

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – January 10, 2014, 12:00 p.m.
President’s Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of Mission Statement

II. APPROVAL OF MINUTES

1. Monthly Meeting of December 6, 2013

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President’s Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 200 (Renovation), Building 100 and Forensic Lab

VII. NEW BUSINESS

1. Policy updates
 - a. Mission Statement Board Policy #100
 - b. A Guide to the Selection & Appointment of Guam
 Community College Trustees – Policy #195
 - c. Financial Board Policies (Series 200)
2. AIER – Status update on BOT Assessment
3. Prior Learning Assessment Policy (1st reading)
4. Institutional Strategic Master Plan – Resolution
5. President’s Travel Request (February 2014)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of December 6, 2013

Minutes

I. CALL TO ORDER

1. The monthly meeting of the GCC Board of Trustees on December 6, 2013, was called to order at 10:10 a.m., by Chairwoman Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

2. **Roll Call. Trustees Present:** Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Mr. Richard P. Sablan; Mr. John Benito; Mr. Steven Alvarez, Student Trustee; Mr. Frederick Tupaz, Faculty Advisory Member.

Not in attendance: Ms. Gina Ramos (*schedule conflict*); Mr. Kenneth Bautista, Support Staff Advisory Member (*on medical leave*).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President, Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Attorney Matthew Kane, Legal Counsel; Ms. Jayne Flores, Assistant Director, Communications & Promotions.

Recital of Mission Statement. Board members recited the Mission Statement: *The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.*

II. APPROVAL OF MINUTES – October 25, 2013.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE STEVEN ALVAREZ, THAT THE BOARD APPROVE THE MEETING MINUTES OF OCTOBER 25, 2013, SUBJECT TO CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

III. COMMUNICATIONS- There was none.

IV. PUBLIC DISCUSSION – There were no requests made.

V. REPORTS

1. **President's Report:** President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

-FY2014: As of Dec. 6, 2013, the College received approximately \$1.2 Million from the General Fund, \$124,000 received from the LPN/Vocational Guidance fund; none received from MDF; \$24,000 received from TAF account and \$43,000 from TAF supplemental.

-Total received is approximately \$1.3 Million, which equates to about 8% of the allotment schedule.

-Received the remaining \$1Million from the TAF for last fiscal year.

-The President submitted a request to Department of Administration regarding the overpayment of approximately \$300,000 from the MDF. Requesting BBMR to release the 6% reserve from the General Fund for the last fiscal year by offsetting it with the MDF overage. Will be meeting with the Governor but has been off-island, however, will continue to follow up on the 6% reserve for release.

Capital Improvement Projects and other activities: President Okada reported the following:

-CIP: College has initiated the purchase order for the A&E design for the Maintenance & Wellness Center facility.

BOT - Meeting of December 6, 2013

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- Met with EPA for clean up of the firing range and possible funding for mitigation.
- A protest was received for campus internet connectivity. Documents will be forwarded to legal counsel.
- Will continue to work on FY2014 CIP projects, Facilities Administrator will be submitting all of the scope of work to procurement by December 18, 2013 for bid processing.
- Energy audit recommendations such as air-conditioning and light replacements are a work in progress.
- FY2015 Budget is currently being worked on and will be presented to the Board sometime in February 2014.
- Compact Impact Report for GCC has decreased about 13% and has been submitted to the Governor's office.
- A College Assembly was held November 22, 2013 reporting on the Institutional Strategic Master Plan/Mission Statement due for updates. College community was informed to provide comments/input, which are due today, December 6, 2013. A copy of the presentation will be provided to the Board.
- Dr. Ray Somera completed the PPEC report for ACCJC.
- The President attended the Asia Pacific Association for Fiduciary Studies (APAFS) in Manila, P.I. November 2013. There will be training for Fiduciary Essential Certification for GCC business office employees, including both FBOG and BOT members for sometime in January 2014.
- While the President was in Hawaii, she met with Gail Fujita, Economic and Development Representative.
- To date, 54 College constituents have completed the ACCJC Accreditation Basics. The campus wide deadline to complete is December 2014. Chair Deborah Belanger completed and received a certificate but all Board members are encouraged to complete this online before the deadline.
- Naming Opportunity pledges received November 2013: \$100,000 remaining balance from Bank of Guam as their final installment; \$20,000 remaining balance from Lou Leon Guerrero; \$10,000 from Bello Enterprises; and other naming opportunity donations. \$100,000 donation received from Take Care.

2. Monthly Activities Report

Student Trustee: Student Trustee Steven Alvarez reported as follows:

- Trustee Alvarez is now a certified student leader, along with the COPSA President, after attending the NCSL conference in Louisiana in November 2013. Chair Belanger requested that he submit documents from the conference to include in his trip report. Trustee Alvarez further explained he learned about some of the different colleges and was able to network with other students.
- Preparing for spring semester orientation.

Faculty Advisory Member: Mr. Fred Tupaz reported as follows:

- Job specifications committee is working collaboratively with faculty and administration in aligning job description with BOT/Faculty agreement.
- Closing out the semester and looking forward to Spring.
- Thanked Board members and all who supported the John K. Lee 5K. Approximately \$14,000 was raised. This will be an annual event with support from First Hawaiian Bank as the main sponsor, including support from the GCC Foundation.
- Donations were made to the ALEE shelter and now requesting for specific donation items for next time around.

Support Staff Advisory Member: The President reported that Trustee Kenneth Bautista is off-island recovering due to medical reasons. She also reported that Mr. Richard Duque, a GCC MIS employee, recently passed away.

3. Board of Trustees Community Outreach Report. The following Trustees attended:

- National Association of Women in Construction (NAWIC), December 2013; and Guam Society of Professional Engineers-attended by Trustee Frank Arriola.

-John K. Lee 5K, November 8, 2013, and GCC College Assembly, Nov. 22, 2013-attended by Chair Belanger.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates.

-Building 200 (Renovation)-The President reported the FEMA award grant notification was received.

-Still waiting on MOA between Homeland Security on the administrative services support funding provided by the College.

-Building 100 and Forensic Lab Extension Loan-The USDA loan has been reduced to \$5 Million due to rise in interest rate.

VII. NEW BUSINESS.

1. BOT Election – new officers. The Guam Community College Board of Trustees for the next term January 2014 through December 2015 nominated and elected new officers and made a motion, as follow:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE JOHN BENITO THAT TRUSTEE DEBORAH BELANGER BE NOMINATED AS THE CHAIRPERSON; TRUSTEE DEBORAH BELANGER MOVED AND SECONDED BY TRUSTEE FRANK ARRIOLA TO NOMINATE TRUSTEE JOHN BENITO AS THE VICE CHAIRPERSON; TRUSTEE FRANK ARRIOLA MOVED AND SECONDED BY JOHN BENITO TO NOMINATE TRUSTEE RICHARD SABLAN AS TREASURER; TRUSTEE DEBORAH BELANGER MOVED TO NOMINATE FRANK ARRIOLA AS SECRETARY.

THERE BEING NO FURTHER NOMINATIONS THE FOLLOWING WERE VOTED AS THE GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES FOR THE TERM JANUARY 2014 THROUGH DECEMBER 2015:

DEBORAH BELANGER, CHAIRPERSON

JOHN BENITO, VICE CHAIRPERSON

FRANK ARRIOLA, SECRETARY

RICHARD SABLAN, TREASURER.

NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2. Travel Request (December 2013 – March 2014). For the record, part of the President's travel request was the trip to Honolulu, Hawaii in November 2013, which was previously approved by the Board via electronic vote and included as part of the following motion:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR DECEMBER 2013-MARCH 2014, INCLUDING THE NOVEMBER 2013 TRIP TO HAWAII. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 10:42 a.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 11:00 a.m., the meeting reconvened to open session.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At this time, Chairwoman Belanger, on behalf of the Board mentioned the following:

- Extended condolences to the family of the late Richard Duque, a former GCC employee.
- Extended get-well wishes to Mr. Kenneth Bautista.

IX. ADJOURNMENT

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE JOHN BENITO THAT THE MEETING OF DECEMBER 6, 2013, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of December 6, 2013, adjourned at approximately 11:01 a.m.

SUBMITTED BY:



BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:



FRANK P. ARRIOLA
Secretary

APPROVED BY:



DEBORAH C. BELANGER
Chairperson

**Guam Community College
Board of Trustees**

Mission Statement

WHEREAS, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. The College's strength and success are driven by its core values. It is also guided by the College's vision statement as follows:

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

WHEREAS, the College values diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

WHEREAS, the College values accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

WHEREAS, the College values service: supporting and recognizing service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

WHEREAS, the College values integrity: holding high standards of character and integrity as the foundation upon which the College is created.

WHEREAS, the College is learning-centered: fostering intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.

WHEREAS, the College is student-focused: committed to education, inquiry and service in order to meet our students' ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

NOW THEREFORE, BE IT RESOLVED, that the following Mission Statement be endorsed and adopted by the Board, subject to a simultaneous review of the College's Institutional Strategic Master Plan every six years.

Guam Community College Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misi3n (Chamorro translation)

Guiya i Kulehon Kumunid3t Gu3han, i mas takhilo' mamanaguen fina'che'cho' yan i teknik3t na kinahulo' i manf3fache'cho' ya u na' gu3guaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanan3gui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

The mission is achieved by accomplishing the following goals:

Goal 1: Retention and Completion

Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Goal 2: Conducive Learning Environment

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

Goal 3: Improvement and Accountability

Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability.

Goal 4: Visibility and Engagement

Promote the Guam Community College brand to achieve regional, national, and international recognition.

Amended & Adopted: January 10, 2014; Resolution 3-2014

Amended & Adopted: May 5, 2011 (Chamorro translation)

Re-examined & Adopted: February 9, 2011; Resolution 5-2011

Adopted: March 11, 2009; Resolution 17-2009

Amended & Adopted: September 5, 2008; Resolution: 12-2008

Re-examined & Adopted: January 25, 2007; Resolution 1-2007

Adopted: February 9, 2005; Resolution 3-2005

GUIDELINES FOR STUDENT TRUSTEE ELIGIBILITY AND ELECTION

I. SELECTION COMMITTEE

The Dean responsible for Student Services will appoint a Selection Committee to oversee the elections for the Student Trustee. The Committee will consist of an Associate Dean representing Student Services, the GCC Registrar, the Program Coordinator for the Center for Student Involvement (CSI), and the Program Specialist for the Center for Student Involvement who will serve as the Chairperson.

II. ELIGIBILITY REQUIREMENTS FOR STUDENT TRUSTEE

1. Shall be a declared GCC postsecondary student currently enrolled in at least two (2) GCC postsecondary courses. (Minimum of six [6] credits).
2. Shall submit proof of current enrollment (class schedule, tuition payment receipt).
3. Shall commit to enrolling in at least two (2) GCC postsecondary courses (minimum of six [6] credits per semester) for each regular semester of service and provide proof of enrollment (class schedule, tuition payment receipt) to the CSI office. (A regular semester is defined as the Fall and Spring semesters.)
4. Shall have attended GCC as a postsecondary student for a minimum of one regular semester immediately prior to running for this position and completed the regular semester term with a Grade Point Average (GPA) of 2.0 or better.
5. Shall have a minimum, cumulative GPA of 2.0 or better when declaring candidacy, and must maintain a minimum 2.0 GPA throughout every regular semester of service as the Student Trustee.
6. Shall not be on academic probation (failing to achieve a 2.0 for a regular semester term).
7. Shall have the Center for Student Involvement take your photo to be used on posters and the ballots.
8. Shall deliver a campaign speech at all the scheduled Campaign Forums.
9. Shall not be convicted of a felony.
10. Shall submit a resume, an Application for Candidacy form, and a signed Declaration of Candidacy form.
11. Shall not be a full-time Guam Community College or Government of Guam employee.
12. Shall attend and fully and actively participate in all the Leadership Training Workshops conducted by the Center for Student Involvement, along with the elected COPSA Officers, from May through April.
13. Shall be advised that the above eligibility must be reviewed, guided by FERPA regulations, and certified by the Selection Committee.

III. VOTER ELIGIBILITY

Officially registered, full-time or part-time, declared or undeclared, GCC postsecondary or Adult High School student as defined in the GCC Catalog.

IV. VOTING PROCESS

1. The Dean responsible for Student Services via the Selection Committee:
 - a. Announces the election to be held within the month of April. (Exceptions to conducting the elections in April can be made by an approved motion of the GCC Board of Trustees.)
 - b. Ensures that ballots are developed.
 - c. Ensures campaign activities are conducted in accordance with all rules.
 - d. Ensures elections are conducted in accordance with all rules.
 - e. Ensures the tabulation is conducted in accordance with all rules.
 - f. Certifies the results.
2. The Program Specialist for the Center for Student Involvement submits the election results to the President of GCC, via the Dean responsible for Student Services and the Academic Affairs Division Vice President. The GCC President forwards the report to the GCC Board of Trustees.
3. The Board of Trustees issues a Certificate of Election to the candidate with the highest number of votes. The Certificate of Election will serve as a contract of commitment.

V. TERM OF OFFICE, REQUIREMENTS AND DISMISSAL

1. Term of office:
 - a. Officially sworn in during the first Board of Trustees regular meeting in May; and
 - b. Term will end after the last Board of Trustees regular meeting April.
2. Requirements:
 - a. Abide by the GCC Board of Trustees Policy No. 115 (Code of Ethics and Conduct);
 - b. Maintain all eligibility requirements throughout their term of office;
 - c. Attend all Guam Community College Board of Trustees meetings and retreats;
 - d. Attend all COPSA Commission and General Membership meetings and report any information that was discussed and/or approved by the Board of Trustees regarding student activities, concerns and needs;
 - e. Report to the Board of Trustees all activities that COPSA will be sponsoring or attending and any student concerns; and
 - f. Serve as the student representative on the Committee on College Assessment.
3. Dismissal:
 - a. Dismissed from the position if he or she does not maintain a minimum, cumulative GPA of 2.0 or better or does not maintain a 2.0 GPA at the end of each regular semester of service;
 - b. Dismissed from the position if he or she has more than two unexcused absences for regularly scheduled Board of Trustees meetings;
 - c. Dismissed from the position if he or she has more than two unexcused absences for regularly scheduled COPSA Commission and General Membership meetings.

VI. REPLACEMENT OF STUDENT TRUSTEE

If the Student Trustee is unable to complete the term, the Dean responsible for Student Services will offer the position to the Student Trustee candidate who received the second highest number of votes in the most recent election only if that candidate received at least 20% of the total votes cast. Should the candidate who received the second highest number of votes be a write-in candidate who received at least 20% of the total votes cast, he/she can only be certified as the new Student Trustee pending submission of the required documents necessary to certify his/her eligibility. If either of those candidates cannot complete the term of the original Student Trustee, the Dean responsible for Student Services will convene the Selection Committee within two weeks of a declared vacancy within a regular semester, to conduct another election to fill the remainder of the term unless the vacancy occurs within two months of a regularly scheduled election. If the vacancy occurs in the summer, a special election will occur within the first four (4) weeks of the Fall semester.

RULES FOR CONDUCTING STUDENT TRUSTEE ELECTIONS

I. CAMPAIGNING

1. Open Student Assemblies are permitted, but must be coordinated with the Center for Student Involvement.
2. Campaigning in the hallways is allowed provided that the noise level does not interrupt any classes.
3. Posters can be placed in designated areas once approved by the Office of Communications and Promotions, the Center for Student Involvement and the Student Support Services office.
4. No campaigning can occur in classrooms during scheduled instructional time.
5. On Election Day, no one can campaign closer than 25 feet from the polling area.

II. VOTING

1. Students must present their current GCC student I.D. card, or another form of photo identification showing their full name, in order to vote.
2. Once identification is verified, student voters must sign a voter registry which confirms they are an officially registered GCC student. (The Registrar will provide the registry.)
3. A ballot will be issued for the student to vote.
4. The voter will be afforded privacy for completing the ballot.
5. The completed ballot is to be placed in a locked ballot box by the voter.
6. A GCC staff member must be present at the voting site throughout the entire election. A student or students may assist, but must first be approved by the Center for Student Involvement. The Center for Student Involvement designee is responsible for organizing the work assignments.
7. Candidates are allowed to have one representative to observe the process. However, the observers are not allowed to intervene or campaign during the process. They may report any discrepancy to their candidate or to members of the Selection Committee.
8. All elections must be conducted on campus.

III. ELECTION CHALLENGES

The following process will be followed when filing challenges to the election:

- A. The Candidate filing the challenge must do so in writing and address the challenge to the Selection Committee within two (2) working days from the election date.
- B. The Selection Committee will render a decision on the challenge within two (2) working days from the date of the candidate's filed challenge.
- C. Should the candidate filing the challenge deem the decision of the Selection Committee unacceptable, an appeal can then be filed within two (2) working days of the decision with the Dean responsible for Student Services. The Dean responsible for Student Services will render a decision, in writing, within two (2) working days from receipt of the appeal.
- D. If the decision rendered by the Dean responsible for Student Services is deemed unacceptable by the candidate, an appeal can then be filed within two (2) working days of the decision with the Academic Affairs Division Vice President whose finding will be final. This final decision will be forwarded to the challenger within two (2) working days.

IV. TABULATION OF VOTES

- A. The ballots will be counted immediately after the polls close. If warranted by circumstances beyond our control, the box will be secured in the Center for Student Involvement until the next time that tabulation can resume.
- B. The Tabulation Team will be chosen by the Program Specialist for the Center for Student Involvement and will be composed of two Student Organization Advisors, one staff, a postsecondary student identified by the Center for Student Involvement, and the Program Specialist for the Center for Student Involvement.
- C. The results of the tabulation and all ballots must be presented to the Selection Committee for their approval. A summary sheet of the tabulation will be prepared to include total number of votes that were received, results by each candidate, number of votes that were disqualified and specific reasons for disqualification. Candidates are allowed to have one representative present to observe the process.
- D. The Tabulation Team is prohibited from announcing any results or providing any information to the candidates, supporters or others not specifically authorized to receive such information. The results will only be presented to the Selection Committee.
- E. If there is no declared candidate, should a write-in candidate receive at least 20% of the total votes cast, the Selection Committee can certify the write-in candidate as the winner, pending submission of the required documents necessary to certify his/her eligibility.

V. ANNOUNCEMENT OF ELECTION RESULTS

The Center for Student Involvement Program Specialist will introduce the elected candidate to the Dean responsible for Student Services, who in turn will introduce the candidate to the Academic Affairs Division Vice President. The Academic Affairs Division Vice President will then introduce the candidate to the President of the College, who will then introduce the candidate to the Board of Trustees. The President of the College, on behalf of the Board of Trustees, will announce the selected candidate to the college community.

VI. APPLICABILITY OF RULES

The above rules are applicable to the Student Trustee elections at Guam Community College and must be followed without deviation.

DECLARATION OF CANDIDACY FOR STUDENT TRUSTEE POSITION

I hereby declare that the following is true and correct:

- A. I am a declared GCC postsecondary student currently enrolled in at least two (2) GCC postsecondary courses. (Minimum of six [6] credits)
- B. I have submitted proof of current enrollment (class schedule, tuition payment receipt).
- C. I will commit to enrolling in at least two (2) GCC postsecondary courses (minimum of six [6] credits per semester) for each regular semester of service and provide proof of enrollment (class schedule, tuition payment receipt) to the CSI Office. (A regular semester is defined as the Fall and Spring semesters.)
- D. I have attended a minimum of one regular semester at GCC as a postsecondary student immediately prior to running for this position and completed this regular semester term with a GPA of 2.0 or better.
- E. I have a minimum, cumulative GPA of 2.0 or better when declaring candidacy and will maintain this minimum 2.0 GPA throughout every regular semester of service.
- F. I am not on academic probation.
- G. I will have the Center for Student Involvement take my photo to be used on posters and the ballots.
- H. I will deliver a campaign speech at all the scheduled Campaign Forums.
- I. I have not been convicted of a felony.
- J. I have submitted a current resume, an Application for Candidate form, and this signed Declaration of Candidacy form.
- K. I am not a full-time Guam Community College Government of Guam employee.
- L. I will attend and fully and actively participate in all the Leadership Training Workshops conducted by the Center for Student Involvement, along with the elected COPSA Officers, from May through April.
- M. I understand that my eligibility is subject to verification, guided by FERPA regulations, and that my candidacy requires the certification of the Selection Committee.
- N. I have been briefed on the minimum requirements of the position for which I am running, and the election procedures.
- O. I further understand that if I have submitted false information, I may be disqualified from this election or removed from office if I am elected.

Print Full Name

Signature

Date

APPLICATION for Candidate

for the GCC Board of Trustees Student Trustee

As required by the Guidelines for Student Trustee Elections, please submit a current resume.

Name: (Last) _____ (First) _____ (Middle) _____

How would you like your name to be printed on the ballot? _____

Address:
(Home) _____

(Mailing) _____

(E-mail) _____

Contact Numbers:

(Home) _____ (Work) _____ (Cell) _____ (Pager) _____

GCC Student Identification Number: _____ Date of Birth: _____



Guam Community College Enrollment Status: Full-Time Part-Time

Number of Credits attempted this semester: _____

Major (Program of Study): _____

Other College / University attending: _____

Names of Student Organizations / Membership – Positions Held: _____

Describe your Leadership Experiences: _____

List any Leadership Courses / Workshops / Seminars Taken: _____

Describe any Volunteer Services Rendered / Community Services provided: _____

List past experiences which qualify you for this position: _____

Why do you seek this position? _____

GUAM COMMUNITY COLLEGE
Board of Trustees

CODE OF TRUSTEE ETHICS AND CONDUCT

WHEREAS, the Trustees recognize that the education of students is the reason for the College's existence; all other functions must support this purpose; and

WHEREAS, it is the duty of the Board of Trustees of Guam Community College to ensure that students receive the highest quality education in the most efficient manner possible.

NOW, THEREFORE, BE IT RESOLVED, that in the performance of their governance responsibilities, the Board of Trustees shall:

1. Recognize that the primary responsibility of the Board is to govern the College in the best interests of the educational needs of the Territory.
2. Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process.
3. Communicate and promote the needs of the community to the College and the needs of the College to the community.
4. Encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels.
5. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no authority to act on behalf of the Board unless so authorized.
6. Develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation.
7. Maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency and fiscal stability.
8. Promote a healthy working relationship with the President through supportive, open and honest communication and regular evaluation.
9. Delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.
10. Act honestly and openly at all times following the letter and intent of all applicable Local and Federal Laws and keeping the confidentiality of privileged information.
11. Avoid all conflicts of interest and the appearance of conflicts of interest and not using the position as Trustee for personal gain.
12. Devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the Board of Trustees.
13. Maintain confidentiality of all board discussions held in closed sessions and recognize that deliberations of the board in closed sessions are not to be released or discussed in public without the prior approval of the board by majority vote.

Reviewed & Adopted: September 5, 2008
Resolution 17-2008

Adopted: March 16, 1994
Resolution 12-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**SELECTION AND APPOINTMENT
OF GUAM COMMUNITY COLLEGE TRUSTEES**

WHEREAS, the Board of Trustees of Guam Community College is committed to maintaining the highest standards of quality, effective governance in fulfilling its responsibilities to the students, staff, faculty, and administrators of the College and to the general Guam community; and

WHEREAS, the Board of Trustees feels that part of this effort is to assure the appointment of new qualified members to the Board of Trustees by communicating its standards to the appointing and confirming authorities, namely the Governor of Guam and the Guam Legislature; and

WHEREAS, the Board of Trustees is directed by Public Law 25-39 to develop procedures for election of the student members.....; and

WHEREAS, the Association of Community College Trustees (ACCT) has produced guidelines regarding the election and appointment of community college trustees; and

WHEREAS, the Board of Trustees has developed guidelines for student trustee election, in keeping with the ACCT recommendations;

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees hereby adopts the standards and principles of the ACCT guide to assist it in recommending qualified persons to the Governor of Guam;

BE IT FURTHER RESOLVED, that the Board of Trustees adopts the guidelines for student trustee election to the Board of Trustees;

BE IT FURTHER RESOLVED, that except for the Student Trustee, when a vacancy in the Board of Trustees is expected within three months, the Board of Trustees shall forward to the Governor of Guam the name or names of candidates who meet the criteria of the guide and who are representative of the specific category of the potential vacancy as specified in Guam Community College's enabling legislation, Public Law 14-77;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the Chairperson shall cause to communicate said policy and guidelines to the Governor of Guam and the Chairperson of the Education Committee of the Guam Legislature with a letter explaining the intent and purpose of the policy;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the President shall communicate said policy and guidelines for student trustee election to the Board of Trustees to the Guam Community College faculty, staff, and students.

Amended & Adopted: January 10, 2014
Resolution 5-2014
Amended & Adopted: August 17, 2011
Resolution 9-2011

Amended & Adopted: September 5, 2008
Resolution 35-2008
Adopted: February 7, 1996
Resolution 2-96
Amended: July 14, 1999

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ACTING PRESIDENT

WHEREAS, the President serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees; and

WHEREAS, it is sometimes necessary for the President to be off-island; and

WHEREAS, there may be occasions when the President is unable to perform his/her duties due to absence, illness, or incapacitation; and

WHEREAS, it is vital that leadership and responsibility for the overall operation of the College be maintained despite the absence, illness, or incapacitation of the President;

NOW, THEREFORE, BE IT RESOLVED, that when it becomes necessary for the President to travel off-island, the President shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator and shall advise the Board; and

BE IT FURTHER RESOLVED, that should the President be unable to perform his/her duties in case of an emergency, the Board of Trustees Chairperson, in consultation with the other Board Members, shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator who shall serve until such time that the President is able to return to work; and

BE IT FURTHER RESOLVED, that an employee who is appointed to serve temporarily in an acting capacity as President of the College shall be compensated during the period of such services by a payment differential to be added to his/her base rate of pay, measured by the difference in amount between the step in the pay grade he/she holds and the salary paid the President; and

BE IT FURTHER RESOLVED, that compensation following appointment in an acting capacity shall not be less than 30 calendar days and not to exceed one year. Payment differential shall be deferred until the employee has served 30 consecutive calendar days in an acting capacity.

**Amended & Adopted: January 10, 2014
Resolution 4-2014**

**Amended & Adopted: September 5, 2008
Resolution 21-2008**

**Adopted: July 20, 1994
Resolution 49-94
Amended: July 1, 1998
Amended: June 7, 2000**

Guam Community College
Board of Trustees
Resolution ____ -2014

PRIOR LEARNING ASSESSMENT

WHEREAS, GCC recognizes the value of non-traditional college-level learning such as Prior Learning Assessment (PLA); and

WHEREAS, Prior Learning Assessment is defined as a structured process for colleges to assess and validate a learner's prior learning and competencies; and

WHEREAS, the College recognizes that students may have had prior learning experiences, which might translate to academic credit; and

WHEREAS, the College adheres to the following standards for assessing experience for awarding college credit:

- Credit should be awarded only for learning, and not for experience.
- College credit should be awarded only for college-level learning.
- Credit should be awarded only for learning that has a balance, is appropriate to the subject, and lies between the theory and practical application of the subject.
- The determination of competence levels, and of credit awards must be made by appropriate subject matter and academic experts.
- Credit should be appropriate to the academic context in which it is accepted; and

WHEREAS, since 1977, GCC has officially recognized "Non-Traditional and Sponsored Learning" as a legitimate way of earning college level credit; and

WHEREAS, since 1977, GCC has awarded credit to students for "Non-Traditional and Sponsored Learning" such as credit by examination, external examination, transfer credit, military education, prior learning, and work experience; and

WHEREAS, GCC's institutional philosophy includes, but is not limited, to providing each and every individual seeking an education at the College the opportunity to develop his or her greatest potential by offering courses and programs that are characterized by:

- Responsiveness to the educational and cultural needs of the community;
- Affirmative action for nontraditional students; and
- Currency and relevance through Continuing Education and Lifelong Learning; and

WHEREAS, GCC is committed to student success that lead to increased graduation rates; and

WHEREAS, GCC believes, through established research studies, that students who receive credit via PLA have a higher chance of completing their program of study towards an industry certificate, a certificate or degree; and

WHEREAS, GCC needs to consolidate its PLA practices into one central policy to conform to accreditation standards and best practices.

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College hereby adopts a consolidated policy governing recommended standards of practice in Prior Learning Assessment (PLA).

ADOPTED the ____ day of _____, 2014.

DEBORAH C. BELANGER
Chairperson

ATTESTED BY:

FRANK P. ARRIOLA
Secretary

GUAM COMMUNITY COLLEGE
Board of Trustees

INSTITUTIONAL STRATEGIC MASTER PLAN

WHEREAS, Guam Community College has developed an Institutional Strategic Master Plan (ISMP) as the central planning document for the College directing critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020; and

WHEREAS, the ISMP incorporates the feedback and recommendations from the entire College community as part of the College's participatory governance process providing the opportunity for informed faculty, staff, and student participation and collaboration in college affairs; and

WHEREAS, the ISMP and its companion documents address the growth and continuing support of academic and career and technical education programs at Guam Community College for Guam and the region; and

WHEREAS, the ISMP supports the College's Mission Statement as approved and adopted by the Board of Trustees on January 10, 2014.

NOW, THEREFORE, BE IT RESOLVED, that the Institutional Strategic Master Plan, and its companion documents, is recognized as the central planning document for the College.

BE IT FURTHER RESOLVED, that the ISMP is designed to be a living document, subject to a simultaneous review of the College's Mission Statement every six years.

Re-examined & Adopted: January 10, 2014
Resolution 1-2014

Adopted: June 6, 2006
Resolution No: 10-2006

Guam Community College
Institutional Strategic Master Plan (ISMP)
2014 – 2020

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

Mission: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misi6n (Chamorro translation)

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

Core Values: GCC's strength and success are driven by the following values:

1. **Diversity:** We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.
2. **Accountability:** We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.
3. **Service:** We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.
4. **Integrity:** We hold high standards of character and integrity as the foundations upon which the College is created.
5. **Learning-Centered:** We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.
6. **Student-Focused:** We are committed to education, inquiry and service in order to meet our students' ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

Goals: At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020:

Goal 1: Retention and Completion

Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Goal 2: Conducive Learning Environment

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

Goal 3: Improvement and Accountability

Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability.

Goal 4: Visibility and Engagement

Promote the Guam Community College brand to achieve regional, national, and international recognition.

Goal 1: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce: There has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered learning. The student-centered model of teaching requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, different abilities and talents. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior experience and knowledge. Learning relies upon how well teachers and students interact personally. A teacher's recognition of student identities and a student's recognition of a teacher's leadership in learning are both needed for effective learning. Building upon the reciprocal recognition of students and teachers as partners in a shared venture, students come to learn how teaching can be done effectively in various ways, and teachers come to understand how learning variously occurs. To achieve the goal of providing a student-centered educational experience that fosters retention and success, two specific initiatives are included in the ISMP:

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom: The student-centered learning curriculum must be designed to focus on the students' needs, abilities, interests, and learning styles placing the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from an autonomous point of view and engage in hands-on problem solving where they can draw their own conclusion, or develop their own learning based on self-direction. Creating a student-centered classroom environment is not considered an easy task. Studies reveal that one of the most complex factors in a student-centered classroom is that of maintaining balance. Student-centered teaching methods shift the focus of activity from the teacher to the learner. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, debate, or brainstorm during class, cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability, and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. The success in teaching depends on the student's desire to learn. Faculty need to present subject matter content in meaningful contexts that can integrate critical thinking, problem-solving, discovery, definition of tasks and accomplishment of those tasks.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching method: Scholars and researchers continuously perform research on how to enhance and improve student success. Educational delivery methods and models (including distance learning) are constantly being studied for effectiveness and efficiency. As instructional delivery methods and models are proven to be effective, they are disseminated to the teachers for implementation in the classroom. Effective implementation of

these methods and models cannot be achieved unless intensive training is provided and made available to the teachers. Faculty must be provided the opportunity to attend workshops and conferences on student-centered learning and teaching. Equally important to training is support. Support is vital in the areas of technology and logistics. The enhancement of academic programs, quality, and outcomes is dependent upon state-of-the-art technology and environmentally safe and comfortable classrooms.

Faculty must possess a deep understanding of the developmental characteristics of their students as well as how students learn to be effective partners in the learning process. A student-centered teacher is trained to design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topics being presented. The student-centered teacher helps students discover the power of their own minds to work in their own ways to achieve success.

Goal 2: Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success: Transforming our campus into a conducive facility for learning and teaching and fostering a sense of family oriented employees committed to student access and success is dependent upon a well-developed facilities master plan. The master plan should contain building construction and renovation plans, as well as facilities improvements anticipated to meet the long-term needs of the College. The plan should be focused on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heightened learning, in keeping with ADA requirements, and supportive of the social and developmental needs of the student body.

Equally important to a well-developed facilities master plan for student access and success is a well-developed technology master plan. The technology master plan should be developed to promote and support the efficient and effective application of computer technology to enhance the administrative operations and delivery of educational programs at the College. The master plan should include support for computing equipment, software, information, and training and support for the technical expertise to carry forward the mission of the College.

To achieve the goal of transforming our campus into a conducive facility for learning and teaching, two specific initiatives are included in the ISMP:

Initiative 1: Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities: The College needs to envision the facilities needs of the future to accommodate the College's educational projections and priorities. The College must ensure that facilities are in adequate condition and capacity to accommodate current programs and distribution of class offerings. The maintenance of sufficient classrooms to meet scheduling needs and evening programs plays a critical part in providing our students with a conducive and comfortable learning environment.

Initiative 2: Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance: The College's participatory governance process serves as an important element in carrying out the goals and initiatives of the College's mission. The process emphasizes the broad participation of employees at all levels (i.e., administrators, faculty and staff) and students to make meaningful contributions to the planning and decision-making processes and seeks to broaden the range of people who have access to such opportunities. The participatory governance process serves as a catalyst that generates the enthusiasm for employees to be committed to providing students with access and success in accomplishing their educational goals. The employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective processes of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement and institutional excellence.

Goal 3: Enhance the existing integrated planning, review, and evaluation process that provide for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability: The College needs to enhance and strengthen its existing integrated planning, review, and evaluation process in order to evaluate resource allocation and determine appropriate adjustments. One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution's strategic master plan. The master plan should also be aligned with institutional priorities and be able to reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and placing focus on the quality of the educational programs and services the College provides. To integrate planning, review, and evaluation of the College's reallocation processes, two specific initiatives are included in the ISMP, namely:

Initiative 1: Update the College's existing institutional financial/resource allocation master plan to align with the College's new Institutional Strategic Master Plan's vision, mission, and goals: 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 of 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 are accurate and available for effective planning and decision-making processes.

Initiative 2: Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process: 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 an effective 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 process serves 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.

Goal 4: Promote the Guam Community College brand to achieve regional, national, and international recognition: Within the next six years GCC needs to expand its horizon to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs. The College needs to invest in improving and expanding its mode of educational delivery and provide access not only on the local and regional level but also, in the immediate future, on the international level as well. In order to achieve this monumental goal, two specific initiatives are included in the ISMP:

Initiative 1: Market and highlight the GCC brand: Re-launch a strengthened branding campaign to provide awareness of the educational and workforce development programs offered at the College. Develop a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms and state-of-the-art student center and learning resources center. GCC's low-cost tuition and fees as part of a two-plus-two formula for those wanting to continue their post-secondary education should also be highlighted.

Initiative 2: Promote internationalizing our campus: The quest of internationalizing our campus begins right at home here at GCC. GCC is a diverse campus community with faculty, administrators, staff, and students coming from different ethnic backgrounds of the neighboring islands of Micronesia, and the countries of the Philippines, Korea, China, Japan, and the Chamorro people of Guam and the Northern Marianas. Internationalizing our campus begins with implementing the following tenets and perspectives:

1. When we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;
2. When we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;
3. When we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and
4. When we internationalize our campus, we fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.

Because of our diverse campus community, the College should set aside a day to honor and celebrate diversity. The College should research and write the history of GCC from its humble beginning and its origin as the Guam Trade School in the 1950s and its transformation to the community college that it is at present.

These initiatives are intended to improve awareness of GCC on both the national and international level. They also serve as a strategy to increase enrollment and revenue generating opportunities and reduce financial dependence on the Government of Guam. GCC needs to pursue a variety of ways to improve and strengthen its revenue generating opportunities, including aggressive grant-writing and pursuing endowment programs for the College. For all these initiatives, specific performance metrics are to be established to measure success in improving local, regional and international awareness of the “GCC Brand.”

PRESIDENT'S TRAVEL SCHEDULE
February 2014

Conference Title	Date	Location	Sponsor:
Achieving the Dream Conference	February 24-27, 2014	Orlando, FL	Krege Foundation

Funding Source:
**100% Krege Foundation*