



COLLEGE OF
CHIROPRACTORS
OF BRITISH COLUMBIA

Our logo represents our five core values:
**transparency, accountability, integrity,
expertise and respect.**

Board Manual



Created: July 2022

Updated: December 2022

Approved by the Governance Committee on: August 5, 2022

Approved by the Board on: September 14, 2022

Introduction

The College of Chiropractors of British Columbia or CCBC is the regulatory body that licenses chiropractors in our province and sets standards of practice to protect the public. All regulated BC health professions must be licensed under a regulatory college. This manual outlines the responsibilities, roles and duties of those that lead and support the regulatory body for chiropractors in British Columbia.

Table of Contents

- Introduction..... 2
- Professional Regulation..... 4
 - Ministry of Health..... 4
 - Statutory Documents 4
 - Mandate of a Health Professions College 5
 - Duties and Objects of a College..... 5
 - Modernization of Health Profession Regulation 6
- The College 7
 - Mission, Vision and Values 7
 - Strategic Plan..... 8
 - Cultural Safety and Humility..... 9
 - Diversity, Equity and Inclusion 9
 - Registrar and Deputy Registrar 10
 - Organizational Structure 11
 - College Staff..... 12
- Governance 13
 - The Role of the Board..... 13
 - The Role of a Board Member 13
 - The Board Chair 15
 - Committees 18
 - Qualifications for Elected Board Members 22
 - Oath of Office – Board Member..... 24
 - Types of Meetings 25
 - Ways to Meet 27
 - Meeting Material..... 28
 - Meeting Preparation 30

Meeting Attendance..... 31

Board Discussions..... 32

Board Decisions 35

CCBC Policies 38

 Overview – CCBC Policies 38

 Policy Process 39

 Governance Policies 40

 Financial Policies..... 40

 Scope of Practice Policies 40

 Operational Policies..... 40

Resources 41

 Glossary 41

 Registrar – Job Description..... 43

 Navigating Board Discussions..... 46

 Citrix/ Collaborations..... 52

 Zoom..... 53

 Payworks 55

 Templates and Forms 57

Acknowledgement of Receipt of Board Manual 58

Professional Regulation

Self-regulating health professions in British Columbia are governed by stand-alone colleges defined in the [Health Professions Act](#). In the *Act*:

- Colleges have been delegated the authority under provincial legislation to govern the practice of their registrants in the public interest.
- Their mandate, at all times, is to serve and protect the public by regulating the profession in the public interest.
- The primary function of the colleges is to ensure their members are qualified, competent and following clearly defined standards of practice and ethics.
- All colleges administer processes for responding to complaints from patients and the public and take appropriate action when a registrant practises in a manner that is incompetent, unethical, illegal or impaired by alcohol, drugs or illness.

The College of Chiropractors of British Columbia is the regulatory body established to regulate the practice of chiropractic in British Columbia.

- Chiropractic became a designated health profession under the *Health Professions Act* on March 1, 2009 and is regulated by the College in accordance with the *Act*, the [Chiropractors Regulation](#), the [Bylaws](#) of the College and the [Professional Conduct Handbook](#).
- Chiropractic became a regulated health profession under British Columbia legislation in 1934. Before designation under the *Act*, the profession was regulated under the former *Chiropractors Act*.

Ministry of Health

- Supervises administration of the *Health Professions Act* and the Chiropractors Regulation.
- Minister appoints public representatives to the College's Board.
- Receives an annual report from the College.
- Liaises with the College through the [Professional Regulation and Oversight Branch](#).
- [Health Professions Review Board \(HPRB\)](#)
- Provides appeal mechanism for registrants and complainants with respect to registration and inquiry decisions.

Statutory Documents

The [Health Professions Act](#) (the *Act*): provides a common regulatory structure for BC's health professions. The *Act* empowers the CCBC to regulate the practice of chiropractic in BC.

[Chiropractors Regulation](#): defines the scope of practice, reserved titles and restricted activities for chiropractic doctors in BC.

[CCBC Bylaws](#): prescribe the way the College conducts its business. Bylaws are posted and filed by the BC government.

[Professional Conduct Handbook](#): outlines the standards of practice which chiropractors must abide by as registrants of the College. Standards are approved at the Board level.

Mandate of a Health Professions College

The *Health Professions Act* sets out the mandate of the college in Section 16 (1):

It is the duty of a college at all times

- (a) to serve and protect the public, and*
- (b) to exercise its powers and discharge its responsibilities under all enactments¹ in the public interest.*

Duties and Objects of a College

The *Health Professions Act* sets out the duties and objects of a college in Section 16 (2):

A college has the following objects:

- (a) to superintend the practice of the profession;*
- (b) to govern its registrants according to this Act, the regulations and the bylaws of the college;*
- (c) to establish the conditions or requirements for registration of a person as a member of the college;*
- (d) to establish, monitor and enforce standards of practice to enhance the quality of practice and reduce incompetent, impaired or unethical practice amongst registrants;*
- (e) to establish and maintain a continuing competency program to promote high practice standards amongst registrants;*
- (f) to establish, for a college designated under section 12 (2) (h), a patient relations program to seek to prevent professional misconduct of a sexual nature;*
- (g) to establish, monitor and enforce standards of professional ethics amongst registrants;*
- (h) to require registrants to provide to an individual access to the individual's health care records in appropriate circumstances;*
- (i) to inform individuals of their rights under this Act and the [Freedom of Information and Protection of Privacy Act](#);*
- (i.1) to establish and employ registration, inquiry and discipline procedures that are transparent, objective, impartial and fair;*
- (j) to administer the affairs of the college and perform its duties and exercise its powers under this Act or other enactments;*
- (k) in the course of performing its duties and exercising its powers under this Act or other enactments, to promote and enhance the following:*

¹ The words “under all enactments” do not give the College or the Board the duty or authority to involve themselves in any matter that is covered by a BC enactment, even if that matter might touch on the practice of chiropractic in some way. To the contrary, those words emphasize that all College actions must be grounded in the HPA or in another enactment that expressly gives the College a power or responsibility to act (see for example, the *Freedom of Information and Protection of Privacy Act*).

- i. *collaborative relations with other colleges, regional health boards designated under the [Health Authorities Act](#) and other entities in the Provincial health system, post-secondary education institutions and the government;*
- ii. *interprofessional collaborative practice between its registrants and persons practising another health profession;*
- iii. *the ability of its registrants to respond and adapt to changes in practice environments, advances in technology and other emerging issue.*

Modernization of Health Profession Regulation

In May 2018, the Minister of Health commissioned Mr. Harry Cayton to conduct an inquiry into the College of Dental Surgeons of British Columbia as well as a review of the *Health Professions Act*. The publication of Mr. Cayton's report titled [An Inquiry into the performance of the College of Dental Surgeons of British Columbia and the Health Professions Act](#), often referred to as the "Cayton" report, proved to be a pivotal moment in the direction towards legislative reform for health profession regulation.

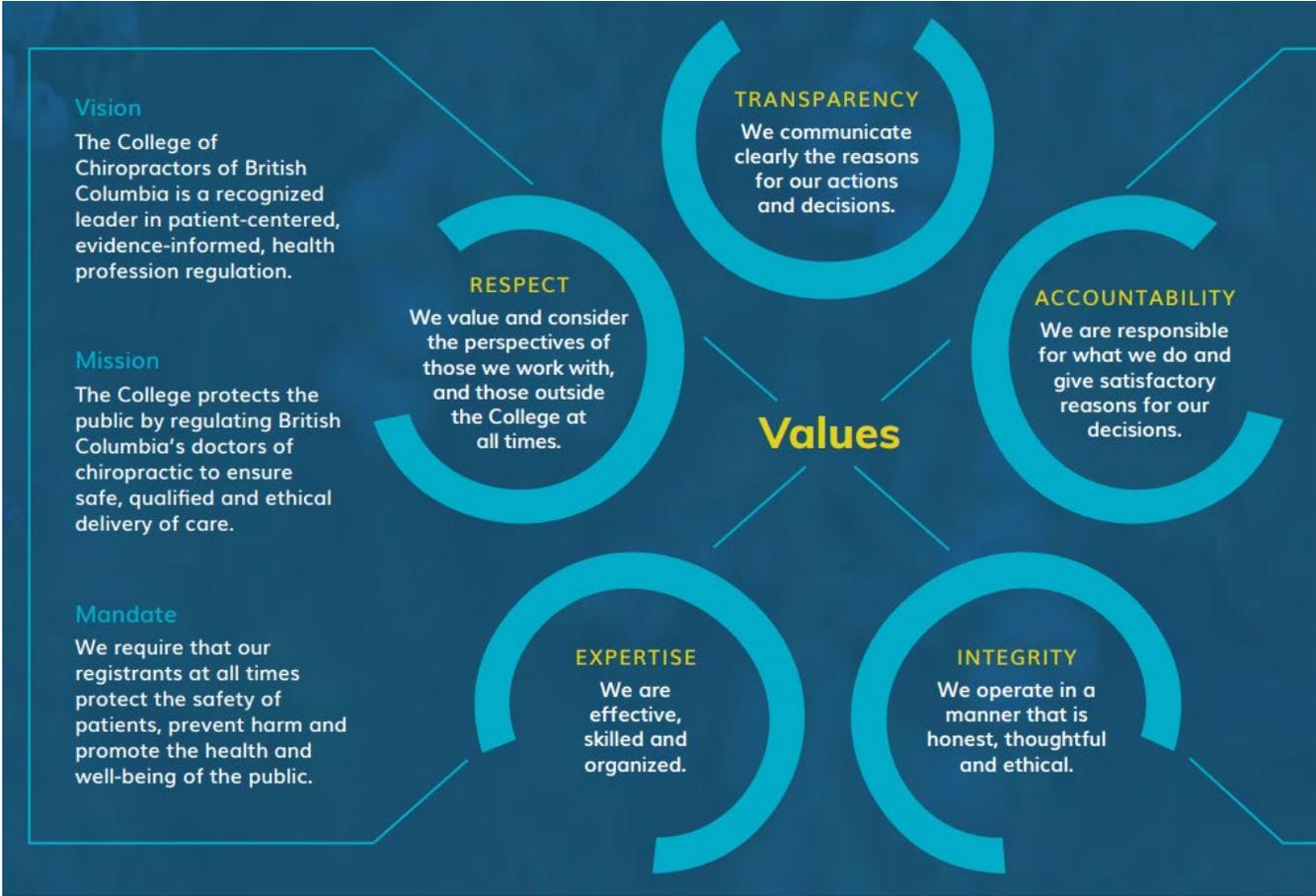
In November 2019, the Ministry of Health outlined a bold proposal for modernizing B.C.'s health regulatory framework. Following a period of consultation, the Minister of Health, Hon. Adrian Dix, announced recommendations for regulatory reform from a tri-party Steering Committee on Health Profession Regulation. [The Recommendations to modernize the provincial health profession regulatory framework](#) are divided into the following categories:

1. Commitment to Cultural Safety and Humility
2. Improved governance
3. Improved efficiency and effectiveness through a reduction in the number of regulatory colleges
4. Strengthening the oversight of regulatory colleges
5. Complaints and adjudication
6. Information sharing to improve patient safety and public trust

The College continues to collaborate with allied health colleges on a regular basis as we await information and direction on the future of health professional regulation in BC.

The College

Mission, Vision and Values



Strategic Plan

- 2021-2023 Strategic Plan

OBJECTIVES				
<p>1: Protect the public by ensuring that registrants deliver professional, evidence-informed, and ethical services.</p>	<p>2: Acknowledge the impacts of systemic racism in the healthcare system and work to create an environment to foster transformative change.</p>	<p>3: Lead opportunities to modernize health profession regulation which enable improved protection of the public.</p>	<p>4: Sustainably enhance our governance structure, resulting in a high functioning, knowledgeable, and unified Board.</p>	<p>5: Build public and stakeholder trust in the regulator.</p>
INITIATIVES				
<ul style="list-style-type: none"> • Develop and implement mandatory continuing education programs for registrants • Review and improve the Continuing Education (CE) Program • Review and enhance the Practice Self Review (PSR) Program • Promote the adoption of the Practice Support Program (PSP) among registrants and the College and evaluate its effectiveness 	<ul style="list-style-type: none"> • Identify and develop initiatives to support the Joint Statement of Apology and Commitment to Action (e.g., review CCBC practices and procedures to ensure alignment) • Build necessary relationships and increase capacity for Indigenous voices • Identify training for registrants, staff, Board and Committee Members that supports cultural safety and humility objectives • Lead or participate in national discussions to enhance cultural competencies (CCEB Exams, New graduate competencies) 	<ul style="list-style-type: none"> • Lead amalgamation initiatives in collaboration with other health profession regulators • Continue collaboration and harmonization of standards and programs with other regulators • Lead or participate in discussions on legislative change with the Ministry of Health to support successful amalgamation • Target Board and staff professional development to support skill development for successful amalgamation: i.e., leadership, collaboration, team building, consensus building, decision-making 	<ul style="list-style-type: none"> • Board Retreat (face-to-face or remote if required) • Organize and deliver post-pandemic face-to-face Board session when safe to do so • Update Board Manual and governance policies • Further develop components of the policy framework to support the Board’s policy process (cycle). • Develop Board expertise on collaboration tools 	<ul style="list-style-type: none"> • Implement Stakeholder Engagement Strategy • Develop with our stakeholders shared understanding of the mandate, values and objectives of the College (e.g. a shared and accepted interpretation of public trust, transparency, etc.)

Cultural Safety and Humility

The College recognizes that widespread systemic racism against Indigenous peoples, including First Nations, Inuit and Metis, is embedded into BC's health care system. This racism results in a range of negative impacts, harm, and even death.

The College is committed to dismantling systemic racism and supporting a culturally safe health care system. Through our joint [Apology and Commitment to Action](#) with other health profession regulators, we are committed to taking action that will support changes to eliminate Indigenous-specific racism, systemic racism, prejudice, and discrimination.

In our role of privilege and leadership, College board members, committee members and staff recognize that we can influence the system and will become better allies to Indigenous peoples and communities through these actions:

- Develop and foster a speak-up culture within our organizations.
- Acknowledge who is and is not at the table when we make decisions.
- Increase Indigenous representation on boards, committees, and amongst staff.
- Offer regular training to staff on cultural safety and humility.
- Provide resources to registrants to improve ICSH in their practice.
- Improve data collection to track and support the increase of Indigenous health-care professionals and to measure our progress of contributing to safer health-care delivery.
- Review and/or implement policies inside our organizations to address Indigenous-specific racism.
- Report on the work and progress we are making in an accountable and transparent manner.

- [San'yas Indigenous Cultural Safety Training](#)

Improving cultural safety and humility in our organization and BC's health care system is a strategic priority for the College. Board members must complete the [San'yas Indigenous Cultural Safety](#) training (online) within 6 months of the start of their term on the Board if they have not previously completed the course. Committee members are strongly encouraged to take the course.

Board and committee members will be reimbursed for the cost of the course upon successful completion. Members may provide proof of payment and completion to the College for reimbursement.

As cultural safety awareness is a lifelong journey, board and committee members are asked to engage in further training, both individually as part of their development plans and as a group on an ongoing basis.

Diversity, Equity and Inclusion

The College values and celebrates diversity. We understand the uniqueness of every individual and believe that having people who reflect the spectrum of skills, background, identity, and lived experience available in our communities are essential to our success.

We are committed to fostering an open, welcoming and inclusive work environment where we value and respect all perspectives. We aspire to employ staff who are representative of the diverse BC communities which we serve.

Diversity includes but is not limited to age, gender, ethnicity (e.g., BIPOC), culture, sexual orientation, Indigenous status, gender expression/identity (e.g., LGBTQIAA2S+), disability, neurodiversity, education, religion, marital status, family status, geographic location, and national origin.

The Board has adopted a draft [DEI policy](#) as referenced in the policy index.

Registrar and Deputy Registrar

Bylaw Section 25.

- 1) *In addition to the registrar's powers and duties under the Act, the registrar is the chief executive officer of the college, responsible to the board for all administrative and operational matters of the college, including hiring college employees or retaining other persons to assist the registrar.*
- 2) *The registrar is authorized to establish, by bylaw, forms for the purposes of these bylaws, and to require the use of such forms by registrants.*
- 3) *If a deputy registrar is appointed by the board,*
 - a. *the deputy registrar is authorized to perform all duties and exercise all powers of the registrar, subject to the direction of the registrar, and*
 - b. *if the registrar is absent or unable to act for any reason, the deputy registrar is authorized to perform all duties and exercise all powers of the registrar.*

- The Role of the Registrar

Overview

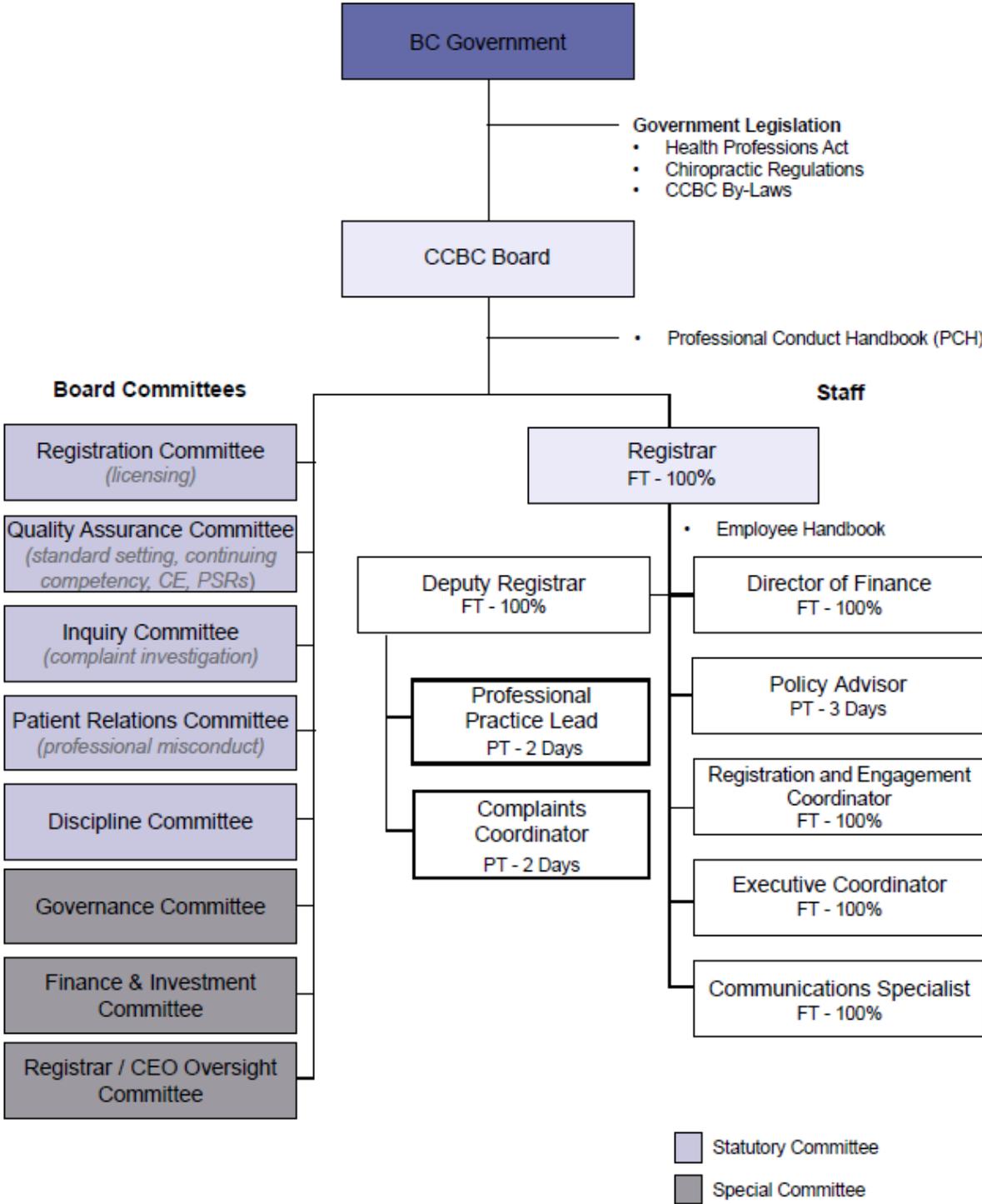
The Registrar is the Chief Executive Officer (CEO) of the College and is responsible for all administrative functions and duties of the College in accordance with the Health Professions Act, the Chiropractors Regulation, the College bylaws, and the Board's governance policies, standards and guidelines. The Registrar provides leadership to the Board and staff related to all aspects of the College's operations. Key areas of responsibility include: Strategic thinking, Board liaison and support, policy development and implementation, operations planning and management, human resources and financial management, legislative affairs, and registrant and external relations.

The [Job Description for the Registrar](#) is available in the Resources section.

Organizational Structure

College of Chiropractors of British Columbia Organizational Chart

(Revised: November 1, 2022)



College Staff



Michelle Da Roza
Registrar

- Strategic
- Governance
- Operations



Dr. Douglas Wright
Deputy Registrar

- Inquiry
- Bylaws/Regulations
- Committee support



Shelby Thiessen
Director of Finance

- Budget
- Audit
- Accounts payable/receivable
- Benefits and RRSP administration



Richard Simpson
Policy Advisor (part-time)

- Policy
- Strategic
- Governance



Elana Siu
Registration and Engagement
Coordinator

- Registration
- Committee support
- Website management



Sandra Bao
Executive Coordinator

- Administrative support
- Board/Committee support
- Collaborations management



Theresa Mah
Communications Specialist

- Communications
- Stakeholder relations
- Brand management



Dr. Bradley Yee
Professional Practice Lead
(part-time)

- Quality assurance/
patient relations programs
- Practice matters support
- Committee support



Dr. Colin McKay
Complaints Coordinator (part-time)

- Inquiry and discipline matters
- Complaint investigations
- Committee support

Governance

The Role of the Board

The Board is responsible for the strategic oversight and direction of the organization. In addition to fulfilling the objects and duties, the Board of the College is responsible for:

- ensuring the mandate of public protection is fulfilled;
- establishing a clear organizational mission;
- defining appropriate strategic directions and programs to accomplish this mission;
- overseeing and evaluating the success of the defined programs;
- ensuring an appropriate regulatory framework protects the public;
- hiring a registrar and providing adequate support to that individual;
- providing general direction to the Registrar;
- ensuring the CCBC's long-term financial solvency; and,
- interpreting, representing and responding to the broader environment within which the CCBC exists and functions.

The Board does not get involved in matters related to operations or administrative functions. The Board trusts the Registrar to lead the staff team to carry out these duties within the parameters of the Board's approved strategy and the regulatory requirements prescribed under the *Act*.

The Role of a Board Member

The CCBC Board is composed of the **appointed public** board members and eight **elected** or **appointed professional** board members, all of whom are accountable to the College who is charged with serving and protecting the public.

Public Board Member – persons appointed by order of the Minister of Health under section 17(3)(b) of the *Act*. Public Board Members bring skills sets, knowledge and competencies which are outside of the scope of most registrants. More importantly, Public Board Members help to convey the voice of the public and ground the College's decisions, keeping true to our mandate.

Professional Board Member – registrants elected in accordance with the bylaws. There are three electoral districts which are outlined in Schedule A of the Bylaws: Lower Mainland, Vancouver Island and Interior. Professional Board Members do not serve the interests of registrants who elected them, rather, their decisions are based on what is best for the College and ultimately the public. Professional Board Members are important to ensuring that profession specific expertise is available for decision making.

Visit [CCBC Website](#) for the most recent Board Member List.

All College Board Members:

- Are volunteer. Reasonable expenses are reimbursed, and honoraria are provided in accordance with CCBC policies.
- Can commit for a term of three years.

- Attend approximately 5 full-day meetings per year at the CCBC office in Vancouver, BC.
- Spend 3-6 hours reviewing materials and preparing for each meeting.
- May meet in person for education and strategic planning events outside of Board meeting dates.
- Abide by the Code of Conduct and acts within the guidelines of the Board Manual and provide annual sign off to confirm their understanding and commitment of these documents.
- Complete annual board and personal evaluations and provides feedback during the evaluation process of fellow board members as prescribed by the Board.
- Engage in their own individual learning to develop their skills as a board member.
- Have access to an internet connection and hardware to access College resources and information.
- Most importantly, board members are accountable to the College who is charged with protecting the interests of the public.

Board members have a duty of loyalty to the College which is accountable to the public. By practicing discretion and accepting decisions made by the Board on a majority basis, Board unity and confidence will be encouraged and maintained.

Partisan or special interest representation is not a part of the CCBC governance model.

- Board Skills Matrix

The Board approved the [Board Composition Matrix](#) which outlines the values and attributes that each board member will possess, the skills, practices and knowledge they will work to develop and the backgrounds and perspectives that the Board hopes to retain.

- Board Interaction Agreements

- Listen
- Seek to understand
- Substitute judgement with curiosity
- Be aware of your own tendency to go “up the [assumption] ladder”
- Assume positive intent
- Acknowledge and name your own biases

- Strategic Oversight vs. Operations

The Board’s time is incredibly valuable, and it is important to ensure the Board’s time is spent on matters relating to strategic oversight of the organization. Staff are tasked with managing the operations of the College and report into the Board at a high level. As such, the Board should be mindful of approaching discussions and topics from an oversight perspective.

The Board’s role in oversight includes:

- Setting the mission, vision, values and strategic direction for the College;
- Approval of board policies, standards of practice and bylaw amendments;
- Oversight of governance activities including committee appointments, board evaluations and board succession;
- Review and consideration of the risk register;
- Approval of financial statements, annual budget and auditor’s report; and,

- Oversight and evaluation of the Board’s single staff person, the Registrar.

The staff’s role in operations includes:

- Ensuring compliance with regulatory duties under the *Health Professions Act* and reporting to the Board;
- Execution of the strategic plan;
- Risk identification, stakeholder communications and compliance monitoring;
- Hiring and management of staff, including the development and implementation of staff policies; and,
- Decisions/spending within the approval annual budget.

The Board does not weigh in on specific cases of registration, inquiry and discipline.

- Evaluation

All Board members are expected to participate in the evaluation process which typically takes place in spring of each year or as prescribed by the Board. It is important that each Board member takes the time to thoughtfully provide constructive feedback.

In the case of individual board member evaluations, peer feedback is solicited. This feedback is taken in and developed into reports for each individual board member. The Chair and Vice-Chair are responsible for delivering the feedback and ensuring board members are using the information to develop and move forward with their individual development goals.

The [Board Professional Development Policy](#) is an important reference for board members who are looking to pursue educational opportunities to develop themselves individually as it relates to their role in Board governance.

The Board Chair

As meeting facilitator, the Chair is responsible for setting the tone of the board meeting and ensuring good governance practices are adhered to. It is an active role to keep board members engaged while building a safe, cohesive, and collaborative forum in which discussions can take place.

- Election Procedure

At the first meeting of the Board following an election, the board members must elect a chair by a majority vote for a one-year term.

- Bylaws

The CCBC bylaws prescribe the following duties of the Chair in Section 11(2):

(2) The chair must

- (a) preside at all meetings of the board and all general meetings of the college,*
- (b) sign all certificates, diplomas and other instruments executed on behalf of the college together with such other officers as required by the board,*
- (c) sign the minutes of each meeting after they are approved by the board, and*

(d) act generally in accordance with the requirements of the office of the chair for the proper carrying out of the duties of the board.

- Responsibilities and Duties

The Chair

1. Is a member of the Board.
2. Is the official spokesperson for the Board.
3. Is a partner with the Registrar in achieving the organization's mission.
4. Provides leadership to the Board, who sets policy and to whom the Registrar is accountable.
5. Chairs meetings of the Board after developing the agenda with the Registrar.
6. Encourages Board's role in strategic planning.
7. Serves ex officio as a member of committees.
8. Discusses issues confronting the organization with the Registrar.
9. Helps guide and mediate Board actions with respect to organizational priorities and governance concerns.
10. Reviews with the Registrar any issues of concern to the Board.
11. Together with the Registrar, conducts new board member orientation.
12. Communicates the Board's results of the Registrar's performance review to the Registrar.
13. Communicates the Board's results of board member evaluations to the respective board member.
14. Evaluates annually the performance of the organization in achieving its mission.
15. Performs other responsibilities assigned by the Board.

Vice-Chair

Section 12 (2) of the CCBC bylaws state:

The vice-chair must perform the duties of the chair in the absence of or as requested by the chair.

Between the board members elected to the role of Chair and Vice-Chair, one member must be a registrant board member and one must be a public appointed board member.

- Agenda Review Meetings

Prior to the meeting package being finalized, the Chair and/or Vice-Chair will meet with the Registrar to review the draft board agenda. The format of this meeting will generally cover:

- a high-level review of the matters coming forward to the Board;
- the intention or desired outcome for each matter, including whether there are multiple potential outcomes the Board will need to consider;
- which of the issues coming forward are the most important and how much time is needed for proper discussion;
- a conversation about how to facilitate board discussions for each matter; and
- consideration of potentially contentious matters and how best to approach such discussions.

The Chair/Vice Chair may also wish to consider:

- Are any of the agenda items risky, ambiguous, or polarizing? If yes, would the discussion benefit from a different type of facilitation, an independent facilitator, or a subject matter expert?

- Do any matters require a greater level of emotional labour from board members? If yes, what tools can be employed to aid discussion?
- Does the reading material contain sensitive, harmful, or traumatic content that might affect the tone of discussion or board members' ability to engage with the subject? If yes, should the Chair check in with board members ahead of time to gauge/protect their emotional safety?

Once the meeting material has been finalized, the Chair will receive a "Chair Document" from staff. This is an expanded version of the normal board agenda and includes space for the Chair to add detailed process and facilitation notes.

- Chair as Facilitator

A successful chair will:

- have a strong understanding of the College, its strategy, commitments and partnerships, recognizing this knowledge will help them to guide the Board through its discussions;
- cultivate a strong relationship with the Registrar, recognizing the interdependence of their respective roles and how their relationship affects the success of the College and its purpose;
- spend time with board members, staying in touch between meetings wherever possible to help the Board remain connected to its work;
- open each meeting with a land/territorial acknowledgment, seeking assistance to learn the proper identification and pronunciation of the name(s) of the territory(ies) if uncertain;
- set a clear direction for each meeting and regularly monitor progress throughout;
- remember that every agenda item has a purpose but not hurry board conversations or overlook important perspectives;
- allow space for differences, trusting that board members will rely on their shared values and shared understanding to drive discussions forward;
- recognize that conflict will occur and learn when and which rules to enforce in an equitable way, or from whom to seek assistance;
- keep a list of issues throughout each meeting that are better discussed at another time or in a different forum;
- be self-aware and know their own sphere of influence and power as Chair;
- work to create a culturally safe space at Board meetings through the consistent practice of cultural humility;
- model behaviour that encourages board members to speak out, identify, and address unsafe or racist practices, policies, or processes;
- know when to remove themselves from facilitating a Board discussion when a conflict of interest arises;
- ensure that board members who identify as being part of a minority group are not tokenized, are asked what support they might need, and are provided with those supports to succeed in their role;
- ensure that any decision reached by the Board is based on and supported by facts;
- close each discussion by ensuring that its purpose has been achieved or another process has been triggered;
- inject warmth, humour, and fun into the meeting whenever needed, recognizing that while board members may strongly identify their work as an act of service, it need not be dull; and
- formally close the proceedings by thanking all board members and acknowledging all who supported the meeting.

- Debrief with the Board

The Chair may wish to ask the following questions when debriefing the Board, either with or without staff as appropriate:

- Did our decisions align with our mandate, strategy, and values?
- Did our decisions align with our commitment to be anti-racist leaders?
- Did our decisions align with the principles of justice, equity, diversity, and inclusion?
- Are we asking good questions and providing good insight?
- Was the meeting purpose and agenda clear?
- Did we have the right people in the room?
- Was it easy for each member to contribute to discussions?
- Was there sufficient information available to the Board to make good, informed decisions?
- Do we trust the decision-making process?
- Did we adequately talk through and acknowledge any tension or dissent?
- Are there any outstanding concerns which still need to be addressed?

- Debrief with Board Members

If board members have feedback or concerns following a board meeting or have other board-related issues which they may not wish to share with the whole Board, they are encouraged to communicate directly and confidentially with the Chair or Vice-Chair.

- Debrief with the Registrar

It is always good practice for the Chair to debrief with Senior Leadership as soon as possible after the Board meeting to maintain strong and trusting relationships and ensure that meetings continue to be managed effectively, especially if the Board has a board-only session without Senior Leadership present.

Committees

The College of Chiropractors of BC has eight committees, five of which are statutory committees established under the *Health Professions Act* and the CCBC Bylaws. Each committee maintains at least one third public representation to ensure that the voice of the public is present. Both public and registrant committee members work on a volunteer basis to provide their time, skills and expertise to the work of the CCBC.

-

Committee Composition

The Bylaws and Committee Terms of Reference identify the composition required for each committee. Committees can be comprised of several different types of members including:

Public Representative – “public representative” means a person who

- a. is not a registrant or former registrant, and
- b. has no close family or business relationship with a registrant or former registrant, and includes an appointed board member.

Registrant or former registrant – individuals who are currently or previously registered with the College.

Other persons appointed by the Board – individuals who do not meet the requirements of a public representative such as registrants or former registrants. Elected board members may serve on committees in this capacity, or the Board may appoint other individuals who meet these criteria.

The CCBC website contains lists of current [Statutory Committee Members](#) and [Non-Statutory Committee Members](#).

- [Committee Skills Matrices](#)

The Board approved Composition Matrices for each committee which outline the values and attributes that each committee member will possess, the skills, practices and knowledge they will work to develop and the backgrounds and perspectives that the Board hopes to retain.

- [Statutory Committees](#)

[Discipline](#)

The mandate of the Discipline Committee is to hear and make a determination of a matter referred to the Committee following a Citation being issued by the Registrar at the direction of the Inquiry Committee or Board regarding a registrant's conduct, competency and or ability to practice, pursuant to legislation.

Responsibilities

- Conduct disciplinary hearings on matters referred by the Inquiry Committee or Board to evaluate the competency, conduct, or fitness of a registrant.
- Make a determination based on the evidence presented at the hearing as to any disciplinary measures that are required.
- Determine if cost awards should be applied following the hearing.
- Publicly post disciplinary decisions and dispositions on the College website.

*Refer to the [Discipline Committee Terms of Reference](#) for more details.

**[Discipline Committee Competency Matrix](#)

[Inquiry](#)

The Inquiry Committee is charged with the investigation of complaints received at the College regarding registrant conduct and disposes of the matters in accordance with the *Health Professions Act* and the Bylaws.

Responsibilities

- Investigate complaints on its own motion or raised by a complainant within timelines as prescribed by the Minister and determine the disposition of the complaint.
- Investigate registrants that fail to authorize a criminal records review check as well as registrants presenting a risk of physical or sexual abuse to children as determined by the Registrar of the Criminal Records Review Act and determine the disposition.
- Inform registrants, complainants and the Health Professions Review Board as required about the inquiry process and complaint outcomes.
- Report the results of investigations of a serious nature to the Board, complainant and the public.

- Refer matters that cannot be resolved to the Discipline Committee for a hearing.
- Report to the Board as applicable.

*Refer to the [Inquiry Committee Terms of Reference](#) for more details.

**[Inquiry Committee Competency Matrix](#)

Patient Relations

The purpose of the Patient Relations Committee is to ensure that registrants have a clear understanding of appropriate patient boundaries and to prevent misconduct of a sexual nature.

Responsibilities

- Establish and maintain procedures by which the College deals with complaints of professional misconduct of a sexual nature and monitor periodically;
- Develop and coordinate, for the College, educational programs on professional misconduct of a sexual nature for members and the public as required;
- Establish a patient relations program to prevent professional misconduct, including professional misconduct of a sexual nature;
- Develop guidelines for the conduct of registrants with their patients; and
- Provide information to the public regarding the college's complaint and disciplinary process.

*Refer to the [Patient Relations Committee Terms of Reference](#) for more details.

Quality Assurance

The mandate of the Quality Assurance Committee is to ensure that registrants are competent to practice and to promote high practice standards amongst registrants.

Responsibilities

- Reviewing the standards of practice to enhance the quality of practice and to reduce incompetent, impaired or unethical practice among registrants.
- Administering a quality assurance program to promote high standards of practice among registrants.
- Assessing the clinical ability of registrants.
- Recommending courses to the Board for approval under Bylaws s. 57.
- Collecting information from registrants in furtherance of the objects of Bylaws s. 18.
- Establishing remedial procedures to assist registrants in identifying and correcting deficiencies in their clinical abilities or places of practice.
- Reviewing all aspects of the management and conduct of health profession corporations to ensure their compliance and the compliance of their registrant shareholders, with the Act, the regulations, the Bylaws and the policies of the College.

*Refer to the [Quality Assurance Committee Terms of Reference](#) for more details.

**[Quality Assurance Committee Competency Matrix](#)

Registration

To ensure that a person meets the conditions or requirements for registration as a registrant of the College and to grant registration on that basis.

Responsibilities

- Grant or deny registration, including reinstatement of registration, of a person as a registrant of its college in accordance with the Bylaws.
- Determine the examination(s) that must be successfully completed by an applicant as a requirement for full registration.
- Establish and maintain a jurisprudence examination that is required to be taken by all applicants.
- Grant or deny the ability for the Registrar and Deputy Registrar's to approve applications for temporary registration and for those under Bylaws s. 53.

*Refer to the [Registration Committee Terms of Reference](#) for more details.

**[Registration Committee Competency Matrix](#)

- Non-Statutory Committees

Governance

The Governance Committee provides recommendations to the Board on matters relating to Board governance.

Responsibilities

- Review and make recommendations to Board policies and manuals.
- Review and make recommendations regarding board member orientation.
- Review and make recommendations on policies and practices related to the recruitment, election and/or appointment of board and committee members.
- Provide advice and guidance on board and board member evaluations, including board meeting evaluations.
- Assess and make recommendations regarding the governance-related needs of the Board.

*Refer to the [Governance Committee Terms of Reference](#) for more details.

**[Governance Committee Competency Matrix](#)

Finance and Investment

The Committee is established by the Board to assist it in fulfilling its oversight responsibilities for financial management of the College.

Responsibilities

- Oversee preparation of the annual budget and financial statements.
- Review budgets, strategy and related plans to ensure adequate funding for operations.
- Ensure appropriate financial policies and practices are in place.
- Review all financial policies at least annually.
- Review and recommend investment guidelines and receive quarterly information on investment

performance.

- Review financial activity and advise the Board regarding any concerns with financial stability or practices.
- Oversee and recommend selection of accounting policies.
- Review and discuss interim financial information with Management and the Board.
- Review financial reports prior to recommendation to the Board.
- Review and recommend to the Board approval of the audited financial statements.
- Oversee the External Auditor's qualifications, independence and performance.
- Recommend the appointment and compensation of the External Auditor.
- Review and recommend to the Board pre-approval of all non-audit services.

*Refer to the [Finance and Investment Committee Terms of Reference](#) for more details.

**[Finance and Investment Committee Competency Matrix](#)

Registrar/CEO Oversight

The Registrar/CEO Oversight Committee oversees and facilitates the performance and compensation review process for the Registrar/CEO on behalf of the Board.

Responsibilities

- Oversee, facilitate and report to the Board on registrar/CEO performance reviews.
- Oversee, facilitate and report to the Board on registrar/CEO compensation reviews.
- Provide a rationale to the Board on any recommendations for increases in salary and/or recommendations pertaining to bonus amounts, or recommendations for no increases in salary and/or recommendations for no bonus amounts.
- Consider and make recommendations to the Board on emergency and long-term registrar/CEO succession planning.
- Review and report to the Board on any registrar/CEO performance and/or oversight matter referred to it by the Board.
- Serve as a resource to the Board in matters pertaining to registrar/CEO performance and oversight.

*Refer to the [Registrar/CEO Oversight Committee Terms of Reference](#) for more details.

**[Registrar/CEO Oversight Committee Competency Matrix](#)

Qualifications for Elected Board Members

Registrants who wish to be elected to the Board must:

- Be a full registrant in good standing. Board members are eligible for re-election if their current term is expiring and must follow this protocol for nomination;
- Practice in the electoral district which is up for election (districts defined in Schedule A of the Bylaws);
- Not have dues in arrears;
- Not be the subject of:
 - an investigation by the Inquiry Committee under section 33 of the *Act*

- an unresolved citation issued by the Registrar under section 37 of the *Act*;
- Not have limits or conditions that are imposed on their practice;
- Not be an employee of the College;
- Not be an employee, board officer, board member or committee chair at an association or organization that advocates on behalf of chiropractors or the chiropractic profession;
- On being elected, must not have a conflict of interest by virtue of having competing fiduciary obligations to the college and to another person or organization; and,
- Was not an elected board member during each of the 5 years immediately preceding the date that a nomination for the board election must be received.

Oath of Office – Board Member

Administered by the Registrar

I do solemnly affirm that:

- I will abide by the *Health Professions Act* and I will faithfully discharge the duties of the position, according to the best of my ability;
- I will act in accordance with the law and the public trust placed in me;
- I will act in the interests of the College as a whole;
- I will uphold the objects of the College and ensure that I am guided by the public interest in the performance of my duties;
- I have a duty to act honestly;
- I will declare any private interests relating to my public duties and take steps to resolve any conflicts arising in a way that protects the public interest;
- I will ensure that other memberships, directorships, voluntary or paid positions or affiliations remain distinct from work undertaken in the course of performing my duty as a board member.

Signature of Board Member _____

Print Name _____

Date _____

Witness Signature _____

Types of Meetings

There are several types of meetings that board members can expect to attend during their terms of office. The agenda will indicate the type of meeting and, depending on the nature of the discussion, items may be moved between open and closed agendas (subject to the conditions of section 13(5) of the Bylaws).

- Open Session

This type of meeting is open to all staff, registrants, and the public. Meeting dates, and guidelines for those who wish to attend an open session are posted on the CCBC website and interested parties can register in advance (space usually is limited). Minutes are recorded for these meetings and published on the College's website once they have been approved by the Board, usually at the next open meeting.

When an open board meeting takes place by videoconference only, observers are able to attend in real time. These virtual open sessions are also recorded for minute taking purposes only.

- Closed Session

This type of meeting is open to staff involved in discussion items but closed to registrants and the public. Minutes are recorded for these meetings but are not published on the College's website.

Section 13(5) of the Bylaws establishes the conditions under which a meeting can be closed, as follows:

The board may exclude any person from any part of a meeting if it is satisfied that one or more of the following matters will be discussed:

- (a) financial or personal or other matters of such a nature that the interest of any person affected or the public interest in avoiding public disclosure of those matters outweighs the public interest in board meetings be open to the public,*
- (b) information concerning an application by any individual for registration under section 20 of the Act, the disclosure of which would be an unreasonable invasion of the applicant's personal privacy,*
- (c) information concerning a complaint against, or an investigation of, any individual under Part 3 of the Act, the disclosure of which would be an unreasonable invasion of the individual's personal privacy,*
- (d) information the disclosure of which may prejudice the interests of any person involved in
 - i. a proceeding under the Act, including a disciplinary proceeding under Part 3 of the Act or a review under Part 4.2 of the Act, or*
 - ii. any other criminal, civil or administrative proceeding,**
- (e) personnel matters,*
- (f) property acquisitions or disposals,*
- (g) the contents of examinations,*
- (h) communications with the Office of the Ombudsman,*
- (i) instructions will be given to or opinions received from legal counsel under section 32, or any other matter that is subject to solicitor-client privilege,*
- (j) information that the college would be required or authorized to refuse to disclose to an applicant making a request for records under Part 2 of the Freedom of Information and Protection of Privacy Act, or*

(k) information that the college is otherwise required by law to keep confidential.

The rationale for excluding registrants and the public under s.13(5) of the Bylaws must be included in the minutes of the closed meeting.

- In-Camera Session

This type of meeting is a subset of a closed meeting and therefore must meet the criteria set out in section 13(5) of the Bylaws. It may be open to certain staff at the invitation of the Board depending on the matter under discussion but is closed to registrants and the public.

An example of an in-camera meeting would be an update from the Registrar or HR consultant who supports the registrar evaluation process, or a discussion where the Board wishes to speak to the Registrar in private.

Minutes are recorded for these meetings by a staff person or an assigned board member and are secured with limited access. These minutes are not published on the College's website but are available on request to those who attended the in-camera meeting.

- Board-Only Session

This type of meeting is closed to all but board members. It too is a subset of a closed meeting and must meet the criteria of section 13(5) of the Bylaws. No college business is conducted during this session, no formal action can be taken, no recordings are made, and no minutes are taken; because of this, the Board needs to be rigorous with respect to what is discussed in this forum.

The purpose of a board-only session is for the Board to:

- evaluate its own effectiveness or the effectiveness of its meetings;
- foster board culture by having open and non-judgmental discussions about its performance, journey, intentions, or behaviour;
- examine its relationship with management; or
- reinforce good practices.

If the Board finds itself having conversations that are broader than self-reflection, it must determine if minutes are required and, if so, which members of staff should be included to support and record the discussion.

- Strategy Session

This type of meeting might be embedded within another scheduled meeting or at a separate time. Its purpose is for the Board to work with College Leadership to set the mandate, vision, and strategic direction for the College, and proactively review and assess future-facing issues that may affect or guide College business. Notes are usually kept for this type of meeting to assist Senior Leadership in developing strategy or plans, but no formal minutes are kept. These sessions are not open to the public.

- Education Session

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

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

Ways to Meet

How and where a meeting takes place are important considerations. Technology provides greater flexibility than ever, so multiple channels are available to board members wherever possible to help manage time, availability, cost, and quorum.

- In-Person

In-person meetings are the preferred type of meeting for board members, predominantly because board meetings involve significant discussion, planning, problem solving, and decision-making. This is the best type of meeting to hold when it is important to reduce distractions and fully engage board members; being face-to-face with colleagues helps build shared understanding, co-operation, and empathy.

- Teleconference/Videoconference

The option to attend a meeting remotely (i.e., by teleconference or videoconference) is available, and tends to work best for straight forward discussions where no group work is taking place or rigorous decisions are being made.

- By Email

Email meetings are convened for one specific purpose only, either when information needs to be disseminated quickly, or an urgent decision is required that cannot wait until the next scheduled board meeting. Minor administrative matters can often be dealt with quickly and effectively through email. If a vote is to be taken through email, an online voting/polling tool may be used to collect board member votes.

- Other

The board meets only a limited number of times in the year, during which it is focused on board business or education. While some social events are scheduled, board members are encouraged to interact whenever they can to build relationships, trust, and learn to be with each other as a board. This effort is important, especially when the Board can only meet in a virtual setting (as has been the case during the pandemic).

Board members are reminded, however, to adhere to the *Code of Conduct for Board Members and Committee Members* when interacting outside of board meetings, particularly with respect to being “*aware of their personal power, privilege, and spheres of influence so as to not exercise, or seek to exercise, individual authority or influence over other board...members, especially outside of meetings, which might have the effect of limiting open discussion, creating factions, or oppressing those from marginalized or racialized populations.*”²

² Source: Section 4(c) – Code of Conduct for Board Members and Committee Members [“*Communicating with each other*”]

Meeting Material

- Agenda

Agendas are prepared by staff in consultation with the Board Chair and Vice-Chair, based upon emerging issues and the annual work plan for the Board. Any board member may propose an agenda item and the Board Chair and Registrar will decide whether to include that item on the meeting agenda for the Board's consideration.

The Board Chair may decide that a requested item is not placed on agenda for the following reasons, including but not limited to:

- The item does not fall within the scope or jurisdiction of a health profession regulator in BC;
- The item is operational in nature;
- The item is already scheduled for discussion at a future meeting; or,
- The item has already been recently discussed.

If the board member and the Chair are not in agreement on the inclusion of an item on the agenda, then the board member may, on notice to the Chair, raise the request during the call for approval of the agenda at the opening of the board meeting, and the matter shall be determined by the Board.

It is important to note that considerable time and effort is made in preparing meeting materials in advance so that board members may come prepared to make good use of their time together. Board members who wish to add an item to the agenda at the start of a meeting must do so with care, as their fellow board members will not have the benefit of reviewing material in advance and staff will not have been involved in the preparation of meeting materials.

Agendas follow a standard template, which includes the time, date, location and type of meeting, the names of board members who have confirmed their attendance or forwarded their regrets, the names of staff and guests attending the meeting, and a formal acknowledgment of the traditional and unceded BC First Nations territory on which the meeting is taking place or being Chaired from in the case of a teleconference/videoconference.

The agenda will list each matter being brought forward to the Board, the time estimated for each discussion, whether the Board is receiving the item for information, discussion, or decision, and the material that will be provided to the Board to support its consideration of a matter.

When developing agendas, staff and board leadership need to be confident that:

- the Board is spending the most amount of time on the most important issues;
- the Board will have the information and time to properly discuss each agenda item;
- the agenda is not too ambitious for the time allocated;
- the right people will be in the room for each discussion and, specifically, when discussions or decisions involve or impact BC First Nations, Indigenous, marginalized, or racialized individuals, groups, or communities, that either:
 - appropriate consultation has occurred prior to the meeting and a process is in place to report out following the meeting; or
 - representation from the specific group or community is present for the discussion;

- staff are making the best use of the time they have with the Board when face-to-face;
- staff are sure the topics under discussion during a closed or in-camera meeting are flagged as confidential and properly fall under section 13(5) of the Bylaws;
- staff ensure the design of the meeting aligns with the board members' level of engagement and capacity (e.g., deep discussion is not happening at a time when board members might be tired or distracted).

- Consent Agenda

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

Board members are expected to have carefully reviewed the items on a consent agenda prior to the meeting. The Chair will ask at the outset of the meeting if any items from the consent agenda need to be moved to the regular agenda for discussion. Any reason provided by a board member is sufficient to have the item moved. The Chair may then decide to discuss the matter immediately or move the discussion to an appropriate time on the regular agenda.

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

- Meeting Package

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

The meeting package is posted on the College's secure document management system (Collaborations) at least one week prior to the meeting in order to give board members time to read and consider the material. Staff will send an email to board members to let them know when the material is available. This allows greater time for discussion at the meeting itself. Any changes made to the agenda or meeting package will be communicated to board members either by email in advance of the meeting, or in person by the Chair at the beginning of the meeting. Meetings that have both an open and closed component will have two separate meeting packages.

- Board Resource Site

Legislation, documents, or presentations that board members may wish to reference either when preparing for or between meetings are housed on an online resource site in Collaborations, confidential to board members and staff.

The site also contains government reports (such as those relating to the health profession modernization and the investigation into Indigenous-specific racism within the provincial healthcare system), material from board education sessions, the board calendar and contact information should board members wish to contact each other between meetings.

Meeting Preparation

Board members will need to set aside an appropriate amount of time to prepare for meetings. While the actual amount of time may vary for each board member and the type of meeting, a conservative estimate for preparation time is between 2-6 hours per board meeting. The Chair and Vice-Chair will also meet with the Registrar ahead of time to review the draft agenda and plan the meeting.

Sometimes technical support may be required ahead of the board meeting. Common issues include expiry of passwords (as board members may not access the system between meetings), difficulties accessing board material, or being unable to log in to the meeting itself. Contact information for the College's technical support team is set out in every email notifying the Board when meeting material is available. Additionally, board members may seek assistance from staff. When at all possible, board members are encouraged to contact College staff well in advance of the meeting if they are experiencing any technical issues.

- In-person Meetings, Videoconferences and Teleconferences

Upon receipt of the email advising the Board that meeting packages have been electronically posted to Collaborations, board members are asked to check if they can access the meeting package and inform staff immediately if they are not able to access the information.

Board members should read the meeting material carefully, paying particular attention to the agenda. Prior to the meeting, board members can notify the Chair, Vice-Chair, or Registrar in confidence, if they:

- identify a conflict of interest;
- identify content in the meeting material that may trigger unpleasant feelings, thoughts of past abuse, or memories of culturally unsafe experiences, such that emotional support may be required or board members wish to sit quietly in or be excused from the discussion;
- wish to remove an item from the consent agenda and add it to the regular meeting for discussion;
- require additional information or resources to assist them in preparing for the meeting; or
- have significant concerns or questions so a response can be formulated in time for the meeting.

The Chair will also ask board members these questions at the outset of each board meeting as a matter of process.

- Email Decisions

Board members will receive an email stating that a decision of the Board is required and are given a deadline by which to respond (typically 48 hours from the date of the email). The email will contain a high-level summary of the issue, a description of the decision the Board is being asked to consider, and a proposed motion. Board members may also be directed to a detailed briefing note and/or, supporting documents. Each board member is asked to read the information provided and respond to all addressees, clearly stating their

approval or rejection of the proposed motion. The Chair may also direct the Registrar to facilitate voting through an online voting/polling tool to collect board member votes for an email decision.

If a board member has a simple question, they may submit it via the email chain. The answer will be shared for all to see, ensuring everyone on the Board has the same information. However, if more questions arise or it becomes clear that board discussion is necessary, the Chair may decide to adjourn the email decision and convene a meeting instead. Similarly, if quorum or consensus cannot be reached, the Chair will determine if another process is required in place of the email decision. If a board member makes a request to have a meeting to discuss the matter, this request must be supported by the majority of the Board.

A record of the outcome of the decision is ratified in the consent agenda of a future scheduled meeting and included in the minutes of that meeting.

Meeting Attendance

Board members will receive an email invitation from staff for each of their board meetings, setting out the date, time, location and, if applicable, log-in details for remote access. Board members are advised to notify staff in advance if they are unable to attend a meeting. Board members are also asked to inform the Chair in advance if they plan to join the meeting late, leave early or are unable to attend.

Board members are expected to arrive on time, with materials and notes ready to participate in the meeting. Devices not in use must be put away with notifications turned off. Where a board member needs to attend to personal or non board-related matters, they should, if possible, inform the Board at the outset that an interruption might occur during the meeting.

Board members attending by videoconference or teleconference are advised to:

- consider how they might appear on camera, for example, avoiding stripes or bold patterns which can be visually distracting, adjusting lighting to minimize shadows, ensuring your background is professional, and reducing background noise;
- find a private location to attend the meeting remotely;
- test equipment ahead of time to make sure internet access is available and working and, if possible, to have a contingency in place in the event of system issues;
- have the dial-in number, access codes, or log-in details ready and join the meeting at least 10 minutes early to resolve technical issues;
- if the meeting is late to begin, email the meeting organizer to say they are ready to join the call;
- give full attention to the meeting as they would if in the same room;
- identify themselves if they wish to speak;
- wait to be acknowledged by the Chair before speaking;
- speak clearly and address board members by name if asking specific questions;
- ask for clarity if any part of the discussion is unclear;
- be patient if there is a slight delay in transmission;
- mute the line when not speaking and not place the call on hold to avoid silence fillers being broadcast to the room (i.e., news or music);

- in the case of videoconference, turn off the camera when eating or to attend to an urgent personal matter; and
- when the meeting concludes, remember to end the call or connection.

Staff will do their best to assist if connection or system issues occur. If problems arise during the meeting, board members may contact or approach any member of staff to ask for assistance.

At the end of the meeting, board members must ensure that all hard copies of meeting material are left in the room for secure disposal.

Board Discussions

- Opening Protocol

All board meetings begin with a land/territorial acknowledgment. This is:

- a mark of respect and recognition of the deep, historical, and constitutionally protected connection BC First Nations have with the land occupied by the College;
- a statement to demonstrate understanding that the land on which the Board meets is unceded by BC First Nations peoples; and
- recognition and humble gratitude to those indigenous to the land from those who are settled here.

When a meeting takes place by teleconference or videoconference, attendees are invited to acknowledge the territory from which they are each joining the meeting. Resources are available to board members who wish to learn more about territories and the correct pronunciation of the territory names.

Board members making a land/territorial acknowledgment are encouraged to speak sincerely, drawing on their personal learning and knowledge (at whatever stage that might be) so their words are neither tokenistic nor performative.

- Meeting Conduct

Board members are referred to the Code of Conduct which sets out the specific standards of conduct and expectations to which board members must adhere. Failure to comply with the Code of Conduct may result in corrective action up to and including removal from the Board.

- Harassment

The way we engage with one another has a significant impact on the emotional health and well-being of all involved. Harassment not only affects individuals negatively, it also undermines the College's work and reputation.

The following statement on harassment will be stated at the beginning of each meeting of the Board or its Committees:

The College of Chiropractors of BC upholds the right of all Board/Committee members and staff to participate fully in an atmosphere of mutual respect, cooperation, and understanding.

The College therefore upholds the rights of all participants to mutual respect, dignity, and freedom from discrimination and harassment of any kind during all College meetings and discussions.

Conduct that undermines these rights undermines the mission, vision and values purposes of the College.

This policy is not intended to limit vigorous and critical discussion and debate.

Harassment may include comments or conduct that is known, or ought reasonably to be known, to be unwelcome or demeaning. It is the reasonably foreseeable impact of the comment or action on the victim that matters, not the intent of the person making the comment or taking the action. One incident or a series of incidents may constitute harassment.

If you experience harassment or discrimination in the context of College functions or discussions, please raise your concern with the Chair, Vice-Chair or Registrar.

Complaints will be treated confidentially.

- Discussion Process

The Chair is responsible for the meeting and makes sure that it runs on time. The standard process for moving through discussion to decision includes the following:

- Each item on the agenda will be introduced by a member of staff, a committee chair or anyone else invited by the Chair to introduce the topic.
- The Chair will open the floor for any questions and discussion arising from the briefing note and background materials.
- The Chair will ensure that every member of the Board has an opportunity to share their perspective without being interrupted or silenced.
- For the sake of efficiency and effectiveness, the Chair will ensure that discussion is confined to issues that fall within the Board's authority and are relevant to the issue being discussed.
- Throughout the discussion, the Chair will, where needed, highlight important points, clarify misunderstandings, and keep the discussion focused on the matters at hand.
- When board members believe they have received the information necessary to consider the issue fully and are ready to move to a decision on the matter, the Chair will request a motion for resolution on which the Board will vote (see "Board Decisions" below).
- Prior to moving to decision, the Chair will check in with each board member to ensure they have had an opportunity to share their opinion and ask questions.

- Timeliness

Timeliness is always a key consideration for the Board. The Board must make specific decisions at its meetings throughout the year (for example, approval of the budget, registrant fees, or financial statements). When possible, staff will bring items to the Board incrementally, with information, education sessions, and smaller decisions leading up to the final request for a decision. This ensures the Board is fully informed and comfortable with the subject matter before a decision is required.

There may be occasions where board members may find that a discussion requires more time than was provided on the agenda. The Chair will consult with the Board to determine whether to continue or adjourn the discussion or decision to another meeting.

When the Board decides to defer a discussion or decision, it is best practice for board members to think about what the unintended consequences of that deferral might be (e.g., a delay in information reaching registrants, or delays in filing bylaw amendments with government, etc.).

- Self-Reflection

One of the key values expected from board members is self-awareness: the ability to identify the elements and nature of their own reasoning and the influences upon it, knowledge of which can empower board members in their roles, enhance the integrity of board discussions, and foster deep trust and respect between colleagues.

While board members need never openly communicate or share, for example, their personal spheres of power, privilege, or bias during a board discussion, they may find some utility in privately reflecting on these questions:

- Am I comfortable sharing what I know in the context of this discussion?
- Am I comfortable saying, “I don’t know”?
- Am I providing my authentic point of view or am I acquiescing to a majority voice?
- Am I currently anxious, rushed, or otherwise feeling disengaged from this discussion?
- Am I open to listening to what others are saying even though I am uncomfortable or disagree with the perspective being shared?
- How might I be an ally to or support those who have said they are feeling unsafe or marginalized within the scope of this discussion?
- Am I holding myself and others accountable for creating space in this moment for an honest conversation about racism, power, and privilege to occur?
- Am I using my privilege to help those with less privilege at this table, in a way that does not lessen or undermine their power or voice?
- Am I limiting myself from considering perspectives that are different from my own? If yes, why might that be (i.e., is there bias at play)?
- Am I using language that will neither dismiss nor exclude others’ skill or lived experience?
- Can I accept that I can offer my perspective but not control anyone’s ability to receive it?
- Do I need to seek support outside of the board space (e.g., an ally, a mentor, or through a community of practice)?

- Creating Space and Safety for Equitable Discussions

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

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

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

- A **safe** space, where board members can share thoughts, concerns, or lived experiences without fear of reprisal, mockery, or the pressure to educate. While learning or greater understanding may well be an outcome, the ultimate goal in this space is support.
- A **culturally safe** space, where board members actively progress discussions through the application and practice of cultural awareness, sensitivity, and cultural humility.
- A **brave** space, which builds on safe and culturally safe spaces, where board members can share their vulnerabilities, opinions, and concerns about injustice and inequity, with the specific intent to call for action, educate, or disrupt unfair or unjust systems, policies, or practices.

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

Ideally, board members will always feel equally valued, trusted, respected, motivated, and free to contribute to board discussions. However, discussions may derail if, for example, board members:

- show disrespect for individuals sharing their views;
- interrupt or cut-off conversations;
- express disdain or judgment of those showing emotion or vulnerability;
- dismiss or disparage new information because it is not within their own personal knowledge or experience;
- push for decisions when others may still be processing information;
- provide unsolicited advice; or
- breach others' confidence or privacy.

The Board must act when a board member expresses a lack of safety, and not seek to rationalize or ignore the circumstances before it. Remaining silent, avoiding conflict, or suppressing knowledge are recognized forms of oppressive violence that may cause significant harm.

It is always open to board members to ask the Chair for a break from the agenda, redirect attention to holding a trusted space, and agree to Board's interaction agreements. Inviting an experienced or independent facilitator to join the Board for discussions may also help to progress any difficult conversations.

Board Decisions

- Staff and Committee Recommendations

Staff or committees may include a recommendation or a draft resolution in the briefing note for the Board to review and consider. At other times, staff may lay out the various options without a recommendation or draft resolution if they believe these may limit or impede board discussion.

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

- Decision-making Process

Board decisions are made by vote. Depending on the nature of the discussion and the timelines involved, the Chair may consider other processes that support informed decision-making, such as bringing in an external facilitator to support the discussion.

For a regulatory board, the primary test for any decision will always be whether the outcome serves and protects the public. It is expected that board members will keep the College's duty and objects³ uppermost in mind throughout their discussion. Some sample questions are set out below to help board members approach decisions and they are encouraged to evolve these questions as their own learning progresses:

- Why are we making this decision?
 - Is it in our mandate?
 - Is it tied to our strategic priorities?
 - What are the risk and budget implications?
- Do we trust the process given the importance of the decision that needs to be made? If not, what needs to change?
- Are the right people with the right experience and knowledge in the room to support a good decision?
- Have we understood all the necessary facts and information?
- Is there additional information we need to make a good decision?
- Is there a perspective or opinion we have overlooked?
- Have we considered honestly the complexities of the situation and thought about what the unintended consequences might be?
- Have we received a clear analysis of where racism, power imbalances, harm, or oppression might be in play and is there a plan of engagement/mitigation?
- Will our decision support culturally safe care and aid in the eradication of Indigenous-specific racism?
- Are the assumptions made reasonable?
- Is there more than one possible course of action?
- Would it be better to defer making a decision now until we have further information or additional time to continue the discussion?
- Do we have agreement on the outcome and are we comfortable with the decision reached?

- Motion for Resolutions

Once a decision has been reached, the Chair will call for a motion. If a draft motion has been set out in the briefing note, the Chair or member of staff will read it to the Board, making any adjustments as necessary. Following any further discussion, the Chair will ask the Board to indicate acceptance of the motion. For the sake of clarity, the Chair will then restate the decision that has been approved, so it can be captured correctly for the minutes.

As per section 13(9) of the Bylaws, no motion proposed at a board meeting needs to be seconded (i.e., a demonstration that there is at least more than one board member interested in seeing the decision before the Board). However, the Board has agreed that any resolution proposed by a board member that (i) has not been

³ Section 16 of the Act

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

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

- Recording Decisions

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

Individual votes are not recorded unless the Board has agreed to record the vote.

The minutes are the official record of the meeting. Much like agendas, they follow a standard template to record the time, date, location and type of meeting, the names of board members who attended the meeting or forwarded their regrets, the names of staff and guests in attendance, and a formal acknowledgment of the traditional and unceded BC First Nations territory on which the meeting is being chaired. The minutes state the nature of the matter before the Board, the reason the Board was asked to consider it, a note of the questions asked, and what action was taken by the Board, if any.

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

- Implementing decisions

Staff will ensure that any action items or communications are attended to following the board meeting, consulting with the Chair and Vice-Chair where necessary. The Chair will also follow up with board members separately after the meeting if a commitment to discuss matters offline was made.

Progress and status updates may be added to future board agendas. Where a decision needs to be revised, this will be addressed by an additional teleconference, email meeting, or at the next scheduled board meeting.

CCBC Policies

Overview – CCBC Policies

A policy is a course of action or inaction, a plan, a framework to achieve a desired outcome.

Definitions of policy vary and may seem fuzzy, but it is often defined as the methods, levers, and guidelines which an organization uses to solve problems and achieve its goals. There is a diverse range of policy tools or instruments that the CCBC has access to – legislation, regulation, bylaws, policy statements, standards and guidelines, and information bulletins – in order to “make choices” and decisions about how to achieve the College’s goals. To make CCBC policy is to propose how registrants should conduct themselves, relate to each other, and be governed.

Policies involve decisions about what the CCBC will or will not do. A decision by the CCBC not to act, to accept the status quo, is still a policy choice.

Policy must align with the statutory authority established for the CCBC as a health profession regulator and within a framework that links to the College’s mission (why it exists), values (what is important) and vision (what it aspires to be).

Individual policy needs to be consistent with other CCBC policies (i.e., “horizontal consistency”).

This section of the Board Manual begins with a description of the Board-approved policy development process, an evidence-informed policy “cycle” which promotes an iterative, consistent framework for the development and continuous improvement of CCBC policies.

Next, this section lists the primary CCBC policies, by subject area. As existing policies are updated, or new policies created, this section of the Board Manual will also be updated as required.

Policy Process

In June 2020, the College of Chiropractors of BC’s Board adopted a process for policy development that reinforces the evidence-informed nature of how decisions are made, including consideration of the latest research and, if appropriate, a period of public consultation.

Successful and defensible policy development in the public interest is a foundation of the College of Chiropractors of BC, as it is for all health profession regulators. A clear and transparent policy process, or policy cycle, helps guide the College in identifying a regulatory issue, develop policy options for consideration, implement and evaluate the recommended option, and adjust where necessary. Central to the College’s approved policy cycle is that the process is driven by evidence. Policy development will always be based on a rigorous analysis of the highest quality evidence available.

The adoption of a standard policy process reinforces the College’s commitment to registrants, to the public, and to other key stakeholders to be open and transparent when it comes to policy, the scope of practice, bylaws, or other changes that could potentially affect the regulation of chiropractic in our province. The Board and Registrar want to be sure that everyone knows what is being considered, and why.

Under the umbrella of the CCBC’s policy process, a variety of mechanisms and contexts will be considered and analyzed for policy changes, on a case-by-case basis, to reach the public and registrants with the focus on protecting the public interest. In some cases, where appropriate, public consultation is one such mechanism available. When a public consultation is undertaken, details regarding public consultation will be communicated broadly to ensure the public and registrants can contribute.

The College of Chiropractors of BC is the first BC health regulator to make publicly available its policy process.



Board Policies

(The following links can only be opened within Citrix environment)

- [Diversity, Equity and Inclusion Policy](#)
- [Board Professional Development Policy](#)

Governance Policies

- Governance Authority Matrix – Placeholder
(To be developed in late December 2022 - Watson Recommendation)

Financial Policies

(The following links can only be opened within Citrix environment)

- [Honoraria Travel and Business Expenses Policy](#)
- [Investment Guidelines](#)
- [Treasury Management Policy](#)
- [Trust Investment Fund Policy](#)
- [Internally Restricted Fund Policy](#)
- [Major Initiatives Policy](#)

Scope of Practice Policies

- [Efficacy Claims](#)
- [Professional Conduct Handbook](#)

Operational Policies

(The following links can only be opened within Citrix environment)

- [Acceptable Use of CCBC Information and Technology](#)
- [Cyber Security Policy](#)

Resources

Listed below are some resources and information that may be useful to you as a board member.

Glossary

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

“**bias**” means a favourable or unfavourable predetermined inclination, preference, tendency, or perspective;

“**colonialism**” is where groups or countries partially or fully steal land and resources from Indigenous peoples, occupy the land, and exploit the land and resources for economic purposes. Following the acquisition of land and resources, colonizers establish laws and processes that continuously violate the human rights of the Indigenous peoples and force them to conform to the newly established laws and processes of the colonial state; (“**decolonization**” is the undoing of colonialism through a long-term process involving the bureaucratic, cultural, linguistic, and psychological divesting of colonial power);

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

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

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

“**diversity**” functions to affirm each individual's unique and varied histories, experiences, and ways of being, knowing, doing, and relating. It is about being different and acknowledging and celebrating differences. Our experience and understanding of diversity strengthens us and supports the work we do at the College;

“**equity**” is about fairness. It is the process that removes barriers to ensure access to educational and employment opportunities. To effectively regulate in the public interest and to ensure fairness, individuals and groups will be treated according to their diverse needs in a way that enables all people to participate, perform, and engage to the same extent. Equity addresses the effects of colonization, economic and social disparity, injustices against marginalized groups, and systemic barriers to access and participation;

“healthcare system” means the organizations, institutions (including governments), resources, and people whose primary purpose is to improve health;

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

“oppression” means the unjust abuse of power that prevents individuals from having access to opportunities, freedoms, or justice;

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

“privilege” is the unearned (and often unconsidered) cultural, legal, social, and institutional rights, advantages, favours, or benefits afforded to an individual based on their social group membership;

“racism” is the belief that a group of people are inferior based on the colour of their skin, their culture, or spirituality;

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

“unceded” refers to land that was not yielded by Indigenous peoples nor turned over to the Crown (government) by treaty, agreement, or other arrangement; (“traditional territories” recognize the geographic areas identified by Indigenous communities as the land they and/or their ancestors traditionally occupied); (“ancestral land” refers to land handed down from generation to generation within Indigenous communities).

Registrar – Job Description

Overview

The Registrar is the Chief Executive Officer (CEO) of the College and is responsible for all administrative functions and duties of the College in accordance with the Health Professions Act, the Chiropractors Regulation, the College bylaws, and the Board’s governance policies, standards and guidelines. The Registrar provides leadership to the Board and staff related to all aspects of the College’s operations. Key areas of responsibility include: Strategic thinking, Board liaison and support, policy development and implementation, operations planning and management, human resources and financial management, legislative affairs, and registrant and external relations.

Reporting Relationships

The Board

Status

Full time; Perminant

Salary

TBD

Location

Vancouver, BC

Key Responsibilities

Strategic Thinking

- Assumes responsibility for initiating and maintaining an appropriate strategic planning process;
- Supports Board with maintaining focus and thought at a strategic level;
- Develop plans, set priorities and make decisions that enable the College to achieve its goals and objectives; and
- Reports on provincial, national and international issues, activities and risks that could affect achievement of the strategic objectives.

Board Liaison and Support

- Schedules and attends all Board meetings, identifies issues requiring attention and recommends courses of action, prepares agendas in consultation with the Chair, reports and background materials, prepares and distributes minutes;
- Maintains responsibility for the development, implementation, and evaluation of all College committees and programs in accordance with relevant legislation and Board policy;
- Assists in preparing agenda and committee reports, assembles material for committee meetings; ensures minutes are taken and distributed; advises on inter-relating activities; monitors and ensures that committee business is accomplished;
- Oversees the planning and organization of the Annual General Meeting and other special meetings of the College or committees; and
- Develops the Annual Report in conjunction with the Board, Committees and staff and publishes in accordance with the regulation and bylaws.

Policy Development and Implementation

- Facilitates the development, implementation and evaluation of Board policy;
- Identifies and monitors developments in health care and chiropractic and coordinates the tracking and analysis of data relevant to the College's mandate; and
- Facilitates the development of official positions and documents, including but not limited to regulations, standards, guidelines and discussion papers.

Operations Planning and Management

- Facilitates and maintains an appropriate operations plan which includes both short- and long-term goals which are communicated and delegated to staff;
- Identifies information management needs and implements, maintains and evaluates information systems in accordance with records management policies of the Board, and the Freedom of Information and Protection of Privacy Act; ensures the integrity and security of the system;
- Acts as a signatory for official documents within the Board's prescribed guidelines and policies; and
- Arranges for the acquisition and use of resources required for the operations of the College and negotiates contracts and insurance coverage on behalf of the College.

Human Resources

- Identifies and recommends an appropriate staffing structure for board approval;
- Hires, orients, supervises and dismisses staff as appropriate;
- Organizes staff to ensure efficient and effective use of resources to meet operational needs;
- Creates a positive, safe and functional work environment, including staff coaching and opportunities for development;
- Determines delegation parameters for Deputy Registrar in the absence of the Registrar; and
- Plans for employee succession.

Financial Management

- Oversees the development of the budget in collaboration with staff and the Finance and Investment Committee;
- Administers the budget in a cost-effective manner and ensures accurate accounting and reporting; coordinates and oversees the annual audit process;
- Ensures long term financial planning including managing investments to ensure protection and optimization of financial assets, and projects required future revenue; and
- Ensures the publication of the audited financial statements in compliance with the regulations and bylaws.

Legislative Affairs

- Performs regulatory role and is actively involved in all College committees including Registration, Patient Relations, Quality Assurance, Inquiry, and Discipline, as described in the Health Professions Act and special committees including Executive and Finance and Investment;
- Communicates College policy and interprets the Health Professions Act as it relates to the Registrar's specific functions on a committee, and the committee's mandate and subsequent activities;
- Keeps informed of government activities and other regulatory bodies by attending meetings of related organizations (BC Health Regulators, national regulator meetings);
- Apprises the Board of relevant legislative changes affecting the practice of chiropractic in British Columbia;
- Assists the Board as required with the preparation and delivery of presentations to government,

registrants, and other groups, on chiropractic issues which affect the College, its registrants or the public, acts in advisory capacity to the Chair of the Board; and

- Receives and acts on Freedom of Information and Protection of Privacy Act provisions and requests.

Registrant and External Relations

- Assumes ultimate responsibility for disseminating information about the College's mandate and activities to registrants, the public, peer organizations, government, and media;
- Establishes, maintains and monitors the quality of communication and education strategies for registrants, the public and other stakeholders; ensures input from public representatives as well as registrants and other stakeholders as appropriate;
- Develops and maintains effective working relationships with appropriate government and other public officials interested in, or responsible for the regulation of health care. Acts as a primary spokesperson with these individuals;
- Responds to routine and non-routine enquiries from applicants, registrants, other organizations and government agencies; and
- Assures the consistency of the College image in all publications and communications and is prepared to speak for and on behalf of the College with respect to its policies and positions.

General

- Carries out any other related duties assigned from time to time by the board.

Attributes

- Innovative, collaborative team player & leader
- Ability to exercise good judgment and protect confidential information
- Well-developed public relations & good communication skills with a variety of stakeholders
- Excellent analytical and problem-solving skills
- Able to adjust and adapt to ever-changing needs working efficiently with a high degree of personal initiative
- Ability to interpret governing statutes and other relevant legislation
- Strong leadership and management skills
- Able to work well under pressure and to deadlines
- Critical thinker and "big picture" thinker

Required Skills & Knowledge

- University degree in health administration, public administration or business, or related education complemented with relevant experience - preferably Masters
- Senior level experience including responsibility for administration and providing support role to voluntary Boards or committees
- Experience in policy analysis and preparation of briefing documents
- Comprehensive knowledge of health regulatory issues and structures, and of the BC health care system

Compensation

- Competitive salary
- Benefits
- RRSP matching program
- Professional Development

Navigating Board Discussions

This section deals with some common scenarios that may occur during Board meetings, together with suggested actions or questions that may be employed to support safety, equity, and inclusion.

While the following scenarios are written primarily to assist the Board Chair in facilitating or progressing discussions, all board members may wish to reflect upon and familiarize themselves with this section, both as part of their own work and learning, and to recognize when and how they might support each other.

Scenario:

Some or all board members are attending the meeting by videoconference or teleconference.

- Before calling the meeting to order, check all board members have and can access the relevant material and are ready to begin the meeting.
- Verify that board members can see and hear the meeting properly.
- Review the technical meeting rules with them (e.g., muting the line when not speaking, who to inform if there are connectivity issues, etc.)
- Ask a specific board member a specific question rather than asking open-ended questions to the group (to avoid multiple board members speaking at once).
- Ask each board member on the telephone/video if they have anything further to say on the matter under discussion to ensure no voices are forgotten.
- Make sure there are sufficient pauses after asking a question to give board members an opportunity to unmute themselves and reply.

Scenario:

A board member has a conflict of interest.

- At the outset of the meeting (or, if need be, at any time during), ask board members directly if they have any conflicts of interest with agenda items under discussion.
- During the meeting, if a conflict of interest is identified by a board member, allow time for them to:
 - outline the nature of the conflict of interest;
 - provide rationale for why they believe their interests are conflicted;
 - ask questions to ascertain if a conflict of interest does in fact exist;
 - ask for advice on how to manage the conflict of interest;
 - ask the Board if it agrees a concern exists and if the approach proposed to manage the conflict of interest is appropriate.
- Allow time, if required, for the conflicted member to leave the room, log off or disconnect their call and, later, rejoin the meeting.

Scenario:

The Board has received its presentation and is ready to begin its discussion.

- Invite board members at random to ask their questions, or go around the table asking each board member by name for their questions or comments. No matter which process is adopted, ensure time is taken to seek the views of every board member.
- Alternatively, give board members a few moments to quietly consider what they believe are the most important questions to progress discussion.
- Actively promote good debate by asking for alternative or dissenting views when discussions/decisions are not straightforward.
- If these normal procedures do not feel appropriate or engaging enough, ask the Registrar or Senior Management for other facilitation options.

Scenario:

The Board has been presented with a number of options from which to make a decision.

- Ask if board members are clear about the options presented.
- Ask board members if one option rises clearly above the others and why.
- Ask board members to articulate the pros and cons of each option as part of a deeper analysis.
- Ask all meeting attendees if there are any other options that have not been considered.
- Ask if further information is required before a decision can be made and, if so, what that might be.

Scenario:

The Board's discussion has stalled.

- Allow for a moment's silence; board members may be thinking about the matter.
- Read the room: if energy is low or there are signs of boredom, irritation, or discontent, call a break.
- Be watchful for silence or agreeability and consider if this is masking a larger issue where board members are feeling oppressed.
- Be transparent; ask questions to unearth why the discussion might have stalled to ensure there are no gaps in understanding that need to be addressed.
- If a question is asked, allow board members time to think of their response, perhaps giving them the opportunity to spend time formulating questions on their own or in small groups.
- Ask board members who often answer quickly to allow others to answer first to shift the dynamic in the room.
- Possible ways to acknowledge and progress the conversation:
 - *"Take your time. Let's give each other a moment to think."*
 - *"I've noticed that people aren't speaking up. Can we slow down to go around the table and get everyone's views?"*
 - *"Is there anything left to discuss or is the Board ready to reach a decision?"*
 - *"Let's take a quick break. When we get back, I am going to ask if there are any additional things we need to consider before moving to decision?"*

Scenario:

The Board has received too little, too much, or unclear information.

- Ask the presenter(s) or Senior Leadership if there is any additional context, background, or information available.
- Draw attention back to the desired outcome and college mandate to ensure board members stay on track and help ground the discussion.
- Give space to board members to ask and address uncomfortable questions.
- Give space to board members to continue asking questions because they are not satisfied or comfortable with the response they have received.
- If the Board does not have what it needs to make a decision, ensure the gaps are clearly articulated and ask staff when they can bring this information back to the Board to continue the decision-making process.

Scenario:

A board member will not participate in discussions.

- Speak to the board member outside of the meeting to enquire if anything is wrong or if there are other concerns affecting their participation.
- Ask the board member ahead of time how they wish to participate in the meeting and if any additional supports are needed.
- Solicit the board member's views on agenda items pre-meeting and ask if the board member is comfortable with the Chair sharing their views with the Board and identifying them as the source (in case this helps prompt them to elaborate on their views in the meeting).
- Possible way to acknowledge and progress the discussion:
 - *"I've noticed that you haven't been speaking up in meetings. Is there anything I can do to help with that/support you?"*

Scenario:

The board discussion has become tense.

- Remember that vigorous debate is a signal of strong governance so encourage board members to speak freely and from their conscience and lived experience.
- If board members are interrupting or speaking over each other, provide each board member two minutes to speak, uninterrupted, followed by time for others to ask questions.
- Ask if board members wish to take a break and agree ground rules before continuing their discussion.
- Ensure that scepticism and minority views are given equal time and an equal voice.
- Repeat or summarize the statements made to ensure all positions are clearly understood.
- Adjourn the discussion if the meeting has derailed or you believe there to be no value in continuing the discussion at this particular meeting, and engage an external facilitator for support when bringing the matter back to the Board.
- Possible ways to acknowledge and progress the conversation:
 - *"So, what I am hearing is..."*

- *“I am curious why the conversation has become tense. Can we please stop and investigate this?”*
- *“Give me some background on that statement. I sense you have some experience with this.”*
- *“I want to hear from everyone before we move forward.”*
- *“I can see you feel strongly about this. Tell us more about...”*
- *“I want to ensure that x has the space to respond. Can we please give x the floor to speak to that last statement.”*

Scenario:

A board member has said something that may be construed as insensitive.

- Expect emotions to rise to the surface.
- Address the issue immediately so not to normalize or reinforce the statement.
- Draw focus on what was said, not the person who said it.
- Assume positive intent.
- Assess the situation, calling a break if needed:
 - give board members reacting to the statement an opportunity to explain their objection to what was said and their level of safety in addressing the issue;
 - separately, speak to the board member who made the statement to: determine their understanding of what was said and their level of safety in addressing the issue; provide time for the board member to process the concerns raised; and, if applicable, formulate a response;
 - decide whether further discussion is necessary and, if so, whether it will be a private discussion or a “community” discussion with the Board (either option creating a learning opportunity).
- Do not minimize anyone’s interpretation or allow the experience of privileged voices to dominate the conversation or become the focus of it.
- On resuming the board meeting, be transparent about what has occurred and explain next steps, inviting individuals to speak further with you after the meeting.
- Follow up with all parties to ensure there are no concerns left unacknowledged or unaddressed.
- Follow up with the board member as applicable and, if a full board discussion is agreed, speak to Senior Leadership to ensure time is made on a future board agenda.
- Possible ways to acknowledge and progress the conversation:
 - *“When you said...I didn’t understand what you meant. Do you have time for us to talk about this more (either now or at another time)?”*
 - *“I want to revisit something that felt like disrespect to me. I’m sure you didn’t mean that. May we talk some more?”*
 - *“When you used that word or phrase, I’m not sure what you meant. Can you tell me more?”*
 - *“Tell me how you reached that opinion?”*

Scenario:

A board member has shared that they feel unsafe during board discussions.

- Offer the board member the opportunity to speak further or not, during or after the meeting, as they choose.
- Pay close attention to what the board member is saying without placing any personal interpretation or meaning upon their words.
- State your commitment to help develop sustainable solutions but do not immediately focus on finding solutions or “fixing things”.
- Follow up after your conversation to see how the board member is doing.
- Follow up with the Board to agree or improve ground rules for discussions, referring to the specific issue only with the consent of the board member who had expressed their lack of safety.
- If you are involved, do not push for details but suggest a process that will separate you from the situation and then be open to addressing matters through that process.
- Possible ways to acknowledge and progress the conversation:
 - *“I hear you/I believe you. What do you need from me in this moment?”*
 - *“I am sorry. I can see this has really affected you. How can I help?”*
 - *“Have I got this right? You feel...”*
 - *“What I’m hearing is...is that correct?”*
 - *“This is really important. I need time to reflect on this and seek counsel. May I follow up with you [at a specific time]?”*

Scenario:

A racist comment or statement has been made, or racist action has occurred, or been witnessed, or called out during the board meeting.

- Expect emotions to rise to the surface.
- Address the issue immediately so not to normalize or reinforce the racism.
- Recognize it is your role to address the conduct, not enforce reflection.
- Lead with empathy.
- Speak only from your perspective.
- If appropriate, repeat back what was said or done to help board members understand its impact.
- Assess the situation, calling a break if needed:
 - focus on what was said, not the person who said it;
 - identify how racism was present;
 - identify and give voice to all parties concerned;
 - speak to the parties separately to ascertain their understanding of what occurred, their level of safety in addressing the issue, and how they wish to proceed; and
 - follow up as agreed, with the support of Senior Leadership, and document fully the nature of the issue and steps taken to address it.
- Acknowledge action may not happen immediately as other processes may be triggered, such as a further review or investigation as provided for in the Code of Conduct.
- On resuming the board meeting, be transparent about what has occurred and explain next steps.

- Remind the Board of its commitment to anti-racism and the standards of conduct all board members are required to observe in accordance with the Code of Conduct.
- If you are the target of racism, you must assess your own safety first. If necessary, ask the Vice-Chair to take over the meeting so you can personally reflect on the situation and seek support as needed.
- If you are responsible for the racist comment or act, try not to become defensive if called out, keeping in mind the risk others are taking in sharing their observations with you. Suggest a process that will separate you from the situation and then be open to addressing matters through that process.
- Possible ways to acknowledge and progress the conversation:
 - *"I would like to repeat back what I have just heard/witnessed..."*
 - *"I'd be grateful if you could clarify what you meant by..."*
 - *"May we pause for a moment. I feel uncomfortable with what was just said and wish to stop and examine what happened."*
"I am not certain if that comment/statement/action was racist but my sense is that it was. Can we please stop and discuss/address this?"

Scenario:

The board discussion continues but no longer seems relevant to the matter at hand.

- Be transparent and acknowledge that you feel the conversation has veered off topic.
- Ask how the current discussion relates to the agenda item to give board members the opportunity to explain why it may be relevant or important.
- Reframe the agenda item and ask a question that fits squarely into the purpose of the topic.
- Summarize the key points that have been articulated and, if necessary, propose a way for the discussion to continue at another time.
- Propose the Board moves to decision.

Scenario:

The board discussion continues but you question whether there is any value in it.

- Be transparent and state that you believe the Board has the information it needs to move on.
- Ask if Board Members agree with your observation and be open to continuing the discussion if others feel more time is required.
- If Board Members agree no further discussion is needed, move the process along by asking another question or asking for a decision.

Scenario:

The board discussion has come to an end.

- Summarize the conclusions reached by the Board and the underlying tone of its discussion.
- When a resolution has been proposed, make sure that board members understand what is being asked of them.
- After the decision has been made, ask the Board if it has understood the decision reached in the meeting and if board members share the same expectations as to next steps.

Citrix/ Collaborations

As a Board and/or Committee member of the College, you are likely to work with or have access to sensitive information, much of which is personal or confidential. The College's Collaborations system is designed to help keep this information protected, while giving you the tools you need to work effectively.

Some of the driving principles behind Collaborations are:

- Personal – your access, what you are presented and what you can do is customized to you
- Security – the data in Collaborations never leaves the College's Canadian servers
- Accessibility – Collaborations can be accessed by any computer or mobile device
- Persistent – a temporary internet disconnection will not impact your work
- Tools – all the tools you need are available
- Integrity – staff and committee members all see and use the same document security prevents unauthorized changes
- Paperless – you can electronically annotate person notes copies of shared documents
- Integration – Collaborative sites are an extension of other systems that use or rely on the information
- Information services – push information to you that is most likely relevant and filter out things that are likely less relevant
- Cost effective – we pay depending on the capabilities you need
- Customized – the system is designed and improved based on user feedback

Access Citrix/Collaborations

There are two ways to access Citrix/ Collaborations:

- Citrix Portal: <https://login.healthreghub.ca/vpn/index.html> (App download is required. Better image quality.)
- Citrix Web-portal: <https://weblogin.healthreghub.ca/Citrix/CollaborateWeb/> (For web use only. No download required.)

How to Use Citrix/Collaborations

The following documents and video will help you become familiar with Collaborations. Members are strongly encouraged to view the instructional video prior to using the system.

- [User Manual](#) (Please open this document under Citrix environment)
- [Cheatsheet](#) (Please open this document under Citrix environment)
- [Instructional Video](#) (It is suggested to open this link in Google Chrome)

Citrix/Collaborations Helpdesk

If you require assistance with Citrix install or login, the Helpdesk is available to support:

Recommended: IT Contact: Service Desk (8:30 a.m. – 4:30 p.m., Monday to Friday)

p1support@healthreghub.ca

Tel: 604-742-6200 ext.8888

CCBC Contact: Sandra Bao

sandra@chirobc.com

Tel: 604-742-6470 ext.8003

Zoom

Occasionally, CCBC Board meetings will take place using Zoom, a cloud-based video conferencing service we can use for virtual meetings. Zoom offers two different types of meeting spaces:

- Zoom Webinar

Zoom Webinar is a view-only platform that allows the host (in our case, CCBC staff) to broadcast a Zoom meeting to its attendees (registrants/public). As a pre-selected panelist, board members will have audio and visual privileges (you can turn on your microphone and/or camera). Anyone who attends the meeting as an attendee will only be able to see and hear from panelists (CCBC board members and staff).

- Zoom Webinar is usually used for board meeting open sessions or annual general meetings (AGM).
- CCBC board members and staff participate in board meetings as “Panelists” who can activate their cameras and speak.
- Stakeholders wishing to observe board meetings (open sessions only) or AGMs must register as "Attendees" and they do not have the authority to turn on their video or microphone during the meeting unless they are invited to speak.
- If a board meeting is conducted using Zoom Webinar, board members may expect an invitation email which includes their unique Zoom link and password for the meeting from no-reply@zoom.us approximately two weeks prior to the meeting date. CCBC board members do not need to register to receive their Zoom links.
- For those who are not familiar with Zoom Webinar, staff has developed a [Zoom Webinar Cheat Sheet](#) for your reference.

- Zoom Meeting

Zoom Meeting is used for board meeting closed sessions, ad-hoc board meetings, committee meetings, or any other meetings that are not open to the public.

- Zoom link for this kind of meeting is usually provided via meeting invitation which sent out from CCBC staff.
- For those who are not familiar with Zoom Meeting platform, staff has developed a [Zoom Meeting Cheat Sheet](#) for your reference.

Useful Information for CCBC Virtual Meetings

1. In the event that the meeting invitation email cannot be found in individual’s email inbox, board members should contact CCBC staff at least three days in advance to ensure they have the correct Zoom link well ahead of time and are ready to attend.
2. Before joining the meeting, please download and update to the latest version of the Zoom software by visiting: <https://zoom.us/support/download>.
3. Please make sure the Wi-Fi you are going to use is stable.
4. Use your laptop/desktop computer connected to an external audio device.
5. If you don’t have a computer, a tablet would work too (please contact the Registrar if you don’t have these devices).
6. We do not recommend using your smartphones to join videoconferences, as you will not be able to read meeting content while participants share their screens.

7. To ensure your devices and Wi-Fi connection all work well, please join the meeting at least 15 minutes before the meeting starts.
8. Always connect to Zoom outside of the Citrix environment (using Zoom in Citrix could cause lag or other technical issues).
9. Always mute your microphone when you are not talking (to avoid echoes/feedback during the meeting).
10. Please keep your video open so others can see your beautiful face.

Payworks

The College uses Payworks software to process all per diem payments to board and committee members. Once College staff enroll you in Payworks you will receive an email from Payworks which will tell you how to log in and provide you with the Customer ID (B05719) and your Username. Your Username is normally the first 3 letters of your last name and the first 3 letters of your first name. The email will also provide instructions how to create your password.

Payworks Link: <https://www.payworks.ca/>

The login screen will look as follows:

Login to Payworks

Customer ID
B05719

Username
ABCDEF

Password
.....

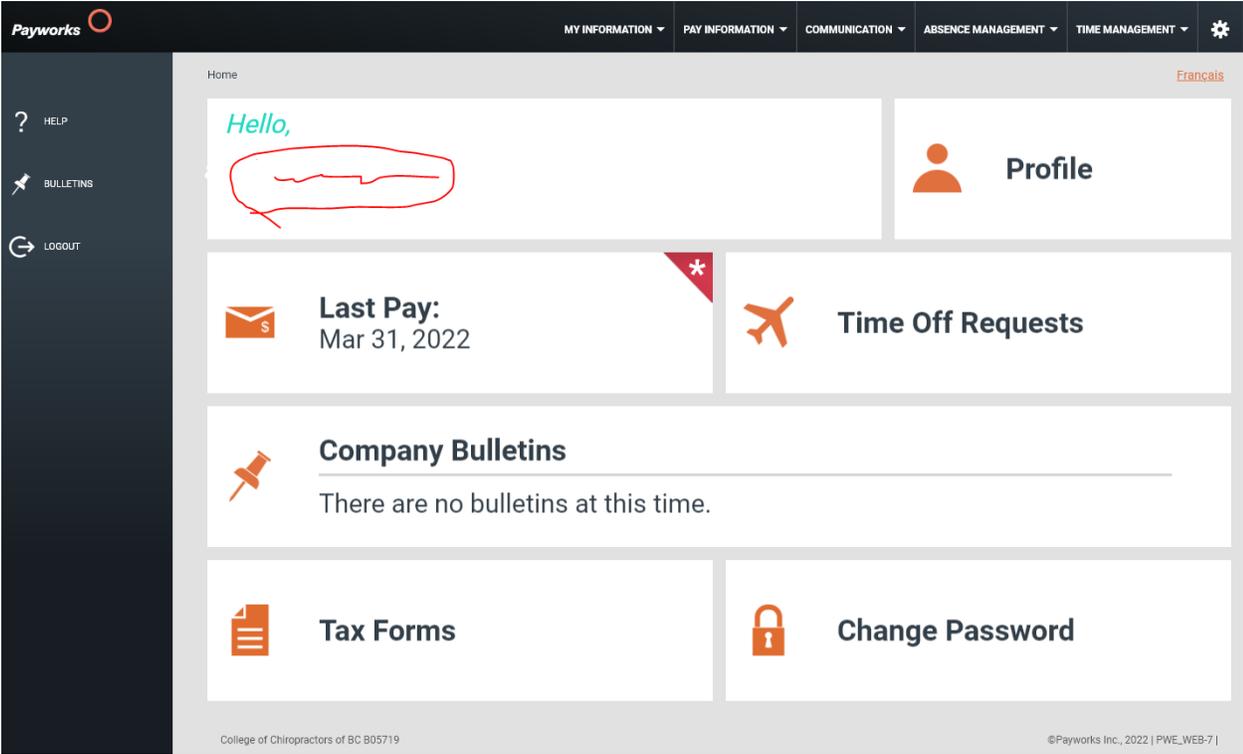
LOGIN

[Forgot Your Password?](#)

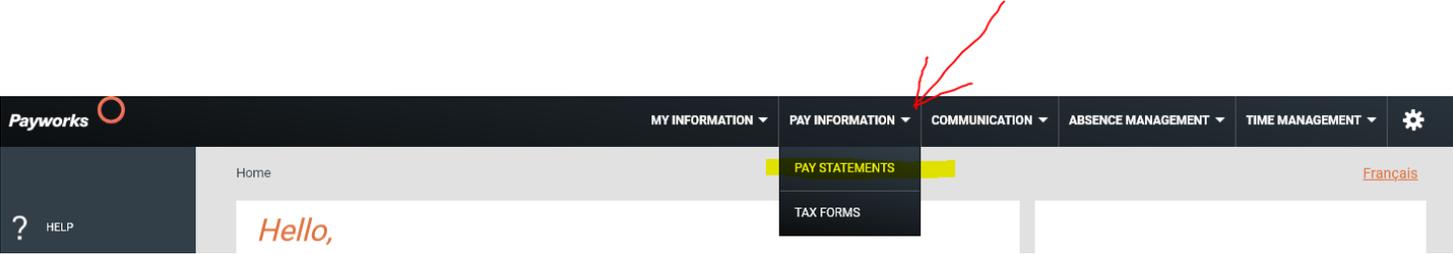
Remember Customer ID

Remember Username

After login the screen will look like this except your name would appear in the red bubble.



To view your pay statement details, click on Pay Information from the menu and then select Pay Statements from the drop-down menu.



The annual T4 slip is also available on this platform for the current and past years under the Tax Forms menu.

If you encounter any issues with your Payworks account, please contact the Director of Finance Shelby Thiessen at accounting@chirobc.com.

Templates and Forms

(The following links can only be opened within Citrix environment)

- Board Meeting Templates
- [Board Meeting Agenda](#)
- [Board Meeting Briefing Note](#)
- [Board Meeting Open Session Minutes](#)

- Assorted Forms
- [CCBC Expense Submission Form](#)
- [Direct Bank Deposit Form – Board and Committee](#)

Acknowledgement of Receipt of Board Manual

(To be signed each year and returned to the CCBC staff)

I hereby acknowledge that the College of Chiropractors of BC (the College) Board Manual (the Manual) has been reviewed with me, and that I have been advised that the most updated Manual can be accessed in Collaborations.

My signature below indicates that I have read the Manual and will abide by the standards, policies, and procedures defined or referenced in this document. The information in this Manual is subject to change. I understand that changes in College policies may supersede, modify, or eliminate the information summarized in this Manual. As the College provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that if I have questions or concerns at any time about the Manual, I will consult the College Board Chair or the Registrar.

Printed Name

Signature

Date