**Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

**A. Human Resources (Assigned to Vera De Oro and Emma Bacalan)**

***3A1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.***

Descriptive Summary

 The Human Resources Office (HRO) is responsible for determining the eligibility of employment for all applicants for positions of the agency. This responsibility includes, but is not limited to developing and implementing job related minimum qualification standards and determining acceptable qualifying experience and education criteria in accordance with labor laws, established professional standards and best practices.[[1]](#footnote-1) The selection process for faculty, management, classified and limited term employees encompasses a well-monitored process that ensures the selection of the most qualified individual. Minimum qualifications for faculty are negotiated through the GCCFU/BOT Agreement. In addition, the College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application that includes supporting documents on professional and academic credential such as degrees, certificates and college transcripts.

Self-Evaluation

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.[[2]](#footnote-2) Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC’s Faculty Job Specifications Guidelines[[3]](#footnote-3)), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection.

* Fact book information on staffing pattern. Cite growth and any increase in population, services, positions, etc.
* Get input from HR

Actionable Improvement Plan

 None

***3A2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)***

Descriptive Summary

Hiring criteria for staff is based upon the position description established by the Government of Guam’s merit system. Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the GCCFU/BOT Agreement 2010-2016.[[4]](#footnote-4) GCC’s Faculty Job Specifications guidelines clearly state all the requirements and duties of each level of position for instructional faculty members and non-instructional members.

Self-Evaluation

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.[[5]](#footnote-5) Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC’s Faculty Job Specifications Guidelines[[6]](#footnote-6)), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection.

Actionable Improvement Plan

None

***3A3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.***

Descriptive Summary

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.[[7]](#footnote-7) Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC’s Faculty Job Specifications Guidelines[[8]](#footnote-8)), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection.

Self-Evaluation

The HRO is also responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training, and experience in the respective job vacancy being filled. Job specifications and requirements are also adhered to for support staff that fall under the government of Guam’s merit system. Hiring criteria for administrators is based on the position description established by the GCC Board of Trustees.

Actionable Improvement Plan

None

***3A4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

Descriptive Summary

To determine the validity of credentials reflected in the job application form, the HRO staff conducts research on all schools listed on the employment application, particularly regarding degrees and credits earned. In addition, the HR office requires a copy of the applicants’ high school diploma, general education development (GED) certificate or college transcripts to be included in all application packets submitted.

HRO personnel are required to determine if the credentials claimed are acceptable to the Western Association of Schools and Colleges (WASC), and the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards. HRO also requires that degrees or transcripts received from schools or colleges outside the U.S. by the Council for Higher Education Accreditation (CHEA) or USDE should be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES). NACES is an association of private foreign educational credential evaluation services recognized by CHEA.

Self-Evaluation

HR followup

* [SOP Determining Acceptance on Educational Diplomas, Degrees or Certificates](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3960=607)

Actionable Improvement Plan

None

***3A5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

Descriptive Summary

The College’s full-time faculty, adjunct faculty, administrators and staff are evaluated at stated intervals through a systematic formal written process. Staff and administrators are evaluated based upon the College’s Administrative Directive 95-001 Description of Performance Factors.[[9]](#footnote-9) Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement.[[10]](#footnote-10) The adjunct faculty evaluation process is based on both formal and informal classroom observations by the adjunct associate dean.[[11]](#footnote-11) Although the recruitment of adjunct faculty is the responsibility of the department chairs or the Assistant Director for Continuing Education, the adjunct associate dean is responsible for evaluating all adjunct faculty. Administrators and staff are evaluated by their respective supervisors and faculty are evaluated by their respective deans. The evaluation process for faculty is designed to be supportive, identify areas of improvement, foster innovation in teaching delivery, and encourage changes in behavior and attitude if necessary. The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College’s mission, vision, policies and procedures. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee.

* New faculty evaluation rubric

Self-Evaluation

The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff and administrators meaningful feedback on the established criteria of the position they hold. The evaluation process for staff and administrators utilizes a formal instrument[[12]](#footnote-12) which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding superior performance and recommendations for improvement when the evaluation of performance indicates a marginal or less than satisfactory result. Job performance evaluation for support staff and administrators are performed utilizing a performance evaluation instrument designed specifically for staff and administrators. Job performance evaluation for administrators and staff are performed (depending on their length of service and pay step) on a 12-month, 18-month, and 24-month period.

In an effort to continuously improve the performance evaluation tool for employees, the College is in the process of implementing a new performance evaluation tool for academic administrators (effective January 2012). This new tool is designed to place more emphasis on “professional competence/professional standards” versus work required. The new tool has a 5-point rating scale where 5 represents outstanding performance, 4 above satisfactory performance, 3 satisfactory performance, 2 marginal performance, and 1 unsatisfactory performance and will be administered semi-annually[[13]](#footnote-13) Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. With the emphasis on continuously improving productivity and performance, the College should also look into reviewing and making improvements to the performance evaluation tool for staff.

The evaluation criteria for faculty are listed in Article X – Performance Appraisal, of the GCCFU/BOT agreement. The faculty job specifications identify duties and responsibilities unique to full-time faculty to include expectation of performance.[[14]](#footnote-14) The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. Adjunct faculty are part-time, limited-term employees hired on an employment-at-will contractual basis. The adjunct associate dean is responsible for ensuring that the syllabus submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The adjunct associate dean is responsible for scheduling both formal and informal classroom observations as part of the evaluation process. Upon completion of the observation, the adjunct associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Should the results of the observation yield major concerns, further discussions will take place between the adjunct associate dean and the respective department chairperson, or the Assistant Director for Continuing Education and Workforce Development to determine the next steps to be taken.

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage (to be completed in the first three months of the rating period, (2) the Record of Classroom Observation stage (with minimum of three observations: one formal and two informal), and (3) The Annual Performance Appraisal/Evaluation Period stage (during the last month of the rating period to finalize the previous two stages).

Prior to the implementation of the new faculty evaluation tool in 2010, the three main criteria ratings utilized to evaluate faculty were: (1) Exceeds Expectation for Rank, (2) Meets Expectation for Rank, and (3) Unsatisfactory/Needs Improvement.[[15]](#footnote-15) With the new Faculty Evaluation Tool, the evaluation criteria has been revised from three to five criteria: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Superb. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal. [[16]](#footnote-16)

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty member’s ability to clearly state, define and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty’s ability to advise or sponsor student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills[[17]](#footnote-17).

Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College’s institutional effectiveness.

* New faculty evaluation rubric
* [Academic Administrator Performance Evaluation Tool](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3415)
* [Staff Performance Evaluation Form](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3979=607)

Actionable Improvement Plan

None

***3A6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.***

Descriptive Summary

Part of the classroom observation process looks at whether faculty use a sufficient number and variety of methods to assess learning and whether the assessments mirror the goals that are stated in the student learning outcomes and classroom activities. This process involves the ability of the instructor to create an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions.[[18]](#footnote-18) As faculty members evaluate the assessment results, they can improve the content of their courses and sequencing of the content to improve the delivery of teaching and learning outcomes. As part of the classroom observation process, formal observation reports and discussions are provided to the faculty member to make appropriate adjustments and improvements in his or her teaching methods.

* Address how instructional delivery and assessment results work together.
* [Instructional Faculty Performance Evaluation Rubric](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3164)
* [Faculty Job Specifications Appendix A-1](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=4042=607)
* [2010-2016 GCCFU/BOT Agreement Article X – Performance Appraisal Section F](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3528)

Self-Evaluation

Quality of teaching is assured by requiring a prescribed evaluation process administered at regular intervals and in a formal written process. The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. The College evaluates its faculty by using classroom observation guidelines and stated job specifications. Other factors in the evaluation process include the effectiveness of instructional delivery factoring, such elements as the effective use of class time, using effective instructional techniques and tools such as lecture, discussions, audio/visuals, group activities, or technology. Additionally, part of the performance expectation is the ability of the instructor to demonstrate superior knowledge of current teaching methodology and apply them in ways that stimulate independent learning in the students. This involves creativity in building the lesson and utilizing previous lessons to heighten students’ learning of the material in a well organized manner.[[19]](#footnote-19)

The College is highly committed to student learning, which is clearly reflected in its institutional assessment process and its institutional effectiveness elements. Student learning outcomes play a huge part in the College’s budgeting and resource allocation process, planning and decision making, and are also incorporated in the institutional assessment and performance evaluation processes.

* Promotion of faculty

Actionable Improvement Plan

None

***3A7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)***

Descriptive Summary

The College continues to maintain a sufficient number of qualified faculty and staff to carry out the mission of the institution. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment numbers. The organizational structure of the College is grouped by instructional divisions and administrative support units. Administrative and support staff are employed to support these divisions and departments. The College ensures that sufficient staff are hired to keep up with increasing operational demands and to provide support to the institution’s mission and purpose. The determination for appropriate staffing levels begins at each program or department. The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Self-Evaluation

According to the AY10-11 Fact Book, there were a total of 238 full-time employees in fall 2010.[[20]](#footnote-20) Of this number, 112 or 47 percent are faculty, 103 or 43 percent are staff, and 23 or 10 percent are administrators. The number of adjunct faculty is 74, bringing the combined total of full-time and adjunct faculty to 186. This combined number of faculty supports both postsecondary and secondary programs. Sixty percent are full-time and 40 percent are adjunct.

* Fact Book current data

Actionable Improvement Plan

None

***3A8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.***

Descriptive Summary

The role and status of adjunct professors in post secondary institutions gained national media spotlight in 2014 when …

* [Procedure for Adjunct Faculty and Educational Consultant Contracts](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3630)
* What specifics policies and practices are in place for adjunct faculty? Challenges in filling positions? Pay differences for various programs. Adult Education adjunct paid flat rate of $25.

Self-Evaluation

Dr. Elizabeth Diego role with adjunct professors

Actionable Improvement Plan

None

***3A9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)***

Descriptive Summary

Although GCC has been diligent in hiring appropriate staff to accommodate its programs and services, it has encountered difficulty hiring instructors in the professional and technical field areas. Specifically, the College has been having difficulty filling teaching positions in the nursing program. More critically, the College has been challenged in keeping a nursing director for the nursing program.[[21]](#footnote-21) In the past three years several turnovers have occurred in this particular position. The critical part in filling the position lies in the position’s stringent credential requirements. Because the position is highly specialized, the College has to compete with other health industries filling the same position. Another difficulty in the teaching recruitment is filling the position of carpentry instructor.

Despite the challenges the College encounters in filling needed teaching positions, it always finds ways to resolve them and is able to set up contingency plans to avoid disruption of its programs and services.

Self-Evaluation

* Cite Fact Book data

Actionable Improvement Plan

None

***3A10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)***

Descriptive Summary

The College continues to maintain a sufficient number of administrators to carry out the mission of the institution. The hiring of administrators continues to be in direct response to program review and the continuous growth in enrollment numbers.

* Fact Book current data

Self-Evaluation

The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Actionable Improvement Plan

None

***3A11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.***

Descriptive Summary

GCC assesses its personnel policies and procedures periodically for currency and adherence to local and federal laws governing personnel matters. The College has developed a wide range of policies, rules and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators, and staff. Many of these policies and procedures are set forth in bargaining agreements with faculty as reflected in the GCCFU/BOT Agreement[[22]](#footnote-22) and in GCC’s personnel rules and regulations for staff and administrators.[[23]](#footnote-23) These policies and procedures range from disciplinary action, grievance, performance evaluation, advancement in rank/promotion and leave policies.

Self-Evaluation

 GCC systematically develops personnel policies and procedures that are reviewed and approved by the Board. The College’s personnel rules and procedures are available for information and review through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. In addition, GCC’s EEO representatives have regular training to ensure that they are up-to-date with EEO policies.

All new policies being developed are circulated to the College community for feedback and comments via print and electronic mediums such as email and the MyGCC web portal.

Actionable Improvement Plan

None

***3A12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

Descriptive Summary

The College demonstrates a concern and understanding of issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to develop a mindset that diversity is a value and a resource to an organization. GCC has a multicultural community as evidenced by its diverse student population, reflected in the College’s Fact Book.[[24]](#footnote-24) Employees of the College are members of a unique environment where interaction with diverse, multi-cultural student populations and faculty groups are a daily occurrence. The College’s commitment to equity in serving Guam’s diverse community permeates the college community.

Self-Evaluation

The College promotes and supports the diversity of the campus community including students, faculty, administrators, and staff. Policies and procedures are in place to ensure fair treatment of employees, and complaint procedures are accessible in the event an employee needs to utilize them. The Center for Student Involvement (CSI) oversees various clubs and organizations which are working closely with the diversified student population. CSI oversees the following initiatives: [Student Governance](http://guamcc.edu/index.php?option=com_content&task=view&id=285&Itemid=471), [Leadership Training and Development](http://guamcc.edu/index.php?option=com_content&task=view&id=198&Itemid=374), and [Student Organizations](http://guamcc.edu/index.php?option=com_content&task=view&id=197&Itemid=373). Each of these initiatives is guided by the belief that “students must become intentionally involved in campus programs and activities in order to become fully prepared for the workplace and for other life commitments.” CSI also provides additional support through forms used to create student organizations, establish by-laws, outline ways to conduct meetings, etc. ([www.guamcc.edu](http://www.guamcc.edu) – Offices – CSI).

Actionable Improvement Plan

None

***3A13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.***

Descriptive Summary

The College demonstrates fairness, equity and integrity in the way it treats its employees and students through adherence to established Board policies and procedures that address employee and employment provisions developed through a collegial consultation process. These Board policies, which govern the treatment of employees, are readily available on the College website. These include Policy 160 - Affirmative Action, Policy 165 - Compliance with the Americans with Disabilities Act, and Policy 185 - Sexual Harassment Prevention. Policies regarding the fair treatment of students are available in the College’s Catalog[[25]](#footnote-25) Non-Discrimination Statement and Student Code of Conduct, are also in the student handbook[[26]](#footnote-26). (Iser p170)

Self-Evaluation

The College is committed to treating its members fairly in accordance with its mission statement and Board-approved policies and procedures such as Affirmative Action, Policy 160, and Discrimination-Sexual Harassment Policy 185. Policies and procedures governing student rights and responsibility are clearly communicated in the College catalog. Additional policies that affect the treatment of all employees can be found in the College’s website portal, MyGCC, under the Governance tab.

The College demonstrates integrity in the treatment of its administrators, faculty, staff, and students by abiding with its policies and procedures covering the fair treatment of its members and students. Complaints or grievances are taken seriously and investigated thoroughly, especially if the complaint or grievance involves sexual harassment or Equal Employment Opportunity issues.

Actionable Improvement Plan

None

***3A14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

Descriptive Summary

Professional development support is given by providing employees the opportunity to attend off-island conferences/workshops to enhance their skills. This support is possible through the professional development program for both faculty and staff/administrators at the College, with each group given an annual funding source to promote such activities.[[27]](#footnote-27)

Self-Evaluation

* Institution Professional Development priority list
* Barberosophy

Actionable Improvement Plan

None

***3A15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

Descriptive Summary

GCC is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College’s website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.

All employees are given the right to review their employee record. Access to their personnel record is requested through the Human Resources Office during normal business hours. An authorized staff member of the Human Resources Office must be present to ensure that the security of the records is not compromised and to assist the employee in making copies of certain files that he or she may need.

Self-Evaluation

* Scanner project completion as addressed in previous AIP.

Actionable Improvement Plan

 None

**3B. Physical Resources (Assigned to Bert Leon Guerrero and Adrian Atalig)**

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

***3B1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.***

Descriptive Summary

The College strives to develop and maintain adequate physical resources in order to provide a positive environment to support excellence in instruction and learning. Periodic inspections of facilities are conducted on a quarterly basis to ensure that health and safety regulations are being adhered to, and that they satisfy the federal Occupational Safety and Health Administration (OSHA) standards.[[28]](#footnote-28) Buildings are also inspected to ensure compliance with federal and local building codes as well as the uniform fire codes.

The College has been able to effectively maintain its current physical resources while planning for the future needs of its educational programs and services.

* New buildings

Self-Evaluation

* ISMP 2014 – 2020 Goal 2 and 3

“Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.”

* GCC Physical Master Plan

Actionable Improvement Plan

 None

***3B2. The institution plans, acquires or builds, maintains, and upgrades or replaces it physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.***

Descriptive Summary

The College plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. ISMP and Physical Master Plan serve as the primary planning documents. These documents are driven by the College’s mission, priorities and annual department plans.

Self-Evaluation

* Staffing pattern for maintenance section

Actionable Improvement Plan

None

***3B3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

Descriptive Summary

Aligned with GCC’s goal to provide facilities that are clean, efficient, safe, functional and aesthetically pleasing, the College is systematically implementing various components of its integrated 2005 Campus Master Plan (update of the plan is currently being discussed) and continuously reevaluates its anticipated needs. Completion of key projects[[29]](#footnote-29) in the master plan will increase the building area of the campus by 75 percent and allow the College to accommodate the anticipated 15 percent increase in student enrollment through 2020. However, the college has already reached a 26 percent increase in student enrollment in just three years since 2007 (2010-2011 Fact Book, page 18).

Self-Evaluation

To determine the sufficiency of classroom facilities and other facilities, the College uses “room utilization data” to determine the sufficiency of classroom, lecture halls, and labs (computer, science, etc.). Data is obtained from two main areas. First, data is obtained from class scheduling developed each semester by the department chairperson in collaboration with the deans and registrar. The second source of data is obtained through room utilization requests for the use of classrooms, lecture halls, or labs usually for workshops or in the event a class has to be relocated because of air conditioning problems. In this scenario, the online Room Utilization Request Form[[30]](#footnote-30) is submitted to the Student Support Services Night Administrator to review and process.

Actionable Improvement Plan

 None

***3B4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

Descriptive Summary

The College evaluates its curriculum continuously and evaluate and updates the Physical Master Plan every five years to identify long-range capital needs. This plan is designed to prioritize capital construction and includes participation of all stakeholders, including administrators, faculty, staff and students. Input from industry partners is also solicited. The plan supports the College’s goal of ensuring adequate planning based on enrollment and facilities build-out. The availability of federal grants has enabled the College to proceed with an aggressive construction schedule for key campus facilities.

When considering the implementation of projects and services, an overriding concern is total cost, not simply the initial cost of the improvement. In order to keep fixed annual budgets as lean as possible the College makes certain that the initial building designs and specified equipment will be more efficient, last longer and be more easily maintained than any other under consideration. The life-cycle costs of any improvement are, therefore, given the highest priority when making the final determination on any capital improvement project.

The College’s long-range plans include the build-out of the Mangilao campus. This major project would require the reconfiguration of the College’s access roads, the creation of a “main entrance” to the campus, the relocation and construction of new parking facilities, and the connection of all parts of the campus through walkways and landscaping that create a pedestrian promenade from the main entrance throughout the center of the campus to the Administration building.[[31]](#footnote-31)

In addition to the build-out of the Mangilao campus, scheduled maintenance projects and minor capital remodeling and renovations will progress in accordance with the ISMP. A delayed approach has been selected for this process due to the limited availability of funding. Ideally, the plan would be to commence with this capital improvement program in sequential order if funding was available. The College’s plans are flexible enough to accomplish the build-out without having to wait for completion of the previous phase’s project. Individual projects will progress as funding sources are identified and secured. (ISER p181 -182)

Self-Evaluation

* ISMP 2015-2020

Actionable Improvement Plan

None

**C. Technology Resources (Assigned to BertLG and Adrian Atalig)**

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

***3C1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.***

Descriptive Summary

The College assures that the technology support it provides meets the needs of all segments of the institution. The College, like most other organizations, has acquired an assortment of technology over almost 30 years of existence. This requires technology that can communicate, inter-operate, and share data and resources while reducing the cost associated with training, maintenance and support through the implementation of a comprehensive technology plan.

* Update of Banner, MyGCC

Self-Evaluation

* Update on ITSP, College Technology Committee, Enterprise Architecture
* Distance education update

Actionable Improvement Plan

None

***3C2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.***

Descriptive Summary

The College’s MIS department is in charge of operations related to information technology services, computing and communications facilities, and information technology hardware and software.

The College has a fully staffed MIS department which oversees and maintains inventory that includes more than 1,000 personal (desktop and laptop) computers. These computers run everything from Macintosh Operating Systems, to Windows 98 up to Windows 7. A growing number of Macintosh computers have been purchased for use primarily for instruction of digital media courses. The College also possesses lab spare computers, monitors, and other equipment on campus should the need arises to replace any down or malfunctioning equipment in the specific labs, which are mostly IBM PC compatible systems. (ISER p194)

Self-Evaluation

* Technology equipment replacement schedule
* Update on ITSP, College Technology Committee, Enterprise Architecture
* Francisco Camacho

Actionable Improvement Plan

None

***3C3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.***

Descriptive Summary

In assessing the College’s needs for information technology, the ITSP team developed certain core principles to form the foundation for guiding the development of the Enterprise Architecture and desired future state of IT in the College. The team also analyzed trends in technology to ensure its EA and desired IT future were consistent with and supportive of the direction of the industry and profession. Using this information as a start, the team described the current IT situation in GCC and the path needed to reach the desired future state.

The ITSP team articulated a set of guiding principles to drive both the architecture and the vision of the desired future state for IT:

* The College will stay true to its mission.
* The College will keep the student first.
* Information technology, IT staffing and the IT budget are enterprise resources.
* Information exists to support the educational and business objectives of GCC.
* Technology and technology investments must be viewed from an enterprise perspective.
* The educational and business priorities and functional requirements of the College will determine investments in information technology. (ISER p 192)

Self-Evaluation

* Distance Education initiative
* Help Desk update

Actionable Improvement Plan

None

***3C4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

Descriptive Summary

GCC needs to include technology training in individual faculty, staff, and administrator plans and use it as a component of the performance appraisal processes. The College needs to provide more training and more “hands on” support for all employees reluctant to try using technology in their work activities or instructional methodology.

Staff and administrators have the option to submit for and request for training using Staff and Administrator Development Funds. Classes in technology are taught by academic technology department staff in one-on-one and small group environments. MIS, whenever necessary, provides one-on-one or group tutorials to those requesting for or require special instructions or training. Outside vendors and subject matter experts are brought in on occasion to augment the training offerings.

The College provided faculty with training regarding the use of Banner and the Luminis Platform prior to, during and after its deployment. This training was conducted through the Registrar’s office and MIS assisted in facilitating the training rooms or providing technical assistance to the trainers. The College consistently provides updates and holds informational sessions for faculty members if there are updates with the system. (ISER p189)

Self-Evaluation

* Wes Gima
* DE update

Actionable Improvement Plan

None

***3C5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.***

Descriptive Summary

# What is GCC’s technology and internet usage policy?

Self-Evaluation

MIS provides information which can be easily accessible on MyGCC. This is the listing of what information is provided:

* [Important Information](http://ifs.guamcc.edu/adminftp/docs/Important%20Information.pdf)
* [NEW! Frequently Asked Questions for Management Information Systems (MIS)](http://ifs.guamcc.edu/adminftp/docs/MIS%20FAQ.pdf)
* [Microsoft Outlook Email SOP](http://ifs.guamcc.edu/adminftp/docs/outlook_gmail_sop.pdf)
* [Download the Email Phishing Announcement here (PDF)](http://www.guamcc.edu/Runtime/uploads/Files/MIS/EmailPhishing.pdf)
* [Management Information System(MIS) Site Management SOP](http://ifs.guamcc.edu/adminftp/docs/Site%20Management.pdf)
* [How to Set Your GCC Gmail as Your Browser's Default Email Client](https://mygcc.guamcc.edu/documents/10354/1565880/HOW%2BTO%2BSET%2BGMAIL%2BAS%2BYOUR%2BBROWER%2BDEFAULT%2BCLIENT.pdf/4645b9b2-3146-4c3d-b749-d69cc20241a4)
* [How to deactivate Course Site in MYGCC](https://mygcc.guamcc.edu/documents/10354/1565880/HOW%2BTO%2BDEACTIVATE%2BCOURSE%2BSITE%2BIN%2BMYGCC.pdf/9c398f71-5877-4e32-be5a-2585ecefc40e)

Actionable Improvement Plan

Develop and publicize GCC technology and internet usage policy

**D. Financial Resources (Assigned to Christie Ginson and Jose Lopez)**

**Planning**

***3D1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)***

Descriptive Summary

GCC is extremely proud of the fact that the institution has, for the past 14 consecutive years, received clean audits from independent auditors Deloitte & Touche, LLP. GCC's audit reports from 2009 through the present. Because of its proactive and innovative approach in identifying funds for cutting-edge programs and services, the College has been successful in responding to the needs of the students and community. The College manages and allocates its financial resources to effectively uphold and support its mission and the goals and objectives of its Institutional Strategic Master plan. Resource allocation is based upon and prioritized in accordance with each department’s assessment and program review results. Financial planning is based upon student enrollment projections and anticipated growth and capital improvement reflected in the Campus Master Plan.

Self-Evaluation

* Financial reports found on GCC portal

Actionable Plan

None

***3D2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.***

Descriptive Summary

The Vice President of Finance and Administration and the President ensure that budget planning is tied to the mission, goals and strategic master plan of the College. The budget shows what will be funded and, thereby, how it will move the College forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections. These projections can be found in the College’s website under Public Reports and in TracDat. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments. Funding priorities fuel the College’s achievement of goals in a logical, systematic, planned and timely way. The institution has sufficient cash flow revenues to maintain stability. (ISER, p 207)

The College’s financial information is provided throughout the institution via its website. In addition, the annual audit and budget reports are presented to the BOT at regular monthly meetings which are open to the public. The BOT is given regular updates with regard to changes to the current budget and reports on the projected impact of legislation that might affect the College’s budget. Highlights of Board meeting are posted on the College website and are accessible to the public. (ISER, p. 204)

Self-Evaluation

Financial planning and management of resources is consistent with GCC’s over-all operation. It is formulated within the parameters of the institutional vision and mission. When constituents coordinate to come up with guidelines to budget management, financial resources are automatically programmed for activities, services, equipment, and ancillary materials that support students’ college and career readiness. If any stakeholder wishes to check if government funds are appropriately spent, he or she can readily check the financial report of GCC because it is accessible in public.

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Bottom of Form

Actionable Improvement Plans

None

***3D3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

Descriptive Summary

The College’s participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The Resource, Planning and Facilities Committee of the Faculty Senate reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great impact on student learning outcomes. The committee plays an important role in the College’s financial planning and budget development process and serves as the forum for discussing needed resources and facility issues or concerns. The membership composition of the committee is representative of all stakeholders of the campus community which includes the current Faculty Senate President, Faculty Senate President-Elect, past Faculty Senate President, Faculty Union President, Vice President of Business and Finance, Facilities and Maintenance Coordinator, Dean of Trades and Professional Services, Dean of Technology and Student Services, two staff union representatives and a student representative.

Another arm of GCC’s governance structure is the College Governing Council (CGC). CGC also plays an important role in the development of institutional plans and budgets. The Council serves to provide broad participation of faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The Council, with the input from its respective constituencies, makes and/or forwards recommendations to the President for action. (ISER, p. 200)

Allocation of financial resources is the result of consultation with constituents ; therefore, budget development is not so much a contentious issue once the fiscal year starts. Participative planning brings about an acceptable consensus. Financial management at GCC leaves no gray areas clarified. The participation of personnel and key government officials in resource allocation results in a set of guidelines that every stakeholder agree to observe.

 Self-Evaluation

GCC’s financial planning is clearly defined and driven by its institutional plans. These plans methodically project the growth and expansion needs of the institution as well as the necessary funding requirements. As part of GCC’s financial planning process the College encourages participative involvement and solicits ideas on revenue generating and cost-saving measures from the campus community. Any innovative ideas on improving and strengthening the financial posture of the institution are made part of the College’s financial plan and budget development. Before financial plans and budget documents are finalized, they must undergo review by the College’s governance structure. This check-and-balance system ensures that the needs of the institution and stakeholders are factored in the final budget document.

The College is committed to transparency and believes that connecting with its stakeholders and the Community will yield valuable input in the financial planning and budget development process. On December 2008, the College unveiled its Institutional Strategic Master Plan to the campus community. [[32]](#footnote-32) Three informational sessions showcased the goals and objectives of the new ISMP. In March 2009, the College hosted a Leadership Dinner for key members of the community to again unveil the ISMP. The theme of the event was, “Connecting with the Community.”[[33]](#footnote-33) The College strongly believes that communicating openly with stakeholders and the community will strengthen relationships and garner support for the College’s initiatives to move forward and prepare students to successfully compete in both the local and global labor markets.

 All documents relating to GCC’s plans and budget are accessible to the public via the College’s website. In addition, the President always keeps the campus community up-to-date on the status of the College during specially scheduled meetings with students and employees. (ISER, pp. 200-201)

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Actionable Improvement Plans

None

**Fiscal Responsibility and Stability**

*3D4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

The President’s management team, members of the Board of Trustees and members of the Resource and Budget Committee of the Faculty Senate all have access to the College’s institutional plans i.e., Institutional Strategic Master Plan and departmental assessment plans. These plans reflect institutional and departmental goals and objectives that guide the planning and acquisition of resources in order for the College to operate efficiently and accommodate growth. One of the most important tools of GCC’s financial planning is program review. The program review guidelines require bi-annual analysis of the assessment of program learning outcomes and student learning outcomes. This analysis is used to set annual goals for the programs. Through assessment and program review, funding priorities and resource allocation are established.[[34]](#footnote-34) (ISER, p. 98)

The resources that are at hand, and those that can be raised using loans and grants, need careful validation so that budget development can be effective and reliable. In this regard, accurate reporting of funds actually and potentially accumulated is a must. Not to be disregarded are the size and type of expenditures needed to make student programs and services viable in the short- and medium-term.

Self-Evaluation

The Board of Trustees reviews all budget goals and approves the appropriate funding level for the college. The College established funding priorities that focuses on student learning that are guided by institutional and departmental goals. Department/unit assessment and program review results are also utilized to prioritize resource allocation. These two assessment tools allow the College to prioritize resource allocation in the most coordinated and fiscally responsible manner.[[35]](#footnote-35) Institutional planning and budgetary reports are accessible to the public and stakeholders through the College’s main website under Public Reports.

A clear depiction of financial and admission goals are displayed in GCC’s TracDat website providing evidence for the maintenance and assurance of the College’s financial integrity in meeting the needs of students and the community workforce.[[36]](#footnote-36) Tracdat is an assessment data management software accessible to all faculty and staff. This assessment tool allows faculty to conduct continuous assessment of student learning outcomes and express tangible evidence of needed resources for the enhancement or execution of SLO’s to maintain the vision and mission of the college.

The College ensures that no expenses are encumbered or expended unless funding is available and the funding source is identified within the College’s financial resources. The College’s management team discusses national and local economic conditions that may impact the financial health of the local government, which in turn affect the College’s budget appropriation. These discussions prepare the College to plan for unexpected financial crises such as a budget shortfall. In case of budget shortfalls, the College is prepared to prioritize and allocate its financial resources accordingly to prevent any major disruptions in accomplishing its mission.

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Actionable Improvement Plans

None

***3D5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. Standard III: Resources 17***

Descriptive Summary

Financial documents, including budget and independent audits, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive and timely. To ensure the financial integrity of the institution and responsible use of financial resources, all purchase requests and contracts are subjected to a multi-layer review and approval process. The originator requesting approval is responsible for preparing requisitions for such requests. The requisition is then reviewed by the department or division manager. This review assures sufficient funding and that the purchase or contract is an appropriate use of funds. Commitments over $1,000.00 must be approved by the appropriate Vice President. Commitments over $5,000.00 require review and approval by the Vice President of the Finance and Administration office. All commitments are reviewed by the Vice President of Finance and Administration to assure proper procedures have been followed and sufficient funding is available. All major purchases (over $250,000.00) and contracts must be approved by the Board of Trustees.

This multi-level approval process serves as a check and balance approach to protecting the integrity of and effective oversight of the College’s finances. Additionally, managers have access to current account balances by logging onto the College’s electronic accounting system to monitor and track funds expended. (ISER, p. 201)

Regulation in accumulation and dispensing of financial resources is meticulously observed using institutional guidelines in financial management. A structure for accurate accounting is in place to monitor reliability of cash flow and state of non-monetary assets. To ensure adherence to sound practices, current financial management is evaluated and analyzed using tried and tested assessment procedures. The results of concurrent monitoring are used to formulate guidelines for future management of financial resources and operation of internal control systems.

Self-Evaluation

The College uses computer-based technology to keep the budget, expenditure details and available balances readily available. The financial reports system and the format of the budget document provide dependable and timely information for sound financial decision making by the Board. In AY08-09, budget impact became a custom field in TracDat Version 4. This new feature was introduced during TracDat training sessions. The incorporation of budget-related information is now a requirement for all assessment reporting units[[37]](#footnote-37). The Collegecontinues to focus on ensuring that departments begin and complete detailed informational assessments linked to the institutional budget.

Additionally, the Assessment Plan becomes the cornerstone for an evaluation-assessment-planning cycle that will guide curricular development, but will also be linked to the development of the Technology Master Plan, the Physical Master Plan, and the institutional budget. It is envisioned that all of these plans and reports will be available in an electronic environment.

The College has achieved the goal of assuring financial integrity and responsible use of financial resources by making sure the financial management system has appropriate control mechanisms and by instituting procedures with fiscal, purchasing, payroll, and budget department staff to disseminate dependable and timely information for sound financial decision making. Internal control procedures are in place to assure the financial integrity of the institution and responsible use of financial resources. Financial management system control mechanisms include security logins, a separation of duties with financial procedures, signature requirements and the procurement process. Furthermore, the College is audited on an annual basis for its internal control measures and the report has not indicated any weaknesses in the organization’s internal controls (Independent Auditor’s report on Compliance and Internal Controls, September 30, 2010, page 6). Monthly fiscal reports are provided as information to the Board, and include the status of revenues, expenses and reserve levels.

The College needs to ensure that budgetary decisions from departments to divisions to the institution reflect data and evidence gathered through the assessment cycle. As seen in the College's Data-Driven Dedicated Planning Framework, planning and decision making at the College is based on evidence. This evidence in turn is used to support resource allocation; thus, reporting units must be trained on how to report budget information in TracDat. AIER and CCA have been providing this training since fall 2010[[38]](#footnote-38). GCC is a low-risk institution for federal grants. Budget related information has been entered into TracDat and training provided to reporting units guide them in utilizing this information for assessment purposes. The Five year financial plan indicates an integration of financial assessment measures with long term institution planning. (ISER, p. 202)[2013-2014 Annual Report](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/Communications/annual%20reports/Annual%20report.Finalwebfile.pdf)
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Actionable Improvement Plans

None

***3D6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.***

Descriptive Summary

GCC’s financial documents reflect the appropriate use of financial resources to support student learning programs and services. Throughout the budget planning process, funds are first allocated to ongoing expenses i.e., salaries and benefits, including anticipated expenses in those categories. Additionally, funds are allocated to support institutional objectives established through the planning process. These objectives are developed to realistically achieve the College’s stated goals.

The College’s annual audit reports have been submitted with unqualified opinions for the last decade, and response to any audit findings are immediately addressed and corrected. GCC’s audit reports reflect appropriate documentation of financial resources that support student learning and fiscal integrity. GCC operates according to federal and local regulations and guidelines. The College follows standard accounting practices and consistently earns exemplary audits.

On September 30, 2003, GCC was audited for compliance with federal/local laws and regulations. The College was audited with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to major federal programs for the year ending September 30, 2003. The audit includes examining on a test basis, evidence about GCC’s compliance of OMB Circular 133 requirements and performing auditing procedures considered necessary. Based on the audit report, GCC complied in all material aspects with the requirements applicable to its major federal programs for the year ending September 30, 2003.[[39]](#footnote-39)

GCC involves stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner. As a result of this participative process, GCC’s budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community. (ISER, p. 203)

Transaction records are reliable and error-free to accurately track status of financial resources. Documents related to business dealings are reviewed for errors and inconsistencies, if there are any. To ensure appropriateness of business transactions, dealings are reviewed and analyzed if they are in consonance with budgetary guidelines for the current fiscal year. A wrong financial decision jeopardizes the funding for student programs and services that the institution is obligated to provide.

Self-Evaluation

The College’s audited financial statements indicate a high level of fiscal stability and responsibility. This stance is evidenced by the ten consecutive unqualified reports received by the College and reflects positively on the financial management and oversight provided by the administration, as well as the level of involvement of all departments in making sure the appropriate controls and procedures are in place and followed. Annual audits are performed, and for the past 9 years GCC has been deemed a low-risk auditee by the OPA. GCC has not had any significant findings nor questioned costs. All management letter comments are not material in nature and are submitted to the BOT and responded to by the following audit.

The College’s financial records indicate the budgeted allocation and in the monthly reports to the Board the percentage of funds used by major departments and categories. GCC continues to provide appropriate responses to all financial inquires and works closely with auditing firms such as Deloitte and Touche to maintain its fiscal accountability and status as a “low-risk” auditee, by providing timely corrections to audit exceptions and management advice received from the firm.

GCC is able to maintain its fiscally responsible status through meticulous planning and management of federal and local funds. Furthermore, the College conscientiously follows strict procurement procedures and federal and local procurement regulations. Appropriate use of financial resources is documented throughout the budget development process and assessed through regular program review. (ISER, p. 204)

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Actionable Improvement Plans

None

***3D7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

Descriptive Summary

GCC involves stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner. As a result of this participative process, GCC’s budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community. (ISER, p. 203)

The annual audit of GCC’s financial resources has so far yielded favorable results. In response to this healthy state of financial management, the institution is unwavering in its obligation to public accountability, transparency, and free access to its account books. Practices that work are retained, while those that do not are reviewed, revised, or avoided. The attention given to the results of external auditing results in the institution’s annual management of financial resources consistently given passing marks.

Self-Evaluation

The College’s financial records indicate the budgeted allocation and in the monthly reports to the Board the percentage of funds used by major departments and categories. GCC continues to provide appropriate responses to all financial inquires and works closely with auditing firms such as Deloitte and Touche to maintain its fiscal accountability and status as a “low-risk” auditee, by providing timely corrections to audit exceptions and management advice received from the firm. (ISER, p. 204)

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Actionable Improvement Plans

None

***3D8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.***

Descriptive Summary

The accuracy of GCC’s financial reports is examined before they are released for reporting purposes. The soundness of the use of financial resources depends on adherence to prudent allocation to prioritized programs and activities. Budgetary guidelines are observed. Every fiscal year, financial resources are directed to personnel pay, upgrade of facilities and equipment, maintenance of learning programs and activities, among others. This allocation of financial assets is routinely reviewed and assessed for future budgetary guidelines.

Self-Evaluation

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Actionable Improvement Plans

None

***3D9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.***

Descriptive Summary

GCC has been able to sustain the periodic financial constraints generated by the Government of Guam’s budget deficit. Despite these uncertainties, the College has been able to maintain or exceed the five percent cash reserve to maintain operational stability. In the past three years (2008 - 2010), the College has been able to maintain an average year-end unrestricted fund balance of approximately $9.6 million.[[40]](#footnote-40) This achievement can be attributed to the campus community’s conscientious efforts in finding ways to increase revenues and reduce operational costs.[[41]](#footnote-41) The College continues to monitor the economic situation of the Government of Guam, as it receives in total 60 percent of its total funds locally and 90 percent of its personnel funding from local appropriations. Although the operating cost to run the College continues to increase due to inflation, the legislature has appropriated the same level of funding to the College since FY09.

As an example of GCC’s experience with funding shortfalls, in February 2011, the College only received 25 percent or $1.7 million of its $6.96 million requested allotment.[[42]](#footnote-42) This shortfall was further exacerbated by the slow release of funds which caused undue strain on the College’s financial resources and consequently affected current and future programs. Although the College continues to seek additional funding from non-Government of Guam sources, it still requires an increase in its base budget in order to meet future educational services demands. The business office staff monitors cash flow on a weekly basis and takes steps to hold back on expenditures temporarily when appropriate.

Self-Evaluation

At the end of FY09, the net assets of the College increased by approximately $3.3 million. The increase was due to increases in tuition revenues of approximately $500,000; a nearly $1 million sub-grant from the US Department of Interior for the Allied Health Building; increase of local appropriation from the Manpower Development Fund of $500,000; and increases in other federal and local grants. In FY09, the College was able to receive most of its appropriations from the Government of Guam as compared to the FY08 $331,769 deferred amount, of which the College subsequently received $130,000 in FY10. Expenditures remained fairly stable in comparison with prior years as for the first nine months of the fiscal year, the College received on average only 50 percent of its local appropriations. This shortfall required the operational reduction of contractual services and strict management and control over resources in order to deal with the cash shortages. The College remains committed to displaying fiscal responsibility in the management of its funds by operating within the levels of authorization. GCC continues to implement appropriate measures as needed to meet critical financial situations.

As of March 2010, the College received 59 percent, or $4.9 million of its $8.2 million requested allotments. The slow release of funds again caused a strain on the College’s financial resources and affected existing programs.

The institution continues to take steps to plan for the unpredictability of funding sources and still be able to address institutional priorities. Cash flow, allotment releases of local appropriations, and financial information is monitored on a daily basis. To meet critical financial situations, a financial exigency plan/reduction in force plan exists and is included in the BOT/Faculty Union Agreement under Section XV. For non-critical financial uncertainties, budget holdbacks for related funds is implemented with a memo sent out to college constituents. In the past four years (FY08, 09, 10, 11) the college has not received its full allotment. Also, for FY11 the college received 50% of the Manpower Development Fund (MDF) which was based on actual collections. The college has worked closely with the local government to address funding inconsistencies. GCC has a proactive relationship with local lawmakers, which has resulted in additional appropriations to assist in stabilizing the College’s funding. The college developed a process to manage and track the institutional budget to address early in the budget cycle any potential fiscal challenges.[[43]](#footnote-43) The college maintains an overall budget of 5% of expenditures from the total budget to be left to maintain a reserve needed to for emergencies.

Cash flow and bank accounts are monitored on a daily basis. Constant follow ups are made with the GovGuam Department of Administration for allotment releases. Meetings with BBMR and DOA personnel are conducted as needed. A daily cash flow report is kept in the Business office. Each request of funds through the procurement office must go through the proper procurement process (Materials Management SOP). Additionally, the president periodically meets with various Senators to ensure GCC financial budgets and needs are being evaluated in the research and presentation of legislative bills.

Actionable Improvement Plans

None

***3D10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

Descriptive Summary

The Vice President of Finance and Administration and the President ensure that budget planning is tied to the mission, goals and strategic master plan of the College. The budget shows what will be funded and, thereby, how it will move the College forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections. These projections can be found in the College’s website under Public Reports and in TracDat. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments. Funding priorities fuel the College’s achievement of goals in a logical, systematic, planned and timely way. The institution has sufficient cash flow revenues to maintain stability. As with any other institution, the College is exposed to various risks such as theft of, damage to, and destruction of assets. In view of these risk factors, the College strategically develops risk management plans to address financial emergencies and unforeseen circumstances.[[44]](#footnote-44)

Self-Evaluation

GCC's budget is approved by the Board of Trustees. Appropriations are approved by the Government of Guam. Non-appropriated funds and federal grants are maintained in the Business Office. Annual budgetary reports and previously approved budget requests are published on the College’s online website under public reports, budget requests. Allocations of financial resources can also be viewed in the 2009 and 2010 College Fact Book.

A clear depiction of financial and admission goals are displayed in GCC’s TracDat website, providing evidence for the maintenance and assurance of the College’s financial integrity in meeting the needs of students and the community workforce.[[45]](#footnote-45) The TracDat assessment data management software allows faculty to conduct annual assessments of student learning outcomes and expressing tangible evidence of needed resources for the enhancement or execution of SLOs in order to maintain the vision and mission of the college.

As the College receives additional grant funding, employees will focus on effective monitoring and expenditure of these federal and state grant funds. The budget process is administered through the Business Office which is a department under the Finance and Administration Division. The Business Office follows the assessment cycle and is assessed through this process.

Revenue from student tuition and fees and auxiliary operations is held in a non-appropriated fund. College budgetary needs that are not met by the Government of Guam allocation are prioritized and brought to the Board of Trustees for expenditure approval. An increase in tuition and student fees was implemented in the Fall 2011 to assist in funding capital projects (BOT minutes March, 2011, p 4-5). Budget requests for departments are conducted annually in November and published on the GCC web site under Public Reports.[[46]](#footnote-46)

Actionable Improvement Plans

None

**Liabilities**

***3D11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.***

Descriptive Summary

The realization of the College’s new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency throughout all of the College’s operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the art information technology must be utilized to ensure that institutional data is accurate and available for effective planning and decision-making processes.

Self-Evaluation

To evaluate the effectiveness of the College’s resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department’s/unit’s progress in meeting the institution’s mission and goals. The program review process has been proven to be a valuable tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College’s resource allocation process. The program review and institutional assessment processes serve as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

* ISMP 2014- 2020

Actionable Improvement Plans

None

***3D12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.***

Descriptive Summary

Research necessary on GCC Retirees benefits and costs to college. Possible hybrid retirement plan for gov guam information and GCC support of plan.

Carmen Santos resource person.

Self-Evaluation

Research needed for this new standard.

Actionable Improvement Plans

None

***3D13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.***

Descriptive Summary

FY2014, 2013, 2012

* [Financial Highlights](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Highlights%20September%202014.pdf)
* [Compliance & Internal Control](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Compliance%20and%20Internal%20Control%202014.pdf)
* [Financial Statement](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Financial%20Statement%202014.pdf)
* [Management Letter](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Letter%20to%20BOT%202014.pdf)

Self-Evaluation

* Carmen Santos and Joleen Evangelista input.

Actionable Improvement Plans

None

***3D14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.***

Descriptive Summary

The GCC Foundation is a private organization established in August 1982 for the purpose of raising funds for student scholarships and College programs. The Foundation fosters community relationships and partnerships and accepts donations from businesses and individuals on behalf of the College. The Foundation is considered a non-profit, public benefit corporation and operates under a separate Board of Governors from that of the College. The President and the Vice President of Finance and Administration are ex-officio voting members on the Foundation Board of Governors, and are also members of the Foundation Executive Committee.

The Foundation’s financial reporting requirement is governed under the accounting standards established by FASB, which is the source of generally accepted accounting principles for not-for-profit entities. The financial statement presentation follows the recommendations of the Accounting Standards Codification (ASC) 958. The Foundation provides financial support for the objectives, purposes and programs of the College. Although the College does not control the timing, purpose, or amount of receipts from the Foundation, the resources (and income thereof) held and invested by the Foundation are restricted to the activities of the College. As such, the Foundation is considered a component unit of the College and its Statements of Financial Position and Statements of Activities and Changes in Net Assets are separately presented in the College’s financial statements.[[47]](#footnote-47)

Self-Evaluation

All auxiliary activities to raise funds for the College fall under the auspices of the GCC Foundation. The Foundation Board of Governors has oversight of all revenues generated from fundraising activities and donations. The Board of Governors also has oversight and approval authority over how foundation monies are allocated and utilized for the benefit of the College. This oversight includes the assurance that financial resources are being utilized in a manner that is consistent with the mission and goals of the College. Current up-to-date links for expenditures are available for the public and interested stakeholders; this information is located under [www.guamcc.edu](http://www.guamcc.edu), Public Reports (attached web-financial snapshot). Additionally, Department Chairs and their respective Administrative Assistants have access to budget, expenditure, encumbrance, and available funds information.

Since the GCC Foundation is legally considered a non-profit private corporation and a component of the College, its financial statements and investment activities are subject to an audit review. With this requirement, the Foundation’s financial activities are audited annually by an independent auditor. The auditing firm contracted by the College to perform this audit service is Deloitte and Touche LLP. For the year ending September 30, 2010, the auditing firm conducted an audit on the Foundation for compliance with the type of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement on the Foundations federal programs. Based on the audit report submitted to the Foundation’s Board of Governors, the Foundation complied in all material respects, with the compliance requirements Described in OMB Circular A-133 regarding federal programs.[[48]](#footnote-48)

Actionable Improvement Plans

None

***3D15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.***

Descriptive Summary

At the local level, the Guam legislature has made it law that student performance and job placement data be included during budget request cycles.

Information and data on student financial aid and default rates should be collected and described. POC on student loans and default rates: Esther Rios.

* Institutional Compliance with Title IV
* Monitoring Institutional Performance

Self-Evaluation

ACCJC Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

Actionable Improvement Plans

None

***3D16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.***

Descriptive Summary

The College has a variety of contractual agreements ranging from purchase orders, construction contracts, consultant contracts, service contracts, and lease purchase agreements. Contracts with external agencies follow a specific format established by the Government of Guam’s General Service Agency (GSA), the central procurement office responsible for reviewing and providing guidance for soliciting Request for Proposals (RFP) and developing contractual agreements that adheres to Guam’s procurement laws and regulations.

The President and the Vice President of Finance and Administration, with the assistance of the legal counsel, review all contractual agreements to ensure that the language in the contract is in line with established procurement laws and regulations and consistent with the mission and goals of the institution. Included in all contractual agreements are sections covering termination of the agreement as well the appeal process for disputes. The termination section covers situations where the contractor fails to perform in whole or in part any of its obligations. The dispute section covers the appeal process where the contractor can present merits for the reconsideration of the College’s decision to terminate the contractual agreement.[[49]](#footnote-49)

Board Policy 232 establishes the President’s authority for approving and signing contracts not exceeding the maximum amount of $250,000.00. Pursuant to the policy, any contractual agreement exceeding $250,000.00 requires Board approval. The manager/department head initiating the contractual agreement is responsible for overseeing the contract to ensure that the contractor meets the obligations stipulated in the contract.

Self-Evaluation

GCC’s contractual agreement format is in line with the College's mission and goals. The Materials Management Office has developed Standard Operating Procedures for procurement of goods and services. There are standard contracts for different types of services and certain contract terms available through the Materials Management and Procurement Office. However, each contract must be tailored for the specific needs of the service or goods being provided (Sample Contract: No P1102300 Replace Non-Skid Coating on hallways & walkway surfaces). To improve and strengthen the contracting process of the institution, the College should consider developing a standard operating procedure (SOP) for writing and executing contractual agreements. Policies and procedures should be outlined on providing guidance for the contract review process. In addition, the contractual instrument currently utilized should be evaluated to see if it can be strengthened and enhanced. For example, a definition page of all the technical verbiage of the contract or performance-related words should be defined to prevent any technical interpretation that may preclude the college from protecting its investment in the event that a breach of contract is encountered. Furthermore, the College should consider adding a line for the legal counsel’s signature to certify that the contract has been reviewed for compliance with federal and local laws and that the verbiage in the contract is free of flaws that may be detrimental to the College. Once contracts have been processed through the Materials Management Office they must be reviewed and approved by the AVP Finance then the President and the Board of Trustees (October 7, 2011 BOT minutes). All contracts over $500,000 go to a hired attorney for review before submittal to the Attorney General for approval.

* POC: Joleen Evangelista

Actionable Improvement Plans

None

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