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Educational Vision Statement

Every person can, should, and will learn to lead meaningful, purpose-driven lives as competitive yet humane participants in the emerging global marketplace who ultimately work to make their world a better place.

To these ends, all learners will become better analytical and critical thinkers who have a culturally sensitive global understanding of their world.

All learners will become well-rounded individuals who are developed morally, socially, mentally, emotionally, creatively, and physically.

All learners will become sympathetic and empathetic servants to others in need.

All instructors will become professionally proficient, passionate educators who enthusiastically help students reach the highest academic standards.

All instructors will proactively cultivate learning among their students by engaging the diverse learning styles of all their students.

All instructors will manifest a sincere and concrete care for each and every student.

All administrators and staff will secure a safe and welcoming campus environment that is conducive to learning.

All administrators and staff will provide resources and opportunities for learning and professional growth.

All administrators and staff will respect instructors as professionals and give them the support they need to do their jobs.

I will ardently listen, communicate, and promote dialogue to the best of my ability.

I will humbly assist, elicit assistance, and promote collaboration to the best of my ability.

I will passionately lead, empower, and promote synergy to the best of my ability.

I will do all that I can to help learners, instructors, administrators, and staff succeed.

That is all that I can, should, and will do.

Leadership Competencies* that will guide my work

ORGANIZATIONAL STRATEGY

An effective institutional leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.

ORGANIZATIONAL CULTURE

An effective institutional leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting a path for its future.

GOVERNANCE, POLICY, AND LAW

An effective institutional leader is knowledgeable about the institution's governance framework and the laws and policies that guide its operation.

RESOURCE MANAGEMENT

An effective institutional leader utilizes strategic and operational planning and engages stakeholders to prioritize budgeting and resource allocation decisions in order to maximize resources for the benefit of the institution in fulfillment of its mission.

**as developed &
recommended by the
American Association of
Community Colleges*

**Leadership
Competencies
(continued)**

COMMUNICATION

An effective institutional leader demonstrates strong communication skills, leads and fully embraces the role of college spokesperson.

COLLABORATION

An effective institutional leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of the college community, and sustain the college mission.

COLLEGE ADVOCACY

An effective institutional leader understands and embraces the importance of championing the institution's ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.

INFORMATION AND ANALYTICS

An effective institutional leader understands how to use data in ways that give a holistic representation of the institution's performance, and is open to the fact that data might reveal unexpected or previously unknown trends or issues.

PROFESSIONALISM

An effective institutional leader comports to the highest of professional standards and operates with integrity, treating others with dignity and respect and representing the college in a manner that dignifies and honors its mission and culture.

EMOTIONAL INTELLIGENCE

An effective institutional leader possesses a high degree of self-awareness and self-control, employing empathy and calming tempers during tense situations.

Education

UNIVERSITY OF SOUTHERN CALIFORNIA	LOS ANGELES, CA
<i>EdD in Organizational Change and Leadership Program</i>	<i>2019</i>
UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO, CA
<i>Masters of Arts in Catholic School Leadership</i>	<i>2009</i>
NORTHERN MARIANAS BAR ASSOCIATION	SAIPAN, MP
<i>Certificate of Completion, Summer Pre-Law Program</i>	<i>2002</i>
UNIVERSITY OF PUGET SOUND	TACOMA, WA
<i>Bachelor of Arts degree in English Literature, Cum Laude</i>	<i>1996</i>
NORTHERN MARIANAS COLLEGE	SAIPAN, MP
<i>Course Completion, English and Speech</i>	<i>1991</i>
MOUNT CARMEL SCHOOL	SAIPAN, MP
<i>High School Diploma, Honors</i>	<i>1991</i>

Training

EDMODO CERTIFIED TRAINER

ONLINE

Collaborative Institutional Training Initiative

May 2020

Secured certification from industry leaders in distance education by mastering the requisite knowledge and skills to support educators by leading efficient and engaging Edmodo professional development opportunities.

RESEARCH WITH SOCIAL-BEHAVIORAL HUMAN SUBJECTS

ONLINE

Collaborative Institutional Training Initiative

July 1—2, 2018

Studied key concepts and principles in behavioral research on human subjects, including the history of human subject research, ethical principles, defining research with human subjects, federal regulations, assessing risk, informed consent, and privacy and confidentiality.

PARTNERS IN PROGRESS: UNITE TO EDUCATE AMERICA'S WORKFORCE

CHICAGO, IL

Council for Adult and Experiential Learning

November 8—12, 2016

Attended plenary sessions and break-out workshops that examined the relationship between academia and the workforce, with a focus on how adult learning advocate can build smooth transitions through partnerships.

DIGITAL FILMMAKING INTENSIVE

NEW YORK CITY, NY

New York University

June 20—August 16, 2015

Award-winning faculty members provided instruction in the use of digital SLR cameras, lighting, audio recording and nonlinear editing. Lectures and demonstrations covered important filmmaking skills, such as script development, cinematography, and directing actors. The course involved applied learning as students worked with each other in production crew to complete a series of short exercises while developing the skills needed to produce the final individual short film. Topics in the course included the "language" of film; visual storytelling; the camera as an artistic tool; advanced lighting techniques; working with actors; editing and post-production; scheduling and budgeting; and more.

ENGLISH COMPOSITION: ACHIEVING EXPERTISE

ONLINE

Duke University through Coursera

April 21—July 13, 2014

Facilitated by Professor Denise Comer from Duke University, this course provided an introduction to academic reading and writing, helping participants read critically, write effective arguments, understand the writing process, and craft powerful prose that meets readers' expectations.

WRITER'S WORKSHOP

SAIPAN, MP

Northern Marianas Humanities Council

July 1—31, 2013

The workshop was taught and facilitated by Dr. P.F. Kluge, an English professor from Kenyon College and a published author who novels include "Dog Day Afternoon" which was adapted into the 1975 film of the same name starring Al Pacino.

**Training
(continued)**

CREATIVE WRITING: A MASTER CLASS

ONLINE

Academy of Achievement

Spring 2013

Using a fully interactive ebook and iPad application, the course helped participants learned from critically acclaimed and award winning authors who candidly and exclusively reveal their methods, challenges, and advice on the noble craft of creating fiction, and practice writing while analyzing the critical elements of fiction.

ACADEMIC RESOURCE CONFERENCE

LONG BEACH, CA

Western Association of Schools and Colleges

April 21-23, 2010

The conference featured a notable selection of presenters and facilitators who are leaders in their respective fields in higher education and accreditation.

SELF-STUDY WORKSHOP

TUMON, GU

Accrediting Commission for Community and Junior Colleges

February 26-27, 2010

ACCJC Vice President for Team Operations and Communication, Jack Pond, facilitated this two-day workshop designed specifically for Guam Community College and Northern Marianas College as both colleges prepare for their 2012 Self-Studies.

BUILDING REGIONAL CAPACITY FOR ASSESSMENT

TUMON, GU

Pacific Post-Secondary Education Council

November 12–13, 2009

ACCJC President, Dr. Barbara Beno, and Vice President for Team Operations and Communication, Jack Pond, facilitated this two-day workshop to enhance understanding and effective practice of assessment in the accreditation process.

Work Experience MOUNT CARMEL SCHOOL

SAIPAN, MP

President

July 2012 to present

- Serve as administrative and instructional leader of the school.
- Lead short-term operational planning and long-term strategic planning by engaging key stakeholders in collaborative and deliberative dialogue.
- Develop and implement annual balanced budget and ensure financial stability of the school.
- Develop and implement school's marketing strategies, serving as the spokesperson for the school.
- Lead the school's efforts to raise student performance on standardized test scores as part of the No Child Left Behind initiative, raising overall student scores on the SAT-10 by 25%.
- Develop curriculum and instruction initiatives to achieve school's mission.
- Facilitate accreditation assessment and reporting.
- Ensure continuing professional development of faculty.
- Oversee extra-curricular and co-curricular life of faculty, staff, and students.

Work Experience **NORTHERN MARIANAS COLLEGE** **SAIPAN, MP**
(continued) *Director, Office of Institutional Effectiveness* *July 2009 to July 2012*

- Led the Office of Institutional Effectiveness (OIE) in collecting, analyzing, and evaluating data and programmatic information as part of a systematic process of program review that uses data to inform and drive decision-making for continuous quality improvement.
- Worked collaboratively with the college administrators and program personnel to assess and monitor the institution's effectiveness in achieving its mission and goals, and to utilize college data and information to make effective decisions.
- Also led OIE to facilitate major institutional planning, collecting and analyzing data, and preparing annual reports for the college.

NORTHERN MARIANAS COLLEGE **SAIPAN, MP**
Accreditation Liaison Officer

- Cultivated a campus culture that is concerned with and informed about accreditation by promoting institutional practice that is in line with accreditation standards.
- Encouraged a campus culture that relies on research and data analysis to plan and implement improvements to institutional quality and educational effectiveness
- Encouraged a campus culture that values a focus on student learning outcomes
- Acted as an archivist for the institution's accreditation documents and history.
- Helped ensure the college's compliance with accreditation eligibility requirements and standards.
- Investigated and responded to complaints raised to the accreditation commissions about the institution.
- Prepared and submit accreditation reports.
- Facilitated the college's training and professional development on accreditation matters and topics.

MOUNT CARMEL SCHOOL **SAIPAN, MP**
Principal *June 2005 to February 2009*

- Served as instructional leader of the school.
- Led the school's efforts to raise student performance on standardized test scores as part of the No Child Left Behind initiative, raising overall student scores on the SAT-10 by 25%.
- Developed curriculum and instruction initiatives to achieve school's mission.
- Facilitated accreditation assessment and reporting.
- Ensured continuing professional development of faculty.
- Oversaw extra-curricular and co-curricular life of faculty, staff, and students.

MOUNT CARMEL SCHOOL **SAIPAN, MP**
Director of Institutional Development *July 1999 to July 2003*

- Facilitated and led school's fundraising efforts, raising over \$1 million in Education Tax Credit (ETC) donations.
- Assisted president as needed.
- Facilitated re-accreditation process from Western Association of Schools and Colleges.
- Assisted the Board of Directors in long-range planning.
- Supervised all student fundraising activities.
- Designed and published all school publications.
- Coordinated all public relations for the school.
- Facilitated various school programs.

Work Experience OFFICE OF GOVERNOR JUAN N. BABAUTA
(continued)

CNMI

Special Assistant for Special Projects

July 2003 to June 2005

- Implemented Governor Babauta's 2003-2004 Education Initiative.
- Led the CNMI's participation in the 2004 Business Opportunities Investment Conference sponsored by the U. S. Department of Interior.
- Researched and advised Governor Babauta on various education issues.
- Assisted in implementing various community projects.
- Assisted Governor Babauta in preparing his speeches.
- Assisted Governor Babauta as assigned on other matters.

MOUNT CARMEL SCHOOL

SAIPAN, MP

Vice Principal

August 1998 to June 1999

- Enforced school rules and regulations
- Assisted school administration in implementation of various policies and procedures.
- Facilitated various school programs.

Teaching Experience

MOUNT CARMEL SCHOOL

SAIPAN, MP

Advanced Placement English

Fall 1997 to present

Prepared students for the College Board Advanced Placement English Examination by facilitating analytical and critical readings of texts from the Western Canon, guiding students towards writing clear expository prose, and cultivating independent thinking and life-long learning.

Advanced Placement United States History

Fall 2017 to present

Prepared students for the College Board Advanced Placement United States History Examination by engaging them in the analytical and critical analysis of American history and developing historical thinking skills, including sourcing and citation, contextualizing claims and evidence, making connections between historical developments and processes.

Advanced Placement United States Government & Politics

Fall 2017 to present

Prepared students for the College Board Advanced Placement United States Government and Politics Examination by engaging them in the analytical and critical analysis of American governmental and political institutions while developing skills in argumentation, source analysis, data analysis, and legal scholarship.

NORTHERN MARIANAS COLLEGE

SAIPAN, MP

BE 200: Prior Learning Assessment

Fall 2014 to present

Assisted students and facilitated the process by which students fulfilled one of the requirements necessary in the Northern Marianas College Prior Learning Assessment (PLA) Process. The course provided a tool in evaluating experiential learning for academic recognition for undergraduate level learning acquired outside the traditional college classroom. The portfolio development allowed students to collect and submit materials that documents experiential learning as evidence of what has been learned through work, training, academic and other life experiences.

**Teaching
Experience
(continued)**

LI 150: Introduction to Literature Summer 2012, Summer 2013

Helped students study, read, and understand literature by facilitating analytical and critical readings of texts from the Western Canon, guiding students towards writing clear expository prose, and cultivating independent thinking and life-long learning.

CO 210: Fundamentals of Speech Communication Fall 2009 to Fall 2012

Helped students harness the power of the spoken word by introducing the theories, principles, and methods of effective speech communication. By understanding the value and process of communication, students developed the oral communication skills necessary for personal and professional growth.

EN 094: Writing and Grammar Study III Spring 2010

Helped students harness the power of the written word by improving writing skills. The course introduced the five-paragraph essay, as well as a variety of rhetorical organizational patterns necessary for competence in expository writing. This course also bridged the gap between guided and independent writing, and reinforce your grammatical skills.

Research

UNIVERSITY OF SOUTHERN CALIFORNIA **LOS ANGELES, CA**
ROSSIER SCHOOL OF EDUCATION

Dissertation towards Doctorate in Education on Prior Learning Assessment Portfolios Spring 2017 to present

Dissertation Committee Chair: Dr. Kimberly Hirabayashi

Summary: Using a knowledge-motivation-organization gap analysis framework established by Estes & Clark (2006), researching the use of prior learning assessment portfolios at a regional university to help adult learners achieve personal, professional, and academic goals.

3RD ANNUAL MARIANAS HISTORY CONFERENCE **SAIPAN, MP**

Conference Presentation: Mechanistic vs Organic Models of Education in the Northern Marianas September 1-2, 2017

Conference Organizer: Scott Russell

Discussed the steady mechanization of education in the Northern Marianas, contrasting that mechanistic model with organic models of education that are not only emerging in 21st century pedagogy, but are also embedded in indigenous cultures.

UNIVERSITY OF SAN FRANCISCO **SAN FRANCISCO, CA**

Masters Culminating Project "Through the Eyes of the Teacher" 2009

School of Education Advisor: Dr. Gini Shimabukuru

Summary: Chronicled on video interviews with school teachers on their the thoughts, insights, and epiphanies while engaged in a close reading of Parker Palmer's (2007) *Courage to Teach*. The final video was produced and distributed as a companion to *Courage to Teach*, for use with professional and personal development programs at target schools.

**Research
(continued)**

UNIVERSITY OF PUGET SOUND

TACOMA, WA

Field Research “Seattle School District #1”

1996

Politics and Government Advisor: Dr. Thomas Weko

Summary: Studied Seattle School District #1 use of school busing to desegregate public schools following the 1954 Supreme Court Ruling of *Brown vs. Board of Education*. The district was the only district in the nation to do so voluntarily without the force of a court order.

**OREGON ACADEMY OF SCIENCE
OREGON STATE UNIVERSITY**

EUGENE, OR

Paper presented paper entitled “Examining Weak Labor Power among Northern African Americans During the Early Twentieth Century”

University of Puget Sound Sociology Advisor: Dr. Martyn Kingston

Abstract: In the United States, ethnic minorities have tended to utilize labor union tactics to challenge a racist job market characterized by low wages, occupational discrimination, and deplorable working conditions. During the early twentieth century, however, African-Americans in Northern industries were not able to successfully attain substantial political power through unionizing. Traditionally, their weak labor power has been inadequately explained by linking it to overt policies and acts of racism in early twentieth century America, when, in fact, the reasons may be much more complex. This paper investigates the complexity of this situation by examining six independent variables that were individually, interactively, and collectively unfavorable to the establishment of significant labor power among Northern African-Americans of the early twentieth century.

**Professional
Development
Presentations**

FINANCIAL LITERACY

SAIPAN, MP

CNMI Census 2020

October 14—15, 2020

Summary: Led a training seminar that introduced participants to key concepts and skills in financial literacy, including money management, borrowing, earning power, investing, and financial services and tools.

BOARD-CEO ROLES WORKSHOP

SAIPAN, MP

Northern Marianas College Board of Regents

November 15, 2017

Summary: Helped Regents review Western Association of Schools and Colleges (WASC) accreditation standards and expectations related to Board and CEO roles; revisit the history of accreditation at Northern Marianas College (NMC); clarify and distinguish the distinct roles of the Board and the CEO; and discuss implications for NMC.

BOARD-CEO ROLES WORKSHOP

SAIPAN, MP

Northern Marianas College Faculty, Staff, and Administrators

September 27, 2013

Summary: Helped faculty, staff, and administrators review Western Association of Schools and Colleges (WASC) accreditation standards and expectations related to Board and CEO roles; revisit the history and culture of governance at Northern Marianas College (NMC) and in the CNMI; clarify and distinguish the distinct roles of the Board and the CEO; and discuss implications for NMC.

**Professional
Development
Presentations
(continued)**

AUTHENTIC EDUCATION REFORM SAIPAN, MP
28th Annual Pacific Educational Conference July 2013

Summary: Using research and findings from leaders in education reform, engaged participants in a dialogue about whether the education reforms of NCLB have truly reformed education, especially in the socio-cultural, political, and economic context of the Western Pacific. Led participants in an exploration of how education reform can be enhanced into policy initiatives and best practices that are more authentic, meaningful, and lasting in their respective island communities.

ACCREDITATION 101 SAIPAN, MP
Northern Marianas College Board of Regents and 2010
17th CNMI Legislature

Summary: Presented an introduction to accreditation in higher education, including a discussion of the purposes and benefits of accreditation, an overview of the Western Association of Schools and Colleges (WASC), and a brief history of accreditation at Northern Marianas College.

PROGRAM REVIEW 101 SAIPAN, MP
Northern Marianas College Faculty, Staff, and Fall 2009, Spring 2010
Administrators

Summary: Presented an overview of program review and program review processes utilized at Northern Marianas College, blending theory and research on program review and assessment with the actual practice of program review at the College.

SCHOOL YEAR ORIENTATION SAIPAN, MP
Mount Carmel School Faculty, Staff, and Administration 2005, 2006, 2007, 2008,
2012, 2013

Summary: Facilitated orientation for all school personnel before the beginning of each year, focusing on issues of pedagogy, instructional praxis, and holistic student development.

**Civic
Engagement**

CNMI COALITION OF PRIVATE SCHOOLS CNMI
President *August 2012 to present*

CNMI BOARD OF EDUCATION CNMI
Board Member *January 2008 to present*
Chair of School Reform Committee
Chair of Special Education Committee

**WESTERN ASSOCIATION OF SCHOOLS AND
COLLEGES ACCREDITATION (WASC)
VISITING TEAM, ASSUMPTION SCHOOLS** MAJURO,
MARSHALL ISLANDS
Member *March 2007*
Co-Author of Visiting Team Report

*Civic
Engagement
(continued)*

NMI COUNCIL FOR THE HUMANITIES	CNMI
Board Member, Chair of Development Committee	<i>April 2003 to February 2006</i>
NMI COUNCIL FOR THE ARTS AND CULTURE	CNMI
Board Member	<i>June 2003 to February 2006</i>
BOARD OF REGENTS, NORTHERN MARIANAS COLLEGE	CNMI
Board Member	<i>November 2001 to November 2005</i>
Chair of Fiscal and Legislative Committee	
Chair of Program Committee	
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES	NATION-WIDE
State Chair for Marianas Region	<i>May 2003 to November 2005</i>
VATICAN'S WORLD YOUTH FORUM	PARIS, FRANCE
Delegate representing Oceania	<i>Summer 1997</i>

*Awards and
Honors*

ATTORNEY GENERAL'S CUP SPECIAL AWARD	CNMI
Recipient of award for work in coaching in the CNMI Attorney General's Cup Speech Competition	<i>May 2019</i>
BEST OF FESTIVAL FILM AWARD	GUAM
Recipient of Best of Festival Award for the 2018 Guam International Film Festival for the film "We Drank Our Tears: Rafael Mafnas's Story"	<i>October 2018</i>
GOVERNOR'S AWARD FOR THE HUMANITIES	CNMI
Recipient of award for work in preserving CNMI history.	<i>October 2018</i>
GOVERNOR'S AWARD FOR THE HUMANITIES	CNMI
Recipient of award for work in teaching of the humanities.	<i>October 2014</i>
GOVERNOR'S AWARD FOR THE HUMANITIES	CNMI
Recipient of award for work in promoting the understanding and appreciation of William Shakespeare.	<i>May 1999</i>
NMI COUNCIL FOR ARTS AND CULTURE	CNMI
Recipient of grant for theatrical production of Chamorro legends	<i>Spring 1999</i>
MOUNT CARMEL SCHOOL	SAIPAN, MP
Recipient of the Most Distinguished Graduate Award	<i>January 1999</i>

*Awards and
Honors
(continued)*

PI KAPPA PHI HONOR SOCIETY

Inducted at University of Puget Sound

TACOMA, WA

Spring 1996

RHODES & MARSHAL FELLOWSHIP NOMINATIONS

Nominated by University of Puget Sound and Washington
State

TACOMA, WA

Spring 1995

DEAN'S LIST, UNIVERSITY OF PUGET SOUND

TACOMA, WA

Fall 1993 to Spring 1996