

**Participatory
Governance**
at the
**Guam Community
College**

A Handbook

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Officers of the College

Mary A.Y. Okada, Ed.D., President and Chief Executive Officer
Carmen Kwek Santos, C.P.A., Vice President, Finance and Administration
R. Ray D. Somera, Ph.D., Vice President, Academic Affairs
Juan Flores, Ph.D., Dean, Trades and Professional Services
Virginia Tudela, Ph.D., Dean, Technology and Student Services
Michael L. Chan, Ed.D., Associate Dean, Technology and Student Services
Elizabeth P. Diego, Ph.D., Associate Dean, Trades and Professional Services
R. Gary Hartz, Associate Dean, Trades and Professional Services
Joanne A. Ige, Associate Dean, Technology and Student Services

Faculty Senate

Anthony J. Roberto, President
Sarah S. Leon Guerrero, President-Elect
Robin P. Roberson, Past-President
Troy E.A. Lizama, Member-at-Large
Carl E. Torres, Member-at-Large

Staff Senate

Elizabeth J. Duenas, President
Antonia M. Chamberlain, Vice President
Latisha Ann N. Leon Guerrero, Secretary/Treasurer
Ana Mari C. Atoigue, Representative-at-Large
Kenneth C. Bautista, Representative-at-Large
Bertha M. Guerrero, Representative-at-Large
Vivian C. Guerrero, Representative-at-Large
Donnie L. Lizama, Representative-at-Large
Tara Rose A. Pascua, Representative-at-Large
Apolline C. San Nicolas, HR Advisory Member (non-voting)
Barbara J. Blas, Recording Secretary, (non-voting)

Council on Postsecondary Student Affairs

Rosanna Martinez, President
Abbie Jane Battung, Vice President
Jesselyn Sangon, Secretary
Shawn Fernandez, Treasurer
Zachary Sablan, Parliamentarian
Johnny Worswick, Jr., Public Relations Officer

Mission Statement

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

Sinangan Misi3n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Vision

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

History and Context of Participatory Governance at GCC

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

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

According to the AY2006-2007 Annual Self-Study Report, the College recognized that an improved means for collective input from faculty in the planning and decision-making process was needed. Seeing that there was a need for an improved governance system, GCC's administration and faculty agreed to explore the creation of a new governance structure, with its central goal being to achieve and maintain mutual respect and cooperation. Initially, a group of faculty were empowered to research, design, develop, and propose for implementation a governance structure that would achieve this goal.

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

In the fall of 2006, after the language and parameters were identified and agreed upon through the revised Article XII of the 2005 BOT/GFT Agreement, GCC's Faculty Senate was born. This

collective body has since been recognized as the official voice of the GCC faculty. At first, GCC's collaborative governance process was known as "shared governance", but since Fall 2010, it has been known as GCC's "participatory governance" process.¹

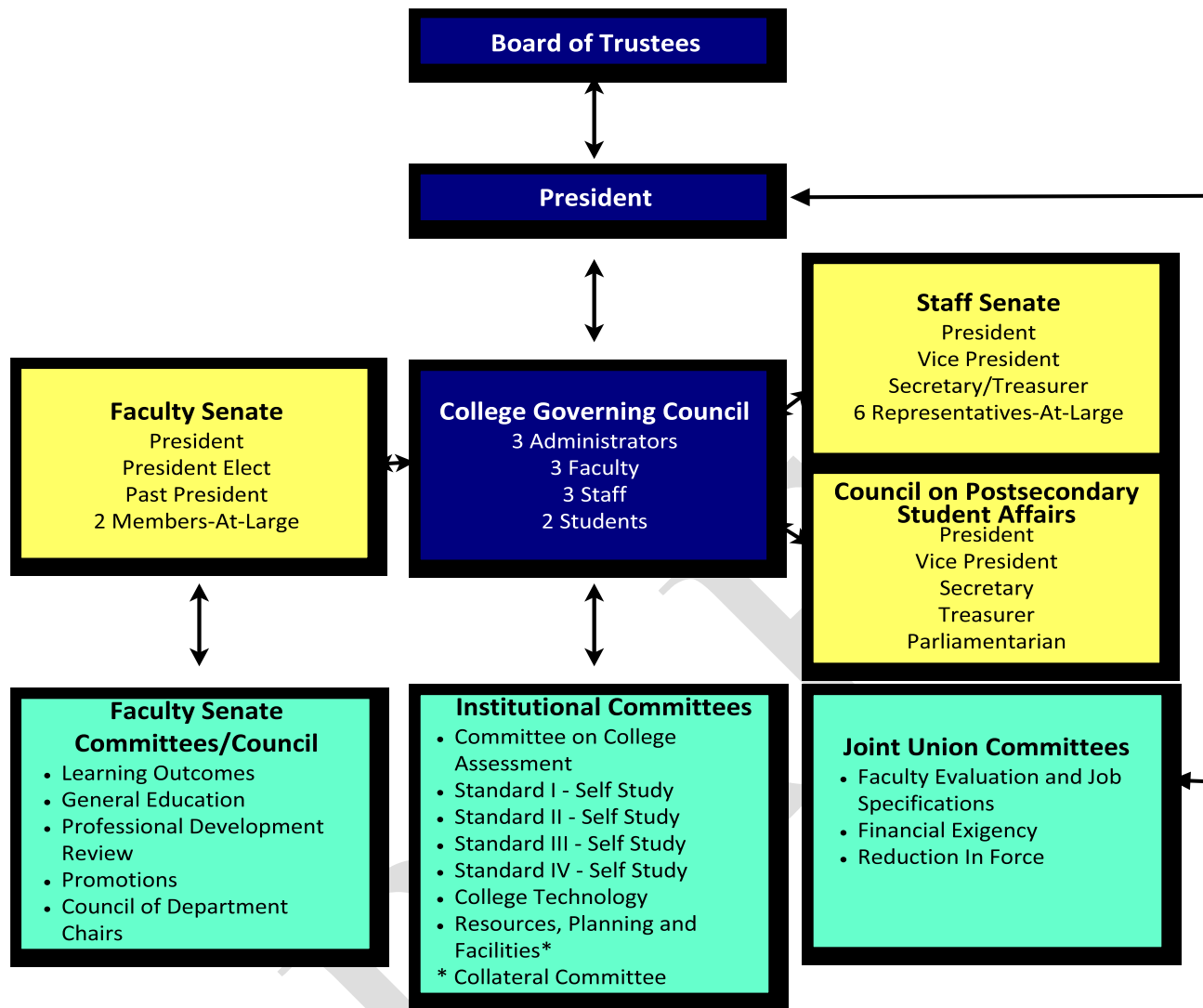
The Faculty Senate structure was seen by most constituents as more effective than the CAC, allowing for a more recognizable and inclusive system for faculty dialogue and input on many issues and concerns in areas such as (but not limited to): the College mission statement, fiscal priorities, physical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

Beyond the GCC Faculty Senate, additional levels of faculty participation in college governance were added. Committees relating to academic concerns (e.g. Curriculum Committee, General Education Committee) now reported to the Faculty Senate. In turn, representatives from the Faculty Senate served on another new body, GCC's College Governing Council. At this level, faculty representatives collaborated with administrators, students and staff members in deciding what governance-related issues and concerns are forwarded to the College President and/or the College's Board of Trustees. As the AY2006-2007 Self-Study Report stated, "The creation of GCC's Faculty Senate and College Governing Council created an environment for empowerment, innovation, and institutional excellence throughout the college community. The establishment of these two governance structures brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution."

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

This handbook provides the reader with an understanding of GCC's current governance structure, to include detail on the relevant roles and responsibilities for each group of constituents (GCC Board of Trustees, GCC President; College Governing Council; administrators, faculty, staff, and students.)

¹ Beno, Barbara, 2009 ACCJC Mid-Term Report Letter



The Board of Trustees

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

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

In addition, there are two "advisory" Board Members, one of whom is the GCC Faculty Union President, and the GCC Staff Union Chairperson, who represents GCC's staff. Aside from the student member and the two advisory members, all other members are appointed by the Governor of Guam, with consent of the Guam Legislature.

The Board of Trustees adopts policies necessary for the functioning of the College, reviews performance of the College President, and ensures that GCC is meeting the needs of Guam, as

appropriate. When policy-related considerations have been fully reviewed and formally recommended via GCC's participatory governance process, the President brings these matters to the Board of Trustees, who decides whether or not to act on these items, rendering decisions that are in the best interests of GCC and its stakeholders.

The GCC President

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

The College Governing Council

The College Governing Council is the point in the participatory governance structure where representatives from faculty, administration, staff and student constituencies join to address school-wide governance concerns. It is comprised of the following members, each of whom has one vote:

- three (3) Administrators appointed by the President
- three (3) Faculty Senators (the Faculty Senate President, Past President, and President-Elect)
- three (3) Staff Senate members (the Staff Senate President, Vice President and a staff member appointed by the Staff Senate Council)
- two (2) Council on Postsecondary Student Affairs members (President and Vice President)

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

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

College Committees

Some participatory governance committees are institutional in nature, because they address the needs and concerns of diverse constituencies. These committees include the Calendar Committee, the College Technology Committee, the Faculty Job Specifications / Evaluation Committee, the Resources, Planning and Facilities Committee, and the Accreditation Standards Committees. For specific information on these committees, please refer to their Group Studio pages on MyGCC.

The Faculty Senate

The Faculty Senate is the official representative body of GCC's faculty members. Faculty Senate members must be full-time, permanent faculty, and must be members of the GCC Faculty Union. The Faculty Senate membership is comprised of:

- three (3) officers: the President, Past-President and President-elect (the President-elect is elected each year to a three-year term. During this member's second year, he/she serves as President, and in this member's third year, he/she serves as Past-President.)
- two (2) at-large representatives

The Faculty Senate meets weekly, with all non-Executive meetings being public. It addresses issues or concerns related to faculty governance, and shares recommendations with the College Governing Council, the College President, and the College Board of Trustees, as appropriate. The work of the Faculty Senate is consistent with the GCC Board of Trustees – GCC Faculty Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, and existing law.

The Faculty Senate oversees the work of Faculty Committees, as detailed below.

Faculty Committees

Faculty committees are comprised only of faculty, and address specific faculty governance concerns. These committees include the Learning Outcomes Committee, the Professional Development Review Committee, the Promotions Committee, the General Education Committee, and the Council of Department Chairpersons. Each of these bodies functions under the oversight of the Faculty Senate. Details regarding these committees can be found via their respective Group Studio pages on MyGCC.

The Staff Senate

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

- a President, a Vice President, and a Secretary / Treasurer
- six (6) "at large" representatives
- one (1) Human Resources Office staff member (non-voting advisory member)
- the Past President of the Staff Senate (non-voting advisory member)

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

The Council on Postsecondary Student Affairs

The Council on Postsecondary Student Affairs (COPSA) is the official representative body for GCC students. COPSA guides the work of GCC student organizations, and addresses issues and concerns

of GCC's student body. When COPSA cannot address an issue or concern, a referral is made to relevant GCC personnel. When the issue or concern relates to a policy, it is transmitted by vote to the College President or College Board of Trustees as appropriate. COPSA holds public, regular meetings, and appoints students to Institutional Committees.

The Spirit of Governance at Guam Community College

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

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

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