

Board Composition Matrix

As BCCNP's governing body, the Board is responsible for the direction, leadership, and strategy of the college. The Board's composition is therefore critical to its effectiveness and success in achieving its mandate to protect the public. This is recognized in the BCCNP bylaws, which provide for the college's Governance Committee to develop a list of competencies against which those wishing to serve as board members, board chairs and board vice-chairs will be assessed.

Background

Over the course of the last decade, more and more corporate and not-for-profit organizations are choosing to use a competency-based tool to select board members. This is largely owing to increased scrutiny from the public and government who are calling for greater accountability from organizations, with the added push to measure board performance in a way that is both transparent and meaningful. The trend in professional regulation is no different. Just as their registrants are expected to meet high standards of competence and ethics, regulatory boards are being held to account by government, the public and registrants in a similar way.

A competency matrix can assist boards adapt their composition in an intentional and methodical way, to move away from a traditional model of professional representation to one that is more inclusive, diverse and relevant in today's healthcare and regulatory landscape.

Board Composition Matrix

The BCCNP Board uses a board composition matrix to assess its own members. Following an annual review by the Governance Committee earlier this year, the Board approved a revised composition matrix in April 2020 (attached).

The composition matrix reflects academic and professional skills but also looks beyond these at other tangible elements such as personal values, lived experience, diverse backgrounds, perspectives and knowledge, setting out requirements not only for the board as a whole but also for individual board members. It makes clear and unambiguous reference to cultural safety and humility, in direct acknowledgment of the Board's ongoing commitment to BC First Nations and Indigenous peoples to make decisions that will help transform the provincial health system into a more humble and safe environment for all. The expectation is that by broadening the scope of the Board in this way, it will be empowered to make increasingly better decisions in the public interest as per its legislated mandate.

The committee composition matrices delve deeper, building upon the board composition matrix by seeking even more nuanced perspectives and backgrounds, for example, from those who have experienced trauma, conflict, or received their credentials overseas.

Using the Board Composition Matrix

The matrix depicts the ideal composition of a fully functioning board. Board members are not expected to possess every skill or item listed in the composition matrix and gaps will always exist. However, the Board does expect its members to demonstrate a legitimate and ongoing commitment to acquire the experience and knowledge necessary to make them as effective as possible in their roles. Mentorship and professional development is available to all board members.

Last year, the Governance Committee used the composition matrix to identify potential gaps in the board's composition to reflect upon where additional experience, skills, and background might be needed to navigate emerging opportunities or challenges from within the nursing, healthcare, and regulatory environments (see "[2020 Board Gap Assessment](#)"). This assessment enabled the Board to develop specific education programs for board members. Articulation of the gaps also created a clear awareness of where outside perspectives or expertise would be required in board decision-making.

No gap assessment has been completed for the 2021 board year because of the proposed amalgamation between BCCNP and the College of Midwives of BC, which will likely occur this autumn.

Board Composition Matrix

(approved by the Board on April 23, 2020)

Board Members

In order to support strong decision-making in the public interest,

- every board member will bring the following **VALUES** and **ATTRIBUTES** to the table:
 - Act with integrity and speak the truth, be able and willing to take full responsibility for decisions, and follow through on commitments. *[Accountability, Honesty, and Integrity]*
 - Appreciate that, at times, plans will adjust to meet changing circumstances and needs. *[Adaptability]*
 - Recognize that, in a complex system, what can emerge as a result of meaningful engagement and dialogue will be stronger than what is created in isolation. *[Collaboration]*
 - Be self-reflective and open to new ideas, new perspectives, and new ways of doing things, always bringing a learning mindset to decision-making. *[Humility]*
 - Create an environment and culture that welcomes diverse perspectives, new partners and new ideas. *[Inclusivity]*
 - Be able to self-reflect and make decisions based on evidence and good information, to best fulfil the public mandate. *[Objectivity]*
 - Have compassion for the public and their right to safe, ethical care, demonstrated by an understanding and appreciation of, and commitment to, the public protection mandate and the time required to execute the role diligently, recognizing that public interest will always be prioritized over personal or professional interests. *[Public Service]*
 - Be able to work with others effectively, and appreciate different perspectives and opinions, while fostering and promoting, not impeding or stifling, robust dialogue. *[Respect]*
 - Have a clear understanding of personal strengths, areas of development and biases, remaining open to reflection, feedback, continuous growth and improvement, potential conflicts, and the consequences of bias. *[Self-Awareness]*
- every board member will bring, or be willing to learn, the following **SKILLS, PRACTICES, and KNOWLEDGE**:
 - Have an ongoing learning, appreciation and respect for unique protocols, perspectives, cultural contexts, power imbalances, and biases in deliberation and decision-making, and recognition of the role the College plays in fostering culturally safe, humble, respectful, and quality health care, through its cultural safety and humility commitments. *[Cultural Safety and Humility]*
 - Have strong interpersonal communication skills that include the ability to clearly articulate a perspective, engage in respectful, productive, and sometimes courageous or difficult, discussions with the board, staff and stakeholders, while consistently reinforcing a culture of trust. *[Diplomacy]*
 - Have a reasonable understanding of financial and budgeting information, and the confidence to ask questions that safeguard the financial stewardship of the College. *[Financial Literacy]*
 - Understand the board member's role and fiduciary duties, good governance principles, and the stewardship responsibilities of the board. *[Governance]*
 - Understand 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. *[Health Profession Regulation]*
 - Understand and appreciate the development of policy and decision-making in a large, complex system, ensuring that decisions are based on objective principles, and informed by evidence and best practice. *[Organizational Decision Making]*
 - Be aware of the complex system in which the College works, including the stakeholders within that system, and the impact that college decisions have on this greater community. *[System Thinking]*
 - Be able to work electronically in order to uphold security, privacy and efficiency of the College's work. *[Technological Competence]*

Board

In order to support strong decision-making in the public interest,

- the Board will bring the following **DIVERSE EXPERIENCE, BACKGROUNDS, and PERSPECTIVES:**
 - A variety of cultural and historical backgrounds and experiences, that reflect the community the College serves and the cultural context within health care. *[Culture]*
 - A variety of educational backgrounds and experiences that reflect the diverse public served by the College. *[Education]*
 - First Nations and Indigenous voices, embedded within the College's governance structure, to ensure that deliberations are informed and decisions include and respect First Nations' protocols and perspectives, that biases are identified and questioned, and that the College's collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic change. *[First Nations]*
 - A variety of perspectives to support decisions that are balanced and relevant. *[Gender Diversity]*
 - Regional diversity, to reflect the reality that practice, access to healthcare, and the public's expectations of the health care system varies throughout the province. *[Region]*
 - Diverse practice experiences, backgrounds and specialities that inform dialogue and decision-making, ensuring decisions meet intended objectives, are practical and, ultimately, protect the public. *[Registrant Practice]*
 - Diverse leadership experience in the public, private, healthcare, and not-for-profit sectors to promote knowledge and the sharing of best practices. *[Sector]*
- one or more board members will have the following **PROFESSIONAL EXPERIENCE, KNOWLEDGE, and SKILLS:**
 - Lived experience accommodating or navigating a spectrum of physical, mental health, or cognitive abilities, the knowledge of which can enhance relevant, thoughtful decisions that protect the public. *[Ability]*
 - Knowledge and experience as a board member, including the ability to calmly weigh evidence, think critically, consider options and bring sound judgement to decision making. *[Board Experience]*
 - Experience in facilitating board and committee meetings, developing board culture, and fostering board effectiveness. *[Board Leadership]*
 - Business experience, an understanding of what an organization needs to operate effectively, including the economic forces that need to be incorporated into decisions, and good management principles. *[Business Acumen]*
 - Change management and transformation experience that will support the College's ability to adapt, evolve and lead systemic change. *[Change Leadership]*
 - Experience developing and working with a board to oversee executive performance management and succession planning. *[Executive HR]*
 - Accounting or financial management experience and the ability to support board members without this experience execute their financial oversight responsibilities. *[Financial Oversight]*
 - A deep understanding of how government works, and how to affect change within all levels of government. *[Government Relations]*
 - An understanding of IT/IM systems, security and sector change. *[Information Technology and Information Management]*
 - Experience developing teams and environments that foster new thinking, new products, and system disruption. *[Innovation]*
 - An understanding of contracts, privacy, employment, labour, litigation management, and administrative law. *[Legal Expertise]*
 - Extensive experience in strategic communications and stakeholder relations. *[Public Relations]*
 - Experience and understanding of both quality assurance and quality improvement in health care. *[Quality Improvement]*
 - An understanding of how to sustain and evolve an effective and meaningful risk management and risk oversight program. *[Risk Management/Oversight]*
 - Experience leading a team to articulate a vision, identify strategic priorities, and oversee organizational performance. *[Strategic Planning]*