



ILISAĠVIK
COLLEGE

BOARD OF TRUSTEES **NEW TRUSTEE GUIDEBOOK**

NEW TRUSTEE: _____

START DATE: _____

MENTOR: _____



BOARD AGREEMENTS

Paammaġiġñiq | Accept & reconcile differences
Paam-ma-ġiig-ñiq

Kaŋiqsinaqpa | Listen for understanding
Ka-ŋiq-si-naq-pa

Tutqiksi | Be comfortable in silence
Tut-qik-si

Uqqaagik | Build on what others say
Uq-qaa-ġik

Iłatchiŋitchuat | Assume positive intent
I-łat-chi-ŋit-chuat

Iłaiññaq unnii uqausiġilugu su | Discuss the undiscussable
I-łaiñ-ñaq un-nii- u-qau-si-ġi-lu-gu-su

Nipaisaaq | Protect confidentiality
Ni-pai-saaq

Uqavaagnik | Be truthful and speak up
U-qa-vaag-nik

Isumigsuq | Stay engaged
I-sum-miq-suq

Qiksikrautigagñiq iñugnun | Value differences & dissent
Qik-sik-srau-ti-qag-niq- i-ñug-nun

Aliasuŋitcha ai | Have fun
A-lia-su-ŋit-cha ai

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Iñisagvik College President's Office:

President Justina Wilhelm, MSW
907.852.1820 justina.wilhelm@ilisagvik.edu

Executive Assistant to the President/Board Secretary
Clarissa Pelia
907-9852-2820 clarissa.pelia@ilisagvik.edu

VISION

Ikayuutauluta Nunaaqqiñun Suanŋaktaaglugit Iḷisaġnikunlu Suragallasiñikunlu.

To help build strong communities through education and training

MISSION

Iḷisaġvik College iḷisalluataġvikaqtitchiruaq iḷisavsaallasiniġmun, savaaqallasiñiġmun suli sum savagnaġniġagun iḷisaġvikaqhutiṅ sivunmun suli suanŋaktaallavlugu Iñupiat iñuuniagusiat, Iñupiuraagñiṅat, piqpagiraṅisigun, suli piraġausiṅisigun.

Naparuq ikayuutauvḷuni iḷisaqtuanun suli naupkaḷugi iḷitchiḷluatanaruat suli anniqsuutaullasiṅaruat savaktiksrat North Slope-miḷu state of Alaska-miḷu.

Iḷisaġvik College provides quality post-secondary academic, career and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions.

It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

STRATEGIC PLAN PRIORITIES

- PRIORITY 1:** Indigenize the Institution
- PRIORITY 2:** Build the Student Enrollment of Iḷisaġvik College
- PRIORITY 3:** Improve Student Achievement
- PRIORITY 4:** Improve Village Instruction Across the North Slope
- PRIORITY 5:** Ensure the Future of Iḷisaġvik College
- PRIORITY 6:** Build a Robust, Service-Oriented Organization

BOARD OF TRUSTEES CODE OF ETHICS

1. As a Trustee, I will accept the legal and moral commitment and responsibility to the college, staff, and most importantly the STUDENTS, and will exemplify ethical behavior and conduct that is above reproach.
2. I recognize that helping to set policy in order to assist management is the central, most important role of the trustees and in doing so helps to establish the bedrock of institutional stability.
3. I will honor the division of responsibility between the Board, the President, and the staff, and contribute to creating a spirit of true cooperation and a mutually supportive relationship in support of the community.
4. Additionally, I will have faith in the dignity and worth of the individual; will believe that it is better to govern and to be governed by persuasion than by coercion; will believe that knowledge gained by a trustee and the power to confer should be used to promote the welfare and happiness of all citizens of the North Slope.
5. Even more important, I accept the charge of “accountability” in fulfilling my responsibility. To accomplish the goal set forth in the stated philosophy and vision of the college the question that will guide my way is, “Will the decision that I am about to make benefit the students?”
6. Lastly, I dedicate my service to ensure our Tribal College lives, models, teaches, and promotes all things that preserves and sustains the Iñupiat values, language, traditions and culture.

BOARD OF TRUSTEES CODE OF CONDUCT

GENERAL

- I will demonstrate loyalty to the mission, vision, and strategic plan of Iñisaḡvik College.
- I will act within the governing documents (bylaws, policies, procedures, and code of ethics) of Iñisaḡvik College and the State and Federal law.
- I will be an active Trustee, offering (where appropriate) my skills, experience, and knowledge to Iñisaḡvik College.
- I will respect organizational, Board and individual confidentiality, while never using confidentiality as an excuse to not disclose matters that should be transparent and open.

- I will develop and maintain sound and up-to-date knowledge of Iḷisaḡvik College and its environment. This will include an understanding of how the College operates; the social, political, and economic environment in which it operates; and the nature and extent of its work.
- I will use Iḷisaḡvik's resources responsibly, and when claiming expenses will do so in line with the College's policies and procedures. When I travel, I will fulfill the purposes of the travel.
- I will seek to be accountable for my actions as a Trustee of Iḷisaḡvik College.
- I accept my responsibility to ensure that Iḷisaḡvik College is well run. I will raise issues and questions in an appropriate and sensitive way to ensure that this is the case.

MANAGING INTERESTS

- I will avoid any conflict of interest between my role as a Trustee and the College. A conflict of interest can occur when a Board member's financial or personal interest is, or may appear to be, adverse to the interests of the College, or when a Board member may receive financial or personal benefit as a result of his or her position as a Trustee involving the College. This includes actual or personal conflicts of interest involving a Board member's immediate family.
- I will not gain materially or financially from my involvement with Iḷisaḡvik College unless specifically authorized to do so.
- I will act in the best interests of Iḷisaḡvik College as a whole, and not as a representative of any group—considering what is best for the College and its present and future beneficiaries.
- Unless authorized, I will not put myself in a position where my personal interests conflict with my duty to act in the interest of the organization.
- I understand that I may not be employed in a regular full-time position at Iḷisaḡvik College. If I accept an offer of employment from the College during my term in office, such acceptance shall deem to constitute my resignation from the Board of Trustees.
- I understand I may vote on the matter of compensation paid to or benefits received by the Board of Trustees. The final decision is made by formal action of the Board as a whole.

MEETINGS

- I will attend all Board meetings. If unable to attend, I will notify the Board Chair and President and ask to be excused.
- I will prepare fully for all meetings. This includes reading Board packets, other papers, querying anything I do not understand, thinking through issues before meetings, and completing any tasks assigned to me in the agreed time.
- I will engage in discussion, debate and voting in meetings; contributing in a considerate and constructive way, listen carefully, challenging sensitively and avoiding conflict
- I will participate in collective decision-making and will accept a majority decision of the Board.

- I recognize that the Board of Trustees acts as a whole. Once the Board makes a decision or takes action, I will respect the decision. I will not criticize or disparage that decision or my fellow Board members, nor will I undermine the decision.

GOVERNANCE

- I will actively contribute towards improving the governance of the Trustee Board, participating in Board orientations, workshops, and trainings, and sharing ideas for improvement of the Board.
- I will not publicly express judgments of the President or staff performance except when participating in the Board's evaluation of the President's performance as a part of a regular meeting or workshop.
- I will refer concerns and complaints to the appropriate officials as per board policy.
- I will honestly assess the Board's performance and engage in activities to improve the Board's effectiveness.
- I will protect the confidentiality of non-public, proprietary, confidential and legally protected information, including all matters discussed in executive session.
- If I become aware of credible information that suggests that a Board policy has been violated, by the President, the Board, or any member of the Board, I have an obligation to bring that concern to the Board's attention.

RELATIONS WITH OTHERS

- I will endeavor to work considerably and respectfully with all those I come into contact with at Iḷisaḡvik College. I will respect diversity, different roles and boundaries, and avoid giving offence.
- I recognize that the roles of Trustees, President and staff of Iḷisaḡvik College are different, and I will seek to understand and respect the differences between those roles.
- I will seek to support and encourage all those I come into contact with Iḷisaḡvik College. In particular, I recognize my responsibility to support the Board chair and President.

LEAVING THE BOARD

- I understand that substantial breach of any part of this code may result in procedures being put into motion that may result in my being asked to resign from the Trustee Board.
- Should this happen I will be given the opportunity to be heard. In the event that I am asked to resign from the Board I will accept the majority decision of the Board in this matter and resign at the earliest opportunity.
- If I wish to cease being a Trustee of Iḷisaḡvik College at any time, I will inform the ch

CONFLICT OF INTEREST

Trustees must avoid any conflict of interest between the Trustee and the College. A conflict of interest can occur when a Board member's financial or personal interest is, or may appear to be, adverse to the interests of the College or its affiliates, or when a Board member may receive financial or personal benefit as a result of his or her position as a Trustee or a transaction involving the College. This includes actual or potential conflicts of interest involving a Board member's immediate family.

- a. If a Board member has an actual or potential conflict of interest, s/he must disclose the conflict and all material facts to the Board of Trustees. After such disclosure and any discussion, the unconflicted members of the Board shall determine whether a conflict of interest exists or not, and whether to waive any actual or potential conflict of interest to allow the Board member to participate and vote on the matter. The interested Board member shall recuse himself/herself from participating and voting on the matter of the conflict, and shall continue to refrain from participating and voting on the underlying matter in the event that the Board determines that an unwaivable conflict of interest exists.
- b. All Trustees may vote on the matter of compensation paid to or benefits received by the Board of Trustees as a whole.
- c. No Trustee may be employed in a regular full-time or part-time position by Iḷisaḡvik College. If a Trustee accepts an offer of employment from the College during the Trustee's term in office, such acceptance shall be deemed to constitute such Trustee's resignation from the Board of Trustees. If a College employee is appointed to serve on the Board of Trustees, such employee shall be deemed to have resigned as an employee of the College effective as of the date of such person's appointment to the Board of Trustees. This provision does not preclude any Trustee from accepting employment as an adjunct faculty member or temporary part-time employee. Employment in any capacity, and a pending application for employment, is a conflict or potential conflict that should be disclosed whenever matters affecting personnel, staffing, or personnel cost come before the board.

Board of Trustees Policy Manual 1.06.3, June 2024

MANNER OF GOVERNING

The Board will govern lawfully, in a manner that emphasizes:

- a. Iñupiaq values;
- b. Outward vision rather than an internal preoccupation;
- c. Encouragement of diversity in viewpoints;
- d. Strategic leadership more than administrative detail;
- e. Clear distinction of board and presidential roles;
- f. Collective rather than individual decisions;
- g. Preparing for the future while honoring knowledge and traditions; and
- h. Proactivity rather than reactivity.

More specifically, the Board will:

1. Conduct itself in a manner that complies with all relevant laws, regulations and fiduciary responsibilities and enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, policy making principles, respect of roles, speaking with one voice, and ensuring the continuity of governance capability. Continual redevelopment will include orientation of new members in the Board's governance process and periodic board discussion of process improvement.
2. Operate in all ways mindful of its civic obligation to the residents of the North Slope Borough. It will allow no officer, individual or committee of the Board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control, and inspire the organization through the careful establishment of organizational policies reflecting the Board's values and perspectives. The Board's major focus will be on the intended long term impacts outside the operating organization outcomes, not on the administrative or programmatic means of attaining those effects.
4. Cultivate a sense of group responsibility and shall work together with cooperation. The Board, not the staff, will be responsible for excellence in governing. The Board will be an initiator of policy, not merely a reactor to staff initiatives. The Board will use the expertise of individual members to enhance the ability of the Board as a body, rather than to substitute their individual judgments for the Board's values.
5. Monitor and discuss the Board's process and performance at least annually. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Relationship categories.

Board of Trustees Policy Manual 1.05, June 2024

STRATEGIC PLAN

INTRODUCTION

Iḷisaḡvik College is an independent, public, non-profit corporation with the full power of governance vested in the Board of Trustees. The Trustees represent every North Slope village, Arctic Slope Regional Corporation, Iñupiat Community of the Arctic Slope, and the North Slope Borough School District. Iḷisaḡvik College was formed 1996 under the authority of Title 8 Chapter 2 of the North Slope Borough Code in recognition of the importance of education to the sustained self-determination and local control for its people. In 2005, Iñupiat Community of the Arctic Slope officially authorized Iḷisaḡvik College to become a Tribal College in accordance with the Tribally Controlled Community College Assistance Act of 1978, 25 U.S.C. Sections 1801 et seq. The College is accredited by the Northwest Commission on Colleges and Universities.

Each year, the Board of Trustees meets with the administration in workshop format to review the progress the institution has made toward fulfilling its strategic priorities and outcomes, and to discuss what has been sufficiently accomplished, what needs continuing action, what needs greater emphasis, and what should be added or deleted from the Strategic Plan. This annual review may result in the addition or deletion of various outcomes and, occasionally, priorities. Other appropriate modifications, expressed as new priorities and outcomes, may be added from time to time.

Administration and Cabinet meet multiple times to allow for dialogue, and to refine and guide the strategic outlook. The Cabinet met in March, April, and May of 2023 to review the plan and allow departments time to provide ample feedback. During the 2023-2024 school year the board was given Strategic Plan updates via email, and during the summer, fall, and winter meetings. Ultimately, the Board was pleased with the College's progress toward its goals and, upon the recommendations of the administration and analysis of the administration's year-end report, modified outcomes for some of the priorities in the Strategic Plan.

The Board of Trustees is on a journey to articulate what it means to Indigenize Iḷisaḡvik College and began this long-term endeavor with their retreat in the fall of 2023. In order to achieve this first priority in the Strategic Plan the Board has acknowledged that reclaiming and renewing Iñupiaq ways of being, learning and doing is necessary. It has required a deep collective introspection into the Iñupiaq philosophy on life including pondering over the full meaning of the word "iñuguq" which in its literal sense means, to become a human being.

It is through this lens that the Board of Trustees is shaping how that concept manifests in the delivery of learning opportunities at the institution. Clearly defined culturally responsive practices and processes based on Iñupiaq epistemology and pedagogy are the cornerstones the Board of Trustees has discerned to be integral to fulfilling the postsecondary educational needs of

the students who are predominantly of Iñupiaq descent. The following learning principles emanated from numerous whole and small group discussions had by the Board of Trustees since the fall of 2023.

Learning Principles:

- Learning is holistic. We see the whole person. We see the whole environment and how everyone and everything is related.
- Learning is grounded on the land, waters and places of the Iñupiat.
- Learning is community oriented. Showing love, caring for, sharing with each other, and giving back to better the community are human qualities essential to living a good life.
- Learning is experiential. Learning through observation, learning by doing and learning through oral tradition are all an elemental part of gaining knowledge.
- Learning is intergenerational. Our knowledge comes from our ancestors. Our descendants will become ancestors.
- Learning is lifelong. Everyone learns something new every day.
- Learning is language. Language expresses the ways in which we view the world.
- Learning is relational. We have relationships with each other, the land, animals and environment and with those who share knowledge.
- Learning is spiritual. We are a very spiritual people who continue to maintain sacred connections with the powers that be.

The Strategic Plan, which flows from the Vision and Mission of the College, establishes long-range strategic priorities for Iḷisaḡvik College to pursue, and contains outcomes for each of those goals which help further clarify the direction and provide the Board with measurable actions by which to gauge the progress of the institution. Thus, the priorities in this Strategic Plan represent the long-term ambitions of the institution, while the outcomes represent more mid-range and shorter-term goals which help to fulfill the priorities. The continuous pursuit of these goals will gradually bring the college into line with its vision.

Following adoption of the Strategic Plan, the administration will initiate and implement actions to achieve the desired outcomes. The Strategic Plan contains within it a reporting schedule so that the Board is advised of progress on a regular basis. The bulk of the progress reporting occurs at the June planning workshop, although interim reports are provided throughout the year.

PRIORITY 1 - Indigenize the Institution

Outcome 1: Build on the strength of indigenous knowledge within decision-making processes and implement and/or amend institutional policies, procedures, and guidelines to support tribal higher education and align with Iñupiaq culture, language, values, traditions, and worldview.	Indicators: Ongoing policy and procedure revisions
Outcome 2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.	Indicators: Cultural hours, UI initiatives, DE cultural courses, IñU Lang Classes, Fine Arts Festivals, IñU Corner postings
Outcome 3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.	Indicators: Community Events, Guest Speakers, Student Presentations
Outcome 4: Strengthen and cultivate curricula that incorporate Iñupiat culture, language, values, and traditions.	Indicators: Iñupiaq curriculum update
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.	Indicators: New & developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests in support of life-long learning.	Indicators: Non-credit outreach programming

PRIORITY 2 - Build Student Enrollment

Outcome 1: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).	Indicators: AN/AI headcount and % of total headcount
Outcome 2: Over the next three years (by 2027) increase full-time and part-time students for-credit enrollment in degree and certificate programs by 60 students.	Indicators: Program active students, headcount
Outcome 3: Over the next three years (by 2027) increase Continuing Education Units (CEU) students by 100 students.	Indicators: CEU headcount
Outcome 4: Over the next three years (2024-2027), continue to foster state-wide partnerships with Alaskan communities to increase enrollment numbers of off-Slope degree-seeking students to 160 students per year.	Indicators: For-credit enrollment, off-slope, P/A enrollment, duplicated headcount
Outcome 5: Over the next three years (by 2027) Increase enrollment of 18-24-year-old students by 60 students.	Indicators: For-credit headcount
Outcome 6: Over the next three years (by 2027) maintain NSBSD dual-credit enrollment of 50 students per semester.	Indicators: NSBSD DC headcount & enrollment
Outcome 7: Encourage lifelong learning and facilitate quality postsecondary and workforce educational services for the North Slope and Alaska as evidenced through increased total institutional enrollment (degree-seeking and non-degree-seeking) by 225 enrollments by 2027.	Indicators: Duplicated headcount, total enrollmentt

PRIORITY 3 - Improve Student Achievement

Outcome 1: Maintain the rate at which students successfully complete courses each semester at 88% or higher	Indicators: For-credit students, enrollment (after withdrawals), SIS & SMARTS Team
Outcome 2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50% Retention: 36% (institutional) Graduation: 45% (AIMS)	Indicators: Program active, for-credit, persistence, institutional retention, graduation (AIMS)
Outcome 3: Maintain and/or improve academic excellence and workforce competencies for all students.	Indicators: Annual assessment of all program, degree, and institutional learning outcomes and workforce competencies
Outcome 4: Maintain or increase support services to student engagement and learning.	Indicators: Adult education & tutoring assistance for village students, LRC, recruitment
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.	Indicators: New & Developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.	Indicators: Non-credit outreach programming

PRIORITY 4 - Improve Village and Distance Education

Outcome 1: Partner with North Slope stakeholders in implementing a borough-wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.	Indicators: Recruitment
Outcome 2: Over the next three years (by 2027), increase village student enrollment in for-credit courses to 65 students per year.	Indicators: For-credit enrollment (Fa, Sp, Su)
Outcome 3: Develop and implement innovative course formats that support student learning in the villages.	Indicators: # course formats and enrollment completion
Outcome 4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students.	Indicators: Communications with NSBSD/ NSB Ed-Tech/IT feedback Student feedback
Outcome 5: Over the next three years (by 2027) maintain successful course completion rate of 88% for village students.	Indicators: Village enrollment, completion (Fa, Sp, Su), for-credit

PRIORITY 5 - Ensure the Future

Outcome 1: Review and update the long-term facilities master plan once a year. Connect with stakeholders to implement plan.	Indicators: LTFMP Revisions, LTFMP Meetings, Current facility upgrades
Outcome 2: Monitor and implement (where appropriate) the new Iḷisaḡvik College campus (NICC) development plan of action and capital campaign.	Indicators: Land Status (lease or purchase) NICC Committee actions
Outcome 3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and tribal funders to ensure a sustainable level of borough funding.	Indicators: Actions & interactions with partners
Outcome 4: Encourage the Iḷisaḡvik College Foundation Board of Directors to build its endowment to provide a long-term source of unrestricted revenues from its investment earnings.	Indicators: Endowment account update 100% Board Giving
Outcome 5: Increase contributions from private donors through fundraising efforts by 5% from the previous calendar year.	Indicators: Fundraising & Donations update
Outcome 6: Execute a Funding Strategy that aligns with the College's Mission, including requesting funding through the State of Alaska, federal funders, and other grantors.	Indicators: # Grant apps submitted # Grants awarded Total Grant funding awarded
Outcome 7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaḡvik.	Indicators: Meetings w/partners Funds received
Outcome 8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year.	Indicators: 100% board giving Board understands role and is comfortable to advocate. Trustee activities and engagement.

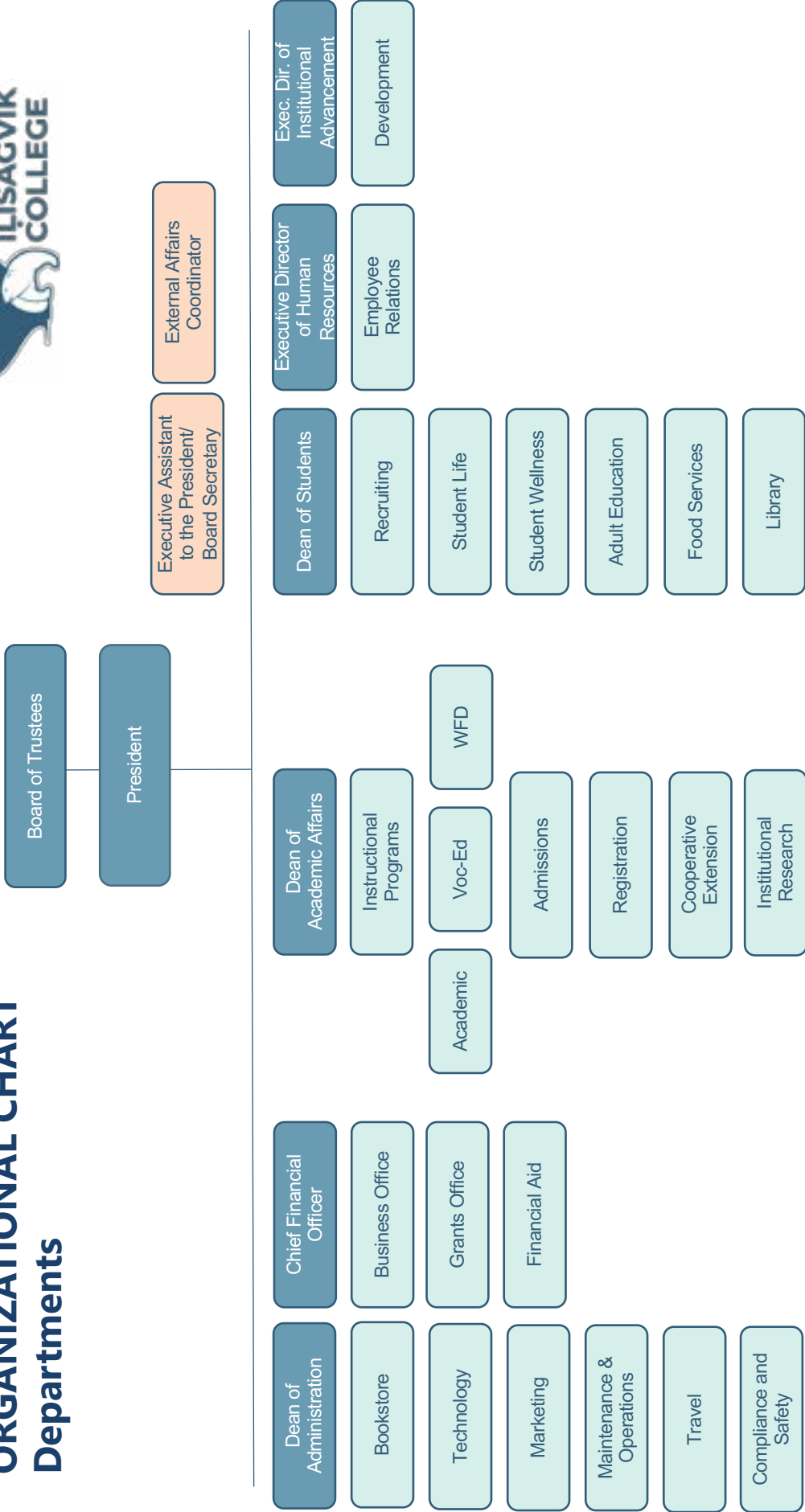
PRIORITY 6 - Build a Robust Service-Oriented Org.

Outcome 1: Improve administrative and academic support systems	Indicators: Technology changes Process streamlining Handbooks/SOPs
Outcome 2: Continue college and community-wide communication including implementation of new systems and processes.	Indicators: Round Tables & General IC/NSB/NSBSD BOT Meetings UI Updates
Outcome 3: Attract, develop, and retain a highly qualified and talented workforce. Focus on local hires. Develop institutional depth.	Indicators: # FT position postings # PT position postings % completed staff evals
Outcome 4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.	Indicators: Indicators: # & % faculty evaluations # & % adjunct faculty evaluations % Student Evals
Outcome 5: Improve performance through professional, career, and leadership development.	Indicators: # & % of Staff PD # & % of Faculty PD
Outcome 6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees. Update Strategic Plan.	Indicators: Completed IR Report PDP participation and submissions Data Moments

GOALS	FALL MEETING 1st Quarter	WINTER MEETING 2nd Quarter	SPRING MEETING 3rd Quarter	SUMMER MEETING Year-End Report
Administrative Reports	<ul style="list-style-type: none"> • President's Report • Program Highlight • Board Professional Development • Institutional Research Report 	<ul style="list-style-type: none"> • President's Report • Program Highlight • Board Professional Development 	<ul style="list-style-type: none"> • President's Report • Program Highlight • Board Professional Development 	<ul style="list-style-type: none"> • Year-End Report (identifies all goals and outcomes) • Accreditation Report, as needed • Strategic Planning Session
	<ul style="list-style-type: none"> • Summer Enrollment Report (includes retention, persistence, and completion) 		<ul style="list-style-type: none"> • Fall Enrollment Report (includes retention, persistence, and completion) 	<ul style="list-style-type: none"> • Spring Enrollment Report (includes retention, persistence, and completion)
	<ul style="list-style-type: none"> • Quarterly Finance Report • Ilisagvik College Foundation Report 	<ul style="list-style-type: none"> • Adopt FY Budget • Recommend Transfer of \$\$ to Foundation Endowment, if any • Quarterly Finance Report • Approval of Annual Audit 	<ul style="list-style-type: none"> • Quarterly Finance Report • NSB Budget Hearing Discussion • Ilisagvik College Foundation Report • Board Advocacy Refresher 	<ul style="list-style-type: none"> • Quarterly Finance Report
		<ul style="list-style-type: none"> • Interim Progress Report on Curriculum Development 		
	<ul style="list-style-type: none"> • Long-Term Facilities Master Planning Report 	<ul style="list-style-type: none"> • Long-Term Facilities Master Planning Report 	<ul style="list-style-type: none"> • Long-Term Facilities Master Planning Report 	
Outreach and Connection Opportunities	<ul style="list-style-type: none"> • Student Luncheon 	<ul style="list-style-type: none"> • Employee Luncheon 	<ul style="list-style-type: none"> • Faculty Luncheon 	<ul style="list-style-type: none"> • Summer Camp Luncheon

ORGANIZATIONAL CHART

Departments



BOARD MENTOR PROGRAM

PROGRAM OBJECTIVES

The purpose of the Iḷisaḡvik Board of Trustees' mentor program is to support and encourage the new trustee so he/she will have a successful first year as a new Board member through positive relationships. Specifically, the mentor relationships should promote collegiality and professionalism among the Board members.

What is the mentor's role?

The role of a mentor is to be someone the mentee can confide in, an educator, a safety net and at times, provide helpful feedback. The mentor should provide information, assistance, and encouragement to the new Board member.

What are the benefits to the mentor?

- The opportunity to reflect on one's own Board service;
- Improved interpersonal and leadership skills;
- A renewed sense of purpose; and
- The opportunity to give back to the mentee's community, the entire NS and leave a legacy.

Program Recommendations

The mentor and mentee should have a minimum of four quarterly contacts over the course of a twelve-month period. If possible, two of the contacts should occur in person.

At each contact, the mentor and mentee will select at least one discussion topic, experience, or activity from one of the six Focus Areas of Discussion listed below to help guide their conversation. Every contact should include an inquiry as to whether the new Trustee member has any questions regarding Board service. The Focus Areas of Discussion listed below are to help guide their conversation. The Focus Areas of Discussion are meant to launch the conversation and by no means limit other topics from the dialogue.

Given the background of the new Trustee member, other Focus Areas of Discussions and activities may be more suitable than those that are suggested.

Focus Areas of Discussion include:

1. Transitioning to the Board of Trustees (what to expect, reviewing board agenda prior to meeting);
2. Board expectation (attend all meetings, read board packets before the meeting, etc.);
3. Relationship building;
4. Recognizing potential areas of conflict of interests;
5. Board norms and values; and
6. Personal goals for board service.

Initial Meeting Outcomes

During the first meeting, the mentor and mentee should discuss their backgrounds and experiences. This will help the mentor gauge what expertise the new Trustee member mentee brings to the Board of Trustees and the areas that are in need of development or improvement.

The mentee should share his or her expectations and goals for the mentor relationship over the next twelve months. The mentee's goals may be professional or personal in nature, but should be realistic to accomplish during the year-long program.

Together, determine the arrangement that best suits both parties' professional relationship and work schedule. The mentor and mentee should identify their preferred method for contacting one another.

HOW TO BE AN EFFECTIVE MENTOR

Essentials to Building a Mentor Relationship

While every mentee-mentor relationship is unique, there are three basic components that serve as the foundation for a successful connection.

1. **TRUST:** Trust is the key to building any successful relationship. It is essential that your mentee is confident that your conversations will be kept confidential. Trust takes time to develop but lay the groundwork at the very beginning to put your mentee at ease.
2. **LISTEN:** Active listening helps establish an accepting environment that is conducive to open communication. An open dialogue helps build rapport with the mentee. A mentor's responsibility is just as much about listening as it is about asking thought-provoking questions. Make sure to share your own personal experiences and mistakes made along the way. Emphasize that no question is foolish.
3. **ENCOURAGE:** A mentor is there to provide support when the mentee is frustrated or challenged by new obstacles. A mentor should be engaged and focused during the dedicated time with the mentee, providing feedback, advice, and guidance where appropriate.

Stages of a Mentorship

1. **Build the Relationship & Define Goals**
 - During the initial phase of your mentor relationship, you and your mentee are building rapport and identifying the expectations for the next 12 months.
 - At the initial meeting, you will focus on getting to know one another and discuss what the mentee hopes to gain from the mentor relationship.
 - Make clear to the mentee that questions are welcome; he/she is not being a burden or a pest by frequent communication.
2. **Work on Achieving Goals & Strengthen the Relationship**
 - Be intentional about finding learning opportunities that support your mentee's goals.
 - Devote a portion of each contact to discuss specific issues that the mentee is having and provide objective, but positive feedback.
 - Make yourself available when the mentee reaches out for guidance and support. If you have not heard from your mentee for an unusually long period of time, take the initiative to reach out.
3. **Ending the Mentor Relationship**
 - While the formal nature of the relationship may end, mentors are encouraged to remain in contact with their mentees, on an appropriate basis. Take time to celebrate the successes you have had together and bring the relationship to an appropriate closure.
 - If you both decide to continue in an informal relationship, make sure to discuss what ongoing support your mentee may need, as well as revised expectations for communication.

Challenges to the Mentoring Relationship

- **Lack of Time & Competing Priorities:** Make your mentor relationship a priority, but do not overpromise on what you can provide your mentee. It is important to agree on the frequency and preferred method of contacts. Do your best to stick to your scheduled dates and reschedule any cancelled appointments in a timely manner.
- **Not Having All of the Answers:** A mentor is expected to be a knowledgeable resource, but he/she is not expected to have or even provide an answer for every problem or question that may arise. The mentor should direct the mentee to available resources and other colleagues that are able to assist. It is important that the mentee not become overly dependent on the mentor for problem solving assistance.

MEETING # 1

DATE: _____

FOCUS AREAS OF DISCUSSION (check all that apply)

- ☐ Transitioning to the Board of Trustees (what to expect, reviewing board agenda prior to meeting, etc.)
- ☐ Board expectations (attend all meetings, read board packets before meetings, etc.)
- ☐ Relationship building
- ☐ Recognizing potential areas for conflicts of interest
- ☐ Board norms and values
- ☐ Personal goals for board service

Notes:

[illegible]

Questions the mentor might ask their mentee at the beginning of the Mentor Program

- What do you hope to achieve from this experience?
- How do you see yourself growing over the next 12 months?
- What skills or knowledge do you hope that you will gain from this mentoring relationship?
- What do you think will be the most challenging and most rewarding for you?

[illegible]

MEETING # 2

DATE: _____

FOCUS AREAS OF DISCUSSION (check all that apply)

- ☐ Transitioning to the Board of Trustees (what to expect, reviewing board agenda prior to meeting, etc.)
- ☐ Board expectations (attend all meetings, read board packets before meetings, etc.)
- ☐ Relationship building
- ☐ Recognizing potential areas for conflicts of interest
- ☐ Board norms and values
- ☐ Personal goals for board service

Notes:

[illegible]

MEETING # 3

DATE: _____

FOCUS AREAS OF DISCUSSION (check all that apply)

- ☐ Transitioning to the Board of Trustees (what to expect, reviewing board agenda prior to meeting, etc.)
- ☐ Board expectations (attend all meetings, read board packets before meetings, etc.)
- ☐ Relationship building
- ☐ Recognizing potential areas for conflicts of interest
- ☐ Board norms and values
- ☐ Personal goals for board service

Notes:

[illegible]

MEETING # 4

DATE: _____

FOCUS AREAS OF DISCUSSION (check all that apply)

- ☐ Transitioning to the Board of Trustees (what to expect, reviewing board agenda prior to meeting, etc.)
- ☐ Board expectations (attend all meetings, read board packets before meetings, etc.)
- ☐ Relationship building
- ☐ Recognizing potential areas for conflicts of interest
- ☐ Board norms and values
- ☐ Personal goals for board service

Notes:

[illegible]

Questions the mentor might ask their mentee at the end of the Mentor Program

- Did you achieve what you had hoped to from this experience?
- How are you different from a year ago?
- What skills or knowledge did you gain from this mentoring relationship?
- What was the most challenging and most rewarding for you?

[illegible]



**ILISAĠVIK
COLLEGE**

IÑUPIAQATIGIIGÑIQ *TRADITIONAL IÑUPIAT VALUES*

PAAQŁAKKUTAİĠÑIQ - RESOLUTION OF CONFLICT

NAGLIKKUTIGAĠNIQ - COMPASSION

PAAMMAAĠIIGÑIQ - COOPERATION

İLAGIIGÑIQ - FAMILY AND KINSHIP

PIQPAKKUTIQAĠNIQ SULI QIKSIKSRAUTIQAĠNIQ

UTUQQANAANUN ALLANULLU - LOVE AND RESPECT

FOR OUR ELDERS AND ONE ANOTHER

QIÑUIÑÑIQ - HUMILITY

QUVIANĠUNIQ - HUMOR

ANUNİALLANIQ - HUNTING TRADITIONS

IÑUPIURAALLANIQ - KNOWLEDGE OF OUR LANGUAGE

QIKSIKSRAUTIQAĠNIQ IÑUUNIAĠVIGMUN -

RESPECT FOR NATURE

AVIKTUAQATIGIIGÑIQ - SHARING

UKPIQQUTIQAĠNIQ - SPIRITUALITY