

# **FANSHAWE COLLEGE BOARD OF GOVERNORS' POLICY MANUAL**

## ***CATEGORY B - BOARD PROCESS***

### ***TITLE: GOVERNOR ORIENTATION***

POLICY NUMBER: B-14  
EFFECTIVE DATE: 2018 11 15  
REFERENCE: 44105, 49205, 52001, 56501

### **THE POLICY:**

1. New Governor Orientation Process
  - 1.1 Upon confirmation of the appointment or election of a new Governor, the Chair of the Board of Governors or the Executive Secretary to the Board, will contact the new Governor to welcome him/her to the Board and outline the components of the new governor orientation process, beginning with the mentor process outlined below. A letter of welcome will follow shortly thereafter. The designation of a mentor shall not preclude the new Governor accessing additional resources such as the Board Chair, the President, the Executive Secretary to the Board and/or other Governors.
  - 1.3 Governors-elect will be encouraged to attend Board meetings as observers in the period between their election and the date their appointment takes effect. If the appointment of an External Governor is confirmed in time, the new Governor shall be invited to observe the June meeting of the Board of Governors and to participate in the annual governor retirement function.
  - 1.4 Each new Governor will be strongly encouraged to participate in the local orientation organized by existing Board members with the support of Fanshawe College for its new Governors, to be held in advance of the September Board meeting.
  - 1.5 Each new Governor will be strongly encouraged to also participate in the provincial/regional new governor orientation workshop organized by Colleges Ontario.
  - 1.6 Within their first few months of appointment, each new Governor will be expected to become familiar with policy governance.

2. Governor Mentor Process

2.1 The Board Process Committee assigns a mentor by reviewing the list of nominees, together with current Governors interested in being a mentor, with a view to matching similar backgrounds and areas of common interest as much as possible.

2.2 The mentoring term will be for the first year of appointment of the new Governor but may continue unofficially thereafter.

3. Role of the Mentor and Mentee

3.1 To act as a counselor with respect to any questions or concerns the new Governor may feel more comfortable addressing to another Governor and, in particular:

3.1.1 provide support for the new Governor and help make him/her feel part of the team

3.1.2 assist the new Governor in achieving goals and learning objectives

3.1.3 encourage participation

3.1.4 listen

3.1.5 provide information on routine board processes

3.1.6 share relevant experiences, knowledge & skills

3.1.7 make himself/herself available if the new Governor requires guidance on issues of governance either at meetings or by phone

3.2 Role of the New Governor as Mentee

3.2.1 strive to achieve goals and learning objectives

3.2.2 communicate

3.2.3 listen

3.2.4 stay accessible, committed and engaged with the Mentor

3.3 Guidelines

Each Governor comes with different experiences and needs, and the role of the mentor will vary. The following are suggestions which may be useful to the mentor.

- 3.3.1 The mentor should introduce himself/herself to the new Governor at the earliest possible opportunity, preferably upon the new Governor's appointment. The mentor will be welcome to attend the local orientation workshop.
- 3.3.2 The mentor should sit beside the new Governor for at least the first two meetings of the Board in the new term.
- 3.3.3 The mentor and new Governor should commit to at least one meeting after the September Board meeting where they may discuss the process and routine matters of the Board and how the new Governor may achieve their goals and objectives.