

December 2005

ACADEMIC  
YEAR  
2004-2005

# BOARD OF TRUSTEES'

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

# SECOND ASSESSMENT REPORT



*Kulehon Kumunidât Guáhan*  
**GUAM COMMUNITY COLLEGE**  
*Accredited by the Western Association  
of Schools and Colleges*

This report was primarily written by Dr. Ray Somera, Assistant Director, Office of Assessment and Institutional Effectiveness and Chair of the Committee on College Assessment (CCA). Administrative assistance was provided by AIE staff Priscilla Johns and Rose Taitingfong. Acknowledgement is also given to members of the GCC Board of Trustees for their participation in this assessment study. Lou Bautista, the Board secretary, also provided additional assistance and support.

Second Board of Trustees' Assessment Report  
Guam Community College  
December 2005

EXECUTIVE SUMMARY

As a follow up to the first board assessment study of January 2003, this assessment study sought to address two major reasons for doing assessment at the college—accountability and improvement—through the identification of strengths and weaknesses that could redound to better board effectiveness. What emerged were divergent voices on issues that have been left unresolved since the first assessment study, most notably, in the area of board organization and dynamics. The vertical relationship between some members of the board and the CEO appeared stormy as ever because of trust issues. The horizontal relationship among board members was similarly problematic due to questions in leadership. Hence, there was a wide variance of perceptions and loyalties as an indirect consequence of these issues. It appears that the lack of serious follow-up to recommendations in the previous assessment study resulted in this current state of board affairs.

This conclusion primarily means that the board has not fully internalized the role of assessment *as a tool for improvement*. A careful analysis of documents detailing assessment activities by certain members of the board --as part of their assessment responsibilities-- seems to suggest compliance for compliance's sake only. Until the board formulates a unified and collaborative plan to implement improvements in board structure and dynamics, the ongoing assessment efforts will not yield substantive shifts in board efficiency and effectiveness.

Yet, a positive attitude about board assessment remains strong however. The focus group data reveal an optimistic attitude and willingness by the board to act as a cohesive unit so it can engage in an active resolution of various unresolved conflicts within the structure of the board itself. This important characteristic reflects the solid commitment and dedicated service of board members to “move on and get going” so that the board continues to serve the college and its constituents, as it has done so loyally for the past several years. In this light, recommendations are provided at the end of the report to guide the board to “keep in step” with the college's six-year old assessment initiative.

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## GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES' SECOND ASSESSMENT REPORT

### I. Introduction

Coinciding with the firmly-established two year assessment cycle at the college, this Board of Trustees assessment report is a follow up to the first assessment report completed in January 2003. As such, it presents the results of a systematic assessment process that attempted to gauge the effectiveness of board functioning among members of the Board itself, as well as a group of outside voices directly involved in board meetings and discussions. This assessment exercise is in keeping with Policy 306 -- a board policy that mandates a comprehensive assessment process for the entire college—which was adopted on September 4, 2002. As a follow-up to the first assessment report, this activity marks the second cycle of assessment for the board, in synchrony with the recently-completed assessment processes for the President (see Assessing our President: Second President's Evaluation Report, August 2005), and the IDEA Feedback for Administrators that included work performance evaluation for the Vice Presidents, Deans, Associate Deans, Assistant Directors and other Department Administrators.<sup>1</sup>

### II. Objectives and Methodology

Data collection for this assessment study occurred from February through December 2005. Similar to the objectives of the first assessment effort of the Board of Trustees, the present study began with an articulation of the following outcomes:

- (1) Members of the board will be able to identify areas of strength in board functioning that need reinforcement as well as areas of weakness that may need work and improvement; and
- (2) Members will gain a better understanding of expectations from themselves and others about what it takes to be an effective and efficient board.

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<sup>1</sup> The college contracted the services of The IDEA Center (<http://www.idea.ksu.edu>) to administer an online survey for all administrators identified above. IDEA stands for Individual Development & Educational Assessment, a not-for-profit group based in Kansas, USA. The IDEA survey was implemented campus-wide for the first time on November 1-30, 2005.

Closely following the same steps utilized in the first assessment cycle, the sequence of assessment activities for the board occurred in the following manner:

- (a) one-on-one meetings with several members of the board were conducted by the staff of the Office of Assessment and Institutional Effectiveness (AIE) in order to guide, coordinate, and monitor each members' assessment responsibilities from February to August<sup>2</sup>;
- (b) a self-assessment questionnaire, Board Self-Evaluation Questionnaire (hereafter referred to as BSEQ) was completed by board members around September;
- (c) a questionnaire called Governing Board Assessment Questionnaire (hereafter referred to as GBAQ) was administered in October to participants (i.e., non-board members) who regularly attend board meetings and functions;
- (d) a focus group, lasting about three hours, was held with the board, with seven out of the nine members in attendance in December.

### Instrumentation<sup>3</sup>

For this study, the 39-item GBAQ survey instrument -- as patterned after the Assessment Questionnaire Model of Edmonds Community College in Washington --was utilized to gather perceptions on board functioning and effectiveness among participants who attend Board meeting with regularity. This group-- primarily composed of general college administrators-- comprised the necessary *outside voice* crucial to a better understanding of the board's effectiveness as the college's governing body. Of the five questionnaires distributed, all of them were completed for a return rate of 100%.

For the *inside voices* critical to this study, the 27-item BSEQ instrument was administered amongst the nine members --7 voting and 2 non-voting--of the board. Of nine questionnaires sent to board members, only 6 however were returned for a 67% return rate; this, despite 3 follow-up reminders. The focus group for board members, on the other hand, was designed to probe certain issues that deal with policies and standards

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<sup>2</sup> An assessment responsibility matrix was developed by AIE for this specific purpose. Please refer to Appendix A for the division of labor amongst members of the board vis-à-vis assessment activities.

<sup>3</sup> The GBAQ and BSEQ instruments are included as Appendix B and C respectively in this report.

for performance at a deeper level.<sup>4</sup> In addition, records of board assessment activities and submissions on file at the Office of Assessment and Institutional Effectiveness (AIE) were utilized to validate the data gathered in the two surveys and the focus group conducted for this study.

Survey data was analyzed using Excel spreadsheets while content analysis was utilized to render the qualitative data meaningful. Similar to processes used in the first assessment effort, the qualitative component of the survey (generated from the responses to the open-ended questions, as well as the focus group discussion results) was used to validate quantitative data generated in the GBAQ and BSEQ surveys. This was further validated by document analysis of board assessment activities. The section that follows integrates both quantitative and qualitative components of the study for a more practical, informative and useful reading of the results. As an organizing framework, the discussion also divides the presentation of results into two sections: Outside Voices and Inside Voices.

### III. Results and Discussion

Reflecting the special nature of the survey population, only eleven (11) respondents completed the BSEQ and GBAQ questionnaires. As previously reported, only six (6) board members (out of 9) accomplished the instrument while only five (5) board meeting participants completed the latter instrument. Table 1 and Table 2 below portray the socio-demographic profile of the BSEQ and GBAQ respondents, respectively:

Table 1  
Socio-demographic characteristics of BSEQ respondents (N = 6)

	Frequency	Percent
<i>Sex</i>		
Female	3	50
Male	3	50
<i>Respondent type</i>		
Voting member	4	66.7

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<sup>4</sup> Guide questions for the focus group is also contained in Appendix D while the transcribed text of the focus group discussions is in Appendix E.

Non-voting member	2	33.3
<i>Length of service with current Board of Trustees</i>		
Less than one year	4	66.7
1-3 years	1	16.7
4-6 years	1	16.7
7-9 years		
10 or more years		
<i>Number of terms served in the Board of Trustees</i>		
Less than one term	5	83.3
One term	0	
Two terms	0	
Three or more terms	1	16.7

Table 2  
Profile of GBAQ Respondents by Sex, Respondent Type,  
and Length of Participation (N = 5)

	Frequency	Percent
<i>Sex</i>		
Female	2	40
Male	3	60
<i>Respondent Type</i>		
Administrator	4	80
Guest	1	20
Not indicated		
<i>Length of Participation in board meetings/activities</i>		
Less than one year		
1-3 years	1	20
4-6 years	1	20
7-9 years	2	40
10 or more years	1	20

The two tables presented above reflect the socio-demographic characteristics of the eleven (11) respondents that took active part in the BSEQ and GBAQ surveys. The BOT members who completed the BSEQ survey were equally represented gender-wise (3 males, 3 females). Four were voting members while two were non-voting members. With regard to length of service, 4 indicated service for less than one year, with 2 members indicating that they have served 1-3 years and 4-6 years, respectively. In GBAQ, four administrators and one guest (n = 5) completed the survey. Of this number, 2 were males while 3 of them were females. Their length of participation in board meetings ranged from 1-3 years (1), 4-6 years (1), to 10 or more years (1). Two participants claimed to have participated in board activities for a significantly longer time frame, i.e., 7-9 years.

### OUTSIDE VOICES

How is the board perceived by non-board members vis-à-vis effectiveness and efficiency? This is a critical question since those who regularly participate in board meetings and other board activities develop certain perceptions and attitudes that can prove helpful in identifying strengths as well as weaknesses in board functioning, hence, their integration into this study. The table below presents their perceptions in five thematic categories:

Table 3  
GBAQ Respondents' MODAL RESPONSES, MEAN and  
STANDARD DEVIATION on Five Thematic Categories (N = 6)

	<b>MODE</b> , or the most frequently occurring value (on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, 5=Strongly agree)	<b>MEAN</b> , or the average of the value in all responses on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, 5=Strongly agree)	<b>STANDARD DEVIATION</b> , or the measure of how widely values are dispersed from the mean or the average value.
<b>BOARD-CEO RELATIONS</b>			
The board delegates the authority the chief executive needs to administer the institution successfully.	4	3.0	1.4
The board is clear and consistent in its expectations of the performance of the CEO.	2	1.8	0.5
The board expresses approval, publicly and privately, for the successes of the CEO and the institution.	2	2.8	1.1
The chief executive keeps the board	5	4.6	0.5



informed regarding issues that confront the college.			
There is a climate of mutual trust and support between board and president.	2	2.0	0.0
<b>BOARD MEETINGS: INTERACTION AND DYNAMICS</b>			
At our board meetings, there is at least as much dialogue among members as there is between members and administrators.	4	3.6	0.9
The board has an adequate process for the study of issues that will receive board action.	*	2.8	0.8
The leadership of this board typically goes out of its way to make sure that all members have the same information on important issues.	4	3.8	0.4
The number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues.	4	3.6	0.9
Board meetings are conducted in a fair, efficient and business-like manner.	4	3.2	1.1
The board has a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection.	4	3.2	1.1
Our board meetings tend to focus more on current concerns than on preparing for the future.	4	3.6	0.9
I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.	4	3.8	0.4
Orientation programs for new board members specifically include a segment about the organization's history and traditions.	4	3.4	0.9
When a new member joins this board, we make sure that someone serves as a mentor to help this person learn the ropes.	3	3.0	0.7
In discussing key issues, it is not unusual for someone on the board to talk about what this organization stands for and how that is related to the matter at hand.	4	3.2	1.1
I have been present in board meetings where discussions of the history and mission of the college were key factors in reaching a conclusion on a problem.	*	2.8	0.8
<b>BOARD RESPONSIBILITIES</b>			
The board rotates leadership in key board offices.	*	3.0	1.0
The board has an established procedure to orient new members to the institution and to their duties and responsibilities.	4	3.4	0.9
The members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices	*	2.8	0.8

with reasonable confidence in their decisions.			
The board has an agreed upon philosophy as to the distinction between policy and administration.	4	2.8	1.3
This board allocates organizational funds for the purpose of board education and development.	4	3.4	0.9
The board keeps well informed about educational and manpower training needs of the community.	2	2.8	1.1
The board ensures that the college keeps the community well informed of the college's activities, educational perspectives and plans.	4	3.8	0.4
The board has established channels for access and exchange between campus and community so each can deal adequately with the needs, interests and viewpoints of the other.	4	3.6	0.5
The board takes regular steps to keep informed about important trends in the larger environment that might affect the college.	2	2.4	0.9
The board periodically sets aside time to learn more about important issues facing the college.	2	2.6	0.9
The GCC Foundation Board is an effective vehicle for the contributions of funds to the college's support activities, goals, plans, projects, and programs.	*	1.8	0.8
<b>PERSONAL CONDUCT</b>			
The members of the board are sensitive to the need to avoid even the appearance of conflicts of interest.	4	3.6	0.9
Board members honor divergent opinions without being intimidated by them.	*	2.8	0.8
Board members remember that their identity is with the community, not the staff.	4	3.4	0.9
Board members are prepared to participate responsibly in board meetings.	2	2.4	0.9
There is a climate of mutual trust and support between board members.	2	2.4	0.5
<b>EVALUATION</b>			
The board participates in a self-evaluation process on an annual basis.	4	3.2	1.3
This board engages in strategic planning and strategic issues management discussions.	2	2.4	0.9
This board reviews the college's mission annually.	3	3.4	0.5
The board sets clear organizational priorities for the year ahead.	2	2.4	0.9
This board makes explicit use of the long-range priorities of this organization in dealing with current issues.	2	2.4	0.5
The board's key decisions are consistent	2	2.8	1.1

with the mission of this organization.			
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\*Given the small sample size (n=5) of this special population, the MODE can not be determined in some of the variables in Column 2 above because of widely divergent ratings.

Regarding Board-CEO relations, there seems to be significant agreement among the regular participants of board meetings that certain difficulties do exist with the relationship in question. Among the five variables under this theme, only one variable scored high, that is, “The chief executive keeps the board informed regarding issues that confront the college” (mean 4.6, s.d. 0.5). The lowest scoring variable that deals with mutual trust (mean 2.0, s.d. 0.0 ) primarily captures the “seemingly-turbulent” relationship as perceived by the respondents, perhaps stemming from the lack of clear and consistent expectations regarding CEO performance (mean 1.8, s.d. 0.5), as well as the perceived lack of clear CEO authority (mean 3.0, s.d. 1.4) and support (mean 2.8, s.d. 1.1).

For the participants, the areas of greatest consensus appear to be access to information (mean 3.8, s.d. 0.4), the level of discussion that takes place in board meetings (mean 3.6, s.d. 0.9), frequency of meetings (mean 3.6, s.d. 0.9) and the ability to speak freely in meetings (mean 3.8, s.d. 0.4). The perceived lack of a systematic process for board deliberation of critical issues (mean 2.8, s.d. 0.8), as grounded in a mission-oriented dialogue (mean 2.8, s.d. 0.8) seem to be barriers to good board interaction and dynamics.

When it comes to board responsibilities, negative perceptions about board functioning revolve around insufficient knowledge about the institutional infrastructure (mean 2.8, s.d. 0.8), unclear understanding between policy and administration (mean 2.8, s.d. 1.3), inadequate grounding in community needs (mean 2.8, s.d. 1.1), in industry trends (mean 2.4, s.d. 0.9), as well as in confronting critical issues that face the college (mean 2.6, s.d. 0.9). There also seems to be an existing perception among the participants that the Foundation Board is seemingly inadequate in fulfilling its role and responsibility of income generation for the college’s various activities (mean 1.8, s.d. 0.8). The low standard deviation on this latter variable indicates relatively high consensus among the respondents on this issue.

With regard to personal conduct of board members themselves, participants seemed to view the board positively in terms of their community identification (mean, 3.4

s.d. 0.9), as well as their sensitivity to appearances of conflicts of interests (mean 3.6, s.d. 0.9). They are viewed in less-positive light when it comes to openness to varied viewpoints (mean 2.8, s.d. 0.8), responsible preparation for meetings (mean 2.4, s.d. .9), and feelings of mutual trust and support amongst themselves (mean 2.4, s.d. 0.5). These same perceptions also seem to extend to areas where board evaluation is concerned. For example, as the participants see it, the lack of strategic planning among the board seems wanting (mean 2.4, s.d. 0.9), as well as the absence of clear organizational priorities (mean 2.4, s.d.0.9) that are explicitly used in organizational planning (mean 2.4, s.d. .5). The low standard deviation of these variables (ranging from 0.5 to 0.9) indicates seeming consensus among the participants vis-à-vis these board evaluation issues.

The open ended questions in the survey also provide some insights into the participant-respondents' perceptions on board efficiency and effectiveness. In terms of successes within the past year, the respondents identified the following observations: (a) the board's review of the mission statement; (b) better relationships, more humane interaction, and (c) increased connection with the Foundation Board.

Yet, certain shortcomings were likewise identified. Some of the limitations in board efficiency and effectiveness that were highlighted included the following:

- the inability of some board members to see the impact of their decisions on the college;
- reasons for denial on certain projects are irrelevant to the issue at hand;
- their actions need to focus more on the benefits to the college;
- lack of real understanding on their role in assessment;
- grandstanding for one member or two; and
- uninspired participation in the college assessment process.

In order to resolve some of these issues, these respondents (comprising the outside voice) suggested the following concrete steps: “more collaborative participation,” “more sincerity in evaluating board performance,” “improve attendance,” “read the minutes and other materials prior to the meeting,” and “greater grounding in constituency activities for a better appreciation of the college mission.”

How do these outside-the-board perceptions compare and contrast with perceptions on the inside?

## INSIDE VOICES

The table below details these perceptions amongst the board members themselves within the context of five themes:

Table 4  
Board Members' MODAL RESPONSES, MEAN and  
STANDARD DEVIATION on Five Thematic Categories (N= 6)

	<b>MODE</b> , or the most frequently occurring value (on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, 5=Strongly agree)	<b>MEAN</b> , or the average of the value in all responses on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, 5=Strongly agree)	<b>STANDARD DEVIATION</b> , or the measure of how widely values are dispersed from the mean or the average value.
<b>PERSONAL CONDUCT</b>			
Board members treat each other with courtesy.	4	3.8	0.4
Board members respect the power of the chair to speak for the board as a whole.	4	3.8	0.8
Members of the board are always conscious that their demeanor is part of the college's public image.	4	4.0	0.6
<b>BOARD MEETINGS: INTERACTION AND DYNAMICS</b>			
Board meetings begin on time.	4	4.0	0.6
All board members attend board meetings.	3	2.7	1.0
The collective demeanor of the board is poised and professional.	4	3.3	0.8
Board members are able to disagree without being disagreeable.	3	3.2	0.8
Board members ask questions relevant to the item(s) under discussion.	4	3.8	0.8
The board welcomes participation by members of the community at appropriate times designated on the agenda.	4	4.0	0.5
<b>BOARD/CEO RELATIONS</b>			
There is a high level of trust and respect between the board and the president.	*	3.5	1.0
The president keeps the members of the board well informed.	5	4.3	0.8
The president follows the rule of "no surprises" by informing board members as soon as possible about important matters concerning the college, its students and employees.	4	4.3	0.5
The board delegates administrative matters to the president and refrains from micromanaging the college.	4	4.3	0.5
The board places clear limits on the authority of the president regarding decision-making powers it wished to retain to itself.	4	3.8	0.8
<b>EVALUATION</b>			

The board develops annual goals for the college and uses them as the basis for presidential evaluation.	*	2.8	1.2
The board specifies its expectations for presidential performance in writing.	4	2.8	1.4
The board formally evaluates the president's performance at least once every year.	5	3.4	1.7
The board evaluates its own performance at least once every year.	*	3.4	1.5
Board Responsibilities			
The board conducts periodic reviews of its own policies.	4	3.5	0.8
The board formally orients new members as soon as possible after they have been sworn in as trustees.	4	3.5	0.8
The board consistently follows its own board ethics policy.	4	3.8	0.4
The board focuses on ends in making policy and leaves the implementation to the president.	4	4.0	0.6
The board is actively involved in the long-term planning process of the college.	4	4.0	1.1
The board plans with the president how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the college.	*	3.8	1.2

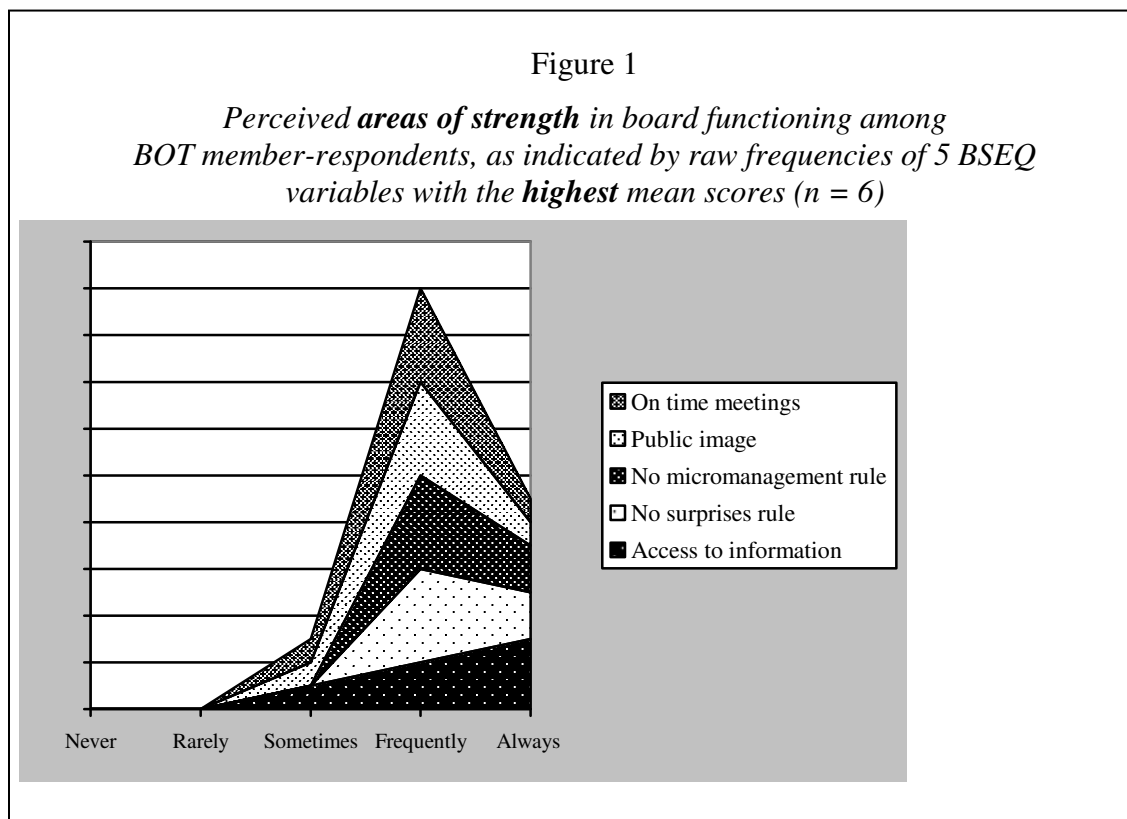
\*Given the small sample size (n=6) of this special population, the MODE can not be determined in some of the variables in Column 2 above because of widely divergent ratings.

As the table above shows, there seems to be general agreement among the respondents that, in terms of personal demeanor, they treat each other with courtesy (mean 3.8, s.d. 0.4), respect board officers (mean 3.8, s.d. 0.8), and conscious of the way they conduct themselves publicly (mean 4.0, s.d. 0.6). All their responses to board interaction and dynamics seem favorable, except in the area of attendance in board meetings (mean 2.7, s.d. 1.0). The area of Board/CEO relations also seem *unproblematic* as well, with all five variables receiving mean scores ranging from 3.5 to 4.3 (on a scale of 1 to 5). This perception seems to contrast starkly with the perception of the non-board participants discussed earlier. Several factors might account for this trend, including the relative newness of two board members, as well as the “abstention” of three other members in completing the survey. On the issue of trust, however, the difficulty of pinpointing the “mode” and the relatively high standard deviation of the said variable (1.0) does speak volumes vis-a-vis the seeming divergence of views among the board members on this issue. For the outsiders (meaning, the participant respondents), they

**unanimously** (standard deviation is 0.0) perceived that a rift between the CEO and the board exists while certain members of the board were rather ambivalent about it.

The area of board evaluation is another area where divergent views are expressed by the board. For example, the board members rated themselves rather poorly in terms of goal development as basis for presidential evaluation (mean 2.8, s.d. 1.2), and lack of written documentation for criteria in assessing the president's work performance (mean 2.8, s.d. 1.4). The relatively high standard deviation of the other variables (ranging from 1.2 to 1.7) point to the seeming differences of opinions among the board members when the issue of evaluation comes to the fore.

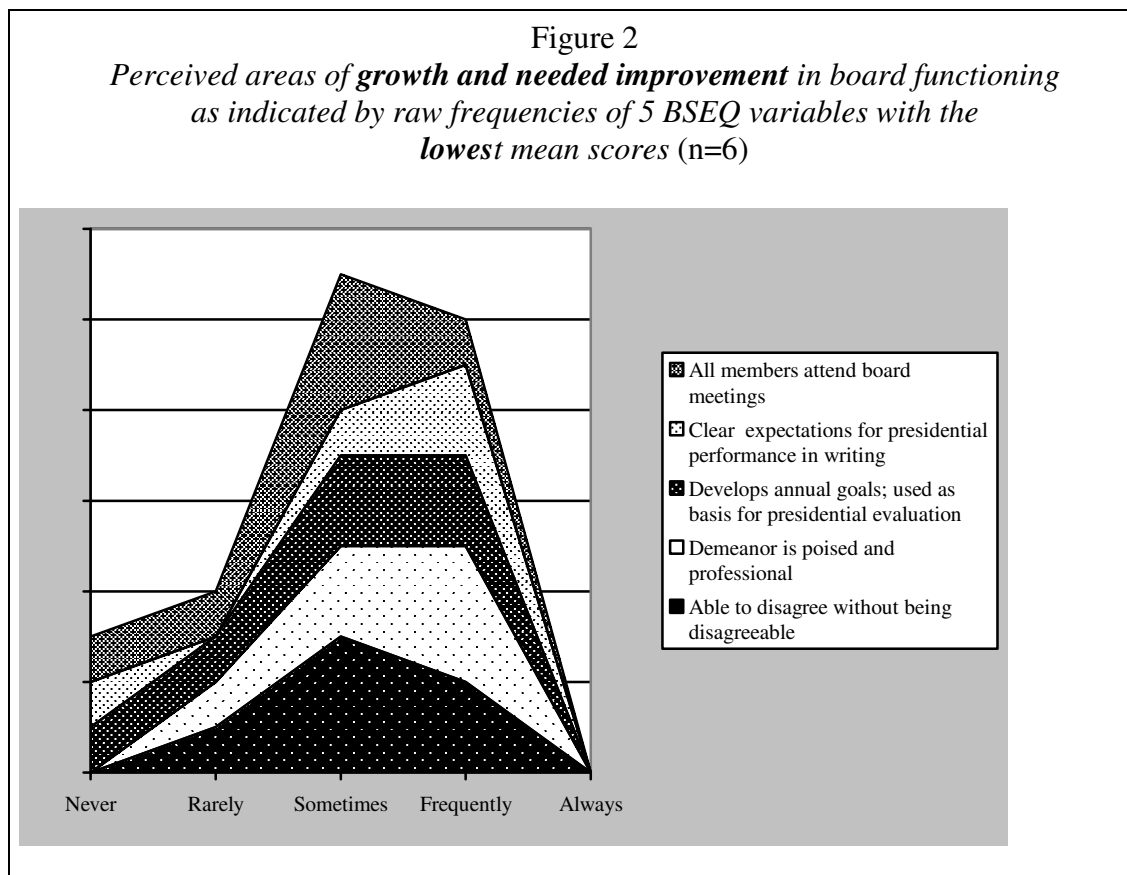
Figure 1 below presents the perceptions of strength in board functioning among the six BOT member-respondents in the BSEQ survey:



The five variables identified as strengths include the following: board members are well informed by the president, rule of “no surprises” followed by the president, board refrains from micromanaging the college, board members always conscious that

their demeanor is part of the college’s public image, and meetings begin on time. These strengths however are not validated by the focus group that was conducted with seven members of the board and hence they should not categorically reflect a “board voice.” A later section of this report provides more discussion on this seeming divergent voices of the board members.

Figure 2 below presents the areas of needed improvement in board functioning as identified by the 6 BOT respondents in the BSEQ survey:



As reflected in the figure above, these perceived areas of growth highlight the seeming lack of stabilized board processes and protocols that make these goals realizable: attendance in meetings, written criteria for presidential evaluation, development of annual goals, professional demeanor, and voicing disagreement without being disagreeable. It must also be emphasized that the areas of improvement identified above are the variables with the lowest mean scores in a field of 27 BSEQ variables. The relatively high standard deviation of the first three variables (ranging from 1.0 to 1.4) speak of the wide



variance of board perceptions on these issues. On the last two variables however, there seems to be greater consensus among board members when it comes to their perceptions on board demeanor and voicing disagreement without being disagreeable (with standard deviation at 0.8).

## DIVERGENT VOICES

The probable explanation for the seemingly divergent patterns of perceptions among the board members could be attributed to the relatively short length of service rendered by the respondents so far. As Table 1 indicates (see page 3), four of the six BOT members who completed the instrument reported less than a year of board experience. Only two respondents reported their board experience as spanning a year to about six years. This means that a number of board members are still trying to “learn the ropes” so to speak, as one trustee put it during the focus group conducted for this assessment study:

With respect to education and development as a new trustee, my feeling is that the board members, the faculty and the President have been very helpful from the beginning --before I even made it to the first meeting-- by providing me mission statements for GCC for the board and enough information on the staff and faculty. I have been invited by faculty though I haven't had time to come visit the different classrooms. The faculty has already invited me to the convocation. That was very helpful! And through emails from the board secretary who provided information on what other trustees' responsibilities are from other states. That has been very helpful and then also knowledge that the goals that we have here that the trustees are putting together with that information.... I think we have the tools and the mechanisms. I don't know if this has been formalized and it may not seem like it has been but the information is there and we're getting it. (lines 329-341, FG transcript)

The issue of orientation for new board members was again raised at this session, though this was already an issue that was discussed at length during the first assessment cycle. Up to this time, however, there is no formalized process or protocol that currently exists for the orientation of newly-appointed members to the board. The musings of one board member, as reflected below, testify to the seeming lack of specific follow up to the recommendation in the 2003 report regarding the “development of a mentor-mentee system within the board itself so that new trustees are socialized into trustee affairs both through formal and informal means” (BOT Assessment Report, Jan 2003, p. 29):

I wonder too, whether the responsibility lies... I mean it's the board's responsibility to train itself and to request assistance from the President, staff and faculty but I think on a larger level, we go external with the other boards, as well. There are three boards in the education community and maybe we can provide an orientation that is general to all boards. And not try to bring in specifics; we'll leave that to remain in their respective boundaries. (lines 353-358, FG transcript)

Because board training appears to be largely individual and purely experiential, the new board members are seemingly left on their own to gauge the level of board interaction and dynamics, and consequently adjust to it. They learn their important lessons by listening, observing, and getting information from others. They gradually discover the complex dynamics of board structure and relationships when in meetings, or retreats, or in a focus group, and then begin to ask questions, as in the following:

I do have something regarding the board/CEO relationship and this is just pertaining to me as a board member. Being new in this and not having been a part of a board before other than this, I guess I am not too clear on --and again that would probably be taken care with experience and going through this manual here-- what the roles are between CEO and the board? When is something a policy or when is something operational? For me, that is the biggest thing we need to understand to make these decisions. You know, where is it clearly defined in? That part, I know, is not clear for me. (lines 815-821, FG transcript)

The Board/CEO relationship, as discussed lengthily by focus group participants, seems to be a rocky one, as illustrated by the following selected excerpts from the focus group transcript:

Let me first say we want to attack problems and not individuals. And that's how I begin when I say something. Even at the home front, for example, your spouse or your children get you really upset do you really hate them? No! You hate that particular behavior that they decided to adopt and use...That's one example. (lines 745-764, FG transcript).

Another good example I think was two or three budget years ago... And so for me, personally, if you say to me each time yes, we are going down this road and I find out later we went the opposite after all, I'm going to say either I am not understanding what you're telling me or you're not being straight forward with me. We also learned that if we agreed on something today but we find new information that changes that whole picture tomorrow then I think we owe each other the courtesy of calling up and saying "Hey, you know P2 we talked about this and agreed on working on solution A but something came up and solution A is no longer a solution; as a matter of fact it's a bad move. Solution B is now

more attractive.” So I think if that came back to us, and said solution A was bad although at that time we thought it was the best thing we come up with, Solution B is the better solution then we could probably have that. Then again that will just improve our relationship that there’s that trust in each other and that we will listen objectively and maybe after a shorter session we will reach some kind agreement. So those are my personal experiences-- and then again not to attack the individual-- but there’s a problem there and I think we need to fix that. The person either lacks confidence in us and because of that he’s perhaps hesitant to give us the real deal, the real situation. (lines 766-811, FG transcript)

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But the current perception on the college is that there is a current, ongoing rift between the President and this board. And you, P1 glued it to some of the reasons why you see that and why the problems you have. (lines 827-830, FG transcript)

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But the intricacy of why there is a rift between the President and the board does filter down to the college. It does filter down to the operation of the college, it filters down to perceptions. I know certainly since I sat down on the board, my perception has changed a lot. That I am glad about that but at the same time I am not glad or happy about the rift between the board and the President. I was in Hawaii about a year and a half ago when the Board of Trustees in the University of Hawaii fired the chancellor. I read that and I said “Wow! I can go home and read this in the PDN tomorrow.” That’s the degree of the campus perceptions on the problem. The other perception is: that rift, that problem is what’s precluding a lot of things that are happening in the campus that needs to happen. And so, I guess maybe what I am saying today also is “If you all can figure out a way to fix it, could you please do that pretty soon, because we need to get down the road.” (lines 839-850, FG transcript)

In light of the unanimous perception expressed by the non-board members who completed the GBAQ survey, the seeming rift between the board and the CEO seem validated by the qualitative data presented above. Furthermore, they also give credence to the perception by the BSEQ respondents that “voicing disagreement without being disagreeable” is an area that needs a lot of work within the board itself (see Figure 2).

Yet, it is not only the vertical relationship between the CEO and the board that has seen some rough times; even the horizontal relationship among the board members seem problematic. The issue of leadership, for example, was discussed lengthily during the

focus group when the issue was on presidential evaluation and the mandate on meeting with the other education boards on island. Since it was claimed that neither of these actions have taken place, frustration with the board leadership was evident during the course of the discussion. (see lines 697-716, FG transcript, and lines 1358-1364, FG transcript). The issue of trust rebuilding needs a lot of work within the board, in light of all the pressing issues discussed above.

Likewise, when mutual trust is lacking between and among the members, suspicion of motives or intent would always get in the way of building rapport and unity. For example, one of the issues that has divided the board is seen in the recent proposal for an increase in student tuition. During the focus group, the student trustee was “challenged” to explain her position, as reflected in the brief exchange excerpted below:

Can I ask P3 a question? Why do you...? How do you think I came about my decision to support the tuition increase? Cause from what you’re telling me it’s just like because...

No! I felt that there was a conflict on your part because you’re part of the organization. I felt that, that’s what prompted you to vote for it. But because you are representing the students like what P1 mentioned early, that we both felt that you should have been... Either abstained or voted against it.

But she did represent the students.

I based my decision on what...

..She represented the students on how the students presented their information. That’s her job. Abstain?... Abstention is a copout! If you abstain, why? You either vote no or you vote yes. If you abstain you’re voting NO, plain and simple. So stand up and say NO! If you have a question on the issue and don’t understand it or think it so be different, then say so. There was an issue on the legality of the student representation to this board. There was a resolution made to fix that problem exactly the way a board member wanted it done. And that board member abstained on that vote. What is that? That’s where the perception of this board comes from. Right there, because I’m abstaining. You know what, that’s a NO vote. That’s a NO vote! She voted the way those students told her to vote and she has every right in the world to do that.

This brief exchange is very telling of the bruised relationships that currently exist within the board. It would seem therefore imperative that board organization, structure and relationship dynamics should be priority areas in improving board functioning. Hence, in discussing possible strategies to resolve this rift in the Board/CEO relationship, some board members in the focus group suggested that the “rebuilding of trust” is imperative, as demonstrated by the excerpts given below:

...when you want to rebuild trust you basically must be straight forward. You say what you mean, you mean what you say. If it's going to be unpleasant and unpopular and come back and hit you in the backside then at least you can just say “well, I needed to let you know because you're making decisions.” And this is now when it's critical in decision making, because we need to keep reminding ourselves if anything goes wrong, we could be personally held liable. And that's a huge hammer over my head every time we come to this decision and I would say are we making the right decisions? Is there going to be benefit to the students, to the college, to the community and to the staff and faculty? Or is somebody going to get injury or harm here? That's why sometimes I hesitate and sometimes maybe I become negative or controversial. And there's one thing that has happened to me for the past couple of years and I am really saddened by it because I will make this statement now, I said it to myself and maybe some of the board members here— that in the first go around I trusted and I believed everything the staff and faculty told me and now I question everything that the staff and faculty tells me. And so, I keep telling myself, set that aside, don't take anything personally, keep it professional, keep it objective, focus on the mission and keep going down that road. But every time you go down that road, you see another example perhaps... maybe you can say misinformation or unintentional misrepresentations. It kind of rubs in that sore again, and you say I thought I was done with that. So that comes back from time to time and I tell you if we can just rebuild trust that we need and just be straight forward and say “you know your idea stinks and this is real”. And maybe that's something that we may agree to disagree between the times, from the time we meet our Maker. But at least we have an understanding and we respect each others' opinion. I don't like getting into fights because I'm not a believer in that; when a person gets into a fight all other efforts have deteriorated, and now you're doing something that is irascible, unintelligent and very destructive. But we argue to understand each others' perceptions. (lines 891-916, FG transcript)

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Perhaps one suggestion is let's list down those issues and let's prioritize it. And then let's do the critical ones first. But P8 to answer your question, if anything when we leave here and I want to borrow P2's message earlier, let's pay attention to the message that was delivered today-- that was given today, maybe not

necessary the method that it was delivered. Because when people become upset over something then it's a burning issue that they need to get it out of their system. If it sounded drastic it will fester. It will get worse. The sooner we put it on the table and address it, I think the better we all are. And the sooner we find resolution then we can move on to other problems. Because this can be a stopper. Let's listen to the message, identify the problem and let's work on the problem. In terms of communication and support, let's try to rebuild with trust and a working relationship. (lines 1660-1670, FG transcript)

As a consequence of this turbulent relationship that has "festered" the board since the first assessment study (and still seemingly unresolved), the issue of board demeanor has been viewed divergently by the members themselves. Although perceived as a strength by the BSEQ respondents (see Figure 1, page ), the focus group discussion seemed to belie such perception, as implied by the following excerpt after a heated discussion on board leadership:

First of all I don't like people cursing at a table of a board. And calling somebody a name in the board like that. To me that's really **unprofessional**. And you will never hear me say that or ever do that. It's called respect. And my personal attitudes about people, I try the best I can to not implore those things at a board meeting especially to the chair of that board, whether I like him or not. And I would really ask please not to do that around me anymore. Because I'll pack up and I'm going to leave. Because I just don't like being a part of that. (lines 1572-1578, FG transcript)

This perception of un-professionalism by certain members of the board has in fact pushed for the development of a code of ethics for board members, which is part of an assessment responsibility of one of the members. A BOT retreat report, written after an assessment retreat in February 2005, gives credence to the seeming lack of decorum when board discussions reach fiery and intense levels (see Appendix F).

Of the many other topics that surfaced in the focus group discussion, two other emergent issues concerned the role of the Vice President of Academic Affairs as an alter-ego of the President, and the matter of the President's signature in official college documents (see lines 926-1075, FG transcript). This discussion merely highlighted the divisions of loyalties and opinions among the seven members of the board who participated in the focus group. Yet, despite these variances, the focus group discussion also yielded productive results through the board members' agreement that they can take some concrete steps to provide resolution to these issues.

The compliance of board members to their assessment responsibilities –though perhaps limited—is also a step in the right direction. As of this writing, a draft Trustee Manual is almost complete and it awaits approval by the full board. Similarly, a draft material on parliamentary procedures is on the board agenda (also as of this writing) for review, discussion and pending approval. As evidenced by materials that have been submitted to AIE, the board’s efforts have been, however, largely uneven –with some members providing serious input while some have merely provided lip service to their assessment tasks.<sup>5</sup> It appears that although the BOT assessment goals identified in Appendix A are gradually being addressed (though still at a relatively slow pace), the board as a whole still needs to view these activities not as disparate events but as a collective endeavor by the whole team. This has yet to happen.

#### IV. Conclusion

This assessment study sought to address two major reasons for doing assessment at the college –accountability and improvement—through the identification of strengths and weaknesses that could redound to better board effectiveness. What emerged were issues that have been left unresolved since the first assessment study, most notably, in the area of board organization and dynamics. The vertical relationship between some members of the board and the CEO appeared stormy as ever because of trust issues. The horizontal relationship among board members was similarly problematic due to questions in leadership. Consequently, there was a wide divergence of perceptions and loyalties as an offshoot of these issues. The lack of follow-up to recommendations in the previous assessment study seemingly resulted in this current state of board affairs.

This conclusion primarily means that the board has not truly understood assessment *as a tool for improvement*. It would seem that the combination of new and experienced members in the board has done little to improve board functioning because no formalized processes and protocols for orientation have been developed since the previous assessment. Furthermore, a careful analysis of documents submitted by certain members of the board, as part of their assessment responsibilities, seem to demonstrate mere compliance for compliance’s sake. In other words, there is no evidence to suggest

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<sup>5</sup> See Appendix G for a sample submission to AIE entitled Student Trustee Activity List.

that there has been a sincere effort on the board's part to take concrete steps in attaining the board's assessment goals, as generated from recommendations in the previous assessment report. True, there may be commendable individual efforts by some members of the board at fulfilling their own assessment requirements, yet there seems to be no single, collaborative attempt to develop or implement a unified plan for improvement. The lack of accountability is a serious implication of this conclusion.

## V. Recommendations

In light of this conclusion, some concrete suggestions for a comprehensive improvement of board functioning include the following:

- As the body that approved Policy 306 (institutional mandate for assessment), members must work together to craft a mission-vision for the board that should be the bedrock of its assessment goals;
- Develop its own strategic plan using the institutional template provided for the Institutional Strategic Master Plan (ISMP);
- Implement a regular schedule for board assessment retreats;
- Coordinate a regular meeting schedule with the Tri-Education Board to establish working linkages and relationships that will contribute greatly to board education and maturity;
- Integrate a Board-CEO hour into the structure of board governance (outside of the board's executive session) so that issues of conflict are identified, sorted out, and resolved quickly through a healthy dialogue process;
- Implement a two-step meeting process or a system of subcommittees in arriving at important decisions –first step should be informational review and the second one should be when decision is made;
- Request the CEO to appoint pro and con speakers for every issue presented to the board that demands decision-making;
- Connect with the college community through regular attendance in college activities;
- Follow through with identified steps that can bring about quick resolution to issues that relate to human relationships and dynamics within the board itself.



It is hoped that when the board –as the highest governing body at the college-- has fully internalized the real purpose of assessment *as a tool for improvement*, its leadership-by-example will provide the essential encouragement for the rest of the college's programs, services and administrative units to further improve their assessment efforts that will bring about significant and incremental shifts in the teaching and learning processes at the college. Ultimately, their impact on student learning, whether directly or indirectly, will be gradually felt throughout the campus in the years to come. How the board contributes valuably to this goal hinges greatly on its sincere efforts to embrace assessment as a true measure for demonstrating accountability and improvement.

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## Appendix A

### Guam Community College Board of Trustees Assessment Activities & Timeline AY 2004-2005

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
1. Develop and Implement a Board Development Plan	1a. Research and review Board-related documents from other colleges and organizations.	Trustee Greg Perez	<input type="checkbox"/> Schedule and coordinate all activities, <b>April to September 2005</b> <input type="checkbox"/> <b>First meeting</b> with Assessment staff: <b>April 21, 2005, 12 noon to 2 pm</b> ; venue to be arranged (TBA); to be coordinated by Lou
	1b. Solicit ideas from local institutions, e.g. UOG.		Task for the first meeting: Review of relevant documents pertaining to board governance
	1c. Develop a GCC Trustee Manual.		<b>Second meeting: May 19</b> , same time, venue TBA
	1d. Develop position descriptions that outlines specific duties and responsibilities of the Board.		Task for the second meeting: Further review of documents; draft Trustee manual/handbook
	1e. Establish code of ethics and conduct of Board members.		Additional meetings in June, Aug, Sept, October (if necessary)
	1f. Research and solicit ideas from other colleges and institutions.		
	1g. Encourage BOT participation at GCC Foundation Board meetings.		

CONCUR: \_\_\_\_\_

DATE: \_\_\_\_\_

DO NOT CONCUR \_\_\_\_\_

Chair, Board of Trustees

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
		Trustee Greg Perez	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005
2. Conduct effective implementation of Board business and members' orientation	2a. Conduct orientation/training on parliamentary procedures (i.e., Robert's Rules of Order).	Trustee Forrest Harris	Schedule and coordinate all activities, <b>April to September 2005</b>
	2b. Establish ground rules for conducting and managing meetings.		
	2c. Develop and practice standards of professionalism to include acceptable behavior and attitude.		
	2d. Provide OJT training for Board members on basic computer keyboarding.		Coordinate with Business department, c/o Lou Bautista
	2e. Create e-mail capability & addresses for Board members in order to promote more efficient interaction and communication.		Seek assistance from MIS, c/o Lou Bautista
	2f. Create a GCC BOT and Foundation Board directory.		
		Trustee Forrest Harris	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
3. Strengthen Institutional Relationships	3a. Introduce BOT members to staff and faculty.	Trustee Latisha Leon Guerrero	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	3b. Conduct on-site tour for new BOT members.		
	3c. Participate at events and activities sponsored by students and the college.		
	3d. Hold an annual BOT Visitation Day at the college and high school satellite classes.		
	3e. Schedule courtesy visits with government leaders, e.g. Village Mayors, lawmakers, and other stakeholders.		
	3f. Establish continuing dialog with the Guam Economic Development and Commerce Agency (GEDCA).		
	3g. Create visibility with military and federal contractors through a systematic program of information dissemination and feedback.		
		Trustee Latisha Leon Guerrero	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
4. Establish Standing Committees within the BOT and an implementation and evaluation system to monitor committee projects and accomplishments	4a. Identify major projects or goals and assign chair for each project goal.	Trustee Tony Jesus	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	4b. Develop a comprehensive plan of action that considers tasks, persons responsible, and timeline for each of the major goals and projects of the Board		
	4c. Implement and evaluate the effectiveness of board projects and activities.		
		Trustee Tony Jesus	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005
5. Improve relationship with GCC Foundation Board	5a. Obtain GCC Foundation Board meeting schedule and encourage members' participation.	Chair Adolf Sgambelluri	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	5b. Include GCC Foundation Board on distribution listing for all communications.		

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
	5c. Encourage after hour gathering at least on a quarterly basis and promote interaction opportunities for members of the 2 boards.		
	5d. Assess the existing relationship between the 2 boards and develop a plan for collaborative projects.		
		Chair Adolf Sgambelluri	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
6. Establish and implement systematic assessment processes	6a. Systematize and coordinate the collection of data from Objectives 1 to 5 above and analyze and interpret such data for board assessment purposes.	Dr. Ray Somera Priscilla Johns Lou Bautista	Meet with individual Board members as necessary, or as requested; <b>April –June 2005</b>  Schedule Board retreats on assessment as necessary, or as requested; <b>August – October 2005</b>
	6b. Regularize BOT assessment processes through the systematic input of the board's assessment plan and report in <b>TracDat</b> (the college's assessment data management software). (Assistance of the board's recording secretary will be solicited in this regard.)		
	6c. Conduct assessment retreat for the Board as necessary and appropriate, in order to deepen and increase members' knowledge of assessment for purposes of accountability and improvement.		

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
			<ul style="list-style-type: none"> <li>❑ <b>BOT Assessment Report to be completed by AIE, December 2005</b></li> <li>❑ Approval/Dissemination of Report, January 2006</li> <li>❑ <b>ACJCC/WASC Accreditation Visit, February 28 – March 2, 2006</b></li> </ul>



## Appendix B



OFFICE OF ASSESSMENT & INSTITUTIONAL EFFECTIVENESS  
GUAM COMMUNITY COLLEGE  
<http://www.guamcc.edu/assessment>

October 31, 2005

Dear Board of Trustees' meeting participant and/or observer:

Attached is a Governing Board Assessment Questionnaire (GBAQ), which is being used to gather perceptions of board functioning and effectiveness. Your honest and thoughtful response to this survey is greatly appreciated. To preserve confidentiality, your name is not requested.

Please submit completed survey forms to Lou Bautista (board secretary) **on or before November 7, 2005.**

*We would like to gather some basic demographic information in order to put your responses into a meaningful assessment context.*

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Sex:	Female <b>1</b>	Male <b>2</b>			
Respondent Type:	Board of Trustees Member (including voting/non-voting) <b>1</b>	Administrator <b>2</b>	Guest <b>3</b>		
Length of participation in board meetings/activities:	Less than one yr. <b>1</b>	1-3 yrs. <b>2</b>	4-6 yrs. <b>3</b>	7-9 yrs. <b>4</b>	10 or more yrs. <b>5</b>

## GOVERNING BOARD ASSESSMENT QUESTIONNAIRE (GBAQ)

*Just as boards are concerned with the effectiveness of the institutions they govern,  
so they should be concerned with their own effectiveness as a governing board.*

- Community College League of California Trustee Handbook, 1998, p. 69.

***Please circle the number that best represents your answer. Your thoughtful responses will be greatly appreciated.***

1. The board delegates the authority the chief executive needs to administer the institution successfully.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

2. The board is clear and consistent in its expectations of the performance of the CEO.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

3. The board expresses approval, publicly and privately, for the successes of the CEO and the institution.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

4. The chief executive keeps the board informed regarding issues that confront the college.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

5. There is a climate of mutual trust and support between board and president.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

6. At our board meetings, there is at least as much dialogue among members as there is between members and administrators.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

7. The board has an adequate process for the study of issues that will receive board action.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

8. The leadership of this board typically goes out of its way to make sure that all members have the same information on important issues.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

9. The number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

10. Board meetings are conducted in a fair, efficient, and business-like manner.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

11. The board rotates leadership in key board offices.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

12. The board has an established procedure to orient new members to the institution and to their duties and responsibilities.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

13. The members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

14. The members of the board are sensitive to the need to avoid even the appearance of conflicts of interest.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

15. The board has a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

16. Board members honor divergent opinions without being intimidated by them.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

17. The board has an agreed upon philosophy as to the distinction between policy and administration.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

18. Our board meetings tend to focus more on current concerns than on preparing for the future.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

19. I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

20. This board allocates organizational funds for the purpose of board education and development.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

21. The board works actively to improve and support our college foundation.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

22. The board keeps well informed about educational and manpower training needs of the community.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

23. The board ensures that the college keeps the community well informed of the college's activities, educational perspectives and plans.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

24. The board has established channels for access and exchange between campus and community so each can deal adequately with the needs, interests and viewpoints of the other.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

25. Board members remember that their identity is with the community, not the staff.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

26. Orientation programs for new board members specifically include a segment about the organization's history and traditions.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

27. When a new member joins this board, we make sure that someone serves as a mentor to help this person learn the ropes.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

28. The board sets clear organizational priorities for the year ahead.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

29. This board engages in strategic planning and strategic issues management discussions.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

30. This board makes explicit use of the long-range priorities of this organization in dealing with current issues.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

31. In discussing key issues, it is not unusual for someone on the board to talk about what this organization stands for and how that is related to the matter at hand.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

32. The board's key decision are consistent with the mission of this organization.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

33. I have been present in board meetings where discussions of the history and mission of the college were key factors in reaching a conclusion on a problem.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

34. This board reviews the college's mission annually.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

35. The board takes regular steps to keep informed about important trends in the larger environment that might affect the college.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

36. The board participates in a self-evaluation process on an annual basis.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

37. The board periodically sets aside time to learn more about important issues facing the college.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

38. Board members are prepared to participate responsibly in board meetings.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5



39. There is a climate of mutual trust and support between board members.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

40. The GCC Foundation Board is an effective vehicle for the contributions of funds to the college's support activities, goals, plans, projects, and programs.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1	2	3	4	5

OPEN ENDED QUESTIONS:

1. As an observer or participant in BOT meetings, what would you say to be the one or two successes during the past year for which the board takes some satisfaction?
2. What particular shortcomings do you see in the board's organization or performance that need attention?
3. What areas of improvement would you suggest?

*Thank you for your participation.*

Source:

Slightly modified version of  
Board Assessment Questionnaire Model  
Courtesy of Edmonds Community College  
Lynnwood, WA

## Appendix C

OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)  
GUAM COMMUNITY COLLEGE  
<http://www.guamcc.edu/assessment>



November 16, 2005

Dear Board of Trustees member:

Attached is a Board Self-Evaluation Questionnaire (BSEQ), which is being used as an assessment tool to provide a “basic board health snap shot”. Your honest and thoughtful response to this survey is greatly appreciated. To preserve confidentiality, your name is not requested.

Please submit completed survey forms to Lou Bautista (board secretary) **on or before Friday, November 25, 2005.**

*We would like to gather some basic demographic information in order to put your responses into a meaningful context.*

*Please encircle your most appropriate response.*

---

Sex:	Female 1	Male 2				
Respondent Type:	Voting member 1	Non-voting member 2				
Years of service with current Board of Trustees:	Less than one yr. 1	1-3 yrs 2	4-6 yrs. 3	7-9 yrs. 4	10 or more yrs. 5	
Number of terms served in the Board of Trustees:	Less than one term 1	One term 2	Two terms 3	Three or more 4		

## BOARD SELF-EVALUATION QUESTIONNAIRE (BSEQ)

Please respond to the following questions by checking the option most applicable to your board's experience.

### Board Members

1. All currently serving members of the college's Board of Trustees have been legally appointed/elected to their positions on the board.

☐ True  
☐ False
2. Every currently serving member of the board is a legal resident of the precinct or district he/she represents.

☐ True  
☐ False
3. Board members represent diverse backgrounds, experience, interests, gender, ethnicity, and areas of the district.

☐ True  
☐ False

### Personal Conduct

4. Board members treat each other with courtesy.

Never  
1Rarely  
2Sometimes  
3Frequently  
4Always  
5
5. Board members respect the power of the chair to speak for the board as a whole.

Never  
1Rarely  
2Sometimes  
3Frequently  
4Always  
5
6. Members of the board are always conscious that their demeanor is part of the college's public image.

Never  
1Rarely  
2Sometimes  
3Frequently  
4Always  
5

### Board Meetings

7. Board meetings begin on time.

Never  
1Rarely  
2Sometimes  
3Frequently  
4Always  
5
8. All board members attend board meetings.

NeverRarelySometimesFrequentlyAlways

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
9. The collective demeanor of the board is poised and professional.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
10. Board members are able to disagree without being disagreeable.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
11. Board members ask questions relevant to the items(s) under discussion.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
12. The board welcomes participation by members of the community at appropriate times designated on the agenda.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |

#### **BOARD/CEO Relations**

13. There is a high level of trust and respect between the board and the president.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
14. The president keeps the members of the board well informed.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
15. The president follows the rule of “no-surprises” by informing board members as soon as possible about important matters concerning the college, its students and its employees.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
16. The board delegates administrative matters to the president and refrains from micromanaging the college.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |
17. The board places clear limits on the authority of the president regarding decision-making powers it wishes to retain for itself.
- |       |        |           |            |        |
|-------|--------|-----------|------------|--------|
| Never | Rarely | Sometimes | Frequently | Always |
| 1     | 2      | 3         | 4          | 5      |

#### **Evaluation**

18. The board develops annual goals for the college and uses them as the basis for presidential evaluation.

- |  | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
|--|------------|-------------|----------------|-----------------|-------------|
| 19. The board specifies its expectations for presidential performance in writing.      | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 20. The board formally evaluates the president's performance at least once every year. | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 21. The board evaluates its own performance at least once every year.                  | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |

### **Board Responsibilities**

- |  |            |             |                |                 |             |
|--|------------|-------------|----------------|-----------------|-------------|
| 22. The board conducts periodic reviews of its own policies.   | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 23. The board formally orients new members as soon as possible after they have been sworn in as trustees.  | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 24. The board consistently follows its own board ethics policy.  | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 25. The board focuses on ends in making policy and leaves the implementation to the president.   | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 26. The board is actively involved in the long-term planning process of the college.   | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |
| 27. The board plans with the president how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the college. | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Frequently<br>4 | Always<br>5 |

Source: The Community College League of California  
1998 Trustee Handbook

## **Appendix D**

### **GUIDE QUESTIONS FOR BOT FOCUS GROUP**

December 17, 2005

Learning Resources Center

#### **1. Institutional Achievements:**

- What were major successes of the institution during the past year?
- How did the board provide leadership or create an environment for the successes?

#### **2. Goals and Objectives:**

- Does the board have its own goals and objectives for the year and evaluate itself on how it has achieved them?

#### **3. Board Organization and Dynamics:**

- Are the roles of the board chair and other officers clear?
- Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently?

#### **4. Board/Community Relations:**

- Does the board represent the community that it serves?
- Does the board have strategies for seeking input from diverse interests?
- Does the board help promote the image of the college in the community?
- Does the board have healthy relationships with key constituencies?

#### **5. Trustee Education and Development:**

- Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies?
- Are all board members encouraged to engage in ongoing education about college and state issues?
- Is information shared among board members about important issues?

#### **6. Decision-Making Processes:**

- Do board members respect each other's opinions?
- Are discussions structured so that all have an opportunity to contribute to the decision?
- Do board members have adequate information upon which to base decisions?

**7. Board/College Relations:**

- Is the board knowledgeable about the institution's history, mission, values, strengths, and weaknesses?
- Do board members support the college by attending various events?
- Is the board sensitive to the concerns of students and employees while maintaining impartiality and support for the CEO?

**8. Board/CEO Relations:**

- Do the board and CEO have an open, respectful partnership with clearly defined roles?
- Does the board keep the CEO informed of contacts with the community or college employees?

**9. Board Agendas:**

- Do agendas focus on policy issues that are the board's responsibility?
- Do they include legislative and state policy issues that may impact the college?
- Do they provide adequate information and time for planning, analysis and discussion?

**10. Board Priorities and Planning:**

- How much time has the board spent on planning and providing a vision for the college?
- Is that enough time?
- What issues have most occupied the board's time and attention during the past year?
- Were these closely tied to the mission and goals of the institution?

From the Community College League of California  
1998 Trustee Handbook



## Appendix E

### TRANSCRIPT OF the Board of Trustees Focus Group Discussion

December 17, 2005, 8:00am – 12:00pm, Learning Resources Center

*(Special Note: This transcription has been slightly edited in places where the discussants have expressly indicated their preference for the discussion to “remain in the room.” )*

#### Focus Group PARTICIPANTS

Participant 1 (P1)  
Participant 2 (P2)  
Participant 3 (P3)  
Participant 4 (P4)  
Participant 5 (P5)  
Participant 6 (P6)  
Participant 7 (P7)  
Participant 8 (P8)  
Participant 9 (recorder)

1 Introductions

2

3 Introductions

4

5 P2: I think board evaluation is an ongoing process. We try to improve and we're getting  
6 there. In other words, the way I feel about GCC is that we strive to improve and to me I  
7 feel we are going in the right direction in improving the institution. And what are the  
8 major successes? People are more cohesive. I read some of the reports inside here  
9 (referring to self-study report) and I am for this assessment. It is just that I don't eat with  
10 it and don't sleep with it. But I am if I am out in the town or in other places I always  
11 think about assessment.

12  
13 P8: So board success for you is that the group is still intact in trying to keep track of its  
14 vision.

15  
16 P2: Yes! Especially on our mission statement that we are trying to keep on track. Although,  
17 we have to review that mission statement once a year and I think the Board should have  
18 one ready. The Board should have one mission statement coming out either we are going  
19 to stay focused with what we have right now or perhaps we revisit the mission statement  
20 and that's important. Because in January we need to show that to the accreditation board  
21 that the mission statement is being evaluated.

22  
23 P8: So that will be another success as well --the board keeping track of the annual review of  
24 the mission statement so that it keeps in step with the recommendation of the accreditors.

25  
26 P2: Right!

27

28 P1: As for me, maybe two successes in terms of the board. I think we are now able to  
 29 formally organize as a board and become educated for one. And then number two:  
 30 become updated to the happenings both locally and with the other boards. At the same  
 31 time I think we still have a need for education. But I think the fact, that we put a retreat  
 32 on the calendar and we decided to make that an on-going event is good. I think that is  
 33 perhaps a success story; we identified something to do to improve ourselves. And the  
 34 second is I think we are looking at the law 1477 and all the following laws in the  
 35 executive orders that provide guidelines and regulations to the college. I think we are  
 36 still shy on accomplishing what the law requires but I think we agreed to look at them  
 37 and address those requirements. Hopefully make things work and at the same time also  
 38 say that if the board believes that it's perhaps an outdated law or not a good law then we  
 39 need to communicate that fact to the legislature. If anything, review the law and study  
 40 the governance of the college and formally organize for educational and updating  
 41 purposes on a regular basis. I think we got a BOT retreat currently on a monthly basis as  
 42 a starter and maybe as things move on and we become more proficient and more familiar  
 43 with everything perhaps we can drop that down to a quarterly basis.  
 44

45 P8: For purposes of recording: Board education leading towards board maturity. That's  
 46 essentially what you are saying?  
 47

48 P1: Yes! More governance! How do we become good at governance? I think education and  
 49 practicing governance would be good.  
 50

51 P8: What about hearing it from the student perspective?  
 52

53 P7: What I've seen with here, is that the students have become more involved community-  
 54 wise, like giving back and being more active. The Operation Katrina Relief was a joint  
 55 effort with everyone on campus, admin. and students and it was a really great success.  
 56 We also have our service learning which I think is a great instrument to get students to  
 57 help give back.  
 58

59 P8: GCC-community partnership through the leadership of students is what you consider as a  
 60 board success, being a member of the board. Any other thoughts? What about the  
 61 composition of the board itself? I think now we have a full board. You're complete! So  
 62 is that not a success in itself?  
 63

64 P3: However, we still manage to be threatened with a lack of quorum despite the fact that we  
 65 have a full board. It is like last month, the meeting was cancelled. I think it was the  
 66 same thing the previous month or the one before that. We are canceling meetings for  
 67 lack of quorum. But hopefully, we can better improve.  
 68

69 P8: So it's both a success and a nonsuccess in that respect.  
 70

71 P1: I wonder too, maybe if we can look at that. The months that we are short of a quorum  
 72 and take a look to see if that's a seasonal occurrence that's happening. And maybe  
 73 because, for example, in the summer a lot of us are off on vacation or maybe just off on  
 74 business trips. So I think we need to account for that and maybe for us board members,  
 75 we know what our travel schedules are for the year; we can help ourselves by sharing that  
 76 information. So if we know we are not going to have a quorum for that month, so we

77 might as well try to get the work done the prior month and split the work for that month  
 78 between the prior and the following month. So we don't miss... so the President doesn't  
 79 miss opportunities to address the board and get its decisions for example.  
 80

81 P8: I think that is part of creating the environment necessary for the board to listen to each  
 82 other. That this is the best time to meet for you and it's something you can agree by  
 83 consensus as a body. So as a good segue to that I think we need to go to the sub-question  
 84 here in terms of: How does the board provide the leadership or create an environment for  
 85 the successes? You mentioned the completion, the full board. You mentioned the  
 86 student leadership. You mentioned board education. Your move towards greater board  
 87 maturity. How did that leadership come about in terms of that environment that was  
 88 created for this?  
 89

90 P1: Perhaps one answer to that could be just the fact that we are asking questions. We ask  
 91 whether it's for information or for general information or clarification. And sometimes  
 92 for awareness. So in lieu of that we increase awareness and then we identify something  
 93 that we as a board must address. We must work on it or dismiss it if necessary.  
 94

95 P8: So then, asking questions in the context of a healthy dialogue. Do I take it to mean in  
 96 that way?  
 97

98 P1: In that and continuing to ask the questions towards us. It's what P2 mentioned earlier.  
 99 Look at the mission and ask ourselves the question: Are we meeting the requirements as  
 100 stated in the mission? That's the key.  
 101

102 P2: The Enabling Act and all the new statutes that are coming about like the code of ethics.  
 103 Do we have it in our enabling act? Like the code of ethics that the board is required to  
 104 have. We are required to sign a statement that we read. And we kind of update that with  
 105 the public mandate as part of the enabling act that we do these things with the code of  
 106 ethics and besides that I think that by... I don't know who is providing the leadership. To  
 107 me, I find that the board members are providing the leadership. Not the chairperson,  
 108 because he has only one vote. I think that all the board members are mature and with that  
 109 thought, I am more relaxed. Because I find the board members do not need to be probed  
 110 or to be invited. They do have a lot of ideas and know what is to be done in the board.  
 111 So I think the board members are mature and that's just recently that I have noticed.  
 112 There's not just one person here; the board members provide the leadership. I think  
 113 everyone. And they sound off and let it out. Sometimes the way we present this stuff,  
 114 they think I am an adversary but sometimes we have to go beyond that in terms of how  
 115 the person delivers the speech or how he communicates but that person is really thinking  
 116 about the institution. He does not worry about his left or his right. I look at what the big  
 117 picture is, and I sound off. To some of the people they think I am an adversary and I  
 118 think that's the perception but I'm not. I'm thinking about GCC; so if the shoe fits, put it  
 119 on. That's my attitude about the organization. And I am not against you or against him;  
 120 I'm trying to look at the universal (the big picture). Is it good for GCC?  
 121

122 P8: And that basically brings us to what are those goals and objectives that can drive this  
 123 institution?  
 124

125 P2: The mission statement.

126

127 P8: Which is basically number two in terms of the board assessment itself. I think we have

128 more or less worked on that by developing the assessment matrix last time. And I think

129 it is time to distribute this handout. Because this is the offshoot of the first BOT

130 assessment that you had last time.

131

132 P1: I know we are going into number two, but maybe I can give one last thought on item

133 number one. We talked about BOT internally. We addressed what's mandated of us,

134 what's expected of us and how we work together to accomplish the mission of the

135 department. And that's internal. Externally we also have a public law that tells us, we as

136 a board has to meet with two of our fellow boards and it's already upon us. We are

137 supposed to meet September and January. January is just next month and again we're

138 half way through this month now. If anything I think we need to collectively encourage

139 our chair to contact his counterparts and let's see if we can comply with this in January.

140 And this is nothing new; it isn't something that's being said for the first time. We have

141 been bringing this to the table and saying here's a requirement, can we address this? Can

142 we do our best to comply? So we got internal and external board requirements.

143

144 P8: I think this is also part of the objectives discussed last time. Reaching out to the

145 community itself and reaching out to other boards. I'm sure this is one of those goals you

146 formulated last time. We made some assignments last time in terms of who is supposed

147 to be the person responsible for each of the goals and maybe at this time we can go

148 around the table and have a quick report so that will be part of the discussion we had. We

149 will begin with you P1...

150

151 P1: We are happy to say, and thank you to the board secretary and yourself and your staff,

152 that we now have a draft Board Trustee Manual. And it's in draft form but again it

153 reflects the items and actions that the board should consider. It's not something dreamt

154 up. There are some things that were borrowed from other institutions that are successful,

155 and so that would push us further ahead. We have less mistakes to make, I guess! I

156 guess we didn't invent this today and have to go through the refining process. We still

157 need to update it and then I think we need to localize it to Guam. So I think it's a good

158 document and I'm looking forward to the board's approval.

159

160 P8: Is this part of the board's next agenda?

161

162 P1: Yes!

163

164 P8: I just wanted to make sure so we get updated so when the report is written that can be

165 reported as well.

166

167 P3: Well, I also wanted to thank the board secretary and yourself, you all have helped me a

168 lot. I haven't seen the final document that I submitted to you but I think this will be a

169 good thing.

170

171 P8: Will that be also shown to the board at the same time that we have a Trustee Handbook?

172

173 P9: Yes! It is part of the agenda.

174

175 P7: On the part of the students, I've tried since I have been inducted to creating a matrix  
 176 about what activities have been done, what goals it goes into. But I will work more in  
 177 January to finish off the rest and ask my fellow board members if they could help me  
 178 because some of these I don't think I can accomplish on my own.  
 179

180 P8: As is typical with any assessment project, you set your objectives but sometimes some  
 181 objectives are not reachable. Some objectives due to certain circumstances beyond your  
 182 control cannot be accomplished. So then you either tweak the language or put it back or  
 183 as you just said ask the help of your fellow board members. That's fine! The matrix that  
 184 you submitted along with all the student lead activities and as it relates to the  
 185 strengthening institution's relationship goal will be reported in the report as well.  
 186

187 P2: My assignment you know combined with the by-laws. The by-laws have to be amended  
 188 in order to create that committee. To begin with I have to get the board members to  
 189 amend the by-laws that we have those standing committees within the by-laws because  
 190 it's not listed and we're following the parliamentary procedures. The parliamentary  
 191 procedures mention the fact that we should have that in the by-laws. So this is it, I was  
 192 hoping all the board members... Well, we have five members here and we should be  
 193 able to amend the by-laws but we have to do that during the meeting. Before I do the  
 194 detail of the work, the by-laws must be amended.  
 195

196 P8: Are the by-laws P9 included in the Trustee Handbook?  
 197

198 P9: Yes!  
 199

200 P8: If they're included in the Trustee Handbook maybe as you discussed that in the next  
 201 meeting maybe what ever standing committee that you would like to put in there can  
 202 possibly be integrated in that part of the discussion. So that it's part of that document.  
 203

204 P8: Right P9? I think I saw a section in the by-laws.  
 205

206 P2: And it's good to have the board members to participate. It is just like when we drafted  
 207 the mission statement. We want everybody to participate when we made the mission  
 208 statement so we don't leave anything out. So this is just like the standing committee.  
 209 What do the board members want? In the standing committees are we going to vote for  
 210 the standing committee chairperson? Or do we just appoint one?  
 211

212 P8: May I suggest then as you go through the by-laws in the next meeting if there is some  
 213 consensus in the group. You can identify what those standing committees that need to be  
 214 integrated into the document. Because I think what was important in here was to create  
 215 the structure.  
 216

217 P2: Yes!  
 218

219 P8: And once the structure is completed, later on you can worry about who should chair it  
 220 and who will be the members. I think what's important is that there is a structure that is  
 221 formalized through board consensus. So can you make that part of the discussion next  
 222 time when you discuss the Trustee Handbook then so it becomes integrated into the  
 223 report.

224

225 P2: Sure! And so that is what's needed in my assignment. I like the full board participation

226 because when we start putting into documents, people would say that's trouble, we don't

227 need that in there. And everybody participates.

228

229 P8: In terms of number six, AIE has taken the lead in terms of BOT assessment activities

230 throughout the year. AIE has met one-on-one with P1, P7 and P3, and we also request

231 that the new board members, as you get a good handle of board processes, later on to be

232 part of this matrix as well.

233

234 P8: Moving on to board organization and dynamics, I think this will more or less dovetail

235 with number six because the way the board is organized and its dynamics has something

236 to do with decision-making processes. That will always come into play whenever there

237 is a board meeting. So can you bear in mind as we discuss number three that we also try

238 to relate it to number six as well.

239

240 P4: Well, we just recently had in one of our past meetings an election. Some of us were

241 appointed as officers. I think we have yet to see the... I don't remember the actual rules

242 and responsibilities of each of the officers. Maybe I missed that one. But we do have the

243 officers in place for next year. So that's a good thing. With regards to meetings being

244 conducted in a manner that purposes are achieved so far that's my experience. So far we

245 had very productive and very interesting discussions. It's great to have these discussions,

246 like P2 says. All our opinions have to be expressed and I think that helps to come to a

247 decision. With regards to discussion-making processes, yes! information is usually

248 provided to us when we feel as a board we don't have information we do request

249 that we be provided with the information. And if we have to table it and discuss it in the

250 next meeting, that happens. I think if we need to say something we have to contribute. I

251 find that people do speak up and make their opinions heard. As a new board member,

252 I'm still learning and need to have people like these gentlemen right here to learn from.

253 So I am looking forward to more opportunities like this retreat to get to know more about

254 being a board member.

255

256 P8: With regards to the roles of the board chairman. Is that anyway in the handbook that we

257 drafted?

258

259 P9: It is part of the by-laws.

260

261 P8: Yes! Those are probably the sections you can pick out for more discussions when you

262 present to the board so it can become clear.

263

264 P8: Anymore thoughts on this topic?

265

266 P5: I agree with P4. I mean the atmosphere and the environment here in the board allows it

267 so that everyone can voice their opinion. Open it so that if there is a question or

268 uncertainty about anything before we make any decisions, you got the board members

269 here that are here previously to guide the newer ones. You got GCC staff in our meeting

270 to help us with any questions we have. We got the board secretary and the staff of GCC

271 providing us the necessary information before the board meeting. So we come to the

272 board meeting prepared and so we could be effective and be out of here understanding

273 and knowing the topics before we make a decision. I think with all those things put  
274 together makes for an effective board meeting.  
275

276 P6: The board, in my observations, has a real problem in understanding all those rules and  
277 how to conduct a meeting. And how things are done. The Robert's rules hasn't changed  
278 in hundreds of years. There has always been guidance for how meetings are conducted  
279 and how votes are taken and how people are heard. P2 speaks about editions where there  
280 is updated usually in interpretations but not really on how the rules are done. How to  
281 amend a motion? How to vote in a motion? How to do things in a sequential order so  
282 that the work is done? The understanding that... And one of the things that I observed  
283 is that the understanding that when a resolution comes to the board, the board can amend  
284 it. You don't have to live with the way it's written. And I bring that up because I don't  
285 know far you can talk in a meeting here. I guess we're not quorum size so, for example  
286 P1 the tuition increase. You disagree with the capital improvement portion of that, that a  
287 certain amount of funds should be used for capital improvement. I happen to agree with  
288 you on that by the way. But if you agreed with the idea of increasing the tuition and that  
289 there was a need, then that could have been written out and taken that section out. So  
290 say, okay, we're not going to take 30% and then reduce the tuition increase by that  
291 amount and then phase it in over a period of time. That way when things are brought  
292 from the President or from the college to the board for consideration you can truly  
293 understand the purposes behind it. I learned something in one night and you know the  
294 next time we came to the meeting I give you a nice, real thick book of information. And  
295 that's what you need, you need the information, people need to give you the information.  
296 If you don't have the information you can't make a decision. If you have poor  
297 information, you can't make a decision. But the board understands that when the  
298 resolution comes, you have the ability to change it. It's your resolution and if you wish  
299 to change it as in the instance there. If you wish to go ahead and approve that increase  
300 but without that capital improvement all you had to say was: Well, let's amend this! I  
301 propose we amend this, get rid of the 30%, reduce the overall increase by this amount and  
302 step forward and move on. Because that is your function. That is your authority to do  
303 those things. A lot of times the meetings get side tracked, staying on task and  
304 understanding the processes of the meetings. The Robert's rules are very simple: all in  
305 favor say aye, basically. Going back to the by-laws, the issues of the by-laws and how to  
306 fix the problem of the standing committees. And I have written a lot of constitutions and  
307 by-laws, written, rewritten and everything else. So when you write in there a bunch of  
308 by-laws, you may have a standing committee, you know you want to add on every year  
309 that you always need. Say a committee to do the assessment. You create that but you  
310 also give yourself latitude in writing the by-laws by saying "and may form"... and that's  
311 what we did in our board of trustee contract for the faculty with our college affairs  
312 committee. "May form other committees as deemed necessary" then you don't have to  
313 go back and amend the by-laws. You already have the by-laws that allow you to form  
314 any committee you want. All you need to do is at the meeting form a committee and  
315 determine whom the chair is going to be and have nice a day and get on down the road to  
316 business. So my observation is sometimes the board makes it more complex than it  
317 really is and the understanding of that may get further down the road.  
318

319 P8: It's the characteristic of open discussion and healthy dialogue that is most important.  
320 Because remember that Robert's rules in a sense provides structure. If that structure is  
321 not followed or if there's a kind of derailment then we get into all sorts of problems,

322 because it's basically the structure that is important. And so I guess the thing that can be  
 323 done in there is again is to look into the product of P3 in a sense and use that. Provide  
 324 some time for discussion for that; you may say it's very basic but if it's basic to you and  
 325 not basic to others I think where we probably come to certain kinds of challenges. So I  
 326 think what I have been hearing is that with two new members and the kind of discussions  
 327 and openness that there is still a lot of board education that is going on.  
 328

329 P5: With respect to education and development as a new trustee, my feeling is that the board  
 330 members, the faculty and the President have been very helpful from the beginning, before  
 331 I even made it to the first meeting-- by providing me mission statements for GCC for the  
 332 board and enough information on the staff and faculty. I have been invited by faculty  
 333 though I haven't had time to come visit the different classrooms. The faculty has already  
 334 invited me to the convocation. That was very helpful! And through emails from the  
 335 board secretary who provided information on what other trustees' responsibilities are  
 336 from other states. That has been very helpful and then also knowledge that the goals that  
 337 we have here that the trustees are putting together with that information I think we will be  
 338 more of a help with the Robert's rules once that comes to the board. That will be very  
 339 helpful as well. I think we have the tools and the mechanisms. I don't know if this has  
 340 been formalized and it may not seem like it has been but the information is there and  
 341 we're getting it.  
 342

343 P1: I would like to suggest too that maybe we can add that to some of our things to do in  
 344 education. Is maybe have a retreat like this just for the purpose of providing the  
 345 orientation to the new member needs when he or she comes on board. And perhaps set a  
 346 time where it has to occur within the first quarter that the member is appointed. That way  
 347 we remove as much as possible the guessing and also get everybody up to speed and so  
 348 they become more efficient and effective board members.  
 349

350 P8: A good way to integrate that will be to make that part of the roles and responsibilities of a  
 351 standing committee. I think that's a very great idea.  
 352

353 P1: I wonder too, whether the responsibility lies... I mean it's the board responsibility to train  
 354 itself and to request assistance from the President, staff and faculty but I think on a larger  
 355 level, we go external with the other boards, as well. There are three boards in the  
 356 education community and maybe we can provide an orientation that is general to all  
 357 boards. And not try to bring in specifics; we'll leave that to remain in their respective  
 358 boundaries. But there are things governance is common to all no matter what kind of...  
 359

360 P1: And so then who do we go to for this? Do we go externally and find a contractor perhaps  
 361 out there that speaks Robert's rules fluently? Speaks governance fluently?  
 362

363 P5: I guess we can pick that one part of the standing committee for that one trustee to discuss  
 364 with the other two boards. I don't know.... Do they already have orientation programs?  
 365

366 P1: We don't know.  
 367

368 P5: Then, we can just tag along or work together.  
 369



370 P8: That can be part of the assessment responsibility of a person or persons if that is made  
371 part of a standing committee. For instance, to research what structures are in place in the  
372 other boards.  
373

374 P1: Yes! And in the past we had the benefit of the ACCT folks come out to Guam and the  
375 Marianas and we benefited from that.  
376

377 P8: But that has not been regular has it?  
378

379 P1: I don't know!  
380

381 P8: Maybe it's got to be initiated by the board if board education and development is an  
382 integrated part of the dynamics so that when ever new members are appointed., then it  
383 may be one of those committees that need to be activated. In that case, that can be made  
384 part of the board's budget.  
385

386 P3: I just wanted to ask you if you have seen the edition that I've submitted. Because one of  
387 the reason I picked it is because the quick accessibility to the points to the parliamentary  
388 procedures. I mean it's a quick glance, you flip it and it is all there. Any member can  
389 look at it and go down the line in any particular subject. I wanted to show it to most of  
390 the members. I didn't get a chance to contact them but I did show it to P1 and P1 seems  
391 quite impressed with it and I just thought that maybe once the thing is put together maybe  
392 we could distribute it to the members and see how they feel about it.  
393

394 P9: It's ready but I didn't have it delivered it to the board. It took awhile to...  
395

396 P8: I haven't seen it yet!  
397

398 P3: P9 what do you think about it?  
399 P9: Easy reference!  
400

401 P2: Oh, it's good!  
402

403 P8: What about board/community relations, number 4? I think we have not had a chance to  
404 discuss that. P7 was just saying something about student leadership and giving back to  
405 the community earlier.  
406

407 P1: If anything, promoting image of the college. Telling the GCC story and there's already a  
408 lot of avenues out there. There's the Rotary, there's the different organizations, business  
409 and non-business organizations, that perhaps accept speakers on a volunteer basis. We  
410 go out and we tell the GCC story to the different groups. For example, P6 can I use you  
411 as an example? P6, the culinary program is very successful and I am envious. I wish  
412 there was somebody that is pushing the construction trades program the way P6 pushes  
413 the culinary program.  
414

415 P6: I pushed that one sometime. I taught construction trades too!  
416

417 P1: I'm looking for that one person and again I am envious because I think everyone knows  
418 my heart is in the trades. At the same time I acknowledge we all have to eat everyday

419 and so if we do it right there's less waste and more nutrition but again telling the GCC  
 420 story to the different groups.  
 421

422 P8: But I think that's the connection that needs to be made-- IMAGE. GCC has always been  
 423 perceived in a positive way in the community. Whether we like it or not, we have always  
 424 been compared to other institutions. The Culinary Arts program has been a success in  
 425 such a short while and not it is not even structured as a program program because it's run  
 426 through continuing education in a sense, but it gives us the visibility and the positive  
 427 image that's important for GCC. And we need to capitalize on that.  
 428

429 P1: That can be one of the shining stars of GCC and then again I am hoping the trades can be  
 430 one of the shining stars too.  
 431

432 P6: When I first came to Guam long time ago, the thing that I recognized most about Guam  
 433 Community College was the heavy equipment. We used to have the big trucks, the big  
 434 equipment and always did the big training. Regardless of whatever, where did that really  
 435 go? And that maybe something that can be looked at but not in a... Because quite  
 436 honestly, it's looked at as a confrontation between the college and the board. It's looked  
 437 at as a conflict. How can we regenerate those programs that were so beneficial? We are  
 438 still doing a lot of H2 employees. Plumbers make a lot of good money. I would like to  
 439 see better carpenters in Guam personally, having been one. And with the accidents that  
 440 have been happening over the last couple of months with heavy equipment, where is the  
 441 true heavy equipment training? But on the other side of that it's going to cost the college  
 442 a lot of money to set that up again because we are going to need the equipment that  
 443 you're going to use to train. Maybe... I'll tell you I will be very honest with you if P1  
 444 wants that program, will he donate the vehicles?  
 445

446 P1: Yeah! We can do that.  
 447

448 P6: I say that in a meaningful way though, because the college cannot afford to buy that  
 449 equipment. But that is a needed program, it was really rock and roll when I first came to  
 450 work at GCC --that was one of the biggest programs. The construction trades across the  
 451 board. And we look at the master plan we see where down the road it's to be developed.  
 452 We are really losing by not being able to develop that, but if there is a way if that can  
 453 happen. Then again, it's a two sided coin; we know that this is something the community  
 454 can use and we need to do. That the construction trade business needs to happen but it  
 455 needs to be the construction trades business people, and the college and the board  
 456 together getting down the road. And right now the feeling is just confrontational because  
 457 we don't have the students, but maybe if we have the program we will have the students.  
 458 Maybe if it was developed, then we can develop a way to do that public image: GCC  
 459 bringing this thing back!  
 460

461 P1: I would like to address one point there. I think one of the things we can do is we all agree  
 462 to give your program success rate and maybe take a look at how did you guys make it  
 463 work? So that's one thing. The other one I think is the will of the college to do this.  
 464 Because we talked about this early on about the truck and we said we will be happy to  
 465 support the program and it will be perfect to advertise both organizations. Let's say ABC  
 466 truck company and then right below or next to it GCC logo in partnership.  
 467

468 P6: Well, that's what we are doing with GVIEC. We have this little magnetic thing that goes  
 469 on cars. But we're also doing them with buses to get the word out about GVIEC and the  
 470 function of that, like the wave club activity and all those things like that. And that's  
 471 another thing right there if we're going to do this then we need the construction trade  
 472 business to be interested in the students that are produced and not H2 that's cheap.  
 473 Because I don't think we should be paying our local people cheap wage, and that's the  
 474 first thing I tell these restaurants "You want my students, how much are you going to pay  
 475 them? Don't tell me minimum wage because I am not going to talk to you anymore."  
 476 We are not training our students to earn minimum wage.  
 477

478 P8: Those are the kinds of issues that will come before the board in the future that will build  
 479 the image of the community of the college in the community's eyes. I think, what better  
 480 way to do it than through programs that were once successful or programs that are  
 481 emerging to be successful. The Adult Education Program Specialist was in PDN with  
 482 the Sinajana Mayor the other day. I think those are the kinds of images that we would  
 483 like to see that would make us proud of being part of GCC.  
 484

485 P6: That's true! As everybody can see I got my haircut the other day by a student who  
 486 graduated from GCC last year. I take my car over to Pacific Tyre because half the people  
 487 that work over there graduated from this school. When you go around all over the island  
 488 to get your haircut most of the time they graduated from GCC. And me, personally I do  
 489 it because I know those people who worked there and they do good work. This means we  
 490 turn out good students that can do good work. And we need to sell that even more.  
 491

492 P3: P6 may I ask why did we go out of the trucking business?  
 493

494 P6: I don't know! I was off at that time working in the satellite schools. I don't know! It's  
 495 like some things are cyclical in nature, like today the craze is everyone wants to be a chef  
 496 so we take advantage of that and we do our culinary program in five or six years that will  
 497 probably die, but we will be back with whatever. I hope not but it could happen.  
 498

499 P8: We eat everyday!  
 500

501 P6: But for some, but really one of the things I think is the expense. In those days tuition was  
 502 five dollars a credit. And today, I'm running into that problem now with our program  
 503 because we're not on the schedule, we are running it through CE-Continuing Education  
 504 because we don't have a budget and it's an expensive operation. We spend \$2,000 per  
 505 class just for the food products. So when you start looking into running a construction  
 506 trade program. Okay, first you have the \$50,000 or the \$100,000 vehicle then you look at  
 507 the price of diesel fuel today or gas whichever you're going to run that. Then you have to  
 508 look at maintenance, of course, with our own maintenance shop we could probably take  
 509 care of that and there's something for GCC also. Look at the problems that Public Works  
 510 has in maintaining the buses or any of their other vehicles. This college had a program  
 511 that did that, that was in the area that those people will send their vehicles over here and  
 512 then I don't want to hear the private sector say blah, blah, blah. You could be doing it  
 513 right here for purposes in educating students, in getting them trained and you're also  
 514 providing the repair/maintenance of those vehicles of the Government of Guam saving  
 515 them some money and getting the vehicles maintained. And I think the effort was made

516 in that area but why it may have died probably because of the expense primarily. Once  
 517 the vehicles died, where are we going to get the money to replace them?  
 518

519 P3: I think it was last year where I attended the graduation and it was like hundred GEDs and  
 520 maybe another hundred of regular high school. And I was kind of disappointed out of  
 521 that total, only one trade which was a mechanic and one electrician out of that whole  
 522 group. It just makes you wonder if that's a reflection on the programs of GCC.  
 523

524 P6: Well, a lot of times if you look at the apprenticeship programs, those folks don't walk  
 525 across that stage in May because their program isn't really a degree program. It's a  
 526 certificate type program through Dept. of Labor. So you have a lot of apprentices. There  
 527 are a lot of students that go through this college and complete programs that aren't going  
 528 to walk across that stage in May. And that is something else. Are we a community  
 529 college that provides lifelong learning?... Are we doing that? How are we doing that then  
 530 becomes the next question and are we doing that effectively? And there's issues within  
 531 the college that a lot of people are arguing about right now. Or are we hampering it?  
 532 And that's where the board comes in to give the guidance, this is what we want then we  
 533 need to get there and the college's job – faculty and staff job is to get it down that road.  
 534 But at the same time the faculty and staff can't get it down the road if we can't buy the  
 535 dump truck, the grater and whatever it is that we need to promote that program to get it  
 536 down the road. So we need that partnership so to speak.  
 537

538 P1: Everybody says one of the problems in construction trades is, there no glamour, it's dirty,  
 539 it's dusty and it's sweaty. Nobody wants to be in it and maybe there's low pay and  
 540 maybe there's an answer for all of those. But maybe can we treat them to a walk once a  
 541 year? Whoever receives their certificate for that school year get to walk after the  
 542 recipients of the associate degree and others.  
 543

544 P6: If that's what the board wants to do, then I am pretty sure the board can say we want this  
 545 guys to do that too! To me, we always have the culinary folks, the apprentices in food  
 546 and beverage they always go to GHRA general membership and they give it to them then.  
 547 Because it's through the GHRA, my opinion will be why don't we do that in May and  
 548 have the GHRA President come up in the stage and award them during May. There's  
 549 nothing that says that can't be done; just coordinate it.  
 550

551 P1: And the same thing with the Guam Contractor's Association. Having that done in the  
 552 stage in May and whether we have them standardized it and have everyone wear caps and  
 553 gowns.  
 554

555 P6: We should get ready for this in May because I think I have six students that will  
 556 graduating with an associate degree but I am trying to work out something that if all of  
 557 my culinary students complete the four classes, they can walk across that stage in a chef  
 558 look. Because that's how you promote the publicity, that's how you promote the  
 559 program.  
 560

561 P1: That's the GCC story right there. Personally, we are hitting one of the buttons which is  
 562 recognitions for accomplishments.  
 563

564 P6: Another area to go is that once those persons get their GED we should be grabbing them  
565 and locking them into this program over here  
566

567 P3: Exactly! That's my point.

568 P1: Just one observation to remind you. In Santa Clara every year they have an engineering  
569 school and they got a sea of gowns and in the engineering group they have hard hats.  
570

571 P3: Wow!

572

573 P1: No caps not the traditional caps but hard hats.  
574

575 P8: There is a tremendous amount of ideas going on when it comes to really selling the story  
576 of GCC. Let's zoom into the board/college relations. This has something to do with  
577 mission, something to do with board members support as well as board sensitivity to  
578 student concerns and employees.  
579

580 P1: Quick question, are we going back to number six later?  
581

582 P8: Number six-- we tried to dovetail it with number three earlier.  
583

584 P1: Maybe the only other thing here is: Do board members have adequate information upon  
585 which to base decisions? Sometimes that's the hard part; there are some far reaching  
586 questions that need to be answered. Sometimes we are looking at the information two or  
587 three days before we are asked to make a decision on something. And at one time we  
588 tried this, when we said-- how about we make the two meetings per month, one meeting  
589 will be for information where we come in, where no one is pressured to make a decision  
590 right then and there. Then we ask the questions, and then when everyone is thinking on  
591 the same line, one of us has to be the devil's advocate and has to ask the difficult or  
592 opposing questions. So maybe, if that has been done in the past should we consider  
593 doing that again? I know there are times when a decision has to be made and we  
594 probably can make an exception to that should something urgent pops up and the board  
595 has to make a decision on it immediately. But for those that are predictable can we put it  
596 in a schedule and say okay second meeting of each month is the decision making  
597 meeting. Because in the past and I think a lot of us know this we tried to get together  
598 formally outside and say what does this mean? And sometimes we are able to get some  
599 staff member but amongst ourselves we are saying what does this mean and what are the  
600 ramifications? So now that is more difficult to do because of the open government act.  
601 Although, we are told by counsel as long as we are not making decisions out there it's  
602 okay. But at the same time they're saying if it's perceived to be a violation of the open  
603 sunshine government act then that's the people perception and becomes reality. So  
604 maybe to address the need of the board members to get current, updated and as complete  
605 as possible information on both sides of the issue, that is needed.  
606

607 P8: And the solution that you are proposing is to structure meetings in such a way that a two-  
608 step meeting can be set up so that the first meeting will be informational, discussion and  
609 brain storming kind of session. And the second session will be when the decision can be  
610 made.  
611

612 P1: And maybe to add to that let's not leave it to chance and maybe we can ask the President,  
613 can you appoint a **pro** and a **con** presenter. So they can say here's for the good of all and  
614 then somebody stands up and says I disagree, this is what you need to know before you  
615 make that decision.  
616

617 P3: May I add one thing about being a member of this group here. You do get a lot of  
618 information and I'm talking about voluminous reading materials. And sometimes I am  
619 having problems keeping up but I think we need to thank the board secretary for trying to  
620 get the documents to us at least a week in advance so we can browse through it and get an  
621 understanding of what's going to happen at the meeting. I remember when I was a board  
622 member for the Port Authority, they deliver the documents on the day when were going  
623 to have the meeting. And I have been constantly complaining saying "My God, I'm  
624 limited in my education and having a hell of a time trying to read all this." I'm talking  
625 about stacks and stacks and I'm expected to make a decision.  
626

627 P1: Then again a reminder of P2's comment. We don't eat, live and breathe this stuff  
628 everyday so some of this... First to even talk about this, first we have to understand what  
629 I am reading and then I have to hurry up and finish before meeting time.  
630

631 P6: Well, if you do that, you'll say we're going to hold an informal meeting on the second or  
632 the third Tuesday of every month. We will be having an informal meeting; all  
633 information must be submitted by this time for this meeting because that information is  
634 going to be massaged and on the next formal meeting the information will be decided  
635 upon. If you don't have it in for us to review at that meeting, we're not going to discuss  
636 it in the next meeting. What you do then is you put pressure on those that have  
637 information to submit-- to get it in on a timely manner. And they should also know that  
638 should they miss that it's going to be two months before I can get this done and then  
639 maybe people will start to get it on time.  
640

641 P1: That's the issue there, I can't read that stuff.  
642

643 P6: I think it's really great that they deliver the package for Tuesday's meeting to my house  
644 on Saturday. I feel privileged that they're doing that but why can't you give it to me in  
645 my office down here on Wednesday a week before so I can read it all weekend?  
646

647 P6: It's true! You see again, that's the board in days past met twice a month. I remember  
648 asking how I do I get something to the board. Well, you know they meet on this day but  
649 if you don't have it in by this day never mind, it will be next month before it gets heard.  
650 You can do that. You can set that up and have an informal meeting to review everything  
651 that you're going to formally meet on. Because you can then have an open discussion  
652 and get all the information because when it comes to the meeting you are ready to vote.  
653

654 P8: In fact, that structure can very well be integrated into the conduct of meetings in the  
655 trustee manual P9? This concrete suggestion can be integrated in there. As P6 describes  
656 it, an informal informational kind of meeting is the first session and then the second  
657 meeting will be the decision-making meeting.  
658

659 P3: Excuse me from interrupting, but if I can borrow a phrase from P2. The 11<sup>th</sup> hour it took  
660 me awhile to try to comprehend what P2 was arriving to but you know that 11<sup>th</sup> hour has

661 got to stop. Because what P6 said, they would say \$300,000 but wait a minute this  
662 \$300,000 I don't know nothing about and they expect me to... And sometimes you know  
663 a board would vote just because she or he happens to be there or maybe she is part of  
664 GCC and maybe he or she doesn't want to be looked at as not supporting the institution.  
665 And that is not right. Like P2 is forever saying we need to study that document and come  
666 up with a good decision as to how you should vote rather than getting it at the 11th hour.  
667  
668 P2: Yeah!  
669  
670 P2: As a board member, the board itself cannot print everything for your information. But  
671 there are a lot of good books that the board members will find it beneficial to read like the  
672 code of ethics, the bedrock statute and the public laws. Those are inherent in the  
673 functions of the board members so we cannot come all out with all the information. We  
674 have to do some of our own, on our own. For example the sunshine law it says five days,  
675 it has to be delivered. For public discussion is it 48 hours? See! So board members we  
676 cannot have all the information, as a responsible person you have to go out of your way  
677 to do all of this. You cannot repave the parliamentary procedures; you have to go to the  
678 library. We have to go out of our way to find that information. Because that's inherent,  
679 as a board member that's your responsibility. We just can't provide everything. We  
680 have to go out of our way to know those things because when you're appointed, you are  
681 ready to tackle the job. You are here to function, making policies. Nobody says it's  
682 easy! But you have to have something that is inherent already in the individual to go to  
683 work and function. It's a life, long learning era. And this is for the other reason, the so  
684 called tuition hike. We're coming out with the GED program and I cannot understand  
685 that we are not going to leave any student behind because of the tuition hikes. I want it  
686 like that because we want everybody to have an education. We want the kids to say  
687 wow! We don't have the money. We don't want to compete. The other thing I would  
688 like to talk about is the joint educational board meetings; I think it's the same  
689 accreditation team that goes to UOG right?  
690  
691 P6: That's correct!  
692  
693 P8: It's also with WASC.  
694  
695 P6: It's WASC.  
696  
697 P2: I am very concerned about the Tri-Educational Board. It's a must; we got to get it going.  
698 It's not only in the public law but if we are to develop something good for the  
699 community, this Tri- Education Board must get together! ...  
700  
701 P8: Is the next meeting slated for January?  
702  
703 P2: We have never met!  
704  
705 P1: The law calls for September and January.  
706  
707 P2: September and January and we haven't had a meeting.  
708  
709 P8: But who is supposed to initiate it?

710

711 P1: It basically says that the three chairs should get together and they will alternate being the

712 chair for that particular year's meeting. The first one we did was UOG, who took the

713 lead and then we are next in line and then GPSS and we can go that direction. But like

714 P1 says is there one person that can bring these three chairs together.

715

716 P2: It's a must!

717

718 P1: One last thing about education/development for the board members. I had two

719 opportunities, one to attend just as an observer to a GPSS board meeting and another one

720 at the University. And I tell you it's an education and it also gave me an idea of how our

721 neighbors run their board meetings. That's an education in itself. How they stick to the

722 agenda and how they allow themselves to just kind of go all over the place and how they

723 manage time. How they respond to the inquiry and all that... I really recommend to

724 everybody if you can; GPSS says be prepared for a four hour marathon.

725

726 \*\*\*

727

728 P8: All ideas are duly noted to be discussed in future board meetings. Let's move on to

729 number 8 as well. Board/CEO relations: Do the Board and CEO have an open, respect

730 for partnership with clearly defined roles? Does the board keep the CEO informed of

731 contacts with the community or college employees?

732

733 P4: Well, my own experience with the CEO is he was very good about explaining to me

734 about what the role and responsibility was of a board member. I feel comfortable if I had

735 to bring something up to his attention. I could bring that to his attention or discuss it with

736 him. In the mean time if I had talked to anyone in the community about GCC and receive

737 some feedback, I will try to let him know.

738

739 P2: You have to understand her position at this point. Because less than six months you

740 cannot get anything out of that person because she hasn't had time to make a fair or

741 impartial evaluation....

742

743 P8: Any other thoughts?

744

745 P1: Okay! Let me first say we want to attack problems and not individuals. And that's how I

746 begin when I say something. Even at the home front, for example, your spouse or your

747 children get you really upset do you really hate them? No! You hate that particular

748 behavior that they decided to adopt and use. And you say you're driving me nuts, but it's

749 not you driving me nuts it's your behavior driving me nuts why are you taking that

750 behavior? So having said that, just my own personal experience, okay! In talking to the

751 mayors to address the GED, we say how are we doing with the GED problem? We say

752 we really can use... Instead of us all going out we can't take all of our kids in our village

753 and go to the community college but maybe if somebody came out and spoke to us at the

754 village meeting. This is happening now. Sinajana is perhaps the lead and a very good

755 example of that. But maybe two or three years ago when we were first talking about that

756 when I got that information I communicated it to the President. And he said it's okay we

757 will get somebody on it right away. I said okay, fine. And then months later and under a

758 different context with the mayors, we were meeting with them. This was the Chamber



members that were meeting with the mayor's council on other issues. So after the meeting as we all walked out to the parking lot, and you know these by-the-way conversations and one said no has come to our place yet, nobody has called me, nobody has called our staff from the college. So conflicting stories. Somebody was not being straight with us. Either the mayor not being straight with us or the President's staff is not being straight with us. That's one example.

P1: A good example I think was two or three budget years ago, We were all next door in a meeting and we were talking about the budget and the President, staff and faculty was going down to meet with some of the senators. Because you know how the senators do it every year they'll bring you in one on one. So the night before, we said okay guys we seen the first draft in May and then here we are now in June/July and maybe even September, so they are going down the very next morning to present this. So I always chair for time, saying Mr. President is there anything in here or are you guys going to talk to him about anything different than what you already shown us. And he said no, nothing. So, I didn't plan on going down the next day but so happens I was down in Agana so I said let me at least show up and show my support. Only to find out that there was a letter submitted to that particular committee requesting the budget, supporting the budget request and all this and also talking about... Remember the time when the college was aggressively pursuing the AHRD, the DISID and maybe in the veterans, something like that. And so I looked at the letter and said what is this... I know the President just told us last night that everything that their going to discuss was the budget package that was submitted to the board for approval. And now here's something new and I looked at the date of the letter, maybe they just put it down just last night or earlier this morning but it was written weeks ago. So I say again what's going on here... Was it an oversight in somebody's part or was it intentionally done to withhold that information from us because they already knew what our position was that we don't want to get into AHRD business, we don't want to get DISID business if it's the federal dollars that we want, let's go after the federal dollars. So many analogies we can use, you can say you don't need a gas station to buy gasoline, just go buy gas. You don't need ten acres of farm to buy bananas, you can just go to the banana farmers and ask to sell me a bunch or sell me a hand of bananas, whatever. So those are my experiences. Moving people around and we would talk about it executive session to protect the privacy and the confidentiality of the people. We asked questions why are these things happening, and they would say this is why and we would say can we do this then and we would be told yes. And then only to find out in the next meeting that it wasn't done and exactly the opposite was done and it was signed off by the President who was there. See what were saying! Why is this happening? And so for me personally, if you say to me each time yes, we are going down this road and I find out later we went the opposite after all, I'm going to say either I am not understanding what you're telling me or you're not being straight forward with me. We also learned that if we agreed on something today but we find new information that changes that whole picture tomorrow then I think we owe each other the courtesy of calling up and saying "Hey, you know P2 we talked about this and agreed on working on solution A but something came up and solution A is no longer a solution; as a matter of fact it's a bad move. Solution B is now more attractive." So I think if that came back to us, and said solution A was bad although at that time we thought it was the best thing we come up with, Solution B is the better solution then we could probably have that. Then again that will just improve our relationship that there's that trust in each other and that we will listen objectively and maybe after a shorter session we will reach some kind

808 agreement. So those are my personal experiences-- and then again not to attack the  
809 individual-- but there's a problem there and I think we need to fix that. The person  
810 either lacks confidence in us and because of that he's perhaps hesitant to give us the real  
811 deal, the real situation.  
812

813 P8: Are there any more thoughts on this matter?  
814

815 P5: I do have something regarding the board/CEO relationship and this is just pertaining to  
816 me as a board member. Being new in this and not having been a part of a board before  
817 other than this I'm not I guess not too clear on, and again that would probably be taken  
818 care with experience and going through this manual here. What the roles are between  
819 CEO and the board? When is something a policy or when is something operational? For  
820 me that is the biggest thing we need to understand to make these decisions. You know,  
821 where is it clearly defined in? That part, I know, is not clear for me.  
822

823 P6: To me the board of Guam Community College has always been pretty good about the  
824 separation of functions. Allowing the college to operate the college and allowing the  
825 people to do their jobs in the college. I have made that statement publicly many times to  
826 include our President of allowing the faculty, the staff and the administrators of the  
827 college to do their functions to get the college down the road. But the current perception  
828 on the college is that there is a current, ongoing rift between the President and this board.  
829 And you, P1 glued it to some of the reason why you see that and why the problems you  
830 have.  
831

832 P1: And these are not just one on one problems. This is our CEO and our board who would  
833 sit together in a meeting.  
834

835 P6: Correct! And my predecessor (whether or not he gave me complete information or pieces  
836 of information) alluded to that for many years. I know my predecessor was opposed to  
837 the current President being President. I don't think it's a mystery that I support the  
838 President for a number of reasons for I've known him here at the college for years and  
839 some of the things that he has done. But the intricacy of why there is a rift between the  
840 President and the board does filter down to the college. It does filter down to the  
841 operation of the college, it filters down to perceptions. I know certainly since I sat down  
842 on the board, my perception has changed a lot. That I am glad about that but at the same  
843 time I am not glad or happy about the rift between the board and the President. I was in  
844 Hawaii about a year and a half ago when the Board of Trustees in the University of  
845 Hawaii fired the chancellor. I read that and I said "Wow! I can go home and read this in  
846 the PDN tomorrow." That's the degree of the campus perceptions on the problem. The  
847 other perception is: that rift, that problem is what's precluding a lot of things that are  
848 happening in the campus that needs to happen. And so, I guess maybe what I am saying  
849 today also is "If you all can figure out a way to fix it, could you please do that pretty  
850 soon, because we need to get down the road." And that perception is continuous.  
851

852 P8: I must add too, that the same perception, as you very well know, surfaced in the first  
853 Board of Trustees' Assessment Report. I think I sent a copy to both P4 and P5 so they  
854 have a sense of history. But perceptions are perceptions and perceptions are true at  
855 particular times and the limitation of a survey report or a limitation of a focus group like  
856 this is they consist mostly of perceptions. Because it can change but once it becomes

857 permanent and it's written down that perception has a way of being concretized in the  
858 minds of people. And I guess that's what happened in this case. So, maybe a good way  
859 for discussion would be what are our possible solutions?  
860

861 P6: Let me make an example of that: There was an announcement in the newspaper one day  
862 right after convocation saying, "Oh! The President of GCC is resigning." Well, when I  
863 read the headline I go "Wow! The President left now." I thought he's leaving in a year  
864 and a half and then I read the article and, of course you know, PDN blows things out of  
865 proportion. But the deal is that he did that announcement so that the board would say  
866 "Okay, he's going to leave now, we can just get down to business." And try and remove  
867 some of the animosities or whatever the feelings were between the board and the  
868 President. I mean, I don't know if you're aware of those perceptions or thoughts or  
869 processes that are going on but it really does have an effect on how we conduct business  
870 here at the college. I think I can see both sides of the issue. I can see the President's  
871 side of the issue and I can see the board's side of the issue especially listening to you on  
872 the last couple of meetings and today. I appreciate both sides, the board has a job and  
873 "this not DOE, this not GovGuam, this is GCC, we have a board of trustees that's  
874 responsible and accountable for the college and we have a President who is accountable  
875 and responsible for the daily operations of the college." And if they don't see eye to  
876 eye...it doesn't keep us from doing our job everyday, it just adds a little bit of that stress  
877 to that job. That happens! And I am not blaming, believe me not blaming anybody for  
878 that.  
879

880 P8: I think that is natural in the life of any board that's been evolving like this board. New  
881 members are trying to gain inside into the workings of the board and members who have  
882 been here as veteran members and know the board inside and out. I think it's a natural  
883 process but sometimes perceptions are difficult to erase and they become permanent in  
884 people's minds. Because I listen to all sides and that's the beauty of assessment because  
885 you try to look at all divergent perspectives and integrate them to the whole so what  
886 comes out is the picture that not everything is dandy but at the same time you can identify  
887 where those weaknesses are and do some things to resolve them. I think P6 said it in  
888 such a way that they do filter to the minds of faculty and students as well. Do you have  
889 any ideas how these can be resolved within the structure and dynamics of the board?  
890

891 P1: Maybe one suggestion is the usual, when you want to rebuild trust you basically must be  
892 straight forward. You say what you mean, you mean what you say. If it's going to be  
893 unpleasant and unpopular and come back and hit you in the backside then at least you can  
894 just say "well, I needed to let you know because you're making decisions." And this is  
895 now when it's critical in decision making, because we need to keep reminding ourselves  
896 if anything goes wrong, we could be personally held liable. And that's a huge hammer  
897 over my head every time we come to this decision and I would say are we making the  
898 right decisions? Is there going to be benefit to the students, to the college, to the  
899 community and to the staff and faculty? Or is somebody going to get injury or harm  
900 here? That's why sometimes I hesitate and sometimes maybe I become negative or  
901 controversial. And there's one thing that has happened to me for the past couple of years  
902 and I am really saddened by it because I will make this statement now, I said it to myself  
903 and maybe some of the board members here— that in the first go around I trusted and I  
904 believed everything the staff and faculty told me and now I question everything that the  
905 staff and faculty tells me. And so, I keep telling myself, set that aside, don't take

906 anything personally, keep it professional, keep it objective, focus on the mission and keep  
 907 going down that road. But every time you go down that road, you see another example  
 908 perhaps... maybe you can say misinformation or unintentional misrepresentations. It  
 909 kind of rubs in that sore again, and you say I thought I was done with that. So that comes  
 910 back from time to time and I tell you if we can just rebuild trust that we need and just be  
 911 straight forward and say "you know your idea stinks and this is real". And maybe that's  
 912 something that we may agree to disagree between the times, from the time we meet our  
 913 Maker. But at least we have an understanding and we respect each others' opinion. I  
 914 don't like getting into fights because I'm not a believer in that; when a person gets into a  
 915 fight all other efforts have deteriorated, and now you're doing something that is irascible,  
 916 unintelligent and very destructive. But we argue to understand each others' perceptions.  
 917

918 P8: I was thinking: can this form of dialogue be integrated into the structure of the meetings?  
 919 So that those kinds of differences can be ironed out before they become lingering and  
 920 chronic, in a sense.  
 921

922 P1: Maybe just the very next action to be accurate or a statement made to us that are accurate.  
 923 Instead of us being surprised a week later, saying "Didn't we agree on this and why is it  
 924 now we're heading in the opposite direction?"  
 925

926 P3: Well, the only perception that I'm concerned with is, I think a good number of the  
 927 community has this feeling that it's the Vice President of Academics Affairs who is really  
 928 running GCC. With all due respect to both of them, I spoke to quite a number of my  
 929 friends who have been through GCC and who work with GCC. They all seem to have  
 930 this perception that it's not the President who's running the college. So I just wanted to  
 931 lay that out.  
 932

933 P1: Now, P3 for something like that, you can't expect everybody to learn to...  
 934

935 P3: No! But I'm saying look at all that. Anything that concerns GCC the letter that appears  
 936 in the newspaper is always the Vice President of Academic Affairs. I've cut out all the  
 937 letters that have been written and it's all... I mean like I said, nothing personal. I'm very  
 938 impressed with the Vice President and even the President though, but I'm just talking  
 939 perception here. This is what a lot of people out there are saying. I've talked to people  
 940 who work here as instructors and they all seem to say "well, you know the President is  
 941 not running the college." I don't know whether... I had a kind of conversation with the  
 942 President and I said "do you feel that because you're Filipino or whatever the case may  
 943 be that..." I'm just making a statement.  
 944

945 P6: You need to know that I had a conversation with the Vice President of Academic Affairs  
 946 about that subject. He has tried to correct that perception and is very adamant about it  
 947 and makes every attempt to belay that perception that he is the one who is doing it and  
 948 not the President. He works very hard in trying to do things that would belay that to  
 949 show it's not... That in fact, Hermie is the President, acts as the President and makes the  
 950 decisions as the President. Though, as you say the perception is and it's very easy to see  
 951 why. But that's not...  
 952

953 P3: Well!  
 954

955 P6: I just needed to say that, because it's not and I don't believe you think it is, either.  
956  
957 P3: No!  
958  
959 P6: But he does that and maybe because of his presentation or his visibility all the time. The  
960 President is a low profile kind of a guy. And maybe unfortunately, the Vice President is  
961 in the position as the Academic Vice President where he's not always the low profile  
962 kind of guy. Not that he wants to, but it's just the nature of the beast that goes with the  
963 job.  
964  
965 P3: Well, the point is, how could this be resolved? I don't care who writes the letter, it could  
966 be the janitor but I think the perception is that the head of the institution should be...  
967  
968 P6: Then maybe the board needs to relay that to the President and Vice President. That when  
969 we send out information from the college... that it has to have the President's signature.  
970 When we send information out from the organization whom I'm a member of, it goes out  
971 with the President's signature. That was the rule, nothing goes to the press or any kind of  
972 release that goes out without the President's signature and somebody tried to forego him  
973 that one time and...  
974  
975 P3: Well, let me make one thing clear. Like I said I'm impressed with how the Vice  
976 President of Academic Affairs does seem to operate. I think he's a very intelligent  
977 individual and so is the President. I am just saying what I hear from people out there and  
978 I don't know maybe you probably feel the same way. You know it's not true.  
979  
980 P6: No! I know who the President of the college is and who runs his college and who makes  
981 that final decision.  
982  
983 P3: Okay!  
984  
985 P6: But like I'm saying if that's the case and that's the perception, then, where I am a voting  
986 member of this board, I would have a conversation with the President along that line of  
987 how to change that perception and have the President be the one... and I don't think the  
988 Vice President of Academic Affairs is going to argue with that. No one's going to argue  
989 with that and then the things go out with the President's signature on it and everybody  
990 has a nice day. And the perception will then change.  
991  
992 P8: But it's got to be done in a consistent way and in a regular way.  
993  
994 P6: Correct!  
995  
996 P8: Because sometimes in the papers, you read the paper, it's the spokesperson. Sometimes  
997 it's the Vice President of Academic Affairs. Sometimes it's... So there is no  
998 consistency. Why is it for instance that during enrollment, it's the Vice President who  
999 faces the press?  
1000  
1001 P6: Because he's the academic Vice President, who's responsible for that.  
1002

1003 P8: But when there are other issues it's the spokesperson. But as P6 said it's up to the board  
1004 to communicate that to the President and to hold that kind of dialogue that is important to  
1005 correct those perceptions. Because there are perceptions about the board that filters  
1006 down to the rank and file and at the same time you get perceptions from non-board  
1007 members, you need to bring that to the board as well.  
1008

1009 P1: One of the methods that we see that reminds everybody that whatever comes down the  
1010 organization is signed by the senior member whether it's the President or the GM or  
1011 whatever. What we've seen here is usually the last sentence and this is very common in  
1012 the military: the point of contact is... call him at this number if you need detail. But  
1013 nothing leaves this fence line unless the President endorses it. And in that statement it's  
1014 even written by for example whoever is the action person writes it. "Mr. President look  
1015 at this please." "Okay, I like it the way you've written it don't change it, here you go."  
1016 "Or can you tweak this?" But there's always that action person. But it's always that the  
1017 President signs on. Whether it's a memo to the employees or... Unless the President  
1018 says "Okay, between now and the next calendar year all these activities I'm authorizing  
1019 so and so to do this, he's acting on my behalf..  
1020

1021 P6: That's exactly right! Because last week somebody sent something to me where we had to  
1022 do a letter to INS because the students at the college in Japan were doing some things  
1023 here. And so the person sends me an email and says "You need to sign this letter". I said  
1024 "I'm not signing that letter, that letter goes to the President, we're sending that to INS".  
1025

1026 P1: And here's another good thing about it, it keeps that person in the loop.  
1027

1028 P6: Exactly!  
1029

1030 P1: Even if you think it's insignificant or it's already covered and everything.  
1031

1032 P6: But if that's the desire, you guys are the boss. You can say "Mr. President from now on,  
1033 please let's do it this way." And explain why because the perception is and we want to  
1034 change that we want to do that. And do it! You guys can do that, you're the board!  
1035

1036 P1: One example is we had an apprenticeship agreement between the Perez Bros. and Guam  
1037 Community College. It came to me with the Vice President's signature. Granted he's the  
1038 VP of Academic Affairs, I called the President up and said "Mr. President, I'm making  
1039 here an agreement; you're the President of this organization. I want to see your signature  
1040 in this agreement." And if your action guy is so and so, that's fine but again every  
1041 official document that leaves this fence line should have the President's signature on it.  
1042 Then via identifies, if you got any question then call this person.  
1043

1044 P6: But have you ever communicated that to the President?  
1045

1046 P3: I have! I can say I have. I was open to him. I mean, I am the type of guy that when I see  
1047 all that walks into the room I want to stand up and salute him.  
1048

1049 P8: But as P6 said it's up to you as a board. And you can simply bring that up and I think  
1050 this is kind of fruitful in a sense because it's bringing up all these issues. And these are  
1051 some alternative ways in which to resolve these kinds of lingering perceptions.

1052 P1: And you know, the fact that I sent that letter back to the President for his signature  
1053 instead of the Vice President tells something. We want to see your signature and right  
1054 after that or before you sign off, tell me who I should call if I have any questions. This is  
1055 an official document, this is an agreement between two parties. I want to see the  
1056 President's signature because it's my signature on it too!  
1057

1058 P6: Well, that's the question. Who from the college is the person that is able to legally bind  
1059 the college to a contract? When you start looking at that not only would it be who the  
1060 President in this case but could someone else signing it make the contract invalid?  
1061

1062 P1: That's possible! An unauthorized signature.  
1063

1064 P6: Yes! I want to see the signature. Because I want to know... Because you ain't got any  
1065 excuse to get out of this, if we get down this road in a negative way. Because you're  
1066 binding the college, you're binding the college to an agreement. And he's the chief  
1067 operating officer so...  
1068

1069 P1: It's not because I didn't want to see the Vice President of Academic Affairs' signature I  
1070 just thought it's not appropriate. I just thought the President's signature is the appropriate  
1071 one and that's what I wanted. He's the authority here! Unless he delegates it but until  
1072 that time he'll say "beginning today and it's going to end in this calendar year or this  
1073 school year, he or she will be signing in my behalf". You already know the President can  
1074 make that statement in writing and set a time and expiration date and only for this  
1075 particular action.  
1076

1077 P3: I don't know if this is a good example. But remember when the tuition and fee incrases  
1078 were up, the BOT student representative who is representing the students, she was the  
1079 one who made the motion. I find that strange because she was in favor in upping the  
1080 tuition. I felt... I wanted to say something to her but I just felt that the fact she's the one  
1081 representing the students that she should refrain from voting for the particular bill. I  
1082 mean, because...  
1083

1084 P6: But why, because she represents the students?  
1085

1086 P3: I'm just saying I felt it was bad timing. I did vote for the fees but tuition I thought I kind  
1087 of like strike a happy medium there. But the fact that she's representing the students I  
1088 thought she should go out and talk to them and see how they feel about it.  
1089

1090 P6: She did! And she relayed that to you that she talked to them.  
1091

1092 P7: I did!  
1093

1094 P3: And they were in favor? I can't believe that.  
1095

1096 P7: Yes, at the public hearing!  
1097

1098 P6: Yes!  
1099

1100 P7: Even at the public hearing.

1101  
1102 P3: The students were in favor of all this?  
1103  
1104 P7: Yes! The students!  
1105  
1106 P4: I sat in the hearing for....  
1107  
1108 P6: And that goes down to something further down the list that says: The board's  
1109 involvement in the activities of the college. I'll be very candid with you. I'm really  
1110 disappointed I don't see you at events on this college campus and participating in the  
1111 events. I didn't see anybody last night. I didn't see anybody for Typhoon Katrina.  
1112  
1113 P4: I was there!  
1114  
1115 P7: She was there.  
1116  
1117 P6: Well, I didn't see you. I apologize! I know, but we have these fundraisers and things. I  
1118 know you are busy guys but...  
1119  
1120 P3: Last night I was going to go but I had a commitment I could not get out of. But anyways  
1121 unless GCC failed to notify me I'm always there. I always try to be present and get  
1122 involved.  
1123  
1124 P6: Next Friday at 11:30 am, we have our little end of the year holiday bash in the rotunda.  
1125 And I am personally inviting all of you. Yes! In our new multi-purpose room soon to be  
1126 converted to the culinary arts department building.  
1127  
1128 P1: Sometimes there are competing activities or other commitments. So it's not like we do  
1129 not want to go. And then, I wanted to also speak to the students. I felt the same way P7  
1130 and I thought maybe you should be in the front lines saying NO to this and the reason is  
1131 that I am saying no to tuition is that, I mentioned it in one of the meetings, I like to see all  
1132 other efforts exhausted before we pull money out of the wallets of the students. These  
1133 are the ones that are probably unemployed or single parents and really don't have the  
1134 financial capability to even pay for 10% and we're asking for 70% of this. That's not  
1135 easy for somebody who is unemployed.  
1136  
1137 P6: Maybe this isn't the right time or place to say that but maybe you should go down to the  
1138 gentleman that appointed you to have him clear the checks through DOA and give us our  
1139 budget. Because as of yesterday, we have only received \$500,000 dollars of our total  
1140 appropriation which should have been \$3 million but he's going to pay COLA. Maybe  
1141 that will be part of the remedy. That we get the releases.  
1142  
1143 P1: I have no problem going down as a board member. And if we agree...  
1144  
1145 P6: We talked about our budget. And I don't want to sound confrontational or argumentative  
1146 about the subject. But you know, I don't get a budget for the Culinary Art department. I  
1147 get no money from the legislature or the college. It's all generated from student funds. I  
1148 am not kidding you. Every penny! I can show you every budget and every cent that's  
1149 come in came from the student tuition. And yes, I have a problem and it's not cheap.



1150 But until we have a constant adequate budget from the legislature and the governor we're  
 1151 going to find ourselves in this predicament. We just talked about renewing construction  
 1152 trades. Okay, great let's do it! Who is going to pay for it? The students?  
 1153

1154 P1: If there's no new money and we do it then probably it will be the typical thing where  
 1155 we're robbing Peter to pay for both programs.  
 1156

1157 P6: Exactly! And I don't want to go out and say "I told you". I didn't think it was  
 1158 appropriate that we raise tuition but on the other side of the coin being on the operational  
 1159 side of the college I can understand the reason why. Because if we want to continue to  
 1160 provide this education or these services to the students, somebody got to pay for it. I  
 1161 mean, we are barebones now when it comes to faculty. I actually sit on one side of the  
 1162 coin saying "I understand the situation" but on the other side,  
 1163 I would like to file an unfair labor practice against the college for not hiring more faculty  
 1164 to fill the needs of the Math and English departments because we have adjuncts teaching  
 1165 a full load of classes. But would it be fair to the college for me to do that? No! Because  
 1166 it's unrealistic! We're not getting the budget from the legislature and the governor to pay  
 1167 for it. So we want to do these programs and we want to do these things for the  
 1168 community and we want to be active and we want to be proactive and provide this  
 1169 education and... I love to see us do what you say your vision is but, you know what, we  
 1170 don't have funding to do it. It's not going to happen. And maybe that's what the  
 1171 students realize when they said "hey, we can accept some tuition increase". The amount  
 1172 that was finally proposed was a lot less than the original amount was. And believe me I  
 1173 had some discussion with some people on that about making less and a longer period of  
 1174 time to implement because it's hard. I mean, I see the students' everyday and I know  
 1175 who they are and who can afford what. But the whole reality is that the legislature and  
 1176 the governor are unable, or unwilling or unwanting to provide the college an adequate  
 1177 funding to hire the faculty that we need, to hire the support staff we need and we are  
 1178 going to stay in this same position forever. Or until we close our doors.  
 1179

1180 P1: And so picking up P6 on what you're saying, maybe let's go and prepare a statement and  
 1181 collectively staff, faculty and the board schedule a meeting with one of the committee  
 1182 chairs whether it's Senator Kasperbauer or anybody else down there at the legislature.  
 1183

1184 P6: Quite honestly sir, Senator Kasperbauer has not done a d-- thing for this college as long  
 1185 as he's been at the legislature. That's my personal opinion and I had said it to him  
 1186 personally.  
 1187

1188 P1: But I'm proposing let's officially and formally make that statement. That if you're going  
 1189 to mandate and not support it...  
 1190

1191 P6: I will sign on that. I'll join in that endeavor, 100%!  
 1192

1193 P1: Let's present this. We will request an audience with the chair and his or her committee  
 1194 and say "you guys are killing us; you're mandating something and not giving us at least  
 1195 the financial resources to do it".  
 1196

1197 P6: You know we get banged because we don't get the funds from manpower development  
 1198 funds. But who authorizes the releases of those funds? It doesn't come to the college, it

1199 goes into the great, deep dark hole of GovGuam and then unless the governor signs off  
1200 with BBMR to release the funds, we don't get them. But yet we got whacked for that.  
1201 Well, how could we do what we're supposed to do if we don't get the MDF? We used to  
1202 get a million dollars a year from the tourist attraction fund. They quit doing that and  
1203 rolled it into general fund and then used that. Instead of giving us our \$13 million  
1204 dollars a year and a million, they rolled a million in and reduced everything.  
1205  
1206 P1: That was one of the reasons that prompted the local chamber and the Contractor's  
1207 Association to go down to the legislature and say "Hey, can you guys consider having  
1208 somebody manage the MDF privately and not having to go to the general fund?." It  
1209 basically goes into a black hole and the analogy is you take this drop of water and you  
1210 drop it down and when it hits bottom and it shatters you can't even trace it.  
1211  
1212 P6: And because of the mandate we provide about 33 faculties to DOE. We don't get any  
1213 money from DOE for that. And the payroll for that alone is a million dollars a year.  
1214 We had that financial committee one day and I said "You know, are you cutting our  
1215 million?" and just like that it was cut. Stop doing satellite programs! We can't do that!  
1216 We are mandated by law and we also have a lot of students. We can't do that! We just  
1217 can't do that! But pretty soon how are we going to be able to fund that? And it's so  
1218 frustrating that we get into that position and so now the alternative was let's do a little  
1219 tuition increase, so we can keep our heads above the water. I don't think anybody really  
1220 wanted to do that but it is one of those alternatives that the college is left delaying with.  
1221 I agree with the foundation but still...  
1222  
1223 P1: For example like capital improvement—they're saying that's the Foundation's job.  
1224  
1225 P6: Start bringing in more money...  
1226  
1227 P2: That's where the Foundation board comes in.  
1228  
1229 P1: These shouldn't come out of the student's pockets.  
1230  
1231 P6: The Foundation board is more invisible than anybody else.  
1232  
1233 P1: A couple of years ago, a member of the foundation board I don't even know met me.  
1234 And then in looking at the law I realized we are required to meet quarterly.  
1235  
1236 P9: They just had one.  
1237  
1238 P1: I know but prior to the last term. I was actually wondering about the foundation. JL  
1239 mentioned, we meet as needed. I said look at this mandate it says quarterly. So it was  
1240 put in the schedule.  
1241  
1242 P9: The committee meetings are quarterly.  
1243  
1244 P1: Even as chair I wasn't aware of those meetings. Recently, we do now. We did, maybe  
1245 last year and the year before but prior to that I don't remember seeing it on the calendar.  
1246

1247 P9: Yeah! During that time I was in staff meetings. But they were meeting on an as needed  
1248 basis.  
1249

1250 P1: So how we got going was I asked around and asked the foundation chairman why are we  
1251 limiting our fundraisers to just to the golf tournament? Then we started with the run. So I  
1252 went to JM and asked J why don't we do like all of the other colleges do, when they send  
1253 you a card, you're an alumni and you say I so and so, class of so and so donate \$20.00  
1254 dollars and you check with where you want it to go to. I want it to go to the library. I  
1255 want it to go to the apprenticeship program. I want it to go to the culinary program. I  
1256 want it to go to early childhood development. You say where you want your  
1257 contributions to go to. To that J said I want it to be upfront and specific. So I'm saying  
1258 if a project is identified now, how long is it to get you gear up to raise the money?  
1259

1260 P6: Well, I got my spirit alumni magazine from St. Leo College the other day and they are  
1261 funding a \$14 million dollar student center all through donations. And I said gosh! I  
1262 mean we're a small community, we're not going to be able to really develop something to  
1263 that degree. But the point is that they are doing it. We looked at the master plan for the  
1264 development of campus at that one meeting one night. That won't happen before I retire  
1265 and it probably won't happen before I get laid in the ground someday. It could if we can  
1266 just get the foundation and whoever to get busy.  
1267

1268 P1: I remember in that meeting I said "guys, what isn't clear here is one of these construction  
1269 years".  
1270

1271 P6: Exactly!  
1272

1273 P1: Because you can put a list of things to do. But if you don't put a do date on it, it is no  
1274 good.  
1275

1276 P8: A timeline.  
1277

1278 P6: That's why you have vision and mission. Our vision is to have this (new) campus. Our  
1279 mission is to get it done. The vision is what we want to do. The mission is how we are  
1280 going to do it.  
1281

1282 P1: And maybe the Foundation needs to revisit their mission and vision statements. And  
1283 maybe get a chair.  
1284

1285 P8: I would like to emphasize too that one of the assessment goals is that this board needs to  
1286 build a better relationship with the Foundation board. And that's supposed to be a goal  
1287 for...  
1288

1289 P3: Talking about relationships... can we go back to our President and talk more about how  
1290 we can resolve this relationship because we're...  
1291

1292 P6: (in a jesting tone) I think you guys all just go out and get drunk some night and get over  
1293 it.  
1294

1295 P6: Can't the board meet with the President? In a regular kind of basis to...

1296  
1297 P1: Every meeting we have the executive session and that's when we meet with the  
1298 President.  
1299  
1300 P6: But I mean outside of that...  
1301  
1302 P1: We were trying to do that informally and then you know people started complaining...  
1303  
1304 P6: Well, you guys let yourself open for some uh.... Because I heard about it a lot. But I  
1305 mean, No! You can go up to the President's Office or... Go hey! Mr. President. You  
1306 know, have a meeting with Mr. President to discuss issues of the college outside of the  
1307 board. Meetings? It would seem that will build a different rep. Because if it's only  
1308 relegated to the formal meeting itself in the executive session of the meeting then you put  
1309 it in a real formal setting which doesn't allow for the informal saying "you're really  
1310 making me mad this week Mr. President and I would like to see this done". And he can  
1311 come back and say "well, you all make me feel like you want me to quit or get fired".  
1312 And you can put all those kinds of feelings to rest by having this discussion that isn't in  
1313 such a formal setting all the time. And maybe those animosities will go away.  
1314  
1315 P4: I think we did this consultation with our counsel here. And I think what he said is if it  
1316 smells or feels like a meeting that we had to have it open to the public. We can't. I  
1317 know! I agree! I wish we can do something like that but like our counsel said that...  
1318  
1319 P8: So in other words what you're saying is that there will be no legal way to do it except the  
1320 executive session.  
1321  
1322 P4: We need someone that can present all the pro, present all the cons. And that we have as  
1323 much information to make those decisions. Like P6 said they drop a 500 page document  
1324 here but at least we have all the information. It might be too much to sit through in one  
1325 meeting but at least we got the information. We covered every angle. My experience is  
1326 that we don't... There are a lot of questions and these gentlemen are experienced and  
1327 know actually which questions to ask and they're not answered. And that's why these  
1328 decisions are not made. But these decisions have to be made in order for this school to  
1329 move forward. So if we can get support to structure the agenda in such a way that P6  
1330 said you give them a deadline and make sure all the information is in by this date so it  
1331 can be presented to the board. Then we can be productive board. I like P1's suggestion  
1332 about pro and cons presenter for any major decisions that we have to make.  
1333  
1334 P8: We can surely put that in and write it down in the contexts of the structure of the meeting  
1335 when it comes to decisions. You can institutionalize that by putting it in the trustee  
1336 manual and say that whenever a big decision looms you need to go through these two  
1337 step meeting process. And that there's got to be a deadline for all information to be in  
1338 and in the information meeting that there's got to be a pro/con speaker or whoever that  
1339 has all this information. You can put that in.  
1340  
1341 P1: That could provide us both sides of the issue. Defender of decisions for example. Or  
1342 promoter of decisions.  
1343  
1344 P6: What's the up side and what's the downside?

1345 P1: That is what we are asking.  
1346  
1347 P4: Because that's where the rift --the perceived rift comes from-- when the board has all  
1348 these questions to be answered, it almost seems like we don't trust the information that is  
1349 being provided. But it may not be the case it might just that there is a lack of completed  
1350 solutions. So I think that would be one way to remediate that rift issue.  
1351  
1352 P8: Any more thoughts in that respect?  
1353  
1354 P2: Well, I don't have any rift between myself and the President. But I do hammer him when  
1355 we have a meeting but when I finish, it remains here. I don't bring it out and provide lip  
1356 service. There is one board member here that does those things and even the legislature  
1357 knows what is going on in here. And he provides that bad lip service. We cannot blame  
1358 everybody here. Here, we have a chairman in here. He's been chairman for 2 years  
1359 already and he has not done any leadership to provide an evaluation on the president.  
1360 Can you imagine that? Now, how can I say here that the President is not doing his job  
1361 when we haven't evaluated the poor guy? Now where do we go? We don't have to go  
1362 any further than that. We have to evaluate him every year. None for the last two years.  
1363 He does not know what to expect from us because we do not tell him. Now, where is the  
1364 leadership?  
1365  
1366 P8: But you are well within your authority as a board member to bring that issue to the full  
1367 board...  
1368  
1369 P2: True! But even the parliamentary procedure, you set the tone of this meeting of this  
1370 board. You take it by the bull and let's do it! But when you're not providing... and  
1371 you're doing other stuff, this is way I don't like this law...\*\*\* Here, like I said, no  
1372 evaluation for the President. The President can turn around and say "what do you expect  
1373 me to do; you guys don't do nothing for me." "I don't know what you want, there's no  
1374 evaluation, there is nothing here I can go by." Where is the chairman? He is the guy  
1375 who is supposed to be providing leadership for the board. \*\*\* That's where the problem  
1376 is. How do you expect for me to get anything from you if you don't communicate with  
1377 me. You don't tell me what I'm supposed to do and where we're behind. This is what  
1378 gets me in here. And then when the meeting is going on and there some team members  
1379 here and staff too, they follow him and they provide the lip service because I don't go  
1380 anywhere. You don't see me any place. \*\*\* And that's my nature I'll tell it the way it is.  
1381 And that's me. I do not have any... I don't lock horns with the President. I don't have  
1382 anything because I tell him the way I feel about it. And he knows... He knows when I  
1383 don't like it. But when the meeting is over I just go home. I don't go to the legislature. I  
1384 don't go to the governor. I don't tell the Chamber of Commerce. \*\*\* What we talk about  
1385 in here remains here! \*\*\*I have nothing against either one of these people but it is just  
1386 that this guy has to promote the leadership. \*\*\*You don't expect me to do what you  
1387 want done if you're not telling me. I cannot read your mind. Tell me! I'll do it!  
1388  
1389 P6: P2 let me ask you a question. But don't get mad at me because... Why did he get re-  
1390 elected, like the last meeting?  
1391  
1392 P2: I don't know?  
1393

1394 P6: And why didn't people speak up if that's the case? Because he was re-elected to be the  
1395 chair, I was here, we were all here. We know the people that were nominated. We know  
1396 the people who declined the nomination and as a result he was re-elected the chair. And  
1397 consequently I didn't hear this argument then. And I maybe in another way of saying it,  
1398 that this is what happened and he wasn't here during that time. And he was re-elected.  
1399

1400 P2: He was re-elected? Was there a vote taken?  
1401

1402 P6: Yes!  
1403

1404 P2: No! There was no vote taken.  
1405

1406 P6: Well if that's the case...  
1407

1408 P2: They just took it for granted.  
1409

1410 P6: No! They didn't!  
1411

1412 P2: There was no vote. Here is the guy that was presiding. Was there a vote taken as to who  
1413 wants the chairman? Nobody? Just because somebody nominated and they say "well,  
1414 he's nominated." But there's no vote. I didn't vote!  
1415

1416 P3: Yes! There's a vote. Look at our minutes.  
1417

1418 P2: You said that the chairman was elected by acclamation. That's wrong! That's a grossly  
1419 wrong word because we didn't say... We didn't! Wasn't that what you said?  
1420

1421 P3: P2, I don't want to argue.  
1422

1423 P2: No, I'm not arguing. I'm putting the facts on the table.  
1424

1425 P3: Because when the nomination...  
1426

1427 P2: You said that the nomination was acclamation. And that's not the truth! That's a grossly  
1428 wrong word. Because there was no motion for that word. And you did it. He even wrote  
1429 a note that somebody is going to proxy for him. And it appears to me that it wasn't...  
1430

1431 P3: How is an individual elected by acclamation? Because it's seems like everybody voted.  
1432 Right! Did everybody vote?  
1433

1434 P2: No! We did not vote!  
1435

1436 P6: P2, let me interrupt you and just stop a second.  
1437

1438 P2: Okay!  
1439

1440 P6: Stop a second! Earlier you talked about Robert's rules. Please don't jump on me now.  
1441 By Robert's rules you have one person nominated. There are no more nominations. The  
1442 chair's comment is that by acclamation without objections. There was no objections.

1443 There was no objections, consequently, by acclamation is legal and binding, and is the  
 1444 accepted method. Yes! Believe me please! I will show it to you. But know that if you  
 1445 have only one person, then without objections to that one person being elected they are  
 1446 elected. Yes!

1447

1448 P3: Exactly!

1449 P2: True?

1450

1451 P6: He was elected by acclamation. Yes, that was perfectly legal.

1452

1453 P2: The motion must come from the floor that I nominate Mr. \_\_\_\_\_ by acclamation.

1454

1455 P6: That's what happened. He was!

1456

1457 P2: But there was not!

1458

1459 P6: P2 it's not by acclamation, it's by you nominate the person. Now there was no other  
 1460 nominations.

1461

1462 P3: That's right!

1463

1464 P2: So okay, because there was only one.

1465

1466 P6: That's correct!

1467

1468 P2: No! No, it's got to be a motion.

1469

1470 P6: Then if there's only one and there's no nominations then it is by acclamation. Now if  
 1471 there's an objection, if there's an objection to that then the time to say that is when he  
 1472 says by acclamation. You say I object. I want a vote! Did you vote? If there's no  
 1473 objection and no request for a vote... you check with the legal counsel.

1474

1475 P2: I don't have to justify.

1476

1477 P6: But you check...if you don't believe what I'm telling you. Check with the legal counsel.

1478

1479 P2: Just say what you have to say.

1480

1481 P6: The way he was elected chair is legal and is correct.

1482

1483 P2: I'm not saying it's illegal, okay?

1484

1485 P6: So he is the chair.

1486

1487 P2: Yeah! It's gone, it's finished. Let it be, he's the chairman. But I want him to perform  
 1488 that function though.

1489

1490 P6: Then tell him.

1491

1492 P2: You tell him.  
1493  
1494 P3: Well, see this is when a conflict of interest comes in. I think the perception here is that  
1495 the chairman worked for the college for a number of years and belongs in the circle of  
1496 friends.  
1497  
1498 P6: I understand that but he was appointed under the law by the same people that appointed  
1499 you guys.  
1500  
1501 P3: Excuse me, let me finish. And that's the point that I brought up with P7. P7, this is  
1502 nothing personal. Because she is part of GCC and for her not to support the school in a  
1503 way would appear like a conflict of interest. And that's why I mentioned that because  
1504 she is representing the students that she should be the one to say I am against the tuition.  
1505 And that's my point and nothing personal P7. This is why it's very important that we all  
1506 study the document before we decide and try to not put yourself into a position where I  
1507 work here, I need to support this bill otherwise these people will come down on me.  
1508 And that's how I feel about P7. Because the chairman has been with GCC for a number  
1509 of years it does appear that he...  
1510  
1511 P6: Okay! And as a matter of fact, the faculty of this campus provided to the legislature  
1512 written testimony opposing the chairman's confirmation for the exact reason you are  
1513 saying now. To my recollection because I saw the documents that were submitted and  
1514 there was a petition submitted from the faculty and it had nothing to do with the chairman  
1515 as person or anything he has ever done except for the fact that he had served as a previous  
1516 vice president. And that will be perceived to be a conflict of interest. That was  
1517 submitted by the faculty to the legislature whether or not it was made public I don't  
1518 know. But I do know this, who went to the legislature and stood up and said "he should  
1519 not be on this board because". Nobody! Consequently, what alternative did the  
1520 legislature have but to confirm him?  
1521  
1522 P2: I have no quarrels about that. I have no quarrels about him being the chair. That's fine!  
1523 But do what you're supposed to do. Be responsible! Be accountable! Lead the board!  
1524 Provide leadership! That's the type of person that we need.. and bite the bullet even if  
1525 it's going to kill you.  
1526  
1527 P6: Okay!  
1528  
1529 P3: Let me mention an example here: Remember the time when the C's were seeking  
1530 temporary easement. I for one said "is there such a thing as temporary easement with the  
1531 government" and the chairman abstained. We took an oath to protect what belongs to  
1532 this institution and to me that is definitely a conflict of interest in his part by abstaining.  
1533 And he being the chairman should be the one leading us to say "No! Were not going to  
1534 give up any of our property".  
1535  
1536 P6: Well, an abstention is a NO vote.  
1537  
1538 P3: No! But I'm just saying I felt that it was wrong of him to...  
1539  
1540 P2: Or he can be agreeing to...



1541  
1542 P3: I don't know. This is just my personal opinion. I felt that he should have voted yes or no.  
1543 But to abstain...wow!  
1544  
1545 P8: Going back to the last two items, basically all those that were discussed centered around  
1546 the agenda of the board. Because the board sets the agenda and what's coming up now is  
1547 that there seems to be a need, an imperative to address the relationship between this board  
1548 and the President. And the relationship of this board and its chair, in a sense. I am not  
1549 quite sure how we want to go ahead doing that but it is well within your authority to act  
1550 as a group. In that respect and whatever steps you take will be something that you can  
1551 discuss as a body that will contribute to better organization, better functioning. Because  
1552 as long as those issues remain lingering or chronic it will impede or it will get in the way  
1553 of a more efficient functioning for the board. Either in terms of decision making which is  
1554 a very important function and in terms of creating policies. Which is a most important  
1555 responsibility of this board.  
1556  
1557 P7: Can I ask P3 a question? Why do you...? How do you think I came about my decision  
1558 to support the tuition increase? Cause from what you're telling me it's just like  
1559 because...  
1560  
1561 P3: No! I felt that there was a conflict on your part because you're part of the organization. I  
1562 felt that, that's what prompted you to vote for it. But because you are representing the  
1563 students like what P1 mentioned early, that we both felt that you should have been...  
1564 Either abstained or voted against it.  
1565  
1566 P6: But she did represent the students.  
1567  
1568 P3: I based my decision on what...  
1569  
1570 P6: ..She represented the students on how the students presented their information. That's  
1571 her job. Abstain? You know really, I am going to say this because this bugs the hell out  
1572 of me. First of all I don't like people cursing at a table of a board. And calling somebody  
1573 a name in the board like that. To me that's really unprofessional. And you will never  
1574 hear me say that or ever do that. It's called respect. And my personal attitudes about  
1575 people, I try the best I can to not implore those things at a board meeting especially to the  
1576 chair of that board, whether I like him or not. And I would really ask please not to do  
1577 that around me anymore. Because I'll pack up and I'm going to leave. Because I just  
1578 don't like being a part of that. So, whether the chairman is my friend, fellow vet or  
1579 whatever the reason behind that, maybe I would just ask that you not do that. The other  
1580 thing is, you know what you are exactly right with what you said a minute ago.  
1581 Abstention is a copout! If you abstain, why? You either vote no or you vote yes. If you  
1582 abstain you're voting NO, plain and simple. So stand up and say NO! If you have a  
1583 question on the issue and don't understand it or think it so be different then say so. There  
1584 was an issue on the legality of the student rep. to this board. There was a resolution  
1585 made to fix that problem exactly the way a board member wanted it done. And that  
1586 board member abstained on that vote. What is that? That's where the perception of this  
1587 board comes from. Right there, because I'm abstaining. You know what, that's a NO  
1588 vote. That's a NO vote! She voted the way those students told her to vote and she has  
1589 every right in the world to do that.

1590  
1591 P3: Hey, look!  
1592  
1593 P2: And they asked her to abstain...  
1594  
1595 P3: Hey, P6 look! It's just my personal opinion.  
1596  
1597 P6: I understand that.  
1598  
1599 P2: Can we just proceed again? Let's go! Where are we heading?  
1600  
1601 P8: If we look at the last two items as I said, both those concern priorities as well as agenda  
1602 for the board. I think we've touched mostly on this. We have identified two of those  
1603 pressing issues: one is the relationship with the CEO and then the members' relationship  
1604 with the chair of the board. It's up to the board to determine what resolution to the issue  
1605 you want to make. There was a suggestion of a meeting earlier but we came to the  
1606 conclusion that such a possibility can only be within the executive session. It's up to the  
1607 board to set it as an agenda item.  
1608  
1609 P2: Yeah! Let me interrupt here, we were doing that but the chairman... We were down at  
1610 Shirley's, we were not...we were just talking informally and he said we were making  
1611 decisions for the board. We were just talking about the issue. And we were not deciding  
1612 anything about it. And that stopped that. Because we are not saying anything about it.  
1613 We just had a chance to get together and have breakfast. But he came out and put on the  
1614 board that we were talking about activities. We were not! You know anybody can get  
1615 together and there's nothing wrong with it. We have lunch or breakfast with your  
1616 colleagues and talk about the stuff. Now we don't even talk to one another. Because  
1617 he's the guy who created the problem.  
1618  
1619 P3: The sunshine law is very clear as long as no decision is made.  
1620  
1621 P2: That's right!  
1622  
1623 P3: I don't care; we can meet anywhere and talk. We can talk about... There's nothing  
1624 wrong. Just like we're talking here about GCC. Because we are board members, as long  
1625 as we don't make a decision. And that's very clear. We cleared that with the counsel.  
1626 As a matter of fact the first time we did that, I was the first one to mention I said "Look! I  
1627 said there might be something wrong here; we're meeting here as a board but let's not  
1628 make any decision". And of course later on, we checked with the counsel and he said  
1629 the sunshine law is very clear as long as no decision is made.  
1630  
1631 P2: We were doing that fine! We'll go there and have a cup of coffee or breakfast and we  
1632 just talk about what the college needs and things like that... Now, we don't even talk to  
1633 one another. We are all split up.  
1634  
1635 P1: The other motive there is the intent to kind of get the board together. So sometimes, we  
1636 get together and treat each other and the birthday girl or boy for that month didn't have to  
1637 pay for his or her breakfast. So that was another thing, let's get together so we can work  
1638 together and maybe either get information clarified or share or update one another.

1639 Especially if we're going into a meeting that we know we're going to be asked for a  
 1640 decision and gosh, we're not prepared to make that decision. So, we try to gather  
 1641 information. And that's all it was! No decisions were made out there but a lot of  
 1642 questions were asked and clarification were requested. And we share whatever new  
 1643 information we have...

1644

1645 P2: Yeah! We stopped seeing one another.

1646

1647 P8: So, these are possible areas of improvement...

1648

1649 P2: Oh yeah!

1650

1651 P1: I think we identified one. We said one meeting will be information gathering and the  
 1652 second one will be for decision making.

1653

1654 P8: As always, in any kind of assessment or any kind of focus group we always want to  
 1655 identify strengths as well as weaknesses. But the most important part is that we are able  
 1656 to listen to each others' perceptions and opinions. And there always is this healthy  
 1657 exchange that makes it possible. So the question that I ask the board is where do we go  
 1658 from here?

1659

1660 P1: Perhaps one suggestion is let's list down those issues and let's prioritize it. And then  
 1661 let's do the critical ones first. But P8 to answer your question, if anything when we leave  
 1662 here and I want to borrow P2's message earlier, let's pay attention to the message that  
 1663 was delivered today-- that was given today, maybe not necessary the method that it was  
 1664 delivered. Because when people become upset over something then it's a burning issue  
 1665 that they need to get it out of their system. If it sounded drastic it will fester. It will get  
 1666 worse. The sooner we put it on the table and address it, I think the better we all are. And  
 1667 the sooner we find resolution then we can move on to other problems. Because this can  
 1668 be a stopper. Let's listen to the message, identify the problem and let's work on the  
 1669 problem. In terms of communication and support, let's try to rebuild with trust and a  
 1670 working relationship.

1671

1672 P8: Trust and integrity as well. All these issues are big issues and the sooner they get on the  
 1673 table, the sooner you can put these within the structure of the board meetings so you can  
 1674 get to discuss this as a group so when you need to talk about these issues, it's got to be a  
 1675 full meeting. And I think that the board is well into its way of evolving towards better  
 1676 functioning if these issues are addressed in a timely manner. Remember, these were the  
 1677 very same issues that we talked about in November and December in 2002... they keep  
 1678 coming up....

1679

1680 P1: Because we haven't them addressed yet.

1681

1682 P8: Because they haven't been addressed, yes....

1683

1684 P1: The other thing too is that there is something they preach all the time about trying to fix  
 1685 things. Trying to fix things in the lowest possible level. If two employees are having a  
 1686 disagreement try to have the two fix it at that level. Don't run it up to the President or  
 1687 the CEO. Try to fix it to the lowest possible level; it's easier to deal with it.

1688

1689 P8: And I think it's only through openness, healthy dialogue and willingness to sit together  
 1690 and talk one-on-one despite being upset, despite being mad and all those kinds of things.  
 1691 Because that happens all the time. I think it is well within your power and authority to be  
 1692 able make those changes. But let's listen to P4 again because I think we need to have a  
 1693 sense of having...

1694

1695 P4: Well, actually what I've been doing for the last couple of months is just observing.  
 1696 Trying to absorb. I find it interesting that discussions can get quite heated and animated  
 1697 but like everyone else had said before, that is exactly a very necessary part of any  
 1698 discussion that you have to see all points. But what I also find in this group of people is  
 1699 that these are very intelligent, well educated, well informed people and I think as we  
 1700 work through the issues, I think now that we have a full board and work through the  
 1701 issues and put timelines to them. I think we can get to the point where we can be very  
 1702 productive as board members.  
 1703

1704 P1: I got a question. All these many years, every six years the accreditors come out and I  
 1705 don't remember once being invited to even meet the accreditors but at the same time we  
 1706 are mentioned in that report, perhaps positively or negatively. But I couldn't identify  
 1707 that person from Adam if he walked in front of me because we never had been invited,  
 1708 either informally or formally, meet the assessors.  
 1709

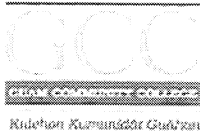
1710 P8: The board will be invited as a group to meet with the accreditors when they visit us in  
 1711 February.  
 1712

1713 P1: Because again if it's only one person reporting to the accreditors; in this case, we've lost.  
 1714 And they don't have the benefit of the other part of the two-part leadership which is the  
 1715 CEO and his board. And possibly it could be just a one-sided story or a partial story.  
 1716 And not the whole story and I'm not saying that's necessary the case. But I'm saying we  
 1717 never had the opportunity to meet WASC. And so, I for one would like it too! I would  
 1718 prefer that we as a group meet WASC.  
 1719

1720 P8: I am certain that you will have the opportunity to be able to have that dialogue with the  
 1721 accreditors as well. I think that's all for today. This was indeed a very productive  
 1722 session from an assessment perspective. It brought to the fore a complex array of issues  
 1723 that hopefully will be resolved amongst yourselves soon. Thank you so much for your  
 1724 participation.

## OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)

## GUAM COMMUNITY COLLEGE

<http://www.guamcc.edu/assessment>MemorandumRECEIVED  
PRESIDENT'S OFFICE

DATE: FEB 22 2005

TIME: \_\_\_\_\_

INITIAL: dlTO: Dr. H. delos Santos  
PresidentVIA: Jamie Mason *pk for JH*  
Acting VP, Academic AffairsFROM: Dr. Ray Somera, Asst. Director *pk*

SUBJECT: BOT Retreat Report

DATE: February 22, 2005

The Office of Assessment and Institutional Effectiveness (AIE) facilitated the Board of Trustees' retreat on assessment last Saturday, Feb. 19, 2005, from 9am to 12 noon at the GCC Library Room. Facilitators were Dr. Ray Somera and Priscilla Johns. Board secretary Lourdes Bautista also attended. The following report documents what transpired during the three-hour session:

- (1) Of the five (5) trustees who made it to the meeting, 3 were voting and the other 2 were non-voting. The voting members who participated in the retreat were Adolf Sgambelluri (Chair); Greg Perez; and Tony Jesus. The non-voting members present included Pat Watson (faculty representative) and Ken Bautista (staff representative). Mr. Forrest Harris sent word that he was sick and could not make it, while Jonathan Carriaga was off-island.
- (2) As prepared by AIE, a cover letter that included retreat agenda and outcomes was included in the packet of readings sent to members of the Board by the Board secretary, Lou Bautista, two days earlier.
- (3) The retreat began at about 9:15 am. At the outset, the BOT chair, Adolf Sgambelluri, inquired if the President was going to participate in the retreat. As the retreat's facilitator, Ray informed the group that the retreat was designed for Board assessment purposes, and that he asked the President not to join the session.
- (4) The first hour of the session focused on giving the Board a history of GCC assessment activities. It was during this part of the discussion that Mr. Perez seemed bothered by the following reference (see italicized text below) in the Executive Summary of the BOT Assessment Report (written Jan. 2003):

**OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)**  
**GUAM COMMUNITY COLLEGE**

<http://www.guamcc.edu/assessment>

At the root of these improvements are two pressing issues that deserve utmost attention: (1) *the board's understanding the difference between policy and operations*; and (2) its commitment to undergo systematic assessment on a regular basis.

- (5) Mr. Perez initially brought this up in the discussion, and wanted to "see specifics". Mr. Jesus said that he was similarly bothered and also wanted to see the evidence. Moreover, Mr. Perez also wanted to know who were the "three trustees" interviewed by the accreditation team visitors in mid-2002 (an excerpt from the Interim Mid-term Report was included in the packet).
- (6) At this juncture, Mr. Watson wanted to move forward with the objectives set forth for the session, but Mr. Jesus took offense at this comment, and indicated quite emphatically that Mr. Watson was "not a member of the Board." It was clear at this point that Mr. Jesus was really angered since he began to use coarse language, though he prefaced it with "pardon my language." Mr. Watson took all his papers and abruptly left the room.
- (7) Ken Bautista interjected that the purpose of the session was to move forward with the Board's assessment in light of the ACJCC/WASC memo on institutions that have received "warning" status. Mr. Jesus reacted strongly at Ken's comment at this point, though his anger subsided soon thereafter.
- (8) The meeting moved forward despite the initial heated up discussion. The group decided to assign one goal (and its corresponding objectives) to each board member. The board chair also tasked Ray to formulate the timeline necessary for the board's assessment.
- (9) It was agreed by the group that a BOT assessment report must be completed by December 2005, and that all assessment data must be turned in to AIE by October 31, 2005.
- (10) Mr. Watson was gone for about 20 minutes when he re-entered the room. He had a copy of the Board-Faculty Union contract which he asked Mr. Jesus to read. Mr. Jesus said he has already read it.
- (11) Towards the end of the retreat, Mr. Jesus tried to raise the "policy-operations issue" again. The chair commented that "we need to move forward; we are putting that behind us now."
- (12) Though no specifics were formulated, subsequent meetings and/or board retreats were further discussed.
- (13) The retreat ended at around 11:45 am.

## Appendix G

### Student Trustee Assessment Activity List

Activity	Date(s)	Attendees	Goals and Outcome
Board Meetings	Sept. 13, 2005 Oct. 4, 2005 Nov. 1, 2005	Sept. 13 – 14 people in attendance Oct. 4 – 16 people in attendance; reconvened meeting – 16 people in attendance Nov. 1 – 18 people in attendance	I attend and participate in the monthly meetings. I voice the student concerns and make decisions that I believe will benefit the students of Guam Community College. I try and get information out to as much students as I can when I attend COPSA meetings or meet students in and out of classrooms.
Operation Katrina Relief Meetings	Sept. 15, 2005 Sept. 22, 2005 Sept. 29, 2005 Oct. 6, 2005 Oct. 20, 2005	Sept. 15 – 14 people in attendance Sept. 22 – 13 people in attendance Sept. 29 – 8 people in attendance Oct. 6 – 10 people in attendance Oct. 20 – 13 people in attendance	Goal 3C I attended and participated in the meetings. I also attended/supported fundraising functions organized..
GCC Mini-Conferences	Sept. 16, 2005 Oct. 14, 2005	Sept. 16 – 75 people attended Oct. 14 – 58 people attended	Goal 3C I assisted with registration for the mini-conferences. I got to meet students and facilitators who are in the business community. The workshops were created to help students transition into the workforce.
GCC COPSA & Student Organizations Induction Ceremony	Sept. 30, 2005	97 people attended	Goal 3C I got to meet most of the officers and advisors and administrators of Guam Community College. I introduced myself to student leaders and told them that if there is anything I can do to please let me know.
Student Organizations Officer Training	Oct. 7, 2005	55 people attended	Goal 3C I assisted in presentations and was able to help each organization with their action plans. I also helped to clarify duties and responsibilities of individual officers.
American Red Cross Guam Chapter 2005 Campaign	Oct. 12, 2005	President Delos Santos, Bobbie LG, Liz Duenas, Margaret David, Delegate	Goal 3C I participated in presenting a student organization donation of \$2,000 to support the Guam Chapter of the

		Bordallo (chair), Benny Paulino (co-chair), Chita Blaise (ARC Executive Director), First Lady Joann Camacho, Ed Ilao, Mark Chamberlain, Monica Herrera, Jadeen Tuncamp, Senator Edward J.B. Calvo, Mayor Melissa Savares, BG Goldhorn, 1LT. Blas, Nita Baldovino, Senator Joanne Brown, and others	American Red Cross. GCC won a free ticket to Japan and COPSA raffled it off for fundraising to help Operation Katrina Relief
Meeting with Delegate Madeline Bordallo	Oct. 13, 2005	BOT Members, Delegate Bordallo & staff	
COPSA General Meeting	Oct. 13, 2005 Nov. 3, 2005 Dec. 1, 2005	Oct. 13 – 20 people attended Nov. 3 – 15 people attended Dec. 1 – 13 people attended	Goal 3C I attended these meetings to keep updated with COPSA and student organization activities. Every second meeting of the month I have a Board Report that I do in which I inform students about what is going on with the Board and encourage questions or comments or concerns that they may have about what's going on in at GCC.
Tuition and Fees Public Hearing	Oct. 19, 2005	An estimated amount of 80 people attended; the sign-in sheet refers to the people who asked questions.	Goal 3C I attended the Public Hearing to hear student concerns and reactions about the proposal for increase of tuition and fees. Prior to the hearing, I posted up fliers and told students about the proposal and encouraged them to come to the hearing.
COPSA Welcome Back Festivale	Oct. 25, 2005 Oct. 26, 2005	GCC community.	Goal 3C I attended this activity and met with students and supported student organization fundraisers. With



			<p>students that I met and spoke with, I introduced myself and let them know that if they have any concerns to please address them to me.</p> <p>Goal 3A &amp; 3B Gina Ramos attended on October 26, 2005. I got to tour her around parts of the campus. I also introduced her to some of the students, faculty, and staff at the activity.</p>
Swearing In at the Governor's Complex	Nov. 16, 2005	People in attendance were newly elected board members.	
Meet the President	Nov. 29, 2005	84 people attended	<p>Goal 3C</p> <p>I attended this function and introduced myself and met with students. The purpose of this meeting was to update students on the current on-goings of the college and address any concerns.</p>