLY INTERESTED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PART V. AUTHENTICATION				
I have verified Administrative Data, PART I, and Duty Description, PART II. I have seen and have discussed this report as prepared by the employee and understand that my signature does not constitute agreement nor disagreement with this evaluation.				
A. NAME OF RATED EMPLOYEE				
SIGNATURE				
I have discussed this Report with the employee, have given a copy of this Report to the employee, and have directly observed the performance of the employee on the job.				
B. NAME OF REPORTING SUPERVISOR				
SALARY INCREMENT				
<input type="checkbox"/> RECOMMENDED <input type="checkbox"/> NOT RECOMMENDED				
SIGNATURE DATE				
Refer to Administrative Directive for requirements to discuss contents of report with the rated employee.				
I have reviewed this completed Report and the ratings appear to be appropriately justified				
C. NAME OF RATER'S SUPERVISOR				
SALARY INCREMENT				
<input type="checkbox"/> RECOMMENDED <input type="checkbox"/> NOT RECOMMENDED				
SIGNATURE DATE				
PART VI. SCORE SUMMARY		PART VII. CERTIFICATION		
PART	RATING SCORE	A. OVERALL EVALUATION		OVERALL RATING
		SUPERVISORY	NON-SUPERVISORY	
III		+129	+119	<input type="checkbox"/> OUTSTANDING
IV		128 - 093	118 - 087	<input type="checkbox"/> SATISFACTORY
TOTAL SCORED		092 - 000	086 - 000	<input type="checkbox"/> ♦UNSATISFACTORY ♦M
PRESIDENT		SALARY INCREMENT		

Possible Sources of Evidence Can Include:

- Policies, schedules, resources, agendas, or other artifacts related to employee orientation, on-boarding, and ongoing professional learning processes.
- Employee handbooks/manuals
- Records of professional development opportunities offered, evaluation of impact, and use of data to inform offerings and resources for professional learning
- Sample presentations or other artifacts from trainings related to job functions and/or other professional development events (equity and diversity training; technology use and cybersecurity trainings; federal or state-mandated trainings, etc.)

New Employee Orientation Scheduled for 04.07.2023 



Apolline San Nicolas <apolline.sannicolas@guamcc.edu>
to Virginia, Rodalyn, me, Michael, Gerald, Cheryl, Edwin, Denise ▾
Administrators and Supervisor,

The Human Resources Office will be conducting a New Employee Orientation on Friday, April 7, 2023 from 8A schedules to allow them to attend this important orientation. An email will be sent to the employees on the loc

	Name	Organization	Position Title
Administrator			
1	Cruz-San Nicolas, Mariesha J.	Dean's Office - TPS	Associate Dean
2	Fathal, James	Night Administration	Program Specialist
3	Santos, Gemma-Lee P.	Student Financial Aid	Coordinator, Financial Aid
4	Soliva, Jason G.	Dean's Office - TSS	Instructional Designer
Staff			
5	Chargualaf, Natalia G.	Continuing Education	Program Coordinator I
6	Garcia, Jessca C.	Business Office	Cashier II
7	Pinaula, Liberty Anne	Hospitality and Tourism	Administrative Aide
8	Quichocho, Corey J.	Student Support Services	School Aide II
9	Ramirez, Rebecca E.	Human Resources	Personnel Specialist II
10	Santos, Therese C.	Student Financial Aid	Program Coordinator IV

3.3

The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.


Review Criteria:

- GCC regularly and systematically evaluates all of its employees based on their professional responsibilities and uses this information to foster employees’ development and success. This process is continuous and ongoing in support of the mission.
- GCC has methods to determine the kinds of support its personnel need to be successful in their roles.

INSTRUCTIONAL FACULTY (POSTSECONDARY AND SECONDARY)				
As you collect evidence for this evaluation, please provide a one (1) to two (2) page reflection narrating the highlights and challenges you experienced over the past year.				
Instructional Delivery	SATISFACTORY	STRONG	STELLAR	EXCEPTIONAL
	The faculty member does the following elements: (Evidence includes Record of Classroom Observation and syllabi.)	In addition to meeting the criteria for <i>Satisfactory</i> , the faculty member does one (1) of the following elements: (Evidence includes Record of Classroom Observation and syllabi.)	In addition to meeting the criteria for <i>Satisfactory</i> , the faculty member does two (2) of the following elements: (Evidence includes Record of Classroom Observation and syllabi.)	In addition to meeting the criteria for <i>Satisfactory</i> , the faculty member does three (3) of the following elements: (Evidence includes Record of Classroom Observation and syllabi.)
	1. Communicates purpose and objectives of lesson clearly and effectively.	1. Demonstrates knowledge of current teaching methodology and applies it in ways that stimulate independent learning in the students.	1. Demonstrates knowledge of current teaching methodology and applies it in ways that stimulate independent learning in the students.	1. Demonstrates knowledge of current teaching methodology and applies it in ways that stimulate independent learning in the students.
	2. Shows respect for students.	2. Presents in a professional, clear, and engaging manner.	2. Presents in a professional, clear, and engaging manner.	2. Presents in a professional, clear, and engaging manner.
	3. Includes a range of activities appropriate to the course.	3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized.	3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized.	3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized.
	4. Effectively paces activities.	4. Appears to have built a strong classroom environment of collegiality and respect.	4. Appears to have built a strong classroom environment of collegiality and respect.	4. Appears to have built a strong classroom environment of collegiality and respect.
	5. Encourages student involvement through questions, class activities, discussions, and/or group work.			
	6. Uses techniques that reflect awareness of			

INSTRUCTIONAL FACULTY EVALUATION RUBRICS

Page 124 of 275

Initials: 
VCT SEB
2023

Possible sources of evidence

- Procedures and documentation related to employee evaluation

Staff Performance Evaluation Training for Supervisors

Presenter: Apolline San Nicolas, SHRM-CP
Date: Friday, July 28, 2023
Time: 2:00PM - 3:30PM
Location: LRC Seminar Room

pilar.williams@guamcc.edu [Switch account](#)

* Indicates required question

Email *

☐ Record pilar.williams@guamcc.edu as the email to be included with my response

Name of Attendee (Last, First Mi.) *

Your answer

☐ Send me a copy of my response.

Submit

Clear form



Business Office FY2024 Budget Training- Evaluation Form

Please take a few minutes to evaluate your trainer(s) and help us with our future training sessions.


What is your Employment Classification?

☐ Administrator

☐ Faculty

☐ Staff

GUAM COMMUNITY COLLEGE



2021

WORK PLANNING AND PERFORMANCE EVALUATION

ACADEMIC ADMINISTRATORS

NAME OF EMPLOYEE	Pilar Perez Williams
POSITION TITLE	Dean
DEPARTMENT	TPS
DIVISION	AAD
EVALUATION PERIOD	January 1, 2021 – December 31, 2021

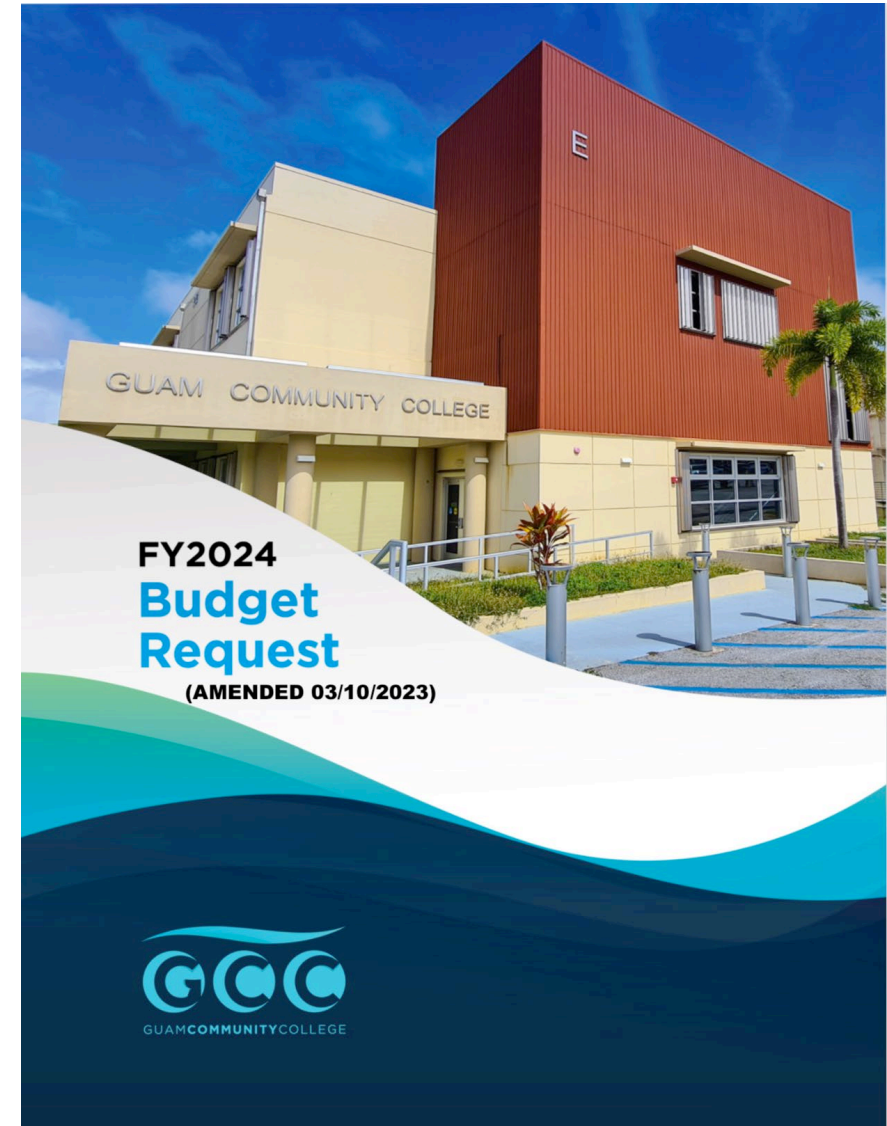
[illegible]

3.4

The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

Review Criteria:

- GCC has resources to support essential program needs, as well as educational improvement and innovation when warranted.
- Funds are allocated in a manner to help achieve GCC's stated goals for student learning.
- GCC's resource allocation process provides a means for setting priorities for funding.
- GCC manages its resources in order to sustain educational services and improve institutional effectiveness at all locations where over 50% of a program is offered.



Possible Sources of Evidence Could Include:



- Annual financial reports (including Audited financial statements)
- Budget allocation model or process
- Trends in major budget categories, annual budget carryover discussions, or similar planning documents
- Examples of the enhancement of programs or services funded through the budget allocation model or process

3.5

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.



Review Criteria:

- GCC considers its mission and goals as part of the annual fiscal planning process.
- GCC's processes are used to ensure appropriate stakeholder participation in financial planning, prioritization, and budget development.
- Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.
- Sound financial planning, including a realistic expectation of financial resource availability, is a foundational element of the institution's plans and goals.

Possible Sources of Evidence Could Include:

- Documentation of how the budget development process ties resource allocation to the mission, institutional goals, and/or program review and planning
- Procedures that outline processes and timelines for financial planning and budget development, including responsible parties and opportunities for input from institutional stakeholders
- Examples of how budget proposals, resource allocation decisions, and/or financial decisions are reported to institutional stakeholders
- Documentation of coordination of institutional planning with grants and other alternative funding sources
- Other documents used during institutional planning that identify available or potential financial resources and/or funding sources



FY2024 Budget Training ▶ Inbox x



Cheryl San Nicolas <cheryl.sannicolas@guamcc.edu>

to bcc: me ▼

Hafa Adai,

We will see you tomorrow for the:

FY2024 Budget Training
October 6, 2022 (Thursday)
9:00am to 11:00am
TC1106

Thank you,
Business Office



Business Office FY2024 Budget Training- Evaluation Form

Please take a few minutes to evaluate your
trainer(s) and help us with our future training
sessions.

What is your Employment Classification?

☐ Administrator

☐ Faculty

3.6

The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Review Criteria:

- GCC has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making.
- Audits demonstrate the integrity of financial management practices, and audit findings and/or compliance issues are addressed in a timely manner.
- Information about budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to GCC's mission and structure.

Possible Sources of Evidence

- Budgets, financial reports, audit reports, and/or similar documents
- Finance department program review, including evaluation of effectiveness of internal controls
- Practices for evaluating the effectiveness and integrity of financial management practices, and the results of such evaluations
- Annual external audit reports and findings
- Audits of any foundations that are not separately incorporated
- Examples of timely corrections of external audit reports and findings
- Minutes of meetings when audits and findings are discussed and responses are planned

3.7

The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range priorities and future obligations to ensure sustained fiscal stability.

Review Criteria:

- GCC reviews its past financial results as part of planning for current and future fiscal needs.
- GCC continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency.
- GCC has reasonable plans for payments of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other college-incurred debts, etc.) and considers these plans in annual budget development and other short-term fiscal planning.
- GCC ensures that locally incurred debt repayment schedules does not have an adverse impact on meeting all current and future financial obligations.

Sources of Evidence Could Include:

- Analysis of multi-year budget projections and cash flow projections
- Procedures for short and long-term management of the institution's cash and budgets
- Reports outlining institutional obligations for future total employee compensation expenditures (actuarial reports, employment agreements, collective bargaining agreements, management contracts, including any buy-out provisions, etc.)
- Budgets, plans, and/or amortization schedules that demonstrate how the institution accounts for payments of both short-term liabilities and long-term liabilities and long-term and/or future obligations

3.8

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/o learning supports.

Review Criteria:

- GCC aligns planning and maintenance of facilities and other physical resources with its mission and goals and needs of programs and services.
- GCC has processes and/or procedures in place to ensure the safety of all facilities, including procedures for reporting of unsafe physical facilities.
- GCC evaluates the effectiveness and sufficiency of its facilities and equipment on a regular basis, taking utilization and other relevant data into account, and uses the results to improve.

Possible Sources of Evidence Could Include:

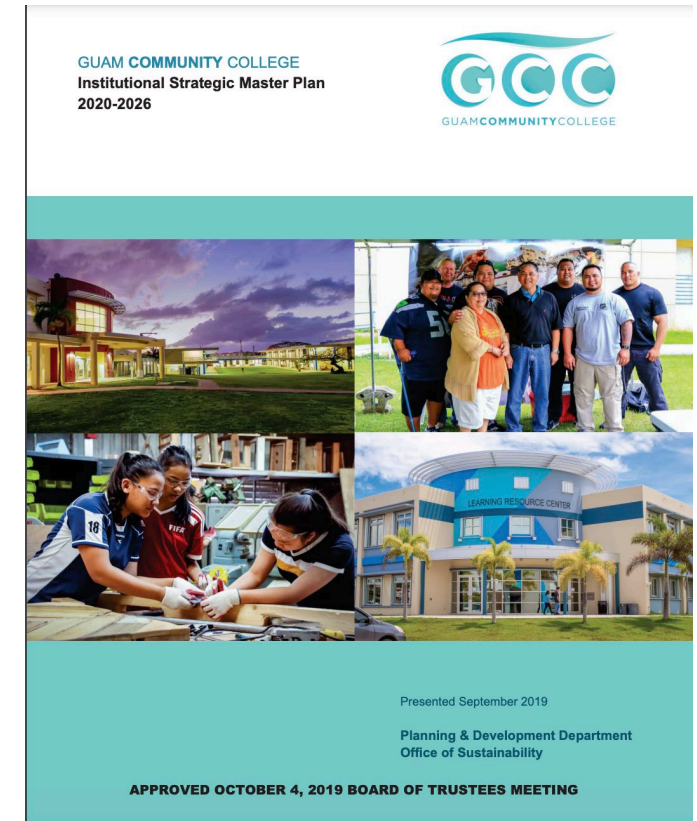
- Long-term planning documents related to physical resources
- Plans pertaining to evaluation/prioritization of scheduled maintenance needs of physical facilities
- Documentation of evaluation of use of facilities such as a facilities inventory
- Procedures or systems used for reporting concerns for facility safety, security or maintenance
- Documentation related to regular inspections and maintenance of physical resources
- Documentation from evaluation/review of effectiveness of physical resources operations (grounds, transportation, housekeeping, maintenance, etc.)
- Facilities utilization/occupancy assessment reports

3.9

The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Review Criteria:

- GCC aligns technology planning, implementation, and maintenance with the institutional mission and goals.
- GCC's technology infrastructure is appropriate to support educational services and operations.
- GCC clearly communicates guidelines/rules for appropriate use of its technologies to all users.
- GCC's networks are secure and data is protected.
- GCC regularly evaluates its technology infrastructure (including network security) to ensure ongoing effectiveness in supporting educational services and operations.



Possible Sources of Evidence Could Include:

- Technology plans, educational master plans, or program reviews addressing technology needs
- Documentation of procedures for incidents of security threats and corresponding resolutions
- Publications containing acceptable use policies or guidelines (employee handbooks, student handbooks, Board policies, etc.)

3.10

The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Review Criteria:

- GCC has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources.
- GCC has sufficient insurance to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient resources to handle financial emergencies.
- GCC routinely reviews and updates its insurance coverage
- GCC has protocols for back-up and recovery of sensitive data systems, including student and employee information systems.

Reopening Guam Community College in a Post-COVID Learning Environment:

Planning and Preparing our Campus for Fall 2021 and Beyond



Version 13

Possible Sources of Evidence Could Include

- Policies or procedures for risk management
- Records of self-insurance for health benefits, workers compensation, and unemployment
- Contingency plans for financial, environmental, technological, and other emergencies

Required Documentation- Infrastructure and Resources

- Written policies and procedures for human resources, including hiring procedures
- Employee handbooks or similar documents that communicate expectations to employees
- If applicable, written code of professional ethics for all personnel including consequences for violations
- Annual financial audit reports (3 prior years, including any auxiliary organizations)
- Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)
- Policies around Title IV including the most recent three-year student loan default rates
- Policies guiding fiscal management (e.g., related to reserves, budget development)
- Any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations
- Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems

Agreement
Between
the Guam Community
College Faculty Union
Local 6476 AFT/AFL-CIO
&
the Guam Community
College Board of Trustees
2023-2029

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New prompt for the analysis of alignment with each Standard:

Provide a narrative response that analyzes your institution's alignment with the Standard. The narrative should address the review criteria and include supporting evidence/examples as appropriate. The narrative should also address any opportunities for innovation and areas for improving alignment that were identified during the self-evaluation process.

As you draft your response, it may be helpful to consider:

- What does the institution do to align with the Standard?
- What are the results? How effectively do these actions support equitable student success? How do you know?
- What did the institution learn?
- What will you do differently? How does your learning inform plans for action, improvement, and/or innovation?

Links to Template

- [ACCJC Guides & Manuals](https://accjc.org/guides-and-manuals/)

<https://accjc.org/guides-and-manuals/>

- [ACCJC Template](https://docs.google.com/document/d/17jkFrFhciPuFxNgP7dRG-hgnd95l_FPC/edit#heading=h.gjdgxs)

https://docs.google.com/document/d/17jkFrFhciPuFxNgP7dRG-hgnd95l_FPC/edit#heading=h.gjdgxs

- [GCC Accreditation Website](https://mygcc.guamcc.edu/web/accreditation-2025)

<https://mygcc.guamcc.edu/web/accreditation-2025>

Reporting Your Reflections in the Report

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Checklist: Required documentation	(no narratives)
D. Appendix: Additional Institutional Information	(no narratives)

Documenting Your Reflections in the Report

Forward to the Institutional Self-Evaluation Report:

- Overview of high-level themes that emerged from your self-evaluation
 - Areas of strength
 - Opportunities for improvement and innovation
- Provides readers with a sense of what you learned from the process
- 1 page maximum

PRO TIP: write this last, after the rest of the report has been finalized

Documenting Your Reflections in the Report

New prompt for the analysis of alignment with each Standard:

Provide a narrative response that analyzes your institution's alignment with the Standard. The narrative should address the review criteria and include supporting evidence/examples as appropriate. The narrative should also address any opportunities for innovation and areas for improving alignment that were identified during the self-evaluation process.

As you draft your response, it may be helpful to consider:

- What does the institution do to align with the Standard?
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- What did the institution learn?
- What will you do differently? How does your learning inform plans for action, improvement, and/or innovation?

Other Important Information

Appendix: Additional Institutional Information

- Organizational charts
- List of additional locations where >50% of a program can be completed (if applicable)

Standards Committee Tasks

- Selection of Chair & CoChair
- ISER Development Calendar
- Weekly Progress Reports