



## Board Composition Matrix

Individual Board Director	Collective Board	
every board director will bring, <u>or be willing to learn</u> , the following <b>SKILLS</b> and <b>KNOWLEDGE</b> :	the Board will bring the following <b>DIVERSE EXPERIENCE, BACKGROUNDS</b> and <b>PERSPECTIVES</b> :	one or more board directors will have the following specific <b>PROFESSIONAL EXPERIENCE, KNOWLEDGE</b> and <b>SKILLS</b> :
<p><b>Anti-racism and Allyship</b>            Understanding of what it means to be an ally and knowledge of how to actively model this behaviour; commitment to speak up and acknowledge instances or systems of oppression; and ability to hold self and others accountable for creating safe and inclusive spaces in which honest conversations can occur.</p>	<p><b>First Nations and Indigenous Voices</b>  <u>Diverse perspectives of at least 2</u> First Nations and Indigenous people in BC embedded within the College’s governance structure to ensure that: deliberations include and are informed by firsthand knowledge and experiences of First Nations and Indigenous communities in BC; decisions include and respect key rights, protocols and perspectives; collective biases are identified, questioned and mitigated; and the College’s cultural safety and humility journey continues to be supported in order to contribute to positive systemic change.</p>	<p><b>Board Leadership</b>            Experience in facilitating board and committee meetings, developing board culture, creating safe and inclusive spaces, leading sensitive conversations, resolving conflicts and fostering board effectiveness.</p>
<p><b>Collaboration Skills/Diplomacy/Conflict Resolution</b>            Strong interpersonal communication skills recognizing the diverse board and college experiences that board members will bring to the table and the environment of massive change they will be governing within. Ability to clearly articulate a perspective and to engage in respectful, productive, and sometimes difficult discussions. Ability to engage in work in such a way that reinforces and does not erode a culture of trust.</p>	<p><b>Ableness</b>            Varied perspectives arising from participation of people with lived experience accommodating or navigating a spectrum of physical, mental health, or cognitive abilities, to help ensure that the perspectives of people with a range of disabilities inform decision-making.</p>	<p><b>Business Acumen</b>            Business experience, an understanding of what an organization needs to operate effectively, including the economic forces that need to be incorporated into decisions, and effective management principles.</p>
<p><b>Confidentiality</b>            Understanding of the need for protecting the confidentiality of college information and draft policy and standards, including the security of all data and documents.</p>	<p><b>Age</b>            Representation across various adult age groups to reflect the diverse experiences and perspectives of registrants and the public served by the College.</p>	<p><b>Equity, Diversity, and Inclusion</b>            Experience in advancing strategies that promote equitable access and opportunities, and in developing practices to correct non-inclusive behaviour.</p>
<p><b>Cultural Safety and Humility</b>            Ongoing learning, appreciation and respect for the distinct and important First Nations and Indigenous-specific rights, approaches, protocols and perspectives, in particular those peoples and communities whose traditional territory existed in the lands prior to the creation of BC, that inform discussion and decision-making; ability to contribute to and support the</p>	<p><b>Culture</b>            A variety of cultural and historical backgrounds and experiences that reflect the communities the College serves and the cultural context within BC’s health care system.</p>	<p><b>Change Management/Transformation Leadership and Oversight</b>            Change management and transformation experience that will support the College’s need to adapt, evolve and lead systemic change and regulatory modernization.</p>



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<p>College as it works to develop a culturally safe organization and health system (through the continuous practice of cultural humility); and an ability to support and respect those who communicate they are feeling unsafe.</p>		
<p><b>Financial Literacy</b>            Reasonable ability to read and understand financial and budgeting information, and the confidence to ask questions that safeguard the financial stewardship of the College.</p>	<p><b>Education</b>            Local, national, and international experiences that reflect the diverse education and knowledge of registrants and of the public served by the College.</p>	<p><b>Executive HR</b>            Experience developing and working with a board to oversee executive performance management, executive compensation, and succession planning.</p>
<p><b>First Nations and Indigenous Context in BC</b>            Understanding of the social, legislative, and political histories of First Nations and Indigenous people in BC from a distinctions-based approach; the impact of settler colonialism in Canada and its enduring traumatic legacy; the effects of widespread Indigenous-specific racism within the healthcare system; and knowledge of how Indigenous self-government and self-determination works in this province; and a commitment to Indigenous Specific Anti-Racism practice.</p>	<p><b>Gender and Sexual Orientation</b>            A variety of perspectives and range of gender identities and gender expressions, including individuals who self-identify as LGBTQIA2S+, to ensure knowledge and understanding of societal attitudes around gender and sexual orientation and the impact this has on access to and experiences within the health care system.</p>	<p><b>Financial Oversight</b>            Accounting or financial management experience and the ability to support board members without this experience to execute their financial oversight responsibilities.</p>
<p><b>Health Professions Regulation</b>            Understanding of the role and philosophy of health profession regulators, the public protection mandate of the College, the applicable legislation, regulations, bylaws and policies, and the core work of the College, and how they fit into the larger health system.</p>	<p><b>Region</b>            Regional diversity, including rural, remote, and First Nations communities in BC (which also encompass on-reserve and treaty settlement lands), to reflect the reality that practices, access to healthcare, and the public’s expectations of the health care system vary throughout the province.</p>	<p><b>Government Relations</b>            Understanding of how government and the political system works and experience working with government to make policy change.</p>
<p><b>Indigenous Specific Anti-Racism</b>            A commitment to proactively eliminate structural and interpersonal Indigenous Specific Racism as an essential priority of the work of the Board, including actively participating in individual and collective learning/unlearning journeys as required.</p>	<p><b>Registrant Professions</b>            Diverse experience from professions regulated by the college and the various types of practices and leadership within the professions regulated, to inform dialogue and decision-making, ensuring decisions meet intended objectives and are practical within the practice environment.</p>	<p><b>Information Technology and Information Management Project and Risk Oversight</b>            An understanding of IT/IM systems and risks associated with the college’s IT/IM systems, digital and cyber security, and ongoing changes in this sector.</p>



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<p><b>Information Analysis and Decision-making</b>            Ability to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making in the public interest.</p>	<p><b>Sector</b>            Diverse leadership experience in the public, private, healthcare, and not-for-profit sectors, to promote knowledge and the sharing of collective knowledge.</p>	<p><b>Innovation Oversight</b>            Experience overseeing environments that foster new thinking, new products, and system disruption.</p>
<p><b>Organizational Decision Making</b>            Understanding and appreciation of the development and limitations of policy and decision-making in a large, complex system. An ability to ensure that decisions are based on clear, objective principles, and informed by evidence and data informed practice.</p>	<p><b>Socio-Economic Background</b>            Varied perspectives arising from the complex, multifaceted, and intersectional measures of social and economic standing, the lived experience of which will promote recognition of inequities and privilege and ensure that solutions can be universally applied without causing unintended barriers or consequences.</p>	<p><b>Internationally Educated Professional</b>            Personal experience as an internationally educated professional having navigated registration, credentialing, competency assessments and examinations required to be licensed in Canada.</p>
<p><b>Regulatory Board/Governance Experience</b>            Understanding of the board member’s role and fiduciary duties, good governance principles, and the stewardship responsibilities of the College. Knowledge of College’s core mandate and business, the decision-making structure and roles of the board, committees, the registrar and staff.</p>	<p><b>Users of Diverse Regulated Professions</b>            Lived experience as a patient, client, support or advocate of a patient or client of the diverse professions regulated by the college as well as the diversity within the care provided by each regulated profession.</p>	<p><b>Legal Expertise</b>            An understanding of contracts, privacy, employment, labour, litigation management, and administrative law.</p>
<p><b>Self-Awareness</b>            Understanding of personal strengths and privileges, influence of self on other board members, the consequences of bias and potential conflicts of interest; recognizing the value of continuous development and improvement; and being open to reflection, feedback, and opportunities to learn, relearn and unlearn.</p>	<p><b>Workplaces</b>            Knowledge of registrants' workplace variables: public/private, union/non-union, individual/small/large entities, organizational hierarchies, and structures.</p>	<p><b>Public Relations</b>            Experience in strategic communications, media, and public relations.</p>
<p><b>System Thinking</b>            Awareness and recognition of the complex system in which the College works, including the partners within that system, and the impact that College decisions have on this greater community.</p>		<p><b>Risk Management/Oversight</b>            An understanding of how to sustain and evolve an effective and meaningful risk management and risk oversight program.</p>
		<p><b>Strategy Planning and Oversight</b>            Experience leading a team or being on a board articulating a vision, identifying strategic priorities, and overseeing organizational performance.</p>