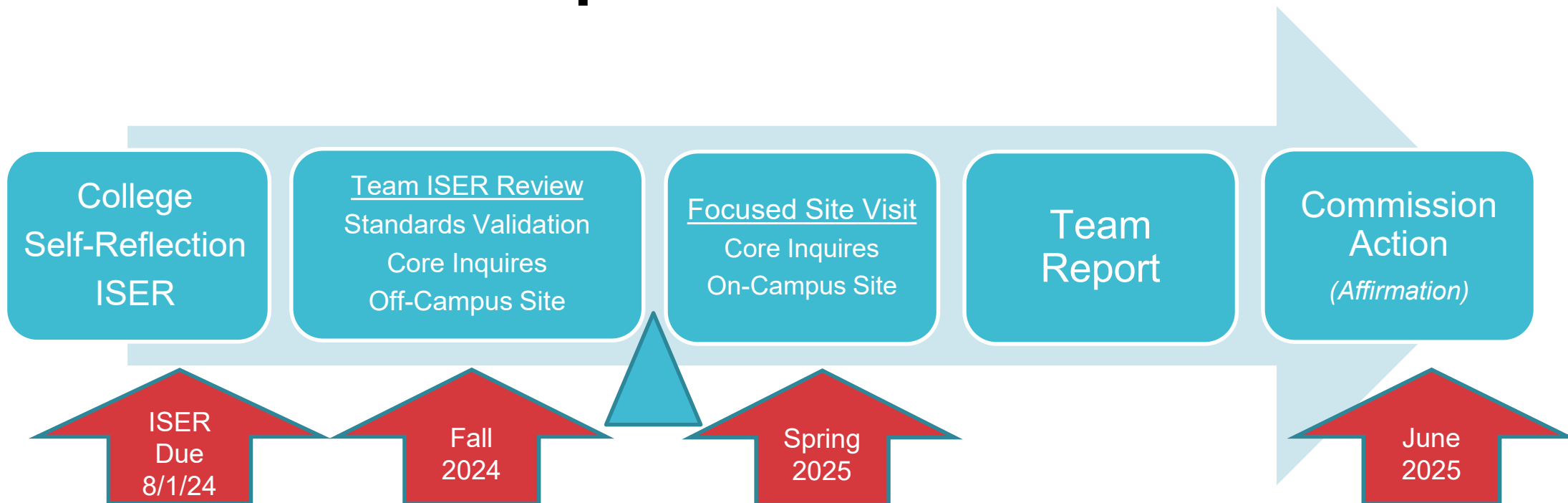


# ISER Training

Standard 4

Governance & Decision Making

# 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 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.

### Review Criteria:

- GCC communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students.
- GCC communicates clear expectations for academic integrity and freedom on inquiry to relevant stakeholders, including students.
- GCC follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry.

## Possible Sources of Evidence Could Include:

- Policies, procedures, employee/student handbooks, and/or similar documents outlining GCC's commitment to academic freedom and academic integrity.
- Policies, procedures, employee/student handbooks, sample syllabi, and/or similar documents showing how the institution communicates expectations for academic integrity.
- Policies, procedures, employee/student handbooks, sample syllabi, and/or similar documents showing how the institution communicates the consequences for academic dishonesty.

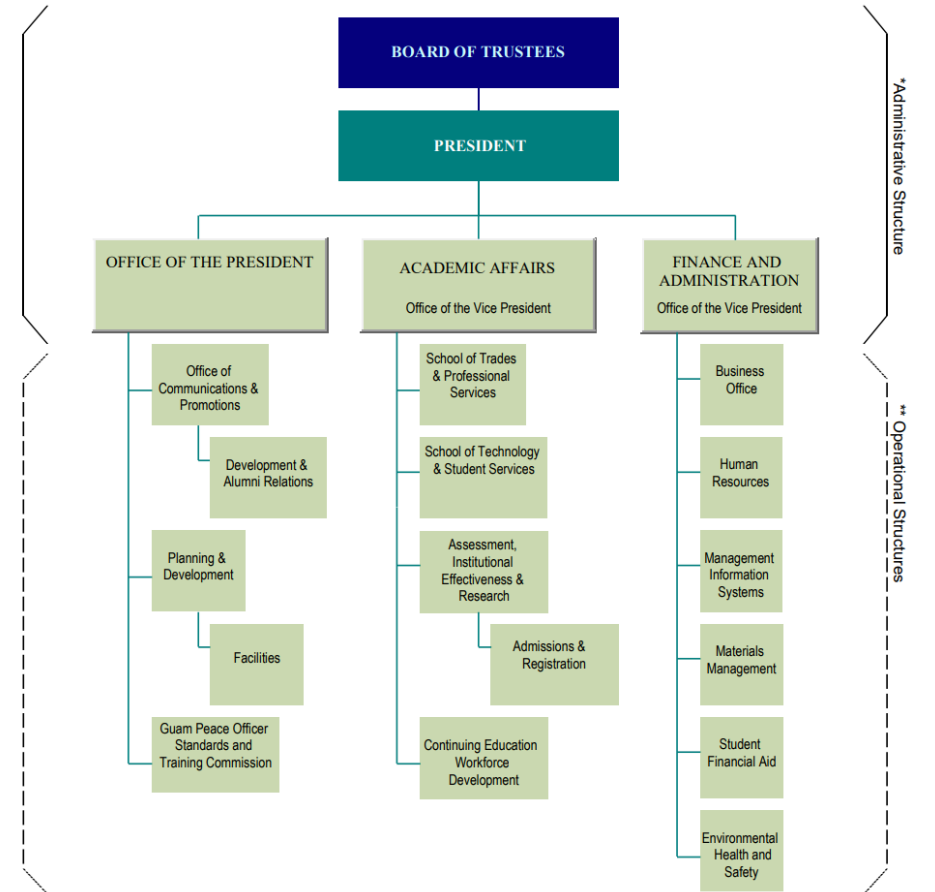
## 4.2

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.

### Review Criteria:

- Structures for decision-making are appropriate for GCC's mission and organizational structure.
- Procedures for institutional decision-making are documented and widely available to relevant stakeholders.
- Roles, responsibilities, and opportunities for participation in decision-making are clearly defined.

### Guam Community College Organizational Chart



# Possible Sources of Evidence Can Include:

- Written documents (policies, procedures, handbooks, etc.) outlining roles and practices for institutional decision-making
- Decision-making committee charters, bylaws, or other documentation of committee charge
- Decision-making committee meeting minutes and agendas
- Examples of a structure and/or decision that has advanced the mission
- Examples of decision-making processes involving different institutional constituency groups

## Board Policies

### General Board Policies (Series 100)

[Policy 100.pdf-Mission Statement](#) (updated 6.19.2020)

[Policy 101.pdf-Adoption of GCC Seal](#) (no changes 6.19.2020)

[Policy 105.pdf-Reaffirmation of Autonomy](#) (updated 6.19.2020)

[Policy 110.pdf-Board Policy Development & Review](#) (no changes 6.19.2020)

[Policy 111.pdf-Adoption of BOT Membership Handbook](#) (updated 6.19.2020)

[Policy 113.pdf-Access to Board Policies](#) (no changes 6.19.2020)

[Policy 114.pdf-GCC Naming Opportunities](#)

[Policy 115.pdf-Code of Trustee Ethics & Conduct](#) (updated 12.23.2021)

[Policy 120.pdf-Orientation of New Board of Trustees Members](#) (no changes 6.19.2020)

[Policy 125.pdf-Professional Associations](#) (updated 6.19.2020)

[Policy 130.pdf-Policy on Legislative Testimony](#) (updated 6.19.2020)

[Policy 135.pdf-Acting President](#) (no changes 6.19.2020)

[Policy 140.pdf-Organizational Chart of Guam Community College](#)

[Policy 145.pdf-Identity System Manual \(Visual Identity\)](#) (updated 3.26.2021)

[Policy 150.pdf-Media Relations](#) (updated 3.26.2021)

[Policy 155.pdf-GCC Protocol Guide](#) (updated 3.26.2021)

[Policy 160.pdf-Affirmative Action](#) (updated 3.26.2021)

[Policy 165.pdf-Compliance with the Americans with Disabilities Act \(ADA\)](#) (updated 3.26.2021)

[Policy 170.pdf-Campus Crime & Security](#) (updated 12.23.2021)

[Policy 171.pdf-Violence Prevention in the Workplace](#) (no changes 3.26.2021)

[Policy 172.pdf-Pandemic Response Plan](#) (updated 3.26.2021)



**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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### 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..

## Review Criteria:

- GCC holds itself accountable for implementing its decision-making practices consistently to ensure inclusion of appropriate stakeholders and shared understanding of decisions.
- Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution.
- The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness.

**Guam Community College  
INSTITUTIONAL PRIORITIES  
Academic Year 2019-2025\***

*Organizational Priorities*

1. Modernization of classrooms, instructional technology, and facilities.
2. Compliance with federal/local/contractual requirements (e.g., grants, programs, contracts, etc.).
3. Diversification of funding sources and implementation of financial stabilization strategies.
4. Expansion workforce development through community partnerships.
5. Employee certification in work ethic proficiency.
6. Promotion of professional career planning, leading to upward mobility program for employees through professional development, credentialing, and morale building.
7. Regional outreach to other Pacific colleges for expertise and resource sharing
8. Succession/leadership planning.
9. Sustainability and "greening" of the campus (i.e., using renewable energy/alternative energy sources).
10. Fostering true participatory governance.

*Academic Priorities*

1. Promoting Everyday Accreditation with a focus on Student Learning Outcomes (SLOs), program review, linking institutional planning to budget, curriculum revision.
2. Expanding curriculum and program expansion in career and technical education fields (e.g. developing substantive change proposals for baccalaureate degrees)
3. Building pathways (e.g. career pathways, guided pathways, boot camps) for timely student completion
4. Adhering to assessment and curriculum deadlines that highlight course and program level assessment, general education, Institutional Learning Outcomes (ILOs)
5. Enriching one's content area, or improving staff or faculty competencies as related to their work (i.e. licensing, credentialing, academic advising and certification).
6. Integrating sustainability practices in instructional delivery and design.
7. Linking secondary and postsecondary programs through DCAPS, DEAL, CLYMER, and AP initiatives.
8. Encouraging science, technology, engineering, and mathematics (STEM), as well as other art-related, creative activities.
9. Encouraging student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation.
10. Increasing the number of articulated courses/programs with four-year institutions.

\*To be reviewed annually as needed.

# Possible sources of evidence

- Periodic assessment of structures and processes
- Work accomplished using decision-making structures and processes to support the mission
- Examples of ideas that have been advanced through the decision-making structures and processes and implemented, with documented result(s)/outcome(s)
- Reports of regular evaluation of decision-making policies/procedures and documented result(s)/outcome(s)
- Structures/processes illustrate accountability and action

DEPT_DESC	DEPT_PYS BUOCD	DEPT_GOAL 1	DEPT_GOAL 2	DEPT_GOAL 3	DEPT_INDICATOR	DEPT_INDICATOR	DEPT_OUTCOME 1	DEPT_OUTCOME 2	DEPT_OUTCOME 3
Board of Trustees	POLICY REVIEW, EVALUATE AND AMEND PERIODICALLY BOARD POLICIES AND THE CODE OF ETHICS POLICY FOR ALL GCC CONSTITUENTS (INCLUDING THE BOARD) TO ALIGN PROCESSES AND PROCEDURES AS NECESSARY AND APPROPRIATE.	ASSESSMENT, SET AN EXAMPLE BY ENGAGING ALL STAKEHOLDERS IN THE COLLEGE'S CONTINUOUS ASSESSMENT AND PLANNING PROCESSES SO THAT THERE IS A CLEAR UNDERSTANDING OF ROLES AND EXPECTATIONS AMONG ALL CONSTITUENTS.	GOVERNANCE EVALUATION: ASSESS THE EFFECTIVENESS OF THE PARTICIPATORY GOVERNANCE STRUCTURE AS A WHOLE THROUGH AN INTEGRATED CAMPUS-WIDE SURVEY THAT BUILDS ON PREVIOUS ASSESSMENT WORK.	FOLLOW AND IMPLEMENT THE ESTABLISHED ANNUAL SCHEDULE FOR EVALUATION OF BOARD POLICIES ADDRESSING 2012 ACCAC REPORT RECOMMENDATIONS.	IMPLEMENT REGULAR SCHEDULE FOR BOARD ASSESSMENT TRAINING TO INCREASE&DEEPE N MEMBERS' KNOWLEDGE OF ASSESSMENT/ACCREDITATION FOR ACCOUNTABILITY & IMPROVEMENT; INCLUDE INPUT/PARTICIPATION OF FACULTY SENATE IN THE GBAG PROCESS.	REVISED BOT POLICIES THAT SEPARATE PROCEDURAL PORTION OF THE POLICIES INTO A COMPANION DOCUMENT OF ADMINISTRATIVE PROCEDURES IN ORDER TO CONSOLIDATE & FACILITATE ADMINISTRATIVE CHANGES.	BOARD OF TRUSTEES' FORUM FOR FACULTY SENATE, AND THE COUNCIL ON POSTSECONDARY STUDENT AFFAIRS (COPSA).	EVIDENCE OF INPUT BY THE FACULTY, STAFF AND STUDENT REPRESENTATIVES PRESENT AT BOARD MEETINGS WILL REFLECT THEIR CLOSE CONNECTION WITH THE PARTICIPATORY GOVERNANCE PROCESS.	

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.

**Review Criteria:**

- GCC has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes.
- The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and equitable outcomes.
- GCC has a policy manual or other compilation of policy document that delineates the governing board's role and responsibility in ensuring the financial stability of the institution.
- The governing board regularly reviews key fiscal information and documents regarding the stability of the institution.
- The governing board has a system for evaluating and revising its policies on a regular basis.

2023-2024

ADJUNCT  
**FACULTY**  
**HANDBOOK**



# Possible Sources of Evidence Could Include:

- Policies that describe the authority and responsibilities of the board
- Board meeting minutes demonstrating regular review of key indicators of student learning and achievement and institutional plans for improving academic quality.
- Board meeting minutes demonstrating regular review of key fiscal information and documents regarding the stability of the institution
- Policy and/or procedure for review of board policies
- Minutes or other documentation showing regular review of board policies

Policy 111

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ADOPTION OF  
BOARD OF TRUSTEES MEMBERSHIP HANDBOOK,  
BOARD OF TRUSTEES STANDING COMMITTEES,  
PARLIAMENTARY PROCEDURES AT A GLANCE**

**WHEREAS**, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Timeline that outlines major goals and objectives related to ACCJC/WASC goals; and

**WHEREAS**, these major goals include the development & implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

**WHEREAS**, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties & responsibilities expected from each committee member; the Student Trustee continues to represent constituents by reporting activities and concerns at regularly scheduled Board meetings; and the Board of Trustee Chairperson continues to work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

**WHEREAS**, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/WASC standards, and as mandated by BOT Policy 306.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
  - Academic Affairs Standing Committee
  - Finance & Administration Standing Committee
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," latest edition.

**BE IT FURTHER RESOLVED**, that the above documents and processes, as deemed necessary, are subject to review, updating and amendment by the Board of Trustees.

**Amended & Adopted: June 19, 2020; Resolution 5-2020**  
**Reviewed, no changes: April 8, 2016 (updated)**  
**Amended & Adopted: July 24, 2014; Resolution 27-2014**  
**Amended & Adopted: September 5, 2008; Resolution 15-2008**  
**Adopted: August 1, 2006; Resolution 12-2006**

#### 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.

#### **Review Criteria:**

- The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.
- The governing board has policies outlining the delegation of administrative authority to the institution's chief administrator
- The governing board adheres to its policies for delegation of administrative authority to the institution's chief administrator.

## Possible Sources of Evidence Could Include:

- Board policies or processes for selection and evaluation of the chief administrator
- Policy outlining delegation of authority from the governing board to the chief executive officer

#### 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.

#### Review Criteria:

- GCC's governing board outlines its expectations for working as a collective unit in support of the mission.
- The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence.
- Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions.
- The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies.
- The governing board improves its own effectiveness through orientation, professional development, and regular board self-evaluation.



## Possible Sources of Evidence

- Policy or bylaws that describe the ways in which the board may make decisions or act
- Evidence of votes or other board actions to promote the institution's values and missions
- Results from board evaluations (if applicable)
- Bylaws, policy, and/or procedures for conducting board evaluations
- Completed board evaluations
- Agenda and/or presentations from new board member orientations and ongoing trainings

# Required Documentation- Governance and Decision Making

- Governing board policies/procedures for selecting and regularly evaluating its chief executive officer
- Governing board policies/bylaws related to Board Ethics
- Governing board policies/procedures/bylaws related to conflict of interest

# 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](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

<b>Major Sections in the Self-Evaluation Report</b>	<b>Suggested Length</b>
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?
- 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?

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