



College of Physicians and Surgeons  
of British Columbia

## Committee Composition Matrices

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College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Blood Borne Communicable Diseases Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Best practices:</b> Solid understanding of clinical best practices, and national and international guidelines on transmission of blood-borne viruses in health-care settings.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</p>	<p><b>Change leadership:</b> Change management and transformation experience that supports the College's ability to adapt, evolve and lead systemic change. The management of registrants with blood-borne infections is rapidly evolving and changing and committee members must keep pace.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Diplomacy:</b> Strong interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful, productive and sometimes difficult discussions with the board, staff and stakeholders. A commitment to work within and reinforce a culture of trust.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Committee leadership:</b> Experience in facilitating committee meetings, stimulating a strong committee culture of effectiveness.</p>
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Health professions regulation:</b> Understanding of the role of health profession regulators, the public protection mandate of the College, and the core work of the College.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Government relations:</b> Deep understanding of how government works and how to impact change within all levels of government. The committee must maintain positive relations with the Ministry of Health and the Office of the Provincial Health Officer.</p>
<p><b>Compassion:</b> A deeply felt concern for the wellbeing of BC residents and a commitment to safe, ethical care.</p>	<p><b>In-depth understanding of blood-borne infections:</b> Reasonable understanding the nature of blood-borne illness: the pathogens, their transmission, testing and monitoring them, and their health implications.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health-care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Innovation:</b> Experience developing teams and environments that foster new thinking, new products and system disruption. The field of managing health-care workers with blood-borne infections is evolving, and so too is the regulation of these care providers.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Neutral and unbiased toward affected registrants:</b> Stigma still attaches to infection with Hepatitis B, C, and HIV. Committee members must not have biases or prejudices about these illnesses.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Quality improvement:</b> Experience and understanding of both quality assurance and the science of quality improvement in health care.</p>
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>Organizational decision-making:</b> Understanding of and appreciation for the development of policy and decision making in a large, complex system and how to ensure that decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Sexual orientation/gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Risk assessment:</b> Understanding of how to sustain an effective and meaningful risk management and risk oversight program that adapts to changing circumstances. Risk assessment and risk management are essential to balancing the public interest with the interests of registrants and the health-care system.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>	<p><b>Systems awareness:</b> Recognition of the complex system in which the College works, the stakeholders within that system, and the impact of College decisions on this greater community.</p>		

The attributes that make a strong <b>committee member</b> :		The attributes that make a strong <b>committee</b> :	
Ideally every committee member would bring the following to the table.		Decision-making is stronger if one or more committee members bring the following to the table.	
<b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.			
<b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.			
<b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.			

**Approved September 2019**



College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Diagnostic Accreditation Program Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Accreditation award decision-making:</b> Understanding of the accreditation standards and appreciation for the impact of decision-making on those facilities and patients served and how to ensure that decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</p>	<p><b>Change leadership:</b> Change management and transformation experience that supports the Committee's ability to adapt, evolve and lead systemic change.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Cultural safety and humility:</b> Ongoing learning, appreciation and respect for unique perspectives, cultural contexts, power imbalances, and biases in deliberation and decision making; recognition of the role the DAP and College play in fostering culturally safe, humble, respectful and quality health care through its cultural safety and humility commitments.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Facilities management experience:</b> An understanding of good management principles and what a health-care organization needs to operate effectively.</p>
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Diplomacy:</b> Interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful and productive discussions with the DAPC members, staff and stakeholders. A commitment to work within and reinforce a culture of trust.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Governance expertise:</b> Knowledge and experience as a Committee member; the ability to calmly weigh evidence, think critically, consider options and bring sound judgment to decision making.</p>
<p><b>Compassion:</b> A deeply felt concern for the wellbeing of BC residents and a commitment to safe, ethical care.</p>	<p><b>External accreditation requirements:</b> Understand the scope and nature of international standards to which the DAP is evaluated and their implications for the work of the DAP Committee.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Government relations:</b> Understanding of how health care stakeholders work together and how those interactions affect and are affected by the work of the DAP Committee.</p>



<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Governance:</b> Understanding of the role played by committee members, and of good governance principles, fiduciary duties and the responsibilities of the DAPC.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Innovation:</b> Understanding of health care industry-wide trends and developments and their importance relative to quality and patient safety.</p>
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>Health professions regulation:</b> Working knowledge of the College’s Bylaws pertaining to the DAP, understanding of the role of the committee, the public protection mandate of the College, and the core work of the College.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Leadership:</b> Experience in committee meetings and decision making, supporting a culture of quality improvement, and fostering committee effectiveness.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>	<p><b>Technical and clinical competence:</b> In the case of clinical committee members, expert-level understanding of one or more technical areas required to make accreditation award decisions.</p>		<p><b>Public relations:</b> Appreciation of the College’s mandate and commitment to transparency and accountability.</p>
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>	<p><b>Technological competence:</b> Ability to work electronically to conduct the business of the DAP (e.g. review DAP briefing notes and vote electronically) while upholding the security, privacy and efficiency of the DAP’s work.</p>		<p><b>Quality improvement:</b> Experience and understanding of both quality assurance and the science of quality improvement in health care.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.</p>			<p><b>Risk management/ oversight:</b> Understanding of the principles of risk management and risk oversight.</p>
<p><b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.</p>			<p><b>Strategic planning:</b> Experience articulating a vision, identifying strategic priorities and appropriately overseeing organizational performance.</p>

Approved September 2019



# Composition Matrix

## Discipline Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Ability and willingness to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Administrative law:</b> Knowledge of the necessity of administrative fairness and natural justice in the investigative and decision-making stages.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the college serves and the cultural context within health care.</p>	<p><b>Adjudication and hearing:</b> Knowledge and experience of participating in and/or chairing hearings within a legislative framework, and an understanding of administrative law principles and procedural fairness.</p>
<p><b>Adaptability:</b> Appreciation that, at times, plans need to change to meet changing circumstances and needs.</p>	<p><b>Awareness of inherent bias:</b> Aware of the biases they bring to decision-making and how to identify these in themselves and others, and to eliminate them from decision-making.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences reflecting the diverse public we serve.</p>	<p><b>Committee/panel leadership:</b> Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision-making.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Collaboration:</b> Recognition 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.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>
<p><b>Humility:</b> Open to new ideas, new perspectives and new ways of doing things. Always bringing a learning mindset to decision-making.</p>	<p><b>Diplomacy:</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>Lived experience of disability:</b> Participation of people with lived experience of disability to reflect the diverse needs of the community the college serves and to help ensure that the perspectives of people with a range of disabilities inform committee decision-making.</p>	<p>Knowledge of how <b>health-care system issues</b> may impact performance.</p>
<p><b>Inclusivity:</b> Creates an environment and culture that is welcoming of diverse perspectives, new partners and new ideas.</p>	<p><b>Health professions regulation:</b> 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.</p>	<p><b>Region:</b> Regional diversity to reflect the reality that practice, and public expectations of the health-care system varies throughout the province. Specifically: Lower Mainland, Island, North, and Interior.</p>	<p>Knowledge of the <b>role of personal and professional distractors and stressors</b> on performance.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on evidence, good information and what ultimately best fulfills the public mandate.</p>	<p><b>Information analysis and judgement:</b> Be able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to inform dialogue and decision-making ensuring decisions meet intended objectives, are practical and ultimately protect the public.</p>	<p>The perspective of someone with experience with managing disruptive physician behaviour.</p>
<p><b>Respect:</b> Ability to work with others effectively, appreciate differing perspectives and opinions, foster and promote, not impede and stifle, robust dialogue.</p>	<p><b>Intellectual curiosity:</b> Looking for the story behind the story, the piece that is missing, and the inconsistent statement.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	
<p><b>Self-awareness:</b> Clear understanding of one’s strengths, areas of development and potential biases. Open to reflection and feedback and dedicated to continuous growth and improvement.</p>	<p><b>Procedural fairness:</b> Understand administrative law and quasi-judicial processes, commit to the unbiased balancing of issues, meticulously weigh evidence, think critically about issues at hand, consider options within the scope of the College’s mandate and power, and bring consistency and sound judgment to decision-making in accordance with procedural fairness principles set out in common law.</p>		

The attributes that make a strong <b>committee member</b> :		The attributes that make a strong <b>committee</b> :	
Ideally every committee member would bring the following to the table.		Decision-making is stronger if one or more committee members bring the following to the table.	
<p><b>Service:</b> A clear understanding and appreciation of and commitment to the college’s public protection mandate and the time required execute the role diligently. Recognition that the public interest always trumps one’s personal or professional interests. Compassion for the public deserving of safe, ethical care.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work, and have effective conference call etiquette.</p>		
	<p><b>Trauma-informed approach:</b> Awareness of principles of trauma-informed care such as shock, learned helplessness, avoidance, dissociation and other responses to traumatic events/intellectual curiosity/prior Inquiry Committee experience.</p>		

Approved May 2019



# Composition Matrix

## Finance and Audit Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty, and integrity:</b> Act with integrity and speak the truth, be able and willing to take full responsibility for decisions, and follow through on commitments.</p>	<p><b>Committee roles/experience:</b> Understand the committee member's role and fiduciary duties, good governance principles, and the stewardship responsibilities of the committee.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences, that reflect the community the College serves and the cultural context within health care.</p>	<p><b>Accounting credentials:</b> Professional accounting experience ideally with experience overseeing audit process and investment portfolios.</p>

<p><b>The attributes that make a strong committee member:</b></p> <p>Ideally every committee member would bring the following to the table.</p>		<p><b>The attributes that make a strong committee:</b></p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Appreciate that, at times, plans will adjust to meet changing circumstances and needs.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diverse public served by the College.</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, good management principles, and strategic planning.</p>
<p><b>Collaboration:</b> 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.</p>	<p><b>Diplomacy:</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Finance and audit committee experience:</b> Knowledge of and experience being a member of a Finance and Audit Committee, including the ability to calmly weigh evidence, think critically, consider options and bring sound judgement to financial decision making.</p>
<p><b>Humility:</b> Be open to new ideas, new perspectives, and new ways of doing things, always bringing a learning mindset to decision-making.</p>	<p><b>Financial literacy:</b> Have a reasonable understanding of financial and budgeting information, and the confidence to ask questions that safeguard the financial stewardship of the College and enable the College to effectively fulfill its mandate.</p>	<p><b>Gender diversity:</b> A variety of perspectives to support decisions that are balanced, relevant and reflective of the public.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>



<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Inclusivity:</b> Create an environment and culture that welcomes diverse perspectives, new partners and new ideas.</p>	<p><b>Risk oversight:</b> Understand how to oversee the College’s risk management process, ensuring that the College understands, manages and leverages its risk.</p>	<p><b>Region:</b> 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.</p>	<p><b>Non-board perspective:</b> Understand the perspective of either a registrant or public member who is not a board member to ensure objective thinking and decision-making.</p>
<p><b>Objectivity:</b> Be able to self-reflect and make decisions based on evidence and good information, to best fulfil the public mandate.</p>	<p><b>System thinking:</b> 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.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties that inform dialogue and decision-making, ensuring decisions meet intended objectives, are practical and, ultimately, protect the public.</p>	<p><b>Medical regulation and systems context:</b> Understand medicine, the regulatory system, and how the College’s work affects, or might affect the system.</p>
<p><b>Public service:</b> 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.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work.</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 best practices.</p>	<p><b>Risk management/oversight:</b> Understand how to sustain and evolve an effective and meaningful risk management and risk oversight program, and the difference between the two.</p>
<p><b>Respect:</b> Be able to work with others effectively, and appreciate different perspectives and opinions, while fostering and promoting, not impeding or stifling, robust dialogue.</p>			

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Self-awareness:</b> Have a clear understanding of personal strengths, areas of development and potential biases, remaining open to reflection, feedback, continuous growth and improvement.</p>			

**Approved September 2019**



# Composition Matrix

## Governance Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</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 good management principles.</p>

<p><b>The attributes that make a strong committee member:</b></p> <p>Ideally every committee member would bring the following to the table.</p>		<p><b>The attributes that make a strong committee:</b></p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Diplomacy:</b> 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.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Change leadership:</b> Change management and transformation experience that will support the College’s ability to adapt, evolve and lead systemic change.</p>
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Health professions regulation:</b> 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.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Committee leadership:</b> Experience in facilitating committee meetings, developing a positive culture, conflict resolution, and fostering effective decision-making.</p>
<p><b>Compassion:</b> A deeply felt concern for the wellbeing of BC residents and a commitment to safe, ethical care.</p>	<p><b>System thinking:</b> 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.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health-care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Innovation and trends in governance:</b> Knowledge of how organizations within the healthcare system and beyond are reviewing data, processes and various initiatives to improve and transform their governance practices and structures.</p>
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>		<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Organizational decision-making:</b> Understand 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.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>			<p><b>Risk management/ oversight:</b> Understand how to sustain and evolve an effective and meaningful risk management and risk oversight program, and the difference between the two.</p>
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>			

The attributes that make a strong <b>committee member</b> : Ideally every committee member would bring the following to the table.		The attributes that make a strong <b>committee</b> : Decision-making is stronger if one or more committee members bring the following to the table.	
<b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.			
<b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.			

**Approved September 2019**



College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Human Resources Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Cultural safety and humility:</b> Ongoing learning, appreciation and respect for unique perspectives, cultural contexts, power imbalances, and biases in deliberation and decision making; recognition of the role the College plays in fostering culturally safe, humble, respectful work place through its cultural safety and humility commitments.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the employee group at the College and the cultural context within the college.</p>	<p><b>Business acumen:</b> Business experience; an understanding of good management principles and what an organization needs to operate effectively, including the economic and demographic forces that need to be incorporated into decisions.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Diplomacy:</b> Strong interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful, productive and sometimes difficult discussions with the board, staff and stakeholders. A commitment to work within and reinforce a culture of respect and trust.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the employee population.</p>	<p><b>Change leadership:</b> Change management and transformation experience that supports the College’s ability to adapt, evolve and lead systemic change.</p>
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Governance:</b> Understanding of the role played by the committee members, and of good governance principles, fiduciary duties and the stewardship responsibilities of the committee.</p>	<p><b>Experience:</b> Diverse practice/work experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives.</p>	<p><b>Committee leadership:</b> Experience in facilitating committee meetings, developing committee culture and fostering committee effectiveness.</p>
<p><b>Compassion:</b> A deeply felt concern for the well-being of BC residents and a commitment to safe, ethical care.</p>	<p><b>Health professions regulation:</b> Understanding of the role of health profession regulators, the public protection mandate of the College, and the core work of the College.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Executive HR:</b> Experience developing and working with a board to oversee executive performance management, compensation and succession planning.</p>



<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Human resources literacy:</b> Reasonable understanding of applicable legislation, compensation models, HR metrics, and other HR information; the confidence to ask questions to ensure HR approach supports college mandate and strategic plan.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Financial oversight:</b> Accounting or financial management experience and the ability to support non-financial board members in executing their financial oversight responsibilities.</p>
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>Organizational decision-making:</b> Understanding of and appreciation for the development of policy and decision making in a large, complex system and how to ensure that decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Government relations:</b> Deep understanding of how government works and how to impact change within all levels of government.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College's human resources mandate.</p>	<p><b>Systems awareness:</b> Recognition of the complex system in which the College works, the stakeholders within that system, and the impact of College decisions on this greater community.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>HR oversight:</b> Knowledge and experience in HR management and/or governance; the ability to calmly weigh evidence, think critically, consider options and bring sound judgment to decision-making.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>	<p><b>Technological competence:</b> Ability to work electronically in order to uphold the security, privacy and efficiency of the College’s work.</p>		<p><b>Information technology and information management:</b> Understanding of IT/IM systems, security and sector change.</p>
<p><b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.</p>			<p><b>Innovation:</b> Experience developing teams and environments that foster new thinking, new approaches and system disruption.</p>
<p><b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.</p>			<p><b>Legal expertise:</b> Understanding of contracts, privacy, employment, labour, litigation management and administrative law. Ability to weigh information to make sound decisions that mitigate risk to the college.</p>
			<p><b>Public relations:</b> Extensive experience in strategic communications and stakeholder relations in order that the public understand the College’s mandate and witness its commitment to transparency and accountability.</p>

The attributes that make a strong <b>committee member:</b> Ideally every committee member would bring the following to the table.		The attributes that make a strong <b>committee:</b> Decision-making is stronger if one or more committee members bring the following to the table.	
			<b>Quality improvement:</b> Experience and understanding of both quality assurance and the science of quality improvement in health care.
			<b>Risk management/ oversight:</b> Understanding of how to sustain an effective and meaningful risk management and risk oversight program that adapts to changing circumstances.
			<b>Strategic planning:</b> Experience leading a team to articulate a vision, identify strategic priorities and appropriately oversee organizational performance.

Approved September 2019



# Composition Matrix

## Inquiry Committee (Panels A to E)

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Ability and willingness to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Administrative law:</b> Knowledge of the necessity of administrative fairness and natural justice in the investigative and decision-making stages.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the college serves and the cultural context within health care.</p>	<p><b>Adjudication and hearing:</b> Knowledge and experience of participating in and/or chairing hearings within a legislative framework, and an understanding of administrative law principles and procedural fairness.</p>
<p><b>Adaptability:</b> Appreciation that, at times, plans need to change to meet changing circumstances and needs.</p>	<p><b>Awareness of inherent bias:</b> Aware of the biases they bring to decision-making and how to identify these in themselves and others, and to eliminate them from decision-making.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences reflecting the diverse public we serve.</p>	<p><b>Committee/panel leadership:</b> Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision making.</p>

<p><b>The attributes that make a strong committee member:</b></p> <p>Ideally every committee member would bring the following to the table.</p>		<p><b>The attributes that make a strong committee:</b></p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Collaboration:</b> Recognition 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.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>
<p><b>Humility:</b> Open to new ideas, new perspectives and new ways of doing things. Always bringing a learning mindset to decision-making.</p>	<p><b>Diplomacy:</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>Lived experience of disability:</b> Participation of people with lived experience of disability to reflect the diverse needs of the community the college serves and to help ensure that the perspectives of people with a range of disabilities inform committee decision-making.</p>	<p>Knowledge of how <b>healthcare system issues</b> may impact performance.</p>
<p><b>Inclusivity:</b> Creates an environment and culture that is welcoming of diverse perspectives, new partners and new ideas.</p>	<p><b>Health professions regulation:</b> 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.</p>	<p><b>Region:</b> Regional diversity to reflect the reality that practice, and public expectations of the health care system varies throughout the province. Specifically - Lower Mainland, Island, North, and Interior.</p>	<p>Knowledge of the <b>role of personal and professional distractors and stressors</b> on performance.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on evidence, good information and what ultimately best fulfills the public mandate.</p>	<p><b>Information analysis and judgement:</b> Be able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to inform dialogue and decision-making ensuring decisions meet intended objectives, are practical and ultimately protect the public.</p>	<p>The perspective of someone with experience with managing disruptive physician behaviour.</p>
<p><b>Respect:</b> Ability to work with others effectively, appreciate differing perspectives and opinions, foster and promote, not impede and stifle, robust dialogue.</p>	<p><b>Intellectual curiosity:</b> Looking for the story behind the story, the piece that is missing, and the inconsistent statement.</p>	<p><b>Sexual orientation/gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	
<p><b>Self-awareness:</b> Clear understanding of one’s strengths, areas of development and potential biases. Open to reflection and feedback and dedicated to continuous growth and improvement.</p>	<p><b>Procedural fairness:</b> Understand administrative law and quasi-judicial processes, commit to the unbiased balancing of issues, meticulously weigh evidence, think critically about issues at hand, consider options within the scope of the College’s mandate and power, and bring consistency and sound judgment to decision-making in accordance with procedural fairness principles set out in common law.</p>		

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Service:</b> A clear understanding and appreciation of and commitment to the college’s public protection mandate and the time required execute the role diligently. Recognition that the public interest always trumps one’s personal or professional interests. Compassion for the public deserving of safe, ethical care.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work, and have effective conference call etiquette.</p>		
	<p><b>Trauma-informed approach:</b> Awareness of principles of trauma-informed care such as shock, learned helplessness, avoidance, dissociation and other responses to traumatic events/intellectual curiosity/prior inquiry committee experience.</p>		

Approved May 2019



College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Non-Hospital Medical and Surgical Facilities Accreditation Program Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>



<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Cultural safety and humility:</b> Ongoing learning, appreciation and respect for unique perspectives, cultural contexts, power imbalances, and biases in deliberation and decision making; recognition of the role the NHMSFAP and College play in fostering culturally safe, humble, respectful and quality health care through its cultural safety and humility commitments.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</p>	<p><b>Change leadership:</b> Change management and transformation experience that supports the Committee’s ability to adapt, evolve and lead systemic change.</p>
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Diplomacy:</b> Interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful and productive discussions with the NHMSFAP members, staff and stakeholders. A commitment to work within and reinforce a culture of trust.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Facilities management experience:</b> An understanding of good management principles and what a health care organization needs to operate effectively.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Governance:</b> Understanding of the role played by Committee members, and of good governance principles, fiduciary duties and the responsibilities of the NHMSFAP.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Governance expertise:</b> Knowledge and experience as a Committee member; the ability to calmly weigh evidence, think critically, consider options and bring sound judgment to decision making.</p>
<p><b>Compassion:</b> A deeply felt concern for the wellbeing of BC residents and a commitment to safe, ethical care.</p>	<p><b>Health professions regulation:</b> Understanding of the role of the NHMSFAP, its mandate as described in the Bylaws of the College, and the core work of the NHMSFAP.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Government relations:</b> Understanding of how health care stakeholders work together and how those interactions affect and are affected by the work of the NHMSFAP Committee.</p>
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Accreditation award decision-making:</b> Understanding of the accreditation standards and appreciation for the impact of decision making on those facilities and patients served and how to ensure that decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Innovation:</b> Understanding of health care industry-wide trends notably surgical innovations and developments and their importance relative to quality and patient safety.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>External accreditation requirements:</b> Understand the scope and nature of international standards to which the NHMSFAP is evaluated and their implications for the work of the NHMSFAP Committee.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Leadership:</b> Experience in committee meetings and decision making, supporting a culture of quality improvement, and fostering committee effectiveness.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>	<p><b>Technological competence:</b> Ability to work electronically to conduct the business of the NHMSFAP (e.g., review briefing notes) while upholding the security, privacy and efficiency of the NHMSFAP’s work.</p>		<p><b>Public relations:</b> Appreciation of the College’s mandate and commitment to transparency and accountability.</p>
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>	<p><b>Technical and clinical competence:</b> In the case of clinical committee members, expert-level understanding of one or more technical areas required to make accreditation award decisions. In the case of all members, understanding of relevant provisions of the <i>Medicare Protection Act</i> and related government positions and policies regarding the payment and delivery of public and private care.</p>		<p><b>Quality improvement:</b> Experience and understanding of both quality assurance and the science of quality improvement in health care.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.</p>			<p><b>Risk management/ oversight:</b> Understanding of the principles of risk management and risk oversight.</p>
<p><b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.</p>			<p><b>Strategic planning:</b> Experience articulating a vision, identifying strategic priorities and appropriately overseeing organizational performance.</p>

Approved September 2019



# Composition Matrix

## Nominations Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Confidentiality:</b> Understand the need for and obligations of confidentiality and safeguarding the privacy of all parties.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</p>	<p><b>Committee leadership:</b> Experience in facilitating committee meetings, developing positive culture, conflict resolution, and fostering effective decision making.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Election administration and oversight:</b> Experience administering elections and understanding the potential complications and risk of such a process.</p>
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Diplomacy:</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Compassion:</b> A deeply felt concern for the well-being of BC residents and a commitment to safe, ethical care.</p>	<p><b>Health professions regulation:</b> 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.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Government relations:</b> Have a deep understanding of how government works, and how to affect change within all levels of government.</p>
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Information analysis and judgement:</b> Be able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Human rights legislation:</b> Understand human rights legislation and how to align processes with that legislation to ensure compliance.</p>
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>Networking/social influence:</b> Be able and willing, and have the credibility, to tap into personal or professional networks to both communicate college needs and speak to the importance of roles on various committees.</p>	<p><b>Sexual orientation/gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Recruitment/succession planning:</b> Understand recruitment and succession planning processes, how to foster sustainable leadership and teams, and be able to translate and apply those principles to the nominations and election process.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>	<p><b>Nominations and election process:</b> Understand the College’s board and committee nominations and election process.</p>		

The attributes that make a strong <b>committee member</b> :		The attributes that make a strong <b>committee</b> :	
Ideally every committee member would bring the following to the table.		Decision-making is stronger if one or more committee members bring the following to the table.	
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>	<p><b>Procedural fairness:</b> Understand administrative law and quasi-judicial processes, commit to the unbiased balancing of issues, meticulously weigh evidence, think critically about issues at hand, consider options within the scope of the College’s mandate and power, and bring consistency and sound judgment to decision-making in accordance with procedural fairness principles set out in common law.</p>		
<p><b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.</p>	<p><b>System thinking:</b> 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.</p>		
<p><b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work, and have effective conference call etiquette.</p>		

Approved September 2019





# Composition Matrix

## Physician Practice Enhancement Panel

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Ability and willingness to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Diplomacy</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the college serves and the cultural context within health care.</p>	<p><b>Committee/panel leadership:</b> Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision making.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Appreciation that, at times, plans need to change to meet changing circumstances and needs.</p>	<p><b>Health professions regulation:</b> 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 and its committees.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences reflecting the diverse public we serve.</p>	<p><b>Experience in adult education:</b> Having a representative that is from education and has an understanding of adult education.</p>
<p><b>Collaboration:</b> Recognition 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.</p>	<p><b>Information analysis and judgement:</b> Be able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>
<p><b>Humility:</b> Open to new ideas, new perspectives and new ways of doing things. Always bringing a learning mindset to decision-making.</p>	<p><b>Knowledge of and ability to apply and interpret quality improvement tools and principles:</b> As our program continually strives to improve having knowledge of quality improvement is helpful.</p>	<p><b>Region:</b> Regional diversity to reflect the reality that practice, and public expectations of the health care system varies throughout the province. Specifically - Lower Mainland, Island, North, and Interior.</p>	<p><b>Principles in research and evaluation:</b> Having a member with this background often from an academic background is beneficial for the evaluation of our program and to assist in contributions to research in this area.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Inclusivity:</b> Creates an environment and culture that is welcoming of diverse perspectives, new partners and new ideas.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work, and have effective conference call etiquette.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to inform dialogue and decision-making ensuring decisions meet intended objectives, are practical and ultimately protect the public.</p>	<p><b>Quality improvement:</b> Experience and understanding of the quality assurance and quality improvement programs and assessments in health care, and experience in developing tools that enable meaningful feedback and continuous improvement.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on evidence, good information and what ultimately best fulfills the public mandate.</p>	<p><b>Understanding principles of adult education:</b> The focus of PPEP is on improvement and remediation that involves adult education principles.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	
<p><b>Respect:</b> Ability to work with others effectively, appreciate differing perspectives and opinions, foster and promote, not impede and stifle, robust dialogue.</p>			
<p><b>Self-awareness:</b> Clear understanding of one’s strengths, areas of development and potential biases. Open to reflection and feedback and dedicated to continuous growth and improvement.</p>			

The attributes that make a strong <b>committee member</b> : Ideally every committee member would bring the following to the table.		The attributes that make a strong <b>committee</b> : Decision-making is stronger if one or more committee members bring the following to the table.	
<p><b>Service:</b> A clear understanding and appreciation of and commitment to the college’s public protection mandate and the time required execute the role diligently. Recognition that the public interest always trumps one’s personal or professional interests. Compassion for the public deserving of safe, ethical care.</p>			

**Approved May 2019**



College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Prescription Review Panel

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Accountability, honesty and integrity:</b> Willingness and ability to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Cultural safety and humility:</b> Ongoing learning, appreciation and respect for unique perspectives, cultural contexts, power imbalances, and biases in deliberation and decision making; recognition of the role the College plays in fostering culturally safe, humble, respectful and quality health care through its cultural safety and humility commitments. Recognize that registrants who come before the Panel are embedded in a range of different practice environments and a range of cultural contexts.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the College serves and the cultural context within health care.</p>	<p><b>Change leadership:</b> Change management and transformation experience that supports the College’s ability to adapt, evolve and lead systemic change. Safe prescribing practices and their regulation are a rapidly evolving field.</p>
<p><b>Adaptability:</b> Recognition that plans occasionally need to change in order to meet evolving needs and circumstances.</p>	<p><b>Diplomacy:</b> Strong interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful, productive and sometimes difficult discussions with the board, staff and stakeholders. Differences of opinion will arise on disposition of files, a commitment to respectful dialogue at meetings is essential. A commitment to work within and reinforce a culture of trust.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences that reflect the diversity of the public we serve.</p>	<p><b>Governance expertise:</b> Deep knowledge and experience as a panel member; the ability to calmly weigh evidence, think critically, consider options and bring sound judgment to decision making. The ability to keep discussion about files to a reasonable amount and stick to the agreed upon agenda.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Collaboration:</b> Recognition that meaningful engagement and dialogue lead to stronger results than the isolated efforts of individuals working within a complex system.</p>	<p><b>Governance:</b> Understanding of the role played by panel members, and of good governance principles, fiduciary duties and the stewardship responsibilities of the panel.</p>	<p><b>First Nations:</b> First Nations and Indigenous voices embedded within the College’s governance structure to ensure that deliberations are informed, that decisions include and respect First Nations 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.</p>	<p><b>Information technology and information management:</b> Understanding of IT/IM systems, security and sector change, particularly PharmaNet and related systems.</p>
<p><b>Compassion:</b> A deeply felt concern for the well-being of BC residents and a commitment to safe, ethical care.</p>	<p><b>Health professions regulation:</b> Understanding of the role of health profession regulators, the public protection mandate of the College, and the core work of the College.</p>	<p><b>Region:</b> Regional diversity to reflect differing realities in health care practice and public expectation that exist throughout the province; specifically, the Lower Mainland, Island, North, and Interior.</p>	<p><b>Innovation:</b> Experience developing teams and environments that foster new thinking, new systems for handling novel issues.</p>
<p><b>Humility:</b> Openness to new ideas, new perspectives and new ways of doing things; the willingness to bring a learning mindset to decision-making.</p>	<p><b>Organizational decision-making:</b> Understanding of and appreciation for the development of policy and decision making in a large, complex system and how to ensure that decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to foster dialogue that leads to practical decisions that meet intended objectives and effectively protect the public.</p>	<p><b>Legal expertise:</b> Understanding of BC <i>Pharmacy Operations and Drug Scheduling Act</i>, <i>Health Canada Food and Drugs Act and Regulations</i>, and privacy legislation.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Inclusivity:</b> Ability to create a working culture that is welcoming of diverse perspectives, new partners, and new ideas.</p>	<p><b>Subject matter literacy:</b> Reasonable understanding of a range of topics including addiction medicine, pain medicine, psychiatry, pharmacology, and other related fields.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	<p><b>Panel leadership:</b> Experience in facilitating board and committee meetings, developing board culture and fostering board effectiveness.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on solid evidence and good information, in order to best fulfil the College’s public protection mandate.</p>	<p><b>Systems awareness:</b> Recognition of the complex system in which the College works, the stakeholders within that system, and the impact of College decisions on this greater community.</p>		<p><b>Quality improvement:</b> Experience and understanding of both quality assurance and the science of quality improvement in health care.</p>
<p><b>Public service:</b> A clear understanding and appreciation of, and a commitment to, the College’s public protection mandate and the time required to execute the role diligently. Recognition that the public interest always overrides one’s personal or professional interests.</p>			<p><b>Risk management:</b> Thoughtfulness and understanding about balancing risks and fair adjudication of files. Striking a balance between professional autonomy and public safety. Managing risk to the integrity of the organization that attaches to decisions on individual files.</p>
<p><b>Respect:</b> Ability to work with others effectively; to appreciate and foster the robust exchange of differing perspectives and opinions.</p>			<p><b>Stakeholder relations:</b> Deep understanding of the various agencies (e.g. BCCSU, Ministry of Health Pharmaceutical Services Division) that have an impact on the panel and its operating environment.</p>



<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Self-awareness:</b> Clear understanding of one’s own strengths, areas that would benefit from development, and potential biases. Openness to reflection and feedback and dedication to continuous growth and improvement.</p>			

**Approved September 2019**



College of Physicians and Surgeons of British Columbia

# Composition Matrix

## Patient Relations, Professional Standards and Ethics Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Ability and willingness to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Cultural safety and humility:</b> Have an ongoing learning, appreciation and respect for unique 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.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the college serves and the cultural context within health care.</p>	<p><b>Committee/panel leadership:</b> Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision making.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Adaptability:</b> Appreciation that, at times, plans need to change to meet changing circumstances and needs.</p>	<p><b>Diplomacy:</b> 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 committee, staff and stakeholders, while consistently reinforcing a culture of trust.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences reflecting the diverse public we serve.</p>	<p><b>Ethics:</b> Experience in ethical decision making informed by the principles of medical ethics.</p>
<p><b>Collaboration:</b> Recognition 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.</p>	<p><b>Health professions regulation:</b> 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 and its committee structure.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Governance expertise:</b> Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>
<p><b>Humility:</b> Open to new ideas, new perspectives and new ways of doing things. Always bringing a learning mindset to decision-making.</p>	<p><b>Organizational decision-making:</b> Understanding of and appreciation for the development of policy and decision-making in a large, complex system and how to ensure decisions are based on objective principles and informed by evidence and best practice.</p>	<p><b>Region:</b> Regional diversity to reflect the reality that practice, and public expectations of the health care system varies throughout the province. Specifically: Lower Mainland, Island, North, and Interior.</p>	<p><b>Professional standards and professional ethics:</b> Knowledge and experience of the standards of practice and standards of professional ethics at regional, provincial, national and international levels.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members bring the following to the table.</p>	
<p><b>Inclusivity:</b> Creates an environment and culture that is welcoming of diverse perspectives, new partners and new ideas.</p>	<p><b>Standards/scope of practice and policy development:</b> Understand the existing standards and scopes of practice that guide nursing professionals in British Columbia, be able to understand and provide input on new policy and professional practice standards, and be able to develop standards that mitigate risk to the public.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to inform dialogue and decision-making ensuring decisions meet intended objectives, are practical and ultimately protect the public.</p>	<p><b>Public relations and engagement:</b> Extensive experience in strategic communications in order that the public understand the College’s mandate and witness its commitment to transparency and accountability. Experience in consultations and engagement with the public, such as IAP2.</p>
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on evidence, good information and what ultimately best fulfills the public mandate.</p>	<p><b>Technological competence:</b> Be able to work electronically in order to uphold security, privacy and efficiency of the College’s work, and have effective conference call etiquette.</p>	<p><b>Sexual orientation/ gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	
<p><b>Respect:</b> Ability to work with others effectively, appreciate differing perspectives and opinions, foster and promote, not impede and stifle, robust dialogue.</p>			
<p><b>Self-awareness:</b> Clear understanding of one’s strengths, areas of development and potential biases. Open to reflection and feedback and dedicated to continuous growth and improvement.</p>			

The attributes that make a strong <b>committee member</b> : Ideally every committee member would bring the following to the table.		The attributes that make a strong <b>committee</b> : Decision-making is stronger if one or more committee members bring the following to the table.	
<p><b>Service:</b> A clear understanding and appreciation of and commitment to the college’s public protection mandate and the time required execute the role diligently. Recognition that the public interest always trumps one’s personal or professional interests. Compassion for the public deserving of safe, ethical care.</p>			

**Approved May 2019**



# Composition Matrix

## Registration Committee

### PREAMBLE

It is not the expectation that any one person would bring all of these to the table, but that this would be the ideal composition of the full board or committee.

### MATRIX

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Values and attributes</b> that every committee member must bring to the table to support strong decision-making in the public interest.</p>	<p><b>Skills, practices and knowledge</b> that every committee member must bring to the table, <b>or be willing to learn</b>, to support strong decision-making in the public interest.</p>	<p><b>Diverse experience, backgrounds and perspectives</b> that will support strong decision-making in the public interest.</p>	<p><b>Specific professional experience, knowledge and skills</b> that will support strong decision-making in the public interest.</p>
<p><b>Accountability, honesty and integrity:</b> Ability and willingness to take full responsibility for decisions and to follow through on commitments. Demonstrated commitment to integrity and truth-telling.</p>	<p><b>Diplomacy:</b> Strong interpersonal communication skills. Ability to clearly articulate a perspective and to engage in respectful, productive and sometimes difficult discussions with the board, staff and stakeholders. A commitment to work within and reinforce a culture of trust.</p>	<p><b>Culture:</b> A variety of cultural and historical backgrounds and experiences to reflect the community that the college serves and the cultural context within health care.</p>	<p><b>Adjudication and hearing:</b> Knowledge and experience of participating in and/or chairing hearings within a legislative framework, and an understanding of administrative law principles and procedural fairness.</p>

<p>The attributes that make a strong <b>committee member</b>:</p> <p>Ideally every committee member would bring the following to the table.</p>		<p>The attributes that make a strong <b>committee</b>:</p> <p>Decision-making is stronger if one or more committee members in the room bring the following to the table.</p>	
<p><b>Adaptability:</b> Appreciation that, at times, plans need to change to meet changing circumstances and needs.</p>	<p><b>Health professions regulation:</b> Understanding of the role of health profession regulators, the public protection mandate of the College, and the core work of the College.</p>	<p><b>Education:</b> A variety of educational backgrounds and experiences reflecting the diverse public we serve.</p>	<p><b>Canadian postgraduate training:</b> Knowledge of competency-based education.</p>
<p><b>Collaboration:</b> Recognition 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.</p>	<p><b>Information analysis and judgement:</b> Be able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making.</p>	<p><b>First Nations:</b> 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 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.</p>	<p><b>Committee/panel leadership:</b> Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision-making.</p>
<p><b>Humility:</b> Open to new ideas, new perspectives and new ways of doing things. Always bringing a learning mindset to decision-making.</p>	<p><b>Procedural fairness:</b> Understand administrative law and quasi-judicial processes, commit to the unbiased balancing of issues, meticulously weigh evidence, think critically about issues at hand, consider options within the scope of the College’s mandate and power, and bring consistency and sound judgment to decision-making in accordance with procedural fairness principles set out in common law.</p>	<p><b>Region:</b> Regional diversity to reflect the reality that practice, and public expectations of the health care system varies throughout the province. Specifically - Lower Mainland, Island, North, and Interior.</p>	<p><b>International health professional/graduate:</b> Understand the process for becoming a physician in Canada with foreign credentials, or, ideally, have experience in navigating that process.</p>

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<p><b>Inclusivity:</b> Creates an environment and culture that is welcoming of diverse perspectives, new partners and new ideas.</p>	<p><b>Strategic thinking:</b> The ability to develop a broad, all encompassing view of the organization, its legislation and mandated mission. Competitive advantage and threats, industry trends, emerging technology, market opportunities, stakeholder focus—strategic planning to facilitate unified decisions. Strategic thinking keeps individuals and groups focused and helps decide where to invest critical resources. It includes the ability to link long-range visions and concepts to daily work.</p>	<p><b>Registrant practice:</b> Diverse practice experiences, backgrounds and specialties to inform dialogue and decision-making ensuring decisions meet intended objectives, are practical and ultimately protect the public.</p>	
<p><b>Objectivity:</b> Ability to take a step back and make decisions based on evidence, good information and what ultimately best fulfills the public mandate.</p>	<p><b>Technological competence:</b> Ability to work electronically in order to uphold the security, privacy and efficiency of the College’s work.</p>	<p><b>Sexual orientation/gender identity:</b> A variety of perspectives to support decisions that are balanced and relevant.</p>	
<p><b>Respect:</b> Ability to work with others effectively, appreciate differing perspectives and opinions, foster and promote, not impede and stifle, robust dialogue.</p>			



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<b>Self-awareness:</b> Clear understanding of one’s strengths, areas of development and potential biases. Open to reflection and feedback and dedicated to continuous growth and improvement.			
<b>Service:</b> A clear understanding and appreciation of and commitment to the college’s public protection mandate and the time required execute the role diligently. Recognition that the public interest always trumps one’s personal or professional interests. Compassion for the public deserving of safe, ethical care.			

**Approved May 2019**