



How Board Member Applicants are Assessed

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Purpose

The Health Professions and Occupations Regulatory Oversight Office (the Office) publishes policy on the application and assessment process of board member positions for health professional regulatory colleges. The purpose of this document is to establish the Office's assessment policies and provide details about what candidates can expect. The following policies and processes are used to assess both public and professional board member candidates.

How the Office determines what to assess on

The Office determines **qualities** that achieve diversity in perspective and are reflective of current needs to fill a particular board vacancy. This is done through assessment and consideration of:

- the regulatory college's current board composition
- the strategic objective of the regulatory college
- the regulatory college's internal tools for considering individual and collective board experiences (known as a board matrix)
- environmental scans of upcoming trends and needs of the regulatory college
- the use of analytical tools to evaluate current and future board needs, and what kind of perspectives and skills are suitable for those needs

Examples of determining qualities to assess on

Example 1: After completing an assessment to determine desirable qualities to fill one or more vacancies on a board, the Office determines that having diverse or multiple Indigenous-specific perspectives on a board is desirable. This determination would influence the Office's recruitment, assessment, and recommendation processes.

Example 2: The Office monitors board composition over time, including which perspectives are present. If time has passed since a specific perspective has been present on a college board, the Office may determine holding that specific perspective is needed to fill the vacancy to meet diversity needs at that time.

Application and Assessment

The Office's assessment process is founded on principles of merit to promote integrity of the selection process. The Office's merit principles are embedded within the processes outlined in this document to recommend individuals to the Minister of Health for appointments to board member positions.

It should be noted that the role of a board member is to always govern in the public interest and protect the public from harm and discrimination. The assessment tools used are intended to determine how someone can contribute to the board.

The Office has an **open call** for those interested in serving as a board member for health professional regulatory colleges. Anyone can apply through the open call process. When

specific vacancies arise for a health professional regulatory college board, our Office will advertise the position(s) online.

Applicants who have applied through the open call process may be contacted when a specific vacancy arises that may be suitable. The Office may contact such an applicant to determine level of interest, availability, and to proceed with an assessment.

Through the application portal, applicants are asked to submit:

- **A detailed record of lived, learned, and/or professional history, experience, and skills** (e.g., a resume or CV [curriculum vitae])
- **Answers to a questionnaire** (to help detail interest and suitability for a board member position)
- **Confirmation of availability** for the time commitments of being a board member (e.g., attending, preparing, and occasional travel for board meetings)

The Office assesses applications based on:

- **Education, training, experience, [suitability](#), and [personal attributes](#)**
- The qualities identified in advance of advertisement, and whether an application meets the **advertised qualities**
- Whether an application meets any of the **preferred qualities** (if any are stated)

Through the application and assessment processes, the Office prioritizes:

- Supporting equity and inclusion by working to **remove systemic barriers to application and assessment** of board member opportunities
- Promoting a mix of perspectives and backgrounds by assessing candidates with **consideration of overall board composition**
- Recommending individuals that would **achieve a range of diverse perspectives** on a board

Suitability Indicators

Suitability indicators that are relevant to being a board member are used to assess whether a candidate has **knowledge of, experience in (lived, learned, or professional), or are willing to learn:**

Governance: Understands a board member's role and fiduciary duties, good governance principles, and the stewardship responsibilities of the College. An understanding that a board's role is specific to strategy and not management or operations of the regulatory college.

Protect Public Safety and the Public Interest: Has a clear understanding and appreciation of, and a commitment to, a public protection mandate and the time required to serve in the role diligently. It is the role of a board to act in the public interest, and to protect the public from harm and discrimination. In the event there are conflicts between professional and public interests, public safety interests come first.

Health Professional Regulation: Understands the role of health regulatory colleges and their mandate to protect the public from harm and discrimination. Understands the relevant legislation, regulations, bylaws, and policies and how they interconnect within the regulatory framework.

Guiding Principles: Understands the guiding principles outlined in section 14 of the [*Health Professions and Occupations Act*](#) and commits to apply these principles in decision-making and governance activities. These principles include protecting the public from harm and discrimination; supporting reconciliation with Indigenous peoples and the United Nations Declaration on the Rights of Indigenous Peoples; promoting anti-discrimination measures; respecting procedural fairness and privacy; fostering collaboration across health services; removing barriers for extra-jurisdictional practitioners; and ensuring transparency and meaningful public engagement.

Indigenous Cultural Safety and Anti-discrimination: Understands the need to create environments that are physically, emotionally, socially, and spiritually safe. Through actions, commits to proactively eliminate structural and interpersonal racism and discriminatory practices, policies, and beliefs. In addition to broad anti-discrimination measures, has an understanding of the social, legislative, and political histories of Indigenous Peoples including First Nations, Inuit, and Métis

Peoples in BC, as well as the impact of settler colonialism in Canada and its enduring traumatic legacy and impacts within the healthcare system.

Personal Attributes

The Office assesses personal attributes that allow an individual to meaningfully contribute to create a strong and diverse board. These include:

Objectivity: The ability to make sound decisions in a timely manner based on evidence, information, and critical analysis of facts. The ability to take calculated risks, gather and considers relevant facts, and consider the consequences of decisions before making them. Understands the “bigger picture”, making thoughtful, informed, and ethical decisions.

Empathy: The capacity to acknowledge others’ thoughts, perspectives, and experiences and accept them without bias. Able to listen actively without judgement and demonstrate compassion and concern.

Self-awareness: The reflective capacity to understand one’s own thoughts, emotions, and motivations, and looks to recognize how they influence their actions and interactions with others. Acknowledges one’s own privileges and is open to feedback and willing to grow.

Collaboration: the ability to engage in respectful, productive, and difficult discussions. Recognizes different perspectives and is willing to adjust one’s own perspective. Able to work through difficult issues and challenge decisions or actions of others.

Accountability: The ability to take ownership and responsibility for one’s actions, decisions, and their consequences. Following through on commitments, and willing to learn from mistakes to improve.

Integrity: Being open, honest, and ethical in one’s words, actions and decisions. Being truthful and transparent. Understands the need to do the right thing because it is right, not because of external pressure.

What to expect if screened through

Candidates whose applications screen through will advance to the next stage of assessment. This may include participating in **one or more** of the next stages:

- Answering additional **questions**
- Having a **phone conversation**
- Participating in an **online interview**

Please note the Office strives to provide an equitable experience during our assessment process. Should a candidate require accommodations, we will work with them to determine alternatives.

Candidates who screen through this stage will proceed to the final assessment stages:

Assessment Stage	Purpose
Reference checks	The Office completes reference checks to verify and gather additional insight about the candidate.
Due Diligence Check	Candidates are asked to complete a personal attestation for the following areas: • Criminal or civil litigation history, to identify whether a candidate has a history of criminal offences or litigations that could pose a risk to the regulatory college, create a conflict of interest, or affect their ability to serve in a governance role. Someone is not automatically disqualified just for having a history. Please note this is different than a criminal record check. • Conflicts of interest, to identify a candidate's interests (personal, financial, or professional) that could interfere with their ability to make objective decisions as a board member. Identifying possible conflicts of interest up front helps members proactively determine when they may need to step away from board matters. • Good professional standing (<u>for health professional board member candidates only</u>), to confirm that they are in good standing with their regulatory college. • Availability and commitment to affirm that the candidate has the available time and willingness to participate in board duties, training, and development. • Disclosure of other commitments with other boards or executive commitments.

	• Permission to conduct a social media scan The Office assesses a candidate's public online presence to identify publicly available content and determine if there are items that may raise reasonable concerns about a candidate's suitability and any conflicts of interest. This step is not about policing personal opinions.
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What happens after assessments

Candidates who are successful upon completion of assessment stages will be considered eligible for a board member appointment recommendation and be added to an internal pool of eligible candidates. From this list, one or more successful candidate(s) will be selected for recommendation. This decision is based on overall suitability to fulfill the needs of the board.

We recommend the final candidate(s) to the Minister of Health, who is responsible for appointing people to regulatory college boards. Please note that recommendations **are not made public** unless and until the Minister has approved the recommended candidate(s). Once candidates are approved for appointment, they will be notified by the Office on what to expect for next steps.

In the event the Minister does not approve the recommended candidate(s), we revisit the eligibility list to prepare a new recommendation to the Minister. If recommended candidates are not approved for appointment by the Minister, they will still remain in the Office's eligibility pool and may be considered for future opportunities, including specific vacancies that arise.

The Office is committed to continuous improvement of its policies and processes, and welcomes thoughts, feedback, or questions which can be directed to the Office by contacting info@hporoo.ca.