



College of  
**HEALTH AND CARE  
PROFESSIONALS OF BC**

# Board Meetings

## Guidelines

June 28, 2024



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## Introduction

The Board of the College recognizes it is uniquely privileged to govern a regulatory College that supports and upholds the safe practice of health-care professionals registered in B.C. With an ever-shifting regulatory, legislative, economic, and social landscape – all of which have a persistent and significant impact on the public and the health services they access and receive – the Board knows that it must be intentional about the governance tools, knowledge, and resources it chooses to employ if it is to meet its mandate.

Board meetings are the primary forum for discussions and decision-making. An effective meeting is defined as

*people gathering to discuss ideas and make decisions that produce an outcome of value*

and the Board builds on this by creating and promoting meeting experiences that are safe and inclusive. Board members must be comfortable and empowered to contribute freely to discussions, participate in positive and robust interactions with each other, and engage in learning that will expand their awareness and knowledge of subjects to support their individual contribution to discussions and decision-making. To achieve this, Board members commit to and foster a “speak up” culture where members openly and honestly communicate concerns, issues, and potential barriers to cultural humility and safety.<sup>1</sup> The Board also commits to developing and following a process for raising and handling issues (i.e. dispute resolution) and to addressing issues immediately when they arise.

The Board recognizes that to successfully understand the nature of health-care regulation and make strong decisions that support health-care professionals and the communities they serve, diverse perspectives must be actively sought and included as a part of Board deliberations. Only when fully informed can the Board ensure its decisions contribute to the College’s mandate to protect the public.

These Board Meeting Guidelines are a resource for Board members, the Board chair, and College staff to outline how:

- meeting materials are prepared and shared;
- meetings are structured;
- discussions can be optimized;
- a culture of trust and respect can flourish when space is made for questions, humility, and learning;
- relevant, unbiased, and balanced decisions can be made that meet and support:
  - the College’s legislated authority as set out in the *Health Professions Act*;
  - the College’s commitment to engage in the work of anti-racism, improve Indigenous wellness and health and recognize that we can influence the

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<sup>1</sup> For more information see the *Board and Committee Code of Conduct*.



- system and become better allies to Indigenous peoples and communities;<sup>2</sup>
- the Board’s commitment to learn about and respect the specific rights of First Nations and Indigenous peoples in colonial B.C.,<sup>3</sup> and a distinctions-based approach to statutory decision-making;<sup>4</sup>
- creating space for Indigenous ways of governance, upholding the legal pluralism framework as set out in DRIPA,<sup>5</sup> and decolonizing Board practices.

These Guidelines reflect regulatory and governance practices built on current regulatory and governance theory, on evidence-informed practices and on Indigenous wise practices.<sup>6</sup> They work in conjunction with the duties and responsibilities of Board members as established in the Oath of Office, the bylaws, and the *Board and Committee Code of Conduct* and are grounded by a clear mandate.

These Guidelines do not apply to general College meetings such as the annual general meeting or special general meetings (as defined in the bylaws). Separate procedural rules govern those types of meeting.

## Ways the Board May Meet

The Board meets in a few different ways (in person, by videoconference or other), depending on the content of the agenda and the College business to be discussed. How the meeting will be held is included in the Board calendar as early as possible.

## Types of Meetings

The agenda will indicate the type of meeting. Depending on the nature of the discussion, the meeting type can move between open and closed within the same meeting.

### Open Board meeting

An open Board meeting is open to all registrants and the public. It can be held in person, by telephone, by videoconference, or in a hybrid manner.

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<sup>2</sup> Joint Apology and Commitment to Action [https://cptbc.org/wp-content/uploads/2022/09/Joint-Apology-and-Commitment-to-Action-Initiative\\_Final.pdf](https://cptbc.org/wp-content/uploads/2022/09/Joint-Apology-and-Commitment-to-Action-Initiative_Final.pdf)

<sup>3</sup> Board Composition Matrix;

<sup>4</sup> Government of BC (2023). Distinctions-Based Approach Primer. [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/distinctions\\_based\\_approach\\_primer.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/distinctions_based_approach_primer.pdf)

<sup>5</sup> British Columbia Law Institute (2023) Legal Pluralism in Canada (Primer 3) <https://www.bcli.org/wp-content/uploads/PRIMER-3-Legal-Pluralism-in-Canada.pdf>

<sup>6</sup> HealthCareCAN (2018). Bringing reconciliation to healthcare in Canada: Wise practices for healthcare leaders. [https://www.healthcarecan.ca/wp-content/themes/camyno/assets/document/Reports/2018/HCC/EN/TRCC\\_EN.pdf](https://www.healthcarecan.ca/wp-content/themes/camyno/assets/document/Reports/2018/HCC/EN/TRCC_EN.pdf)



Meeting dates and instructions for those who wish to attend an in person open meeting are posted on the College website and interested parties can register in advance (space is usually limited).

When an open Board meeting takes place by videoconference only, observers are not permitted to attend. These virtual open sessions are, however, recorded, and observers may request access to the recording upon written request to College support staff.

Minutes are taken for open Board meetings and published on the College's website after they have been approved by the Board.

### Closed Board meeting (or portion of a Board meeting)

In accordance with Bylaw 2.32, all or portions of a Board meeting may exclude anyone who is not a Board member except the Registrar or designate for any of the following topics:

- personnel matters;
- instructions to, or opinions received from legal counsel or any other matter subject to solicitor-client privilege, or information or discussion concerning a contemplated or ongoing legal proceeding;
- property acquisitions or dispositions;
- communication with the Office of the Ombudsperson;
- information concerning:
  - the contents of an examination;
  - the scoring or results of an examination; or
  - any information related to an examination that would constitute an unreasonable invasion of an individual's personal privacy;
- information concerning:
  - consideration of whether an academic or technical program will be recognized by the College;
  - an application for an individual for registration, reinstatement, renewal, or certification;
  - any matter under Part 3 of the Act; or
  - a criminal, civil, or administrative proceeding the disclosure of which in the above would be an unreasonable invasion of the individual's personal privacy;
- financial, personal, or other matters of such nature that the interest of any affected person or the public interest in avoiding disclosure outweighs the public interest in open Board Meetings;
- information that the College or another public body would be required or authorized to refuse to disclose to an applicant making a request for records under Part 2 of the *Freedom of Information and Protection of Privacy Act*;
- the Board's self-assessment of its performance; and
- an internal Board conflict resolution process.



In accordance with Bylaw 2.33, the Registrar or designate will only be excluded from a Board meeting if the meeting concerns:

- a discussion of the Registrar’s performance or employment contract;
- the Board’s self-assessment of its performance; or
- an internal Board conflict resolution process.

For clarity, there are three types of closed Board meetings, depending on the matters being addressed:

- Board and some invited staff;
- Board and Registrar only;
- Board only.

Minutes of closed Board meetings are taken. If a person or group was excluded from the meeting in accordance with Bylaw 2.32, the minutes must note the exclusion and cite Bylaw 2.35 as the authority for the exclusion.

Minutes of closed Board meetings are published on the College’s website after they have been approved by the Board but will exclude information related to topics listed in Bylaw 2.32 and cite Bylaw 2.36 as the authority for the exclusion.

### Email Board meeting

Email meetings will only occur for a single agenda item or purpose and may be an open or closed meeting. Board members will receive an email stating that a formal meeting of the Board has been convened and are given a deadline by the Board chair by which to respond (typically 48 hours from the date of the email). The email will contain a high-level summary of the issue, a description of the decision the Board is being asked to consider, and a proposed resolution.

Board resolutions in writing (including by email) must be passed by unanimous vote. If a Board member doesn’t respond within the time period set by the Board chair, their vote is considered to be in favour of the resolution.

The outcome of an email resolution is included in the minutes of the first Board meeting after the resolution (unless it should be excluded due to meeting the criteria in Bylaws 2.32)

### Strategy or planning session

This type of meeting might be embedded within another scheduled meeting or at a separate time. Its purpose is for the Board to work with senior leadership to set the mandate, vision, and strategic direction for the College, and proactively review and assess future-facing issues that may affect or guide College business. Notes are usually kept for this type of meeting to assist senior leadership in developing strategy or plans, but no formal minutes are kept.



## Education session

The purpose of an education session is to ensure that Board members have the knowledge, information, and tools to be most effective in their roles. No minutes are taken for this type of meeting, but educational support materials and recorded presentations are kept for future reference.

## Other

Board members may also engage in self-directed learning individually, in smaller groups, or in a community of practice setting. Such learning is informal and valuable in aiding Board members' understanding of the complex matters on which they are asked to make decisions.

## Meeting Participants

In addition to Board members, the Board can expect to see these people at meetings.

### Knowledge Keeper

A respected representative of one of the host First Nations upon whose territory the College offices are located, the Knowledge Keeper is valued and recognized by their community, has extensive First Nations cultural, historical, and spiritual wisdom, and lives and models First Nations teachings and knowledge.

The Board meetings attended by the Knowledge Keeper, the scope of their role in those meetings, and the supports they might need, are determined through discussions between the Knowledge Keeper, the Board chair, and senior leadership from time to time. The Board chair may also invite Indigenous Board members to be part of these discussions.

Generally, the Knowledge Keeper will bear witness to the Board's work and process, keep Board members accountable to First Nations protocols, and provide advice and guidance to the Board as required through their teachings and lived experience.<sup>7</sup>

### Senior leadership

The Registrar attends all Board meetings. The Executive Directors/Chief Regulatory Officer of the College may attend. They advise the Board on process, provide

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<sup>7</sup> For more information, see *Guidelines: Working with Indigenous Elders and Knowledge Keepers and Policy: Compensation for Indigenous Services*



	strategic and operational reports, and are responsible for implementing the Board’s decisions and initiatives.
Staff presenters	Members of College staff may attend meetings to present or advise on specific agenda items to the Board.
Guests	External consultants or guests may be invited to attend meetings to assist in discussions or promote understanding of the College’s partnerships with other groups in the health-care system.
Observers	Members of the public may attend open sessions of in-person Board meetings. Seating is made available in the Boardroom for this purpose.
Support staff	Members of the College support staff are present to support the smooth operation of each Board meeting.

## Creating Space and Safety for Equitable Discussions

The most powerful Board discussions take place when all Board members deeply engage with a subject, not because they know everything about it, but because they have a strong sense of wellbeing and safety when contributing their unique views, knowledge, and ideas.

With heavy agendas and limited meeting time, Board members may often only be able to focus on what is immediately before them which, over time, may unintentionally erode trust. It is important that the Board holds itself accountable for creating space, both in and between meetings, to have the deep, challenging, provocative, or difficult conversations essential to reaching a state of equity.

This “space” relies on basic respect being present within Board relationships. Depending on the context or outcomes being sought, Board members can move discussions between:

- A **safe** space, where Board members can share thoughts, concerns, or lived experiences without fear of reprisal, dismissal, mockery, or the pressure to educate. While learning or greater understanding may be one outcome, the ultimate goal in this space is support.
- A **culturally safe** space, where Board members actively move away from the status quo of inherited white supremacy, settler colonial approaches, and persistent Indigenous-specific racism, and move towards fully upholding Indigenous rights, truth and reconciliation.<sup>8</sup>

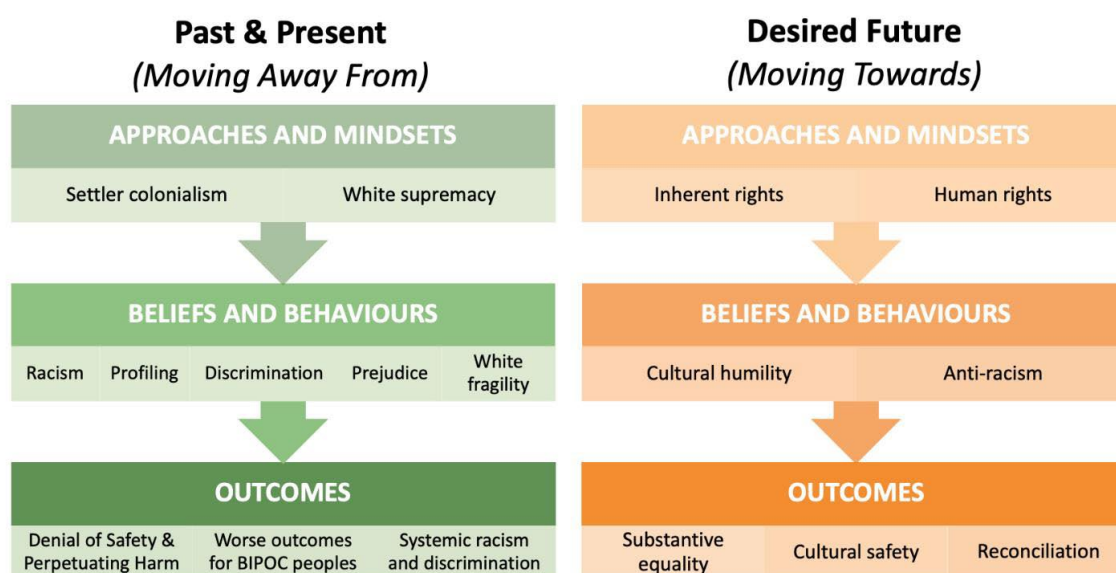
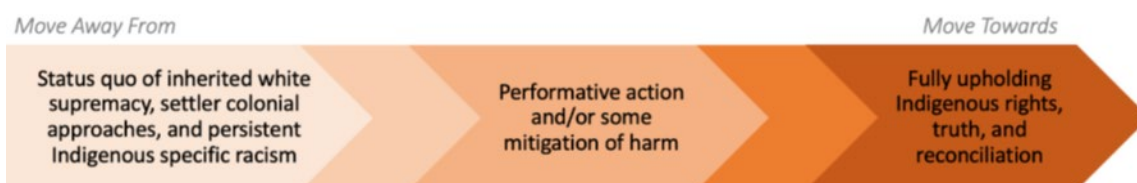
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<sup>8</sup> Safe Spaces Playbook





- A **brave** space, which builds on safe and culturally safe spaces, where Board members can share their vulnerabilities, opinions, and concerns about injustice and inequity, with the specific intent to call for action, educate, or disrupt unfair or unjust systems, policies, or practices.



Note that **safety** must not be conflated with **comfort**. The latter is passive and not conducive to equitable or meaningful discussions.

Ideally, Board members will always feel equally valued, trusted, respected, motivated, and free to contribute to Board discussions, whether they are present in person or joining a meeting remotely. However, discussions may derail if, for example, Board members:

- show disrespect for individuals sharing their views;
- dismiss, interrupt or cut-off conversations;
- express disdain or judgment of those showing emotion or vulnerability;
- dismiss or disparage new information because it is not within their own personal knowledge or experience;
- unintentionally cause harm to an Indigenous Board Member but do not recognize it, or recognize it but do not implement the mechanism created to raise harm;
- push for decisions when others may still be processing information;



- provide unsolicited advice; or
- breach others' confidence or privacy.

The Board must act when a Board member expresses a lack of safety, and not seek to rationalize or ignore the circumstances. The *Board and Committee Code of Conduct* requires Board members to take a believing stance when Indigenous Board members raise concern or comment. Remaining silent, avoiding conflict, or suppressing knowledge are recognized forms of oppressive violence that may cause significant harm. Fostering a “speak up” culture where members openly and honestly communicate concerns, issues, and potential barriers to cultural humility and safety contributes to Board members holding themselves and others accountable for creating safe and inclusive spaces in which brave conversations about racism, power, bias, and privilege can occur.

It is always welcomed for Board members to ask the chair for a break from the agenda, redirect attention to holding a trusted space, and agree to ground rules. Inviting the Knowledge Keeper or an experienced or independent facilitator to join the Board for discussions may also help to progress any difficult conversations.

## Meeting Materials

### Agenda

Agendas are prepared by staff in cooperation with the Board chair and vice-chair, based upon emerging issues, education needs, strategic priorities, and the annual work plan for the Board. Any Board member may propose an agenda item ahead of the meeting and the Board chair and Registrar will decide whether to include that item on the meeting agenda for the Board's consideration.

Agendas follow a standard template, which includes the time, date, location and type of meeting, the names of Board members who have confirmed their attendance or forwarded their regrets, the name of the College's Knowledge Keeper, the names of staff and guests attending the meeting, and a territorial acknowledgment of the First Nations territory on which the meeting is taking place.

### Consent agenda

A consent agenda may be used. This is a technique for addressing multiple decision requests as a single agenda item so the Board can manage its meeting time effectively. Only items that are routine or non-controversial in nature will appear on a consent agenda, or an item that requires perfunctory approval because the Board has already reached consensus in previous discussions.

Board members are expected to have carefully reviewed the items on a consent agenda prior to the meeting. The chair will ask at the outset of the meeting if any items from the consent agenda need to be moved to the regular agenda for discussion. Any reason provided by a Board member is sufficient to have the item moved. The chair may then



decide to discuss the matter immediately or move the discussion to an appropriate time on the regular agenda.

If an item is moved but other matters remain on the consent agenda, the chair will ask for a resolution for the consent agenda to be approved as amended. The chair will subsequently ask for a resolution for the regular agenda to also be approved as amended as it will include the new matter for discussion. If no items are moved from the consent agenda, the chair will ask for a resolution for the consent agenda as a whole to be approved. Whenever the consent agenda is approved, each item appearing on it will have its resolution recorded separately in the minutes.

## Meeting package

Briefing notes, with supplemental documents, form the basis of the meeting package. Along with the agenda, the meeting package provides Board members with the information they need to understand the goal of each discussion, as well as background information, context, and analysis. Senior leadership may also be present during the meeting or on call to address any questions that arise.

Briefing notes may include a recommendation or a draft resolution proposed by staff or committees for the Board to review and consider. At other times, staff may lay out the various options without a recommendation or draft resolution if they believe these may limit or impede Board discussion.

Recommendations are never brought forward in isolation: previous discussions, analysis of strategic priorities, consideration of external factors, consultation with government, system, and community partners, and previous Board discussions, for example, will have been captured when preparing the briefing note. Additionally, a full review of the issues may have already been completed by the committees delegated with such authority by the Board, in which case the Board will get a summary of the process the committee engaged in and a recommendation.

The meeting package is posted on the College's secure document management system, BoardEffect, at least one week prior to the meeting in order to give Board members time to read and consider the material. This allows greater time for discussion at the meeting itself. Any changes made to the agenda or meeting package will be communicated to Board members either by email in advance of the meeting, or in person by the chair at the beginning of the meeting.

At the end of an in-person meeting, Board members must ensure that all hard copies of any meeting material are left in the room for secure disposal.

## Pre-recorded presentations

On occasion, pre-recorded presentations will be available to Board members as part of the meeting material. These presentations are a tool for optimizing timing at meetings so that agenda time is allocated exclusively for Board discussion. It is important that Board



members watch the presentations and read any accompanying briefing notes prior to attending the meeting.

Pre-recorded presentations are useful for education or new process orientation as Board members can pause, rewind, or even re-watch presentations as needed.

### Reading package

Reading packages are sometimes provided to Board members as a separate resource, posted with the meeting package. The reading package contains information that may help to provide history or broader context to the Board but is neither compulsory nor essential to any discussion or decision being made at the meeting. As such, Board members can choose to omit this reading from their preparation if short on time.

### Annual Board workplan

The tasks that must be addressed by the Board during the year will be set out in a high-level workplan, prepared and reviewed by staff in consultation with the chair and senior leadership. The annual workplan aligns with the Board's responsibilities established in the bylaws, ensuring that no mandated work is overlooked, and key reporting and compliance dates are met. The workplan is primarily used by staff as a guide for agenda preparation.

### BoardEffect Library

Legislation, documents, resources, presentations or other background information that Board members may wish to reference either when preparing for or between meetings are housed in the BoardEffect platform's Library, confidential to Board members and College support staff. This site may also contain material from Board education sessions, the Board calendar and annual workplan, and contact information should Board members wish to contact each other between meetings.

## Board Meeting Procedures and Protocols

### Opening protocol

All Board meetings begin with a territorial acknowledgement in accordance with Territorial Acknowledgement policy. Territorial acknowledgement is about the recognition and honoring of the original land owners and their connection to their territories that has existed for thousands of years. Territorial acknowledgements uphold a distinctions-based approach. Territorial acknowledgements are an initial step towards reconciliation, decolonization, and Indigenous anti-racism, cultural safety and humility. They reveal truths and show recognition and respect, which are essential to strengthening and healing relationships and should become protocol in relation to the recognition of the Indigenous laws of the lands where one finds oneself.



The chair, host or designate calls the gathering to order, offers the territorial acknowledgement, and, where applicable, immediately turns it over to the First Nations Elder or Knowledge Keeper who will offer welcoming remarks. These ground the Board's work and will set the tone for the meeting/day to start it off in a good way. No other business is conducted between the acknowledgement and the welcoming.

When a meeting takes place virtually, attendees are invited to acknowledge the territory from which they are each joining the meeting at the time when they first speak at the meeting. Board members are encouraged to spend the time needed to ensure the correct pronunciation and an accurate and meaningful acknowledgement of the rightful titleholders of the lands and territories where they live. Board members are expected to speak sincerely, drawing on their personal learning and knowledge (at whatever stage that might be) so their words are neither tokenistic nor performative. More detailed information and resources regarding territorial acknowledgements are provided in the Territorial Acknowledgement policy. College staff are available to assist Board members if there are questions about their own territorial acknowledgement.

## Meeting conduct

Board members must read the *Board and Committee Code of Conduct* which sets out the specific standards of conduct and expectations to which Board members must adhere, and sign the *Confirmation of Understanding and Acceptance of the Code* annually. Failure to comply with the Code of Conduct may result in corrective action up to and including removal from the Board.

## Discussion protocol

The chair is responsible for the meeting. The standard process for moving through discussion to decision is as follows:

- Each item on the agenda will be introduced by the chair who will invite, as appropriate, someone to introduce the topic.
- The chair will open the floor for any questions and discussion arising from the briefing note and background materials.
- When appropriate given the agenda item and discussion required, the chair will follow Coast Salish Circle protocol, inviting every member of the Board individually to speak to the item, moving in a counterclockwise direction. The speaker will not be interrupted or be asked questions. When the speaker has finished their thoughts, the next speaker will be invited to speak to the item. No Board member is required to speak when it is their turn and can indicate that it is the turn of the next member to their right. The chair will summarize the information received when every member has had the opportunity to speak. A second (or more) turn around the circle counterclockwise may be necessary to further the discussion or to confirm consensus.
- If Coast Salish Circle protocol is not followed for an agenda item or discussion, the chair will also ensure that every member of the Board has an opportunity to share their perspective without being interrupted or silenced.



- For the sake of efficiency and effectiveness, the chair will ensure that discussion is confined to issues that fall within the Board’s authority and are relevant to the issue being discussed.
- Throughout the discussion, the chair will, where needed, highlight important points, clarify misunderstandings, and keep the discussion focused on the matters at hand.
- When Board members believe they have received the information necessary to consider the issue fully and are ready to move to a decision on the matter, the chair will request a motion for resolution on which the Board will vote (see “Board Decisions” below).
- Prior to moving to decision, the chair will check in with each Board member to ensure they have had an opportunity to share their opinion and ask questions.

### Closing protocol

The chair, host or designate concludes the business of the meeting. The First Nations Elder or Knowledge Keeper is invited to provide closing remarks and/or a prayer, often reflecting on the learnings and teachings from the meeting and recentering the work before closing in a good way.

## Decision-Making Process

Board members can expect to see four types of decision being brought forward, each triggering a different decision-making process.

Standard decisions	Information is static, the context is well understood, less background information is required, and minimal discussion is necessary.
New decisions	If an issue has never been addressed, more information may be necessary, and greater discussion and context is required in order for the Board to understand why it is being asked to make a decision at all.
Significant decisions	These involve major transactions or commitment to a long-term plan or an action with far-reaching effects that may require longer timeframes for deliberation.
Crisis decisions	These arise where an emergency or significant issue arises, which has a very short timeframe in which to act or respond, and often requires concise information to support efficient decision-making.

The Board has agreed that decisions will ideally be achieved through consensus whenever possible. Should consensus not be reached, a vote will be held. Even where consensus



has been reached, all decisions of the Board are confirmed with a vote in accordance with Bylaw 2.38.

Depending on the nature of the discussion and the timelines involved, the chair may consider other processes that support informed decision-making, such as bringing in an external facilitator to support the discussion.

## Consensus decision-making

What is consensus?

Consensus means finding a decision, solution or proposal acceptable enough that all members can support it, no member opposes it, and all can see that the decision meets their fiduciary duty to make decisions in the best interest of the College and therefore the public.

When does it work best?

This type of decision-making works best when a group has a common goal, a clear process, and a strong commitment to finding the most balanced solution possible. It works best in an environment that is open and trusting, where Board members are actively engaged, clear information is available to the decision-makers, and a skilled chair is facilitating the discussion.

When doesn't it work?

Consensus is not easy. It takes time, patience, concentration and the co-operation of each participant, and the absence of any of these elements may derail the process. It is for the chair to assess the wisdom in employing a consensus model, based on the significance of the decision before the group and the dynamics of the Board members. There will be times when the chair realizes that consensus is not appropriate, and a vote will proceed.

## Consensus process

A consensus process needs to incorporate the following elements:

- |        |   |
|--------|---|
| Step 1 | Clarity of the issue that needs to be resolved  |
| Step 2 | Open, but coordinated, discussion where everyone is able to voice their initial perspectives (a Coast Salish Circle protocol can work well for this form of discussion) |
| Step 3 | Formation of a proposal based on perspectives and information   |
| Step 4 | Test for agreement and amend proposal if required (a second round of the circle protocol can assist in confirming agreement)  |



Step 5                      Clarity of the decision for the minutes and actions required

## Resolutions

A resolution is a written statement of an action approved by the Board. It deals only with single or directly related issues, and has two main components:

- the preamble, which begins “We, the Board, RECOGNIZE/DECIDE/WELCOME/...”, and is a brief, concise sentence about the nature of, or the reason for, the request for a resolution; and
- the proposed action or remedy, which begins with the words “We therefore AGREE that...”.

### Example resolution

We, the Board, RECOGNIZE that the quick brown fox jumped over the lazy dog;  
And we UNDERSTAND that the lazy dog does not enjoy games of leapfrog; and

We therefore AGREE that the CHCPBC will request that the quick brown fox stop jumping over the lazy dog.  
And we FURTHER AGREE that in the future the quick brown fox will invite a different partner to participate in games of leapfrog.

Once consensus or agreement has been reached (or if not reached, a majority vote is necessary), the chair will call for a motion for resolution. If a draft resolution has been set out in the briefing note, the chair or member of staff will read it to the Board, making any adjustments as necessary. Following any further discussion, the chair will ask the Board to indicate, usually by a show of hands, or verbal acknowledgment for Board members attending remotely, acceptance of the resolution. For the sake of clarity, the chair will then restate the decision that has been approved, so it can be captured correctly for the minutes.

Any resolution proposed by a Board member that (i) has not been considered by staff, (ii) is not supported with a briefing note, and (iii) is not placed on the written agenda, must be supported by a seconder. Under such circumstances, the chair will determine how best to deal with the proposed resolution, by:

- allocating time at the meeting for the discussion;
- deferring the discussion to a future meeting and directing staff to prepare a briefing note with respect to the issue; or
- deferring the discussion to a committee, with a recommendation for decision to come to the Board as appropriate.





## Recording Decisions

Once finalized, resolutions should be explicitly stated and recorded in writing so there is no room for misinterpretation or misunderstanding, and to ensure that anyone reviewing the resolution in the future can understand its meaning and intent.

Individual votes are not recorded unless the Board has agreed to record the vote, or unless an individual Board member requests that their vote be noted.

Minutes will be taken by staff or a contractor supporting staff, The minutes are the official record of the meeting. Much like agendas, they follow a standard template to record the time, date, location and type of meeting, the names of Board members who attended the meeting or forwarded their regrets, the name of the Knowledge Keeper in attendance, the names of staff and guests in attendance, and a formal acknowledgement of the First Nations territory on which the meeting is taking place, in accordance with the Territorial Acknowledgement policy. The minutes are organized to follow the agenda and indicate resolutions as well as action items identified during the meeting.

The draft minutes are added to the next meeting agenda for review and approval by the Board. The minutes do not need to be signed once approved.

A log of all resolutions is kept by staff and is a resource to the Board if required.

## Definitions

In these Guidelines:

**Anti-racism** means the practice of actively identifying, challenging, preventing, eliminating, and changing the values, structures, policies, programs, practices, and behaviours that perpetuate racism. It is more than being non-racist – it is acting to create conditions of greater inclusion, equality, and justice.

**Bias** means a favourable or unfavourable predetermined inclination, preference, tendency, or perspective.

**Cultural humility** is a process of self-reflection and introspection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience.

**Cultural safety** is an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the health-care system. It results in an environment free of racism and discrimination, where people feel safe when receiving health care.



**Discrimination** means targeting an individual or group of people for negative treatment because of specific characteristics such as race, religion, gender, disability, or other protected characteristics as defined by the BC Human Rights Code. Discrimination can occur at an individual, organizational, or societal level. It occurs when a particular social group is denied access to goods, resources, and services, either through action or inaction.

**Diversity** refers to individual and unique human differences, dimensions, qualities, and characteristics such as age, ethnicity, gender, sexual orientation, physical abilities, race, etc.

**Equity (equitable)** is a term that describes fairness and justice in outcomes, recognizing diversity and disadvantages, and directing resources and services towards those most in need to ensure equal outcomes for all.

**Health-care system** means the organizations, institutions (including governments), resources, and people whose primary purpose is to improve health.

**Indigenous-specific racism** means the ongoing, systemic, and race-based discrimination experienced by the First Nations, Métis, and Inuit peoples and communities that maintains unequal treatment rooted in colonial practices and policies.

**Power** refers to social mechanisms such as wealth, citizenship, language, patriarchy, ableism, heterosexism, whiteness, or education that permit some individuals greater access to and control over resources than others.

**Privilege** is the unearned (and often unconsidered) cultural, legal, social, and institutional rights, advantages, favours, or benefits afforded to an individual based on their social group membership.

**Racism** is the belief that a group of people are inferior based on the colour of their skin, their culture, or spirituality.

**Safe** or **safety** refers to a sense of being empowered to be authentically oneself because there is protection from reprisal, harm, or danger, even in spaces that are uncomfortable due to the nature of the environment, the subject matter under discussion, or where beliefs, knowledge, or practices are being exposed or challenged.



<b>Reviewed by</b> <i>Full Name Title</i>		Select date	<input checked="" type="checkbox"/> N/A
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