

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

REGULATION 1.07

Board Policy Manual Section: 1.07 Orientation for New Board Members

Who has the responsibility?

The Superintendent/President and two to three experienced trustees will be responsible for the orientation of new Board members. The chief executive officer should assume the primary responsibility for offering guidance to the Board in planning and implementing the program with the help of carefully selected trustees, senior administrative officers, and the Board chair. The Superintendent/President should be recognized by the Board as the person most responsible for its education and its development as an effective organization. Participation by members of the Board is necessary if such a program is to be credible. It is especially important for the Board's elected leaders (President and Clerk of the Board) to assume a visible role as well.

Programs dominated by the chief executive officer, however, risk sacrificing real trustee involvement. The administrator profile should be low, and the participation of two or three respected trustees should be secured.

The orientation needs to make the important distinction between orientation to the institution and orientation to the new Board member's trusteeship, two objectives that require separate attention. Since the needs of each new trustee may vary, it is appropriate for the chief executive officer to inventory the personal and professional interests and experiences of each incoming Board member to permit tailoring the program accordingly.

Orientation to the Institution

- Plan a walking tour of the campus visiting a laboratory and classroom representing each discipline, the bookstore, the demonstration garden and the office of each administrative and support function.
- Review *Graphically Speaking* and discuss key institutional data that mark trends that have occurred over the past few years (enrollment, faculty size and characteristics, budget, etc.).
- Orally review a brief description of the institution's distinctive history and development (founding, early trials, achievements, current mission, etc.) in conjunction with a review of the college catalog.
- Provide the new trustee with a list of trustees, names and titles of key administrators, faculty, staff and student leaders and a copy of the emergency telephone list.
- Arrange a visit or two to classes on the Main Campus and off-site class locations, particularly South Tahoe High School.

- Review structure of the Board of Trustees. All governing boards are not identical. New members need to know who is on the Board and how governance works at Lake Tahoe Community College.
- Review structure of public higher education at the state level. Include a discussion of the role of the Chancellor's Office, Board of Governors, California Postsecondary Education Commission (CPEC), Community College League of California (CCLC), and the California Community College Trustee Association (CCCT).
- Provide briefings, with opportunity to ask questions, on the administrative organization; academic organization, programs and priorities; budget and state support background; physical plant priorities, both construction and maintenance; and highlight objectives from the college's planning process.
- Explain the concept of consultation in a collegiate setting as required by the Legislature and the Board of Governors, and its implementation at Lake Tahoe Community College. Include the role and membership of the College Council, Academic Senate, Faculty Association, Classified Employees Association, and Associated Student Council.
- Provide each new Board member with a copy of the *Board Policy Manual* and minutes of recent Board meetings. Review the organization of the agenda and the Board's practice of extending invitations to representatives of employee groups to sit at the Board table, and the purpose of their attending. Discuss the manner in which the Board responds to complaints and questions.
- Review the College's Equal Employment Opportunity Plan including the success of the College's efforts to diversify its administration, faculty and staff in relation to the community the College serves.
- Provide existing printed material on the College. Board members should have access to the printed materials available to students and potential students. It is important that new trustees appreciate that these materials present the public face of the institution.
- Provide opportunities to meet informally with faculty, staff, students, administrators and fellow trustees. Ensure new Board members are introduced to the current leadership of all campus organizations.
- Explain the role of the chief executive officer as secretary to the Board and the support provided by the Administrative Assistant to the Superintendent/President to all Board members.

Orientation to Trusteeship

- Distinguish between the role of the Board as an organization and the role of an individual trustee.
- Choose some advance reading that might be used in discussions such as:

Trustee Responsibilities by John W. Nason (AGB Publication #1)

A Guide for New Trustees by Nancy R. Axelrod (AGB Publication #2)

- Encourage attendance at local, state, and/or national meetings for trustees. A good experience would include attendance at the CCLC Trustee Orientation Workshop held in February in conjunction with the annual Legislative Conference.
- Review the laws, including the Brown Act, that apply to governing boards in California. In particular, review *Education Code* section 70902, *Board of Trustees; Governing Board Responsibilities and Function*, *The Board Meeting--Brown Act Rules*, published by the California School Boards Association, October 1982, and Chapter One of the Lake Tahoe Community College District *Board Policy Manual* which outlines the role of the Board of Trustees of the College.
- Watch *Perspectives on Trusteeship, Board Responsibility in Public Higher Education*, a videotape provided by the Association of Governing Boards of Universities and Colleges.

This orientation process was developed primarily upon *Trustee Orientation and Development Program*, by Richard T. Ingram, Association of Governing Boards and Universities and Colleges, 1989.

THIS PAGE IS BLANK