COLLEGE OF PHYSICIANS
AND
SURGEONS OF ONTARIO

GOVERNANCE PROCESS MANUAL

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OVERVIEW OF GOVERNANCE

Overview of Governance

The mandate of the College of Physicians and Surgeons of Ontario (CPSO) is to serve and protect the public interest effectively by governing the medical profession.

Definition of Governance

Governance comprises the actions, processes and structures by which the mandate of the College of Physicians and Surgeons of Ontario is fulfilled.

Principles of Governance

The Council of the CPSO will:

- govern in a manner that guides and inspires through thoughtful, balanced policies, which reflect the College’s vision, mission and values;
- govern with integrity in a moral, ethical and transparent manner;
- govern in a manner that protects the public interest and is in keeping with the best principles of self-governance;
- govern with a strategic perspective that understands the long term and systemic impacts of policies developed and decisions made;
- respect the roles assigned within the College’s structure;
- empower staff to implement policies developed by Council;
- ensure high standards by providing orientation to new Council members and assisting them in developing the skills and knowledge needed to govern effectively;
- ensure the College’s mandate is fulfilled through regular goal setting and monitoring;
- evaluate the collective and individual performance of the Council and Council members on an annual basis, identifying strengths and developmental needs;
- ensure that no officer, Council member, Committee of Council, or College staff member interferes with or hinders the fulfillment of the College’s mandate.
GOVERNANCE ROLES AND RESPONSIBILITIES

Council Responsibilities

The Council of the CPSO is responsible for:

- governing the affairs of the College in fulfilling its duty to serve and protect the public interest. When making decisions, the Council recognizes its obligation to reflect the values and expectations of society in fulfilling its statutory responsibilities;
- setting and monitoring the strategic direction of the College;
- establishing governing policies which, at the broadest levels, address: definition of executive authority, governance process, the relationship between Council and staff, and Council communication;
- approving statements of principles and positions related to College policy;
- discharging its statutory functions and fiduciary responsibilities in the public interest;
- appointing the Registrar, monitoring and evaluating the Registrar’s performance, and ensuring the Council’s goals for the College are met;
- ensuring appropriate resources are available to achieve the College’s mandate;
- monitoring the performance of the College.

Strategic Direction

Council is responsible for determining the strategic direction of the College and ensuring its implementation. In carrying out this responsibility, Council will:

- periodically evaluate the vision, mission, and values of the College;
- develop goals each year to forward the vision, mission, and values of the College and achieve the College’s strategic plan;
- implement decisions that are consistent with established goals;
- maintain awareness of issues (both internal and external) which may impact on the strategic direction of the College;
- conduct a general strategic review, when deemed necessary, and at least every five years.
Monitoring and Safeguarding

Financial Position of the College

The Council of the CPSO is responsible for the overall financial stability of the College. There are four key areas of responsibility which the Council must direct, approve, and monitor. These are:

1. financial planning (strategic direction of funds through the budgeting process to support the goals and strategies of the College, and ensure appropriate protection of College assets);
2. investment policy (strategic direction of investment of funds and appointment of investment managers as appropriate);
3. membership fee structure (approval of fee structure and determination of the adequacy of the fees);
4. auditing process (assurance that an appropriate internal and external auditing process is conducted. This includes recommendation to Council regarding the appointment of external auditors).

Implementation Process:

The Council will ensure that the financial planning process is part of the overall strategic planning process of the College.

The Council is responsible for ascertaining the financial implications of any new policy or program prior to approving it for implementation.

The Finance Committee shall oversee the four key responsibility areas above on behalf of Council and shall:

- report quarterly to Council on the state of College finances;
- prepare an annual statement to Council;
- make recommendations and provide advice regarding:
  - budget determination;
  - investment goals, strategies, and performance of College funds;
  - fee determination;
  - auditor’s reports and recommendations;
  - other financial matters that the Finance Committee deems relevant to put before the Council.
The Registrar and staff are responsible for providing:

- effective financial administration;
- financial technical support;
- timely and accurate information needed to disclose the financial status of the CPSO in the key responsibility areas, and any other financial information the Council requests.

To this end, the Registrar and staff will work in close collaboration with the Finance Committee to ensure the successful implementation of Council’s financial policies.

**College Performance**

Council must oversee the following four key areas:

1. ensure the statutory obligations of the College are carried out in an effective and efficient manner;
2. ensure that standing and ad hoc committees of the College set and achieve their goals and follow the principles of their mandates;
3. ensure that a timely reporting process exists for monitoring College performance and, where appropriate, allow for necessary modification of performance;
4. ensure that information from monitoring the performance outcomes of the College mandate is used in the strategic planning process of the College.

**Implementation Process:**

The Council is responsible for approving new policies and programs. College staff, with the committees, will implement and maintain these policies and programs.

The Council will ensure that the College committees measure and annually report their activities against the strategic direction of the College by:

- conducting performance reviews of their portion of the mandate;
- evaluating and measuring their performance against both policy and cost for each program area;
- making recommendations and providing advice on any discrepancies or areas that need improvement;
- bringing forward any other matter that a committee deems relevant to put before the Council.
The Registrar and staff are responsible for working in close collaboration with designated committees of Council to facilitate the development and execution of program plans to ensure:

- effective administration of committee mandates;
- technical support to committees as appropriate;
- reporting requirements to disclose performance status of committee mandate operations.

To this end, committee members will work in close collaboration with staff to develop recommendations for improved performance, new policies, and input to the strategic planning process.
Governance Roles and Responsibilities
Role Description – Committee Chair

ROLE DESCRIPTIONS
Governance Roles and Responsibilities
Role Description – College Council Member

College Council Member

Reports to (Title): Council
Administratively to President

Updated: February, 2010

Overview:
A Council member functions as a director of the CPSO and has the duty of participating fully in the governance of the CPSO, which is the self-regulating body for physicians and surgeons in the province of Ontario. In the fulfillment of the role of Council member, each Council member is responsible for upholding the vision of the CPSO, contributing to its mission, and acting in accordance with its values.

The major function is to establish College policy. Council members are both elected and appointed, bringing expertise relating to their constituencies. However, upon election or appointment, a Council member accepts a fiduciary responsibility for the management and administration of the College’s affairs.

A Council member provides a link between the College and those who elect and appoint them, and supports the President of the College who is the principal spokesperson for the College. Council members must act in the public interest at all times.

Major Responsibilities:
- Maintain a working knowledge of the legislation under which the College operates.
- Read and become familiar with the College’s By-laws and governance policies.
- Participate in establishing policy, strategic direction, and goals of the College to successfully meet its mission and purpose.
- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.
- Stay current on issues and events important to the medical profession and its stakeholders.
- Prepare for each Council meeting by reviewing meeting materials in order to understand the topics to be discussed, and the implications of policy and directional decisions.
- Attend each Council meeting and debate issues and policies pertaining to the College’s mandate. Once a decision has been taken, align fully with the decision and uphold its implementation.
Governance Roles and Responsibilities
Role Description – College Council Member

- Apply prudent and responsible thinking to the management of the affairs of the College in order that fiscally sound policies are applied in safeguarding the College’s assets.

- Follow the established policies and processes of the College regarding communications and committee programs to enhance the effectiveness of the College’s operations.

- When appointed to College committees, participate in the work of the committee toward the fulfillment of the purpose, mission, and vision of the College.

- Participate in the selection and appointment of a Registrar; monitor the performance of the Registrar through feedback reports by the College President or a designated committee; and participate in the determination of the annual compensation package of the Registrar.

- Ensure that appropriate succession planning of both Council leadership and the Registrar occurs so that the ongoing successful management of the CPSO is maintained.

- Engage in both an annual self and peer evaluation process to maintain successful performance of Council members.

Role Outcomes:
To define policy and monitor outcomes so that the College shall:

- regulate the practice of the medical profession in accordance with the laws of the province;

- develop, establish, and maintain standards of qualifications for physicians seeking certificates of registration to practice medicine in Ontario;

- develop, establish, and maintain standards of quality of the practice of medicine and the ethics of physicians and surgeons in the province;

- develop, establish, and maintain educational programs to ensure continuing competence of College members;

- adjudicate complaints against members of the profession ensuring the rights of the physician and the public are upheld;

- provide leadership by addressing health issues.
Principle Interfaces:

Internal:
- Other Council members
- Non-Council committee members
- Staff supporting committees

External:
- Members of the College (serves as an ambassador to the profession).
- The public
Desirable Behavioural Competencies

Key behavioral competencies that are essential for successfully performing this role:

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches, and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues, etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others' response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Non-Council Committee Member

Accountable to (Title): Council

Through: Committee Chair to Council President

Updated: February 2010

**Overview:**

As a non-Council committee member, each physician is responsible for upholding the vision of the CPSO, contributing to its mission, and acting in accordance with its values and policies.

Non-Council committee members are appointed by Council through the Governance Committee and assist the Council in carrying out the duties of the committee to which they are assigned. Non-Council committee members may bring specific expertise relating to the committee they serve.

**Major Responsibilities:**

- Is knowledgeable and supportive of Council policy, and the work and outcomes of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.

- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.

- When appointed to College committees, participates in the work of the College toward the fulfillment of its purpose, mission, and vision.

- Prepare for each committee meeting by reviewing pre-meeting materials in order to understand the topics to be discussed, and the implications of policy and directional decisions.

- Attend each committee meeting as required, and participate effectively around issues and policies pertaining to the committee’s mandate in a balanced, collaborative manner.

- Demonstrate cultural sensitivity in committee policy development, policy implementation, and communications and personally models behaviours described in the Council’s Code of Conduct.

- Engage fully in both an annual self and peer evaluation process to maintain successful performance of committee members.
Role Outcomes:

- Assist in the regulation of the practice of the medical profession in accordance with the laws of the province and the policies of the CPSO.

How far in advance must this position plan/execute its work? (i.e. daily, weekly, monthly, annually or longer.)

- Prepare and review materials related to committee membership. Timeframe dependent on the nature and tasks of the committee (see committee descriptions).

Principle Interfaces

Internal: Other committee members

Committee Chairs

Staff supporting committees

External: Members of the College (serves as ambassador for the CPSO to the profession).
Governance Roles and Responsibilities
Role Description –
Non-Council Committee Member

Desirable Behavioural Competencies

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Overview:
There are three types of committees that perform the work of the CPSO. These are comprised of statutory committees (i.e., Executive, Inquiries, Complaints and Reports, Discipline, Fitness to Practise, Registration, Patient Relations, and Quality Assurance), standing or operational committees (i.e., Education, Methadone, Governance, Outreach, Premises Inspection, and Finance) and ad hoc committees that are created by Council to undertake a particular project on behalf of the College on a time-specific basis. The role of the Committee Chair has some commonly held responsibilities that transcend specific committee mandates.

Chairs must be knowledgeable about the subject matter of the committee they lead and have the expertise necessary to fulfill its mandate. The Chair must understand the purpose of the committee, provide leadership to the committee to achieve its goals in a consistent, efficient, and balanced manner, and organize the committee’s work so that action is taken in an orderly and timely manner. The Chair reports the work of the committee to Council and facilitates Council’s understanding of this work. All Chairs are responsible for assessing whether their committee members have the resources and training to perform effectively in order to deliver on the mandate of the committee.

Major Responsibilities:

Leadership and Direction of the Committee

- Is knowledgeable and supportive of Council policy, and the work and responsibilities of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.

- Read and become familiar with the College’s By-laws and governance policies.

- Where applicable, works collaboratively with the other Chair to accomplish the work of the committee. If the other Chair is a non-Council committee member, they keep him or her informed of Council decisions and changes that occur.

- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.

- Works with the Committee and College staff to establish, monitor, and execute annual committee goals.
• Prepares for committee meetings by reviewing materials. Works with assigned staff in support of the successful fulfillment of the committee’s mandate.

• Conducts meetings in a timely and cost effective manner, and facilitates the meeting process so that all members have the opportunity to participate and accept tasks that best meet their skills and interests.

• Facilitates dialogue at committee meetings in a manner that welcomes all members’ perspectives on issues, encourages independent thinking, promotes alignment on decisions that are balanced and demonstrate good judgment for the successful fulfillment of the committee’s purpose.

• Manages conflict effectively. When necessary, brings matters to the attention of the Registrar and President.

• Demonstrates cultural sensitivity in policy development, policy implementation, and communications, and personally models behaviours described in the Council’s Code of Conduct.

• Obtains appropriate expertise pertinent to the committee’s work to provide a synthesis of information that identifies important issues for discussion or requiring action to efficiently expedite the committee’s work.

• Understands the relationship of the various activities of the College committees to facilitate decision-making and to provide clarity around responsibility.

• Ensures new committee members understand the purpose and functions of the committee. Helps to facilitate the succession process by working with the Governance Committee to recruit new committee members and subsequent committee Chairs.

• Evaluates the committee’s performance of its duties and works to implement improvements to ensure its continued effectiveness. Provides feedback to the Governance Committee on the performance of committee members annually.

• Enforces attendance guidelines with committee members to ensure that if more than three consecutive meetings are missed or if one third of all meetings within the year are missed that a member’s continued involvement with the committee is reviewed.

• Ensures that the committee provides feedback to the Governance Committee on the Chair’s performance. Participates in self-evaluation with the President to obtain feedback on own and committee’s performance.
Collaborative Linkage between the Committee and the College Management Staff

- Works in cooperation with College management and staff to ensure appropriate utilization of College resources in support of the committee’s work.

- Works in cooperation with College management in the development of the committee’s annual budget to allocate costs and expenses in a fiscally responsible manner.

**Key Representative of the Committee**

- Is the spokesperson for the committee to Council and within the College and ensures that Council is informed and understands the rationale for decisions made by the committee in the fulfillment of its mandate.

**Role Outcomes**

- Uphold policies and standards of the College in the fulfillment of committee duties.

- Decisions comply with appropriate legislation and CPSO policies.

- Reports to the College Council are made, as required, representing committee activities.

- Risk as it relates to the committee’s mandate is managed, and Council is alerted to pertinent issues in a timely manner.

- New policies are recommended to the Council, as required.

- Committee members are evaluated to support and promote the improvement of committee effectiveness.

- Interaction with College staff occurs by provision of information regarding the committee’s work. Interaction with staff is managed in a respectful, collegial manner.

**How far in advance must this position plan/execute its work?** (i.e. daily, weekly, monthly, annually or longer.)

- Preparation and attendance time is dependent on the nature and tasks of the committee (see Committee descriptions for more details).
Governance Roles and Responsibilities
Role Description – Committee Chair

Principle Interfaces
Internal: Council Committee Chair
Committee members
College staff
Council

External: Dependent on the mandate of the Committee
**Desirable Behavioural Competencies**

*Key behavioural competencies which are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** - Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality, stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Governance Roles and Responsibilities
Role Description –
Non-Council Committee Chair

Non-Council Committee Chair

Reports to (Title): Council
Administratively to President

Updated: February 2010

Overview:
There are three types of committees that perform the work of the CPSO. These are comprised of statutory committees (i.e., Executive, Investigations, Complaints and Reports, Discipline, Fitness, Registration, Patient Relations, and Quality Assurance), standing or operational committees (i.e., Education, Methadone, Governance, Outreach, Premises Inspection, and Finance) and ad hoc committees that will be created by Council, from time to time, to undertake a particular project on behalf of the College on a time-specific basis. Regardless of the purpose of the Committee, the role of the Committee Chair has some commonly held responsibilities that transcend specific committee mandates.

Chairs must be knowledgeable about the subject matter of the committee they lead and have the expertise necessary to fulfill its mandate. The Chair must understand and accept the purpose of the committee, provide shared leadership to the committee in order to achieve its goals in a consistent, efficient, and balanced manner, and share organization of the committee’s work so that action is taken in an orderly and timely manner. The Chair may report the work of the committee to Council and facilitates Council’s understanding of this work. All Chairs are responsible for assessing whether their committee members have the resources and training to perform effectively in order to deliver on the mandate of the committee.

Major Responsibilities:
All activities of the Non-Council Committee Chair will be conducted in a collegial and collaborative relationship with the Council Committee Chair.

Leadership and Direction of the Committee
• Is knowledgeable and supportive of Council policy, and the work and responsibilities of the committee. Is knowledgeable about the regulatory and statutory obligations of the committee and CPSO.

• Read and become familiar with the College’s By-laws and governance policies.

• Where applicable, works collaboratively with Chair to accomplish the work of the committee.
Governance Roles and Responsibilities
Role Description –
Non-Council Committee Chair

- Adhere to, respect and model behaviour described in the Statement on Public Interest, Council Code of Conduct, Conflict of Interest Policy, Apprehension of Bias Policy and Confidentiality Policy.

- Works with the committee and College staff to establish, monitor and execute annual committee goals.

- Prepares for committee meetings by reviewing materials. Works with assigned staff in support of the successful fulfillment of the committee’s mandate.

- Conducts meetings in a timely and cost effective manner, and facilitates the meeting process so that all members have the opportunity to actively participate and accept tasks that best meet their skills and interests.

- Facilitates dialogue at committee meetings in a manner that welcomes all members’ perspectives on issues, encourages independent thinking, promotes alignment on decisions that are balanced and demonstrate good judgment for the successful fulfillment of the committee’s purpose.

- Manages conflict effectively. When necessary, brings matters to the attention of the Registrar and President.

- Demonstrates cultural sensitivity in policy development, policy implementation, and communications, and personally models behaviours described in the Council’s Code of Conduct.

- Obtains appropriate expertise pertinent to the committee’s work to provide a synthesis of information that identifies important issues for discussion or requiring action to efficiently expedite the committee’s work.

- Understands the relationship of the various activities of the College committees to facilitate decision-making and to provide clarity around responsibility.

- Ensures new committee members understand the purpose and functions of the committee. Helps to facilitate the succession process by working with the Governance Committee to recruit new committee members and subsequent committee Chairs.

- Evaluates the committee’s performance of its duties and works to implement improvements to ensure its continued effectiveness. Provides feedback to the Governance Committee on the performance of individual committee members annually.

- Enforces attendance guidelines with committee members to ensure that if more than three consecutive meetings are missed or if one third of all meetings within the year are missed that a member’s continued involvement with the committee is reviewed.
Governance Roles and Responsibilities
Role Description –
Non-Council Committee Chair

- Ensures that the committee provides feedback to the Governance Committee on the Chair’s performance. Participates in self-evaluation with the President of the Council to obtain feedback on own and committee’s performance.

**Collaborative Linkage between the Committee and the College Management Staff**

- Works in cooperation with College management and staff to ensure appropriate utilization of College resources in support of the committee’s work.

- Works in cooperation with College management in the development of the committee’s annual budget to allocate costs and expenses in a fiscally responsible manner.

**Key Representative of the Committee**

- Either collaboratively with the Council Committee Chair or in the absence of the Council Committee Chair, is the spokesperson for the committee to Council and within the College and ensures that Council is informed and understands the rationale for decisions made by the committee in the fulfillment of its mandate.

**Role Outcomes:**

- Uphold the policies and standards of the College in the fulfillment of committee duties.

- Decisions comply with appropriate legislation and CPSO policies.

- Reports to the College Council are made, as required, representing committee activities.

- Risk as it relates to the committee’s mandate is managed, and Council is alerted to pertinent issues in a timely manner.

- New policies are recommended to the Council, as required.

- Committee members are evaluated to support and promote the improvement of committee effectiveness.

- Interaction with College staff occurs by provision of information regarding the committee’s work. Interaction with staff is managed in a respectful, collegial manner.

**How far in advance must this position plan/execute its work?** (i.e. daily, weekly, monthly, annually or longer.)

- Preparation and attendance time is dependent on the nature and tasks of the committee (see committee descriptions for more details).
Governance Roles and Responsibilities
Role Description –
Non-Council Committee Chair

**Principle Interfaces**

Internal:
- Council Committee Chair
- Committee members College
- Staff
- Council

External:
- Dependent on the mandate of the Committee
Key Behavioural Competencies

Key behavioural competencies that are essential for successfully performing this role:

Continuous Learning – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

Creativity – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

Effective Communication – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

Leadership – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

Planning & Initiative – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

Relationship Building – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

Results Oriented – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality, stakeholder satisfaction; revenues; etc.).

Stakeholder Focused – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

Strategic Thinking – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

Teamwork – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Governance Roles and Responsibilities
Role Description – President of the College

President of the College

Reports to (Title): Council
Date: November 2006

Overview:
The President of the College is the chief officer of the College and in conjunction with the Council, is ultimately responsible for the fulfillment of the vision, mission, values, and goals of the College. The President facilitates the work of the Council, its committees and the management of the College. The President undertakes responsibility for coordinating the operations of the Council and the Executive Committee and for evaluating the activities of the Registrar of the College to ensure that the policies and overall direction of the College are being implemented and managed effectively. The President of the CPSO is elected by the membership of the Council and is responsible to the Council for the satisfactory performance of these duties. The term of office is one year.

Major Responsibilities:
Leadership and Direction of the Council and the Executive Committee

- Provides strategic leadership by ensuring the vision of the College is articulated and acted upon by Council and staff to fulfill the mandate of the College as the self-governing body of the medical profession in Ontario.

- Facilitates the strategic planning process of the College in developing specific goals and objectives for the organization to deliver on its vision, mission, values, and goals.

- Leads the annual Council orientation process engaging all Council members in a common understanding of their role.

- Fosters a culture that promotes high morale and enthusiasm in order to achieve the highest standards and best practices when working towards the goals of the College. Serves as a role model to other Council members, in operating within the Code of Conduct for the Council.

- Chairs Council/Executive Committee meetings, co-coordinates and finalizes agenda items, facilitates active participation of members of Council/Executive Committee in meetings by encouraging open dialogue, guiding meetings efficiently, and providing thoughtful leadership on difficult or contentious issues.

- Is the key conduit for the Council with the College management staff to ensure the Council receives all the information it needs to fulfill its responsibilities.
• Initiates annual Council self-evaluation to ensure that the College governance performs to best practice standards and initiates performance improvement solutions, as appropriate. Submits to performance evaluation by Council and staff in role as President.

• Manages an orderly annual transition of the President’s function by developing an effective succession plan for the office of the President.

**Collaborative Linkage between the Council/Executive Committee and the College Management Staff**

• Represents the Council to the Registrar and College staff. Facilitates mutual understanding and respect through effective communication of Council policy, direction, and decisions.

• Works with the Registrar to ensure Council’s decisions are implemented.

• Is the key conduit for the Registrar with the Council and provides support, mentoring, and administration of the annual performance evaluation and compensation process for the Registrar on behalf of the Council.

**Senior Representative of the College to External Stakeholders**

• Represents the College by communicating Council-stated policies and positions both within and outside of the medical profession.

• Collaborates with outside organizations, agencies, and institutions to advance the goals and the profile of the College.

• Communicates with members of the College outside of specific regulatory activity.

**Role Outcomes:**

• Ensure the achievement of the CPSO vision, mission, values, and goals through attentive stewardship of the operations of the College Council and Executive Committee.

• Represent the voice of the College to all stakeholders.
How far in advance must this position plan/execute its work? (i.e. daily, weekly, monthly, annually or longer.)

- Long and short range strategic planning for CPSO.
- Plan for Executive Committee meetings one month in advance.
- Plan for Council meetings one to two months in advance.
- Available on a daily basis via electronic communications.

**Principle Interfaces**
Registrar – issues related to Council, and the College, strategic planning, performance review of Registrar
Members of Council – frequently, at meetings of Council
Executive Committee members – establishing agenda, at meetings
OMA President – co-chairs joint Executive meetings
Chiefs & Presidents of hospitals – chair Chief and President day at the College
Presidents of other health regulatory colleges – as required
Elected officials – as required
Media – lead College spokesperson
**Desirable Behavioural Competencies**

*Key behavioural competencies that are essential for successfully performing this role:*

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Teamwork** – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Governance Roles and Responsibilities
Role Description - Vice-President of the College

Vice-President of the College

Reports to (Title): President

Updated: November, 2006

Overview:
The Vice-President of the College is the deputy chief officer and shall discharge the duties of the President if the President is unavailable. The Vice-President participates in the leadership of the College with a view to ensuring smooth transition of governance. The term of office is one year.

Major Responsibilities:
• Assists the President in providing leadership to the College.

• In the absence of the President or in the case of conflict of interest involving the President, the Vice-President undertakes the President’s duties.

• Personally models behaviours described in the Council’s Code of Conduct.

• Is a member of the Executive Committee of the College.

• Through succession mentorship from the President, the Vice-President prepares for the President role by intensive learning regarding governance of the College and key issues of policy, direction and operation. The Vice-President ensures effective continuity of College business.

• Prepares for the President role by developing an appropriate working relationship with College staff in conjunction with the President.

• Provides counsel and support to the President of the College.

• In conjunction with the President, assumes leadership responsibilities consistent with the strategic goals and needs of the College.

Role Outcomes:
• Continuity of the College leadership.

• Leadership provided to committees.

• Role modeling for Council members who may wish to develop into key executives for the College.

• Possession of a comprehensive knowledge of the workings of the College committees.
How far in advance must this position plan/execute its work? (i.e. daily, weekly, monthly, annually or longer.)

- Assists in the planning of Executive Committee meetings and Council meetings.
- Available on a daily basis via electronic communications.
Desirable Behavioural Competencies

Key behavioural competencies that are essential for successfully performing this role:

Continuous Learning – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

Creativity – Is generating new solutions, developing creative approaches and implementing new approaches which lead to improved performance. It requires the ability to anticipate and lead change which contributes to organizational success.

Effective Communication – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

Leadership – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

Planning & Initiative – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

Relationship Building – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

Results Oriented – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

Stakeholder Focused – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

Strategic Thinking – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

Teamwork – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Governance Roles and Responsibilities
Role Description – Registrar of the College

Registrar of the College

Reports to (Title): Council

Date: November, 2006

Overview (Duties as outlined by Statute):
The Registrar of the College holds the most senior position on the College’s staff. The Registrar is accountable for ensuring compliance with statutory obligations as designated in the RHPA. The Registrar is responsible for coordinating the administrative and financial operations of the College’s staff, and for implementing and monitoring the policies set by the Council, ensuring that they are managed effectively. The Registrar leads the senior management team of the College and facilitates the work of the College staff through effective liaison with the President of the CPSO and the members of the College Council. The Registrar is hired by the Council and is responsible to the Council for the satisfactory performance of these duties.

Major Responsibilities:

Leadership and Direction of the College
• Supports Council in its strategic planning process by participating in the formulation of vision, mission, values, and goals that guide the activities of the College.

• Implements the vision, mission, values, and goals of the College in the fulfillment of its mandate as the self-governing body of the medical profession in Ontario.

• Directs the administrative and financial operations of the College to ensure that good management and fiscal practices are in place to safeguard College assets and resources. Provides timely monitoring and feedback to Council of the above.

• Carries out the Registrar’s statutory duties and oversees the College’s statutory obligations as set out in the RHPA. These include but are not limited to:
  o Oversees the maintenance of the CPSO register and the provision of information from the Registrar;
  o Ensures the issuance of licenses to qualified applicants;
  o Ensures the investigation of:
    a) professional conduct and performance of members about whom pertinent information has been received and
    b) fitness to practice of members about whom concern has been raised
Fosters a work culture that embodies high staff morale and enthusiasm in order to achieve the highest standards and best practices. Oversees the development of an effective and efficient organizational infrastructure to ensure continuous quality improvement in all areas of College activities.

Personally models behaviours described in the Council’s Code of Conduct.

Recruits high quality personnel, ensures an annual performance assessment and facilitates continuous professional development for College staff. Ensures appropriate human resources are acquired on a timely basis.

Participates in an annual performance evaluation by self, Council, and staff.

Facilitates an orderly annual transfer of Presidential responsibility.

Collaborative Linkage between the Council/Committees and the College Management Staff

Is the key conduit between the Council and the College staff to ensure the Council receives full information. Delegates authority to staff members to work with Council and committee members on College work.

Represents the College staff to the President and Council by facilitating mutual understanding and respect through effective communication of College activities.

Works in collaboration with the President to ensure Council’s decisions are implemented.

Provides senior management team (SMT) with information and feedback from Council.

Facilitates College President’s successful interaction with staff.

Senior Staff Representative of the College to External Stakeholders

In collaboration with the President, represents the College to enhance awareness of the CPSO and its activity.

Builds collaborative external relationships with relevant stakeholders to further the strategic goals of the College.

Communicates, where appropriate, regarding specific regulatory activity.
Role Outcomes:
Achievement of the CPSO vision, mission, values, and goals by:

- Attentive stewardship of the operations of the College;
- Fulfillment of statutory responsibilities;
- Maintenance of fiscal responsibility;
- Effective communication – internal and external;
- Advancement of the stature of the CPSO as a leader in the development of health policies and regulations.

How far in advance must this position plan/execute its work? (i.e. daily, weekly, monthly, annually or longer):

- Leads staff involvement in both long and short range strategic planning for CPSO;
- Consults with the President on a weekly basis;
- Provides information for Council and Executive Committee in a timely fashion;
- Conducts weekly senior management team meetings.
Governance Roles and Responsibilities
Role Description – Registrar of the College

Desirable Behavioural Competencies

Key behavioural competencies that are essential for successfully performing this role:

**Continuous Learning** – Involves taking actions to improve personal capability, and includes the ability to quickly understand and apply information, concepts, and strategies. Demonstrates an interest in continuous personal learning.

**Creativity** – Is generating new solutions, developing creative approaches and implementing new approaches that lead to improved performance. It requires the ability to anticipate and lead change that contributes to organizational success.

**Effective Communication** – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation, and responds appropriately. It is the ability to accurately listen, understand, and respond effectively with individuals and groups.

**Leadership** – Is the ability to take a role as leader of the Management Staff. Creates strong morale and spirit in his/her team. Shares wins and successes. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Planning & Initiative** – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

**Relationship Building** – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council-related goals and the College mission.

**Results Oriented** – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently; improves quality; stakeholder satisfaction; revenues; etc.).

**Stakeholder Focused** – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships, and discovering and meeting the stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Strategic Thinking** – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Teamwork** – Demonstrates cooperation with College Staff and within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a team player, does his/her share of work. Compromises and applies rules flexibly, and adapts tactics to situations or to others’ response. Can accept set-backs and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.
Relationships

Council's Relationship with the Registrar

- The Registrar is responsible to the Council, through the President, for facilitating the governance of the CPSO by the Council. While the ultimate responsibility of the Registrar is to the Council as a whole, the reporting pathway of the Registrar is through the President to the Council.

- The Council will provide direction to the Registrar, and through that office to the staff, on the vision, mission, values, and goals and will ensure the compliance of the Registrar and staff with these directives. The Registrar is delegated the authority and accountability to establish operating policies and procedures, make decisions, take actions, and develop activities to implement strategies that support the vision, mission, values, and goals of the College.

- The Registrar, and through the Registrar the staff of the CPSO, shall report regularly to Council on all matters, both internal and external, relevant to the Council and the College.

- The relationship between the Registrar and any individual Councillor is collegial and not hierarchical. Decisions or instructions from individual Councillors, officers or committees are not binding on the Registrar except when specifically authorized by Council. An example of Council authorized authority is the reporting relationship between the President of the College and the Registrar. The President is authorized to provide leadership direction and mentoring to the Registrar as required on the authority of the Council.

- The Council will establish a process that: at least on an annual basis, reviews and may revise the Registrar’s role and responsibilities, performance, and compensation. Only the Council can employ, terminate, discipline, or alter the conditions of employment of the Registrar.

Council’s Relationship with College Staff

A strong and effective relationship between Council members and College staff is essential. Each group plays an important part in achieving the College’s overall mandate. Council sets policy and staff determine how best to implement policy and deliver programs.

Ultimately, the Registrar must be able to manage staff resources effectively to deliver Council’s objectives. This involves prioritizing work and program resources.

The College conducts most of its core business through statutory committees whose duties are prescribed by law. Other priorities are managed, in part, through committees set out in the by-laws, and ad-hoc working groups and task forces established by Council.
The duties of many of these committees are quite technical and require a strong understanding of legal and regulatory restrictions. The College staff members who administer and support the committees possess a great deal of knowledge and experience. As a consequence, committees are dependent on staff to ensure that they have the information and advice required to effectively carry out their functions.

As the majority of College business is conducted through Committee work, Council members have a great deal of contact with members of the staff who support committees. Clearly, Council members must work closely with staff to effectively participate on a committee.

The following is a description of expectations to guide and to help ensure that relations between Council and staff are productive and the division of governance and operations/management is clear:

- Council and staff should continue to interact in the appropriate conduct of Committee business;
- Problems with staff should be worked through with the assistance of the President and the Registrar or staff Director;
- Council members should always be aware of their policy making role and should not engage in micro management;
- Staff members should always be aware of their role in carrying out the policy directions of Council, and should never act in a manner which exceeds or contravenes the policy set by Council, nor should staff ever purport to establish policy without the approval of Council;
- Requests by Council for support from staff in their role as Council members and outside of normal committee business should be coordinated respectively through the President and the Registrar.
COMMUNICATION
Communication with External Groups

In fulfilling the CPSO mandate, policy decisions and their implications shall be clearly communicated to external stakeholders in a timely manner. The Council will make the public, the profession, and the government of Ontario aware of the impact of CPSO policies.

Principal Goals:

1. The public is to be fully informed of the role, activities, policies of, and means of access to, the CPSO on a continuing basis by all appropriate means.

2. The profession is to be kept fully informed of the activities, strategic direction, and policies of the CPSO at all times.

3. The CPSO will communicate effectively with the government at all times.

Implementation:

Council meetings will be advertised and open to the public as space allows, except where the issues require “in camera” discussion.

A report of the activities, strategic direction, and decisions of the Council will be made available following each meeting of Council.

The College will undertake to communicate effectively with the public.

Communication with the media will be accomplished in accordance with the Council Media Policy as it applies to staff and Council members.

The College will undertake to communicate effectively with the profession.

The College will be respectful of linguistic diversity in communicating with physicians and external stakeholders.

Appointments will be made to externally-based groups and advisory bodies in accordance with CPSO strategic direction and policy. Such appointees will honour all CPSO policies and codes in carrying out their appointed duties, and will report to Council as directed by Council.
Media Relations Policy

The Communications Department receives over 200 media calls every month ranging from simple to broad, issue-oriented questions. In general, media calls are categorized as follows:

a. general calls for background information – once a journalist establishes a relationship with a particular individual, there are regular calls for information or suggestions. Often the discussions are not about the College specifically, but focus more on things that are happening in the health care system. Often the journalist calls looking for an idea, a contact or background information. These calls are not for attribution. Building this sort of relationship is important so that when there is a story about the College, there is a good relationship between the journalist and the College staff. These calls are managed by Communications.

b. specific calls about the Colleges processes or decisions – the majority of these calls focus around discipline decisions, registration issues, and complaints investigations. These calls generally require a significant amount of background information (how and why we do certain things), and an explanation about the process. Often, these calls are about situations that are currently in process at the College and we cannot comment on them publicly. These calls are managed by the staff in Communications and Government Relations.

c. request for an interview – these calls are a specific request for an official interview either in person or over the phone. They are usually taped.

Policy on Media Relations

This policy applies to College Council members, staff, legal counsel, and any other individual representing the College and relate to media inquiries about College business (approved by Council February 2000).

a. All media calls must be directed to the Communications Department at 416-967-2611 or 416-967-2600 x378. (This would include calls individuals might receive directly at their home or office.)

b. Category a) and b) calls are handled as outlined above.

c. Category c) requests for a formal interview are to be reviewed by the President and the Registrar to determine the most appropriate spokesperson. If the President is not available, the review should be undertaken by the Vice-President and the Registrar.
Governance Practices and Policies

Nominations Guidelines

**Purpose**

The Nominations Guidelines contain eligibility criteria and other information utilized to inform and guide nominations related decisions made by the Governance Committee and the College Council. They apply to the selection of committee chairs and committee members.

The guidelines are also a resource to members of Council and committees, staff, members of the profession and others. They help explain the processes and basis upon which nomination recommendations and decisions are made.

**Overview**

A key goal in the College’s 2001 strategic plan was to establish an effective and transparent governance model for the College. The College’s General Bylaw and the Governance Process Manual contain the foundational elements of this model. The Nominations Guidelines reside in the Governance Process Manual.

Pursuant to the General Bylaw, committee chairs and committee members are nominated and appointed annually.

The General By-Law also sets out eligibility and disqualification criteria for members of Council and College Committees (Appendix 1).

The Governance Process Manual sets out governance roles and responsibilities, governance practices and procedures, College Committee mandates, a key behavioural competency model and a performance feedback process.

Relevant to nominations, the Governance Manual sets out role descriptions and key behavioural competencies for Council and Non-Council Committee Chairs and Council and Non-Council Committee Members.

Council members provide annual expressions of interest, and non-Council members apply and are recruited to work on College committees. Committee chairs are asked by the Governance Committee to identify committee needs and requirements.

Every new committee member undergoes screening. The screening process includes an interview usually with the Chair of the Governance Committee and the chair of the relevant committee.
The Governance Committee oversees the entire nominations process and recommends nominations for committee chairs and membership to Council for approval. Council makes nominations related decisions. The Nominations Guidelines are based on best practices in areas including but not limited to:

- Defined competencies for committee chairs and members
- Commitment to orientation and training
- Commitment to succession planning and renewal

All committee appointments are for one year, coinciding with the College’s AGM.

A. Chairs

Committee Chair Selection

The nomination and appointment of qualified committee chairs is essential to effective committee governance.

The majority of College committees have one chair, though some committees have co-chairs. In addition, one College committee; the Inquiries, Complaints and Reports Committee, has a number of vice-chairs who are responsible for chairing specific specialty panels.

All chairs and vice-chairs are nominated and appointed annually pursuant to the General Bylaw.

It is recommended that chairs serve for no more than three consecutive years as chair of a specific committee.

Annual reappointment during the three year term depends on criteria, including link to Council, role requirements, demonstrated key leadership and committee-specific competencies, succession planning, term limits and performance, as described below.

Link to Council

Many College committees exercise independent decision-making authority. Examples include the Discipline, Fitness to Practise, ICR, and Quality Assurance Committees. However, the College Council develops and sets the overall policy framework for the work of College committees within and consistent with the legislative framework. Therefore, it is critical that committees have a strong link to Council.

It is recommended that all College Committees be chaired by a member of College Council or a member of Council’s Academic Advisory Committee. Non-Council members may chair
when the chair responsibility is shared with a member of Council. The exception is the Patient Relations Committee (PRC). There are no Council members on the PRC to avoid conflict and any perception of bias in relation to other College committee processes. PRC membership is set out in the Council By-Law.

**Committee Chair Role Descriptions**

Role descriptions and key behavior competencies for Council and non-Council Committee Chairs are set out in the Governance Process Manual.

Committee Chairs must have an understanding of and a commitment to the public interest mandate of the College.

Committee Chairs must also have an understanding of and commitment to the mandate of the committee they lead and have expertise relevant to its mandate. The Chair must provide leadership so that committee goals are achieved in a fair, effective, and efficient manner. The Chair liaises with staff and reports the work of the committee to Council and facilitates Council’s understanding of committee work. Further, Committee Chairs are required to assess whether their committee members have the resources and training to perform effectively within the mandate of the committee.

**Key Behavioural Competencies**

Key behavioural competencies for committee chairs accompany the role descriptions in the Governance Process Manual. Key competencies include:

Managing Competencies
- leadership
- planning and initiative
- continuous learning

Thinking Competencies
- creativity
- strategic thinking

Influencing Competencies
- relationship building
- effective communications

Achieving Competencies
- results oriented
- stakeholder focus
- team work

The managing competency, namely the ability to take on a role as leader, is required for the
role of College President and Chair of Council as well as a Committee Chair. Leaders have integrity and create positive morale and spirit on their teams. They share wins and success and demonstrate a positive attitude, energy, resilience and stamina. Leaders also have the courage to take risks.

It is expected that all committee chairs will demonstrate these key behavioural competencies and, the additional committee-specific competencies as described in the chart below,

<table>
<thead>
<tr>
<th>Committee</th>
<th>Committee-specific Chair Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Award</td>
<td>Past-President*</td>
</tr>
<tr>
<td>Education</td>
<td>Academic. Knowledge of educational initiatives and policies (CPD), Awareness of issues / matters affecting Ontario medical education.</td>
</tr>
<tr>
<td>Executive</td>
<td>President*</td>
</tr>
<tr>
<td>Discipline</td>
<td>Knowledge and understanding of administrative law principles, committee practices and College processes. Acquired, or actively developing, adjudicative skills (writing and panel chair). Commitment to hearing schedule and case management.</td>
</tr>
<tr>
<td>Finance</td>
<td>Good understanding of financial processes, significant budgeting experience.</td>
</tr>
<tr>
<td>Fitness to Practise</td>
<td>Knowledge and understanding of administrative law principles, committee practices and College processes. Acquired, or actively developing, adjudicative skills (writing and panel chair). Commitment to hearing schedule and case management.</td>
</tr>
<tr>
<td>Governance</td>
<td>Past-President*</td>
</tr>
<tr>
<td></td>
<td>(Whenever possible, it is recommended that the Chair should be a past president on Council or a past president who has not been off the Council more than 3 years)</td>
</tr>
<tr>
<td>Inquiries, Complaints and Reports (ICR)</td>
<td>Knowledge and understanding of administrative law principles, proper investigation practices, and College processes. Past or recent experience chairing a College screening committee.</td>
</tr>
<tr>
<td>Methadone</td>
<td>Familiar with methadone program, legislation, regulations, standards, guidelines.</td>
</tr>
<tr>
<td>Outreach</td>
<td>Interest and knowledge of member and public communications and stakeholder management.</td>
</tr>
<tr>
<td>Patient Relations</td>
<td>Proven awareness and understanding of sexual abuse and the impact of sexual abuse on patients, knowledge and understanding of boundary issues, knowledge of the field of psychological issues.</td>
</tr>
<tr>
<td>Premises Inspection</td>
<td>Familiar with College’s premises inspection program and applicable legislation, regulations, standards and guidelines. Knowledge of I and R and QA processes.</td>
</tr>
</tbody>
</table>
Familiar with College practice assessment and enhancement activities, I and R and QA processes, legislation, regulations, standards and guidelines.

Familiar with College’s registration policies, general understanding of credentialing, registration and certification processes. Understanding of medical academic issues an asset. Knowledge of QA and I&R

*As per General By-Law

**Succession Planning**

Succession planning is essential to maintaining and enhancing committee capacity. It is vital to:

- retain well qualified and experienced members to act in leadership roles, such as the role of Chair, and to mentor new members; and,
- bring in new appointments to refresh the membership on an ongoing basis.

This process of maintenance and renewal is necessary to ensure consistent committee capacity, and for ongoing succession planning.

Early identification and training of potential chairs as well as setting and adhering to term limits aid effective succession planning.

**Length of Terms**

Prior to 2006, there were no term limits for committee chairs. Council established term limits to guide nomination decisions and to foster committee renewal.

It is strongly recommended that chairs serve no more than three consecutive years as chair of a specific committee.

In cases where committees have two chairs or vice chairs, chair appointments are staggered where possible, to ensure consistency in leadership from one year to the next and for mentoring of new chairs.

**Participation in Training Opportunities**

Participation in College-mandated training is essential for all members of Council and committees. Committee chairs are expected to participate in all mandated training. This includes participating in Council’s annual orientation day (February) and maintaining CPD. This may also include other prescribed training or development programming.¹

¹ This has included for example sexual harassment and awareness training and diversity training.
Governance Practices and Policies
Nominations Guidelines

Governance Committee key considerations in making chair nomination decisions:

1. **Does the candidate demonstrate the key leadership competencies?**
2. **Does the candidate possess the committee specific chair competencies?**
3. **If the candidate has served as chair of the committee, or has previously chaired a College committee, what were the results of the chair performance assessment?**
4. **How many years of eligibility does the candidate have on the College Council?**
5. **If the candidate is a current committee chair, has he or she reached the 3 year term limit?**
6. **Is the candidate willing to chair the committee?**

B. COMMITTEE MEMBERS

**Committee Composition**

Just as College committees need to be led by skilled chairs, they also need the right mix of members who together have the ability to effectively discharge the responsibilities of the Committee. Committees must also be rejuvenated with new ideas and people through adequate succession planning.

As per the College’s by-laws, committee members are nominated and elected annually. Reappointment will depend on performance, length of tenure and committee-specific factors.

Committee requirements vary with the size, structure, mandates and panel composition and quorum requirements.

Annual reappointment criteria include, role requirements, demonstrated or commitment to develop committee-specific competencies, term limits, performance assessment, and succession planning as described below.

**Committee Member Role Description**

Role descriptions and key behavioral competencies for Council committee members and non-Council committee members are set out in the *Governance Process Manual*.

Committee members must have an understanding of and a commitment to the public interest mandate of the College.

Committee members must also have an understanding of and a commitment to the mandate of the Committee.
Key Behavioral Competencies

The key behavioral competencies for Council and non-Council committee members are as set out in the Governance Manual.

The Governance Committee also considers committee-specific competencies and resource requirements.

Technical Competence and Diversity

Proficiency with technology is essential as the College utilizes webmail and sharepoint, conducts meetings with electronic materials and anticipates further technical advancement.

Other considerations include proficiency in French and the fulfillment of regional, practice area and other diversity interests including gender balance.

Succession Planning

Succession planning is critical to ensuring balance and renewal on College committees. Ensuring the delivery of orientation and training programs, as well as setting and adhering to committee membership term limits, are important components to succession planning.

Length of Terms

In the past, there were no term limits for committee members. As a consequence, committee renewal was limited and inconsistent. As a general principle, it is recommended that committees have a 20% turnover (where possible) in membership on an annual basis.

It is also recommended that committee members should serve no longer than five consecutive years on operating committees. Operating committees include the Outreach, Finance, Governance committees. This five year membership limit would not apply to committee chairs.

Capping the length of committee member terms has the added benefit of clearly managing expectations, facilitating succession planning.

Certain statutory committees, such as the Discipline, QA, Registration and ICR committees, are exempt from the five-year committee member term limit. They are exempt to ensure that they are able to meet statutory panel composition and quorum requirements as well as to ensure they have a roster able to perform the work of the committee. The work of these committees is technical and complex and committee members require considerable training and experience to facilitate performance.
Orientation and Training

The College supports the orientation, training and mentorship of Council and non-Council committee members to ensure that the College’s statutory obligations and committee mandates are carried out in a fair, effective and efficient manner.

To this end, the College delivers an annual Council and Committee Orientation program. All Council and non-Council committee members are strongly encouraged to participate in the orientation program, held typically in February each year.

Council also has a mentorship program designed to welcome and support new members of Council. The assigned mentor is on Council and where possible, is on a Committee to which the new member is also appointed.

Annual committee-specific orientation, training and mentorship is developed and delivered by Committee Chairs and College support staff and may take place on multiple days throughout the year.

Council and committee members are expected to participate in defined training programs (i.e. annual orientation day, sexual harassment training as well as other training that may be identified).

Governance Committee key considerations in making committee membership nomination recommendations:

1. Does the committee have the necessary expertise and core competencies/skills to adequately discharge its mandate?
2. Are there any new members on the committee?
3. How many more years of eligibility does the candidate have on the committee?
4. How many more years of eligibility does the candidate have on the Council?
5. How has the committee member performed?
6. Does the candidate member function in the public interest?

Updated and approved by Council: December 2, 2016
Appendix 1

Eligibility and Disqualification Provisions in College By-Law

A summary of Council and committee eligibility and disqualification provisions that apply to elected members of Council, members of the Academic Advisory Committee and professional committee members in the College By-Law are contained below.

I Elected Members of College Council

Eligibility For Election

13. (1) A member is eligible for election to the council in an electoral district if, on the date of the election,

(a) the member is engaged in the practice of medicine in the electoral district for which he or she is nominated or, if the member is not engaged in the practice of medicine, is resident in the electoral district for which he or she is nominated;

(b) the member is not in default of payment of any fees prescribed in any regulation made under the *Regulated Health Professions Act, 1991* or the *Medicine Act, 1991*;

(c) the member is not the subject of any disciplinary or incapacity proceeding;

(d) the member's certificate of registration has not been revoked or suspended in the six years preceding the date of the election;

(e) the member's certificate of registration is not subject to a term, condition or limitation other than one prescribed in any regulation made under the *Regulated Health Professions Act, 1991* or the *Medicine Act, 1991*;

(f) the member is not a director or officer of the Ontario Medical Association, the Canadian Medical Protective Association, the Canadian Medical Association, or the Coalition of Family Physicians and Specialists of Ontario;

(g) the member does not hold a position which would cause the member, if elected as a councillor, to have a conflict of interest by virtue of having competing fiduciary obligations to both the College and another organization;

(h) council has not disqualified the member during the three years before the election date, and

(i) the member has completed and filed with the registrar a Conflict of Interest form by the deadline set by the registrar.

(2) A member is not eligible for election to the council who, if elected, would be unable to serve completely the three-year term prescribed by section 11 by reason of the nine-consecutive-year term limit prescribed by subsection 5(2) of the Health Professions Procedural Code.
Disqualification of Elected Members

22. (1) An elected member is disqualified from sitting on the council if the member,

(a) is found to have committed an act of professional misconduct or is found to be incompetent by a panel of the discipline committee;
(b) is found to be an incapacitated member by a panel of the fitness to practise committee;
(c) with respect to a council member elected after October 1, 2011, ceases to hold a certificate of registration that is not subject to a term, condition or limitation other than one prescribed in any regulation made under the *Regulated Health Professions Act, 1991* or the *Medicine Act, 1991*;
(d) fails, without cause, to attend three consecutive meetings of the council;
(e) fails, without cause, to attend three consecutive meetings of a committee of which he or she is a member;
(f) ceases to either practise or reside in the electoral district for which the member was elected;
(g) is in default of payment of any fee prescribed by College by-law for more than thirty (30) days;
(h) fails, in the opinion of council, to discharge his or her duties to the College, including having acted in a conflict of interest or otherwise in breach of College by-law, the *Regulated Health Professions Act 1991*, or the College’s governance policies;
(i) is or becomes a director or officer of the Ontario Medical Association, the Canadian Medical Protective Association, the Canadian Medical Association, or the Coalition of Family Physicians and Specialists of Ontario; or
(j) holds a position which would cause the member to have a conflict of interest by virtue of having competing fiduciary obligations to both the College and another organization.

II Academic Advisory Committee Members of Council

Academic Advisory Committee

24. (1) An Academic Advisory Committee shall be established and shall be composed of members appointed under this section.

(2) Between one and two months before the meeting of the council when the term of office of newly elected councillors starts, the dean of each faculty of medicine of a university in Ontario may appoint one member to the academic advisory committee.

(3) A member is eligible for appointment to the academic advisory committee if, on the date of the appointment,
Governance Practices and Policies
Nominations Guidelines

(a) the member is on the academic staff of the faculty of medicine;
(b) the member is not in default of payment of any fee payable to the College;
(c) the member is not the subject of any disciplinary or incapacity proceeding;
(d) the member's certificate of registration has not been revoked or suspended in the six years preceding the appointment;
(e) the member's certificate of registration is not subject to a term, condition or limitation other than one prescribed by a regulation; the member is not a director or officer of the Ontario Medical Association, the Canadian Medical Protective Association, the Canadian Medical Association, or the Coalition of Family Physicians and Specialists of Ontario; and
(f) the member does not hold a position which would cause the member, if appointed to the Academic Advisory Committee, to have a conflict of interest by virtue of having competing fiduciary obligations to both the College and another organization.

Disqualification of Selected Councillors

27. (1) A person selected as a councillor is disqualified from sitting on the council if the member,
(a) is found to have committed an act of professional misconduct or is found to be incompetent by a panel of the discipline committee;
(b) is found to be an incapacitated member by a panel of the fitness to practise committee;
(c) with respect to a council member selected after October 1, 2011, ceases to hold a certificate of registration that is not subject to a term, condition or limitation other than one prescribed through regulation;
(d) fails without cause, to attend three consecutive meetings of the council;
(e) fails, without cause, to attend three consecutive meetings of a committee of which he or she is a member;
(f) ceases to be on the academic staff of the faculty of medicine from which the member was selected;
(g) is in default of payment of any fee prescribed by College by-law for more than thirty (30) days;
(h) fails, in the opinion of council, to discharge his or her duties to the College, including having acted in a conflict or otherwise in breach of a College by-law, the Regulated Health Professions Act, 1991, or the College’s governance policies;
(i) is or becomes a director or officer of the Ontario Medical Association, the Canadian Medical Association, or the Coalition of Family Physicians and Specialists of Ontario; or
(j) holds a position which would cause the member to have a conflict of interest by virtue of having competing fiduciary obligations to both the College and another organization.
Ill Non-Council Committee Members of Council Appointment of Members to Committees

1. (1) The council may appoint a member of the College to a committee only if, on the date of the appointment,
   
   (a) the member practises medicine in Ontario or resides in Ontario;
   (b) the member is not in default of payment of any prescribed fees;
   (c) the member is not the subject of any disciplinary or incapacity proceeding;
   (d) the member’s certificate of registration has not been revoked or suspended in the six years preceding the date of the appointment; and
   (e) the member’s certificate of registration is not subject to a term, condition or limitation other than one prescribed by a regulation.

Appointment of Non-Members to Committees

(2) The council may appoint a person who is not a member of the College or a councillor to a committee.
Declaration of Adherence

Members of Council

I acknowledge that, as a member of Council of the College of Physicians and Surgeons of Ontario:

- I have read and am familiar with the College's By-laws and governance policies.
- I stand in a fiduciary relationship to the College.
- I am bound to adhere to and respect the By-laws and policies applicable to the Council, including without limitation, the following:
  - Statement on Public Interest
  - Council Code of Conduct
  - Conflict of Interest Policy
  - Impartiality in Decision Making Policy
  - Confidentiality Policy
  - Role Description of College Council Member
- I am aware of the obligations imposed upon me by Sections 36 (1) (a) through 36 (1) (k) of the Regulated Health Professions Act, 1991.
- I have also read Section 40 (2) of the Regulated Health Professions Act, 1991, a copy of which is attached to this undertaking, and understand that it is an offence, carrying a maximum fine on conviction for a first offence of $25,000.00, and a fine of not more than $50,000 for a second or subsequent offence to contravene subsection 36 (1) of the Regulated Health Professions Act, 1991. I understand that this means in addition to any action the College or others may take against me, I could be convicted of an offence if I communicate confidential information in contravention of subsection 36 (1) of the Regulated Health Professions Act, 1991, and if convicted, I may be required to pay a fine of up to $25,000.00 (for a first offence), and a fine of not more than $50,000 for a second or subsequent offence.
- Council members must avoid conflicts between their self-interest and their duty to the College. In the space below, I have identified any relationship I currently have with any organization that may create a conflict of interest by virtue of having competing fiduciary obligations to the College and the other organization (including, but not limited to, entities of which I am a director or officer).

__________________________________________________________

Signature:  
Print Name:  
Date:  

Updated and Approved by Council: September 6, 2012

College of Physicians and Surgeons of Ontario
Declaration of Adherence
Members of College Committees

I acknowledge that, as a member of a Committee of Council of the College of Physicians and Surgeons of Ontario:

- I have read and am familiar with the College’s By-laws and governance policies.
- I stand in a fiduciary relationship to the College.
- I am bound to adhere to and respect the By-laws and policies applicable to the Council, including without limitation, the following:
  - Statement on Public Interest
  - Council Code of Conduct
  - Conflict of Interest Policy
  - Impartiality in Decision Making Policy
  - Confidentiality Policy
  - Role Description of College Committee Member
- I am aware of the obligations imposed upon me by Sections 36 (1) (a) through 36 (1) (k) of the Regulated Health Professions Act, 1991.
- I have also read Section 40 (2) of the Regulated Health Professions Act, 1991, a copy of which is attached to this undertaking, and understand that it is an offence, carrying a maximum fine on conviction for a first offence of $25,000.00, and a fine of not more than $50,000 for a second or subsequent offence to contravene subsection 36 (1) of the Regulated Health Professions Act, 1991. I understand that this means in addition to any action the College or others may take against me, I could be convicted of an offence if I communicate confidential information in contravention of subsection 36 (1) of the Regulated Health Professions Act, 1991, and if convicted, I may be required to pay a fine of up to $25,000.00 (for a first offence), and a fine of not more than $50,000 for a second or subsequent offence.
- Committee members must avoid conflicts between their self-interest and their duty to the College. In the space below, I have identified any relationship I currently have with any organization that may create a conflict of interest by virtue of having competing fiduciary obligations to the College and the other organization (including, but not limited to, entities of which I am a director or officer).

____________________________________________________________
Signature: ______________________________
Print Name: ______________________________
Date: ______________________________

Updated and Approved by Council: September 6, 2012

College of Physicians and Surgeons of Ontario
Statement on Public Interest

Introduction
The College of Physicians and Surgeons of Ontario is the self-regulating body for the province’s medical profession. In carrying out its role as a regulator, it is the duty of the College to “serve and protect the public interest”\(^1\). All members of Council and committees, both public and professional work together to regulate in the public interest.

Role of Council and Committee Members
Professional and public members are members of the College Council and College Committees.

When making decisions on behalf of the College, Council and committee members must act in the public interest; that is, for the common good, not in the interest of its members or some of its members. The public interest must always be in the forefront of Council and committee decision making.

All members of Council must act in the public interest. This includes:

- Physician members who are elected to Council. They do not represent their electoral districts or “constituents”. Rather, they are elected to act in the public interest. Council’s “constituents” are the public and patients of Ontario.
- Academic professional members who are appointed to the College Council by their academic institutions are not appointed to represent the interests of their institutions.
- Public members of Council who are appointed by the Lieutenant Governor in Council to represent the public interest and not government.

It is possible that while advancing the public interest, the College can also collectively advance the interests of the profession. However, there may be times when the public interest and the interest of the profession may not align and when this occurs precedence shall be given to the public interest to ensure public protection.

Approved by Council: November 20, 2009

Updated:

\(^1\) Subsection 3(2) of the Health Professions Procedural Code

College of Physicians and Surgeons of Ontario
Council Code of Conduct

Purpose

In carrying out its objects, the College has a duty to serve and protect the public interest.

Council is committed to ensuring that in all aspects of its affairs it maintains the highest standards of public trust and integrity.

Application

This Code of Conduct applies to all members of Council and to all non-council members of Committees of Council.

Council Members’ Duties

All members of Council and Committees of Council stand in a fiduciary relationship to the College and are bound by the obligations that arise out of their fiduciary duties. As fiduciaries, Council and Committee members must act honestly, in good faith and in the best interests of the College.

Members will be held to strict standards of honesty, integrity and loyalty. A member shall not put personal interests ahead of the best interests of the College.

Members must avoid situations where their personal interests will conflict with their duties to the College. Members must also avoid situations where their duties to the College may conflict with duties owed elsewhere. These obligations are set out in greater detail in the College’s Conflict of Interest Policy.

Members must respect the confidentiality of information about the College. This duty is set out in greater detail in the College’s Confidentiality Policy.

Best Interests of the College

Members must act solely in the best interests of the College. All members are held to the same duties and standard of care. Members who are appointed or elected by a particular group must act in the best interests of the College even if this conflicts with the interests of that group.

Confidentiality

It is recognized that the role of Council member may include representing the College in the community. However, such representations must be respectful of and consistent with the Council member’s duty of confidentiality. Every Council member, committee members, officer and employee of the College shall respect the confidentiality of information about the College.
whether that information is received in a meeting of the Council or of a committee or is otherwise provided to or obtained by the member, officer or employee.

A member is in breach of his/her duties with respect to confidentiality when information is used or disclosed for purposes other than those of the College. The duty of confidentiality owed by members is set out in greater detail in the College’s Confidentiality Policy.

**Council Spokesperson**

The President is the official spokesperson for the Council. It is the role of the President to represent the voice of Council to all stakeholders.

**Media Contact and Public Discussion**

News media contact and responses and public discussion of the College’s affairs should only be made through the authorized spokespersons. Any member who is questioned by news reporters or other media representatives should refer such individuals to the Communications and Government Relations Department of the College, as set out in the Media Relations Policy.

No member of Council or a Committee of Council shall speak or make representations on behalf of the Council or the College unless authorized by the President (or, in the President’s absence, the Vice-President) and the Registrar. When so authorized, the member’s representations must be consistent with accepted positions and policies of the College.

**Respectful Conduct**

It is recognized that members bring to the Council and its committees diverse background, skills and experience. Members will not always agree with one another on all issues. All debates shall take place in an atmosphere of mutual respect and courtesy.

The authority of the President of Council must be respected by all members.

**Corporate Obedience – Council Solidarity**

Members acknowledge that properly authorized Council actions must be supported by all members. The Council speaks with one voice. Those Council members who have abstained or voted against a motion must adhere to and support the decision of a majority of the members.
Council Member Commitments

In addition to these general obligations, each member commits to:

- regularly attending all Council and/or committee meetings, being on time and engaging constructively in discussions undertaken at these meetings;

- preparing prior to each Council/committee meeting so that he or she is well-informed and thus able to participate effectively in the discussion of issues and policies;

- recognizing the President of the College as the principal spokesperson for Council and referring all requests for information as set out in the Media Relations Policy of the College;

- promoting the objectives of the College through outreach activities;

- stating to fellow councillors, committee members and College staff the member’s ideas and beliefs in a clear and respectful manner;

- where the views of a Council or committee member differ from the views of the majority of Council members, working together with Council toward an outcome in service of the highest good for the public, the profession and the College;

- upholding the decisions and policies of the Council;

- behaving in an ethical, exemplary manner;

- preserving confidentiality;

- being respectful of others in the course of a member’s duties and not engaging in verbal, physical or sexually harassing behaviour;

- respecting the boundaries of College staff whose role is neither to report to nor work for individual Council members;

- respecting the Conflict of Interest Policy of the College, including declaring all conflicts of interest and deriving no personal gain from being a Council or committee member;

- participating fully in both a self-evaluation and a peer evaluation process and endeavouring to address developmental needs in the member’s performance;

- willingly sharing committee work and actively stating the member’s preference for the committees with which he or she wishes to work;
• if a member becomes the subject of a hearing by the Discipline Committee or the Fitness to Practice Committee of the College, withdrawing from the activities of any committee on which the member serves until those proceedings are formally concluded.

Any member of Council or a Committee of Council who is unable to comply with this Code of Conduct, including any policies referenced in it, shall withdraw from the Council and/or Committees of Council.

Amendment

This Code of Conduct may be amended by Council.

Updated and approved by Council: November 24, 2006
Conflict of Interest Policy

Purpose

This policy defines conflict of interest and explains the duties of Council and committee members with respect to conflicts of interest.

Application

This policy applies to Council members and non-Council members of College committees (together referred to as “Members”).

Policy

All Members have a duty to act solely in the best interest of the College, consistent with the mandate of the College to act in the public interest, and to maintain the trust and confidence of the public in the integrity of the decision making processes of Council and College committees. To this end, Members must avoid or resolve conflicts of interest while performing their duties for the College. Even if there is no actual conflict of interest, Members must make best efforts to avoid situations that College members or a member of the public might consider or perceive as a conflict of interest.

Definition and Description of Conflict of Interest

Section 55 of the College’s General Bylaw (the “bylaw”) defines conflict of interest as follows:

A conflict of interest exists where a reasonable person would conclude that a Council or committee member’s personal or financial interest may affect his or her judgment or the discharge of his or her duties to the College. A conflict of interest may be real or perceived, actual or potential, direct or indirect.

The situations in which a potential conflict of interest may arise cannot be exhaustively set out. Conflicts generally arise in the following situations:

1. Interest of a Member: when a Member enters into any business arrangement either directly or indirectly with the College, or has a significant interest in a transaction or contract with the College;

2. Interest of a relative or association: when a Member’s immediate family or practice/business partner(s) enters into any business arrangement with the College;
3. Gifts: when a Member or a member of the Member’s household or any other person, company or organization chosen by the Member, accepts gifts, credits, payments, services or anything else of more than a token or nominal value from a party with whom the College may enter into a business arrangement (including a supplier of goods or services) for the purposes of (or that may be perceived to be for the purposes of) influencing an act or decision of the Council or a committee of the Council;

4. Other motivating or competing interests:

(a) Self-interest: when a Member exercises his or her powers motivated by self-interest or any purpose other than the public interest;

(b) Competing Fiduciary Obligations and Roles in Other Organizations: when a Member has competing “fiduciary obligations” (see below) to both the College and another organization, and the interests or mandate of that other organization may, or may be perceived to, conflict with or be inconsistent with the interests or mandate of the College. For example, the Member holds a position on the governing body of an organization that advocates for physicians generally or for particular specialists. This could conflict with, or be seen to conflict with, the Member’s duty to act in the public interest in his or her role with the College. Members are asked to identify, on the Declaration of Adherence form, any relationships with other organizations that may create a conflict of interest by virtue of having competing fiduciary obligations.

A Member should avoid placing him/herself under an obligation to or entering into a relationship with another organization that gives rise to competing professional interests in the performance of his/her duties with the College, even if the Member’s role in the other organization falls short of being a “fiduciary”.

What do we mean by “fiduciary”? A person who is in a special relationship of trust and confidence with an organization (or an individual) is said to be a fiduciary of that organization, and as such, is obligated to act in the interests of that organization over the interests of others, including the person’s own interests. By virtue of a Member’s position on Council, the Member is a fiduciary of the College. A physician who has an executive position on the OMA, for example, would be a fiduciary to the OMA.

5. Failure to disclose information: when Members fail to disclose information that is relevant to a vital aspect of the affairs of the College.
Process for Resolution of Conflicts of Interest

Acting in a conflict of interest is a breach of College policy and may be the basis for removal from Council or a Council committee. Section 56 to 59 of the General By-law (attached) contain a process for disclosing and resolving a potential conflict of interest. If Council is not satisfied that a conflict is resolvable through the process in the General By-Law, Council may ask the Member to resign or disqualify the Member.

Amendment

Council may amend this policy.

Updated and approved by Council: December 4, 2014
Appendix 1

Conflict of Interest Provisions in College By-Law

Definition of Conflict of Interest

55. A conflict of interest exists where a reasonable person would conclude that a council or committee member’s personal or financial interest may affect his or her judgment or the discharge of his or her duties to the College. A conflict of interest may be real or perceived, actual or potential direct or indirect.

Process for Resolution of Conflicts in Council Matters

56. A council member who has or may have a conflict of interest in connection with council business shall consult with the registrar and disclose the conflict to council at the earliest opportunity, and in any case before council considers the matter to which the conflict relates. If there is any doubt as to whether a conflict exists, the member must declare it to council and accept council’s decision as to whether a conflict exists.

57. A council member who has a conflict of interest shall:
   (a) disclose the conflict;
   (b) leave the room when council is discussing the matter; and
   (c) not vote on the matter, or try to influence the vote.

Process for Resolution of Conflict in Committee Matters

58. A committee member who has or may have a conflict of interest in connection with a matter before a committee shall consult with the appropriate committee support representative. For adjudicative committees, the committee member should consult with the Hearings Office. The committee member should disclose the conflict at the earliest opportunity, and in any case before the committee considers the matter. The committee member shall accept the Chair’s direction as to whether there is a conflict of interest and any steps the Chair takes or requires to resolve the conflict. Where the Chair has or may have a conflict of interest, the Chair shall accept the executive committee’s direction as to whether there is a conflict of interest and any steps the executive committee takes or requires to resolve the conflict.

Record of Declarations

59. Declarations with respect to conflicts of interest shall be recorded in the minutes of the meeting.
Impartiality in Decision Making Policy

Purpose

The purpose of this policy is to set out the appropriate processes for identifying and dealing with situations where a lack of impartiality might arise that could disqualify a member of a College committee from making a decision in a particular matter.

Application

Part I of this policy applies to all members of the Discipline and Fitness to Practice Committees in the context of a hearing involving a decision directly affecting the rights, interests or privileges of a named physician.

Part II of the policy applies to all members of College committees in the context of a meeting involving a decision directly affecting the rights, interests and privileges of a named physician or person.

This policy applies in addition to the Conflict of Interest Policy. This policy should be read in combination with Council’s policy on the Provision of Opinions by Committee Members, attached as Appendix 1 to this policy.

PART I

Avoiding Perceptions of Bias in Adjudicative Decisions of the Discipline and Fitness to Practice Committees

Background

The Regulated Health Professions Act, 1991 calls upon the Discipline and Fitness to Practice Committees in certain circumstances to make final decisions in the context of a hearing which could affect a physician’s rights, interests or privileges. Such final decisions are referred to in this policy elsewhere as “adjudicative decisions.”

A Council or non-Council committee member sitting in an adjudicative role, for example, in a disciplinary hearing, must be free of a reasonable apprehension of bias. Whether actual bias exists or can be demonstrated is largely irrelevant. A physician whose rights and privileges may be curtailed as a result of an adjudicative decision is entitled to decision-makers who are neither biased, nor appear to a reasonable person to be biased.

A reasonable apprehension of bias exists where a reasonable and informed person, viewing the matter realistically and practically, and having thought the matter through, would conclude that the decision-maker, whether consciously or unconsciously, may not decide the matter fairly and impartially.
Policy
A committee member should not adjudicate in a hearing where circumstances may give rise to a reasonable apprehension of bias on the part of the member.

Identifying the Potential for Bias
It is impossible to outline all circumstances in which a reasonable apprehension of bias could arise, or to give definitive answers in the abstract. There are many different kinds of relationships, events and conduct that may give rise to a reasonable apprehension of bias. Committee members should be aware of the potential for bias and seek advice whenever a potential, even remote, likelihood of bias exists. By way of example, the following circumstances will often create a reasonable apprehension of bias on the part of the decision-maker in respect of a particular proceeding:

- The member has an association, relationship, non-financial interest or activity that would be seen to be incompatible with his or her responsibilities as an impartial decision-maker. Examples of these include:
  - The panel member provided an opinion in a case for or against the subject physician;
  - The panel member is the current or former practice partner of the subject physician; or
  - The panel member is a close friend or relative of the subject physician or the complainant.

- The member has prior knowledge of a matter, for example if a party is appearing before the member for a second time (but see note below), or the member obtained information about the matter through previous employment or other form of work or activity. Note that prior knowledge of a matter obtained through work at the College may not always create a reasonable apprehension of bias, depending on the context and the committees involved; the member should consult the Hearings Office or his/her committee support representative.

- The member has made past statements or expressed views about issues relevant to the matter before him or her that suggests prejudgment of the issue, or the member’s past conduct or actions indicate prejudgment. The provision by a member of a letter of support (i.e. a character reference) to the College or a College committee in respect of a physician or facility for whom or which there is an investigation or review at any stage by the College may create a reasonable apprehension of bias; members should not provide these letters of support.
• An appearance of bias may arise from the member’s conduct during the hearing; examples include communicating with one party without the knowledge or inclusion of the other, overly aggressive questioning of one party, refusing to hear evidence, constant interruptions of one party, and laughing and making exasperated noises during testimony.

The following circumstances generally would not, of themselves, be considered to create a reasonable apprehension of bias on the part of a decision-maker in respect of a particular proceeding before a committee on which the member sits:

• The decision-maker went to medical school with the subject physician; or
• The decision-maker has attended educational conferences that the subject physician also attended.

Nothing set out above should be taken to interfere with the entitlement of a potential panel member to refuse to sit on a particular matter on the basis that he or she is of the view that an apprehension of bias may exist.

**Process for Dealing with Potential Bias in an Adjudicative Proceeding**

Prior to a particular matter coming before a panel of a committee, the Hearings Office, directly or indirectly through the independent legal counsel, should:

• provide each panel member with some basic information about the identity of the parties and their respective counsel or other representatives; and
• ask each panel member to advise whether he or she has had any interactions or relationship with the subject physician that could lead to a reasonable apprehension of bias in respect of that matter.

A committee member may at any time consult with the Hearings Office as to whether he or she should serve as a member of a panel hearing a particular matter, having regard to circumstances that might create a reasonable apprehension of bias on the part of the decision-maker.

Where at any time a committee member becomes aware of a circumstance or circumstances that might give rise to a reasonable apprehension of bias in respect of an adjudicative proceeding, he or she should immediately advise the Hearings Office. If the circumstance arises during the conducting of a hearing, the committee member should immediately notify independent legal counsel.
PART II

Maintaining Impartiality in Non-adjudicative Decisions of College Committees

Background

Most decisions made by College committees are non-adjudicative; that is, they are not final decisions which affect a physician’s rights, interests or privileges, which a committee arrives at through a hearing. However, similar principles of fairness may apply to these decisions as to adjudicative decisions. Accordingly, committee members must be aware of circumstances which could give rise to a perception that they are not able to decide a matter fairly and impartially because of some connection to or relationship with the physician or person about whom they are making a decision.

Policy

A committee member should not take part in a decision if a reasonable and informed person would conclude that the member is not able to decide fairly and impartially, for example, because of some connection to or relationship with the physician or person about whom they are making a decision.

Maintaining Impartiality

The standard of impartiality for non-adjudicative decisions may be lower than that for adjudicative decisions. In other words, circumstances that could create a reasonable apprehension of bias for an adjudicative decision may not raise concerns about the ability of a committee member to decide a matter fairly and impartially in a non-adjudicative context. Generally, committee members should appear amenable to persuasion and keep an open mind in making a decision about a physician or person outside the adjudicative or hearing context.

The factors that are relevant for determining whether there may be a reasonable apprehension of bias in adjudicative decisions are also relevant in the context of non-adjudicative decisions. The circumstances listed above under the heading “Identifying the Potential for Bias” in Part I should be used as a tool for determining whether circumstances create the potential for the appearance that a decision lacks fairness and impartiality. It may not be the case that a committee member has to refrain from making a decision due to these circumstances. However, committee members should be aware of the potential that a personal relationship or strongly held opinion may give rise to the perception that the member has a “closed mind”. Committee members should seek advice with respect to any concerns about maintaining impartiality.
Process for Maintaining Impartiality in Non-Adjudicative Decisions

When a committee member receives an agenda for a meeting, before reviewing the supporting materials, the member should review the names of the physicians and persons under consideration. The member should identify any physician or person about whom the member may not be able to reach an impartial and fair decision, or who may give rise to a perception that the member would not make an impartial and fair decision.

If the committee member identifies any such physician or person, the member should advise the committee support representative, who will consult with College counsel to determine if the member should or should not participate in the decision. The committee support representative will advise the member accordingly. The committee member should not review any materials relevant to such a physician or person until the matter is resolved.

If it is determined that there is a potential that the committee member would not make an impartial and fair decision, or a potential for a perception that the member would not make an impartial and fair decision, the member will leave the room or not participate in the conference call while the committee considers the particular physician or person’s case. The committee will not ask the committee member to review or discuss any materials regarding the matter.

Amendment

Council may amend this policy.

Updated and approved by Council: December 4, 2014
Appendix 1

Provision of Opinions by Committee Members

A. No member of Council or of any College Committee shall provide an opinion in respect of matters that are currently being investigated or reviewed in any College department or by any College Committee.

B. (1) Prior to agreeing to provide any professional opinion for any type of proceeding or potential proceeding outside of the College, Council or non-Council Committee members shall:

   i. satisfy themselves that the matter is not at any stage of investigation or review in any College department or by any College Committee by:
      a. asking the party who wishes to retain them if the matter is at the College; and
      b. contacting their committee support person to confirm that the matter is not at the College; and
   ii. satisfy themselves that the party who is retaining them does not intend to bring the matter to the College, and has received no indication that the opposing party has any intention to bring the matter to the College.

(2) After being retained to provide an opinion or act as an expert, the Council or Committee member must advise support staff for Council or the relevant Committee of his or her involvement in a proceeding or potential proceeding involving a member of the College ("subject member"), in order to ensure that the appropriate internal College screen be established, to be used if the need arises. This is to ensure that the expert Council or Committee member is not involved in any future College matter involving the subject member.

C. If the College begins an investigation or review of the subject matter after a Council or relevant Committee member has been retained to provide an opinion or act as an expert, but prior to the Council or Committee member providing a draft or final opinion or testifying (whichever comes first), the Council or Committee member shall (i) immediately end his or her retainer to provide an opinion or act as an expert, (ii) ensure that no confidential information about the matter is provided to any other Council or Committee member, and that no College information is provided to any participant in the matter outstanding with the College, and (iii) recuse him/herself from the matter outstanding with the College.
D. If the College begins an investigation or review of the subject matter after a Council or Committee member provides any draft or final opinion or testifies in a proceeding, the Council or Committee member shall (i) immediately notify the College support person of the Council or Committee member’s involvement in the case, (ii) ensure that no confidential information about the matter is provided to any other Council or Committee member, and that no College information is provided to any participant in the matter outstanding with the College, and (iii) recuse him/herself from the matter outstanding with the College.

FAQs relating to the Conflict of Interest Policy and Impartiality in Decision Making Policy are available at this link.
Confidentiality Policy

**Purpose**
To ensure that confidential matters are not disclosed until disclosure is authorized by the Council.

**Policy**
Council and Committee members owe to the College a duty of confidence; not to disclose or discuss with another person or entity or to use for their own purpose, confidential information concerning the business and affairs of the College received in their capacity as Council and/or Committee members unless otherwise authorized by the Council.

Every Council or Committee member shall ensure that no statement not authorized by the Council is made by him or her to the press or public.

**Application**
This policy applies to all Council and non-Council Committee members.

**Confidential Matters:**

All matters which are the subject of closed sessions of the Council are confidential until disclosed in an open session of the Council.

All matters which are before a committee or task force of the Council are confidential until disclosed in an open session of the council.

All matters which are the subject of open sessions of the Council are not confidential.

Notwithstanding that information disclosed or matters dealt with in an open session are not confidential, no Council member shall make any statement to the press or the public in his capacity as a Council member unless such statement has been authorized by the Council. Council members are referred to Council's Media Relations Policy.
Governance Practices and Policies
Confidentiality Policy

1. Every Council member and Committee member is subject to section 36 (1) of the
Regulated Health Professions Act, 1991 which provides as follows:

36. (1) Every person employed, retained or appointed for the purposes of the administration of this
Act, a health profession Act or the Drug and Pharmacies Regulation Act and every member of a
Council or committee of a College shall keep confidential all information that comes to his or her
knowledge in the course of his or her duties and shall not communicate any information to any other
person except,

(a) to the extent that the information is available to the public under this Act, a health profession
Act or the Drug and Pharmacies Regulation Act;

(b) in connection with the administration of this Act, a health profession Act or the Drug and
Pharmacies Regulation Act, including, without limiting the generality of this, in connection
with anything relating to the registration of members, complaints about members, allegations
of members’ incapacity, incompetence or acts of professional misconduct or the governing of
the profession;

(c) to a body that governs a profession inside or outside of Ontario;

(d) as may be required for the administration of the Drug Interchangeability and Dispensing Fee
Act, the Healing Arts Radiation Protection Act, the Health Insurance Act, the Health
Protection and Promotion Act, the Independent Health Facilities Act, the Laboratory and
Specimen Collection Centre Licensing Act, the Long-Term Care Homes Act, 2007, the
Retirement Homes Act, 2010, the Ontario Drug Benefit Act, the Coroners Act, the Controlled
Drugs and Substances Act (Canada) and the Food and Drugs Act (Canada);

(d.1) for a prescribed purpose, to a public hospital that employs or provides privileges to a
member of a College, where the College is investigating a complaint about that member or
where the information was obtained by an investigator appointed pursuant to subsection 75
(1) or (2) of the Code, subject to the limitations, if any, provided for in regulations made
under section 43;

(d.2) for a prescribed purpose, to a person other than a public hospital who belongs to a class
provided for in regulations made under section 43, where a College is investigating a
complaint about a member of the College or where the information was obtained by an
investigator appointed pursuant to subsection 75 (1) or (2) of the Code, subject to the
limitations, if any, provided for in the regulations;

(e) to a police officer to aid an investigation undertaken with a view to a law enforcement
proceeding or from which a law enforcement proceeding is likely to result;

(f) to the counsel of the person who is required to keep the information confidential under this
section;

(g) to confirm whether the College is investigating a member, if there is a compelling public
interest in the disclosure of that information;

(h) where disclosure of the information is required by an Act of the Legislature or an Act of
Parliament;

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College of Physicians and Surgeons of Ontario
Governance Practices and Policies
Confidentiality Policy

(i) if there are reasonable grounds to believe that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons;

(j) with the written consent of the person to whom the information relates; or

(k) to the Minister in order to allow the Minister to determine,

i) whether the College is fulfilling its duties and carrying out its objects under this Act, a health profession Act, the Drug and Pharmacies Regulation Act, or the Drug Interchangeability and Dispensing Fee Act, or

ii) whether the Minister should exercise any power of the Minister under this Act, or any Act mentioned in subclause (i). 2007, c. 10, Sched. M, s. 7 (1); 2014, c. 14, Sched. 2, s. 10; 2017, c.11, Sched. 5,s. 2(1.2).

2. Every individual who contravenes subsection 36 (1) of the Regulated Health Professions Act, 1991 is guilty of an offence and on conviction is liable to a fine of not more than $25,000.00 for a first offence and a fine of $50,000 for subsequent offences.

Procedure for Maintaining Minutes

1. Minutes of closed sessions of the Council shall be recorded by the Secretary or designate or if the Secretary or designate is not present, by a Council member designated by the President of the College.

2. All minutes of closed sessions of the Council shall be marked confidential and shall be handled in a secure manner.

3. All minutes of meetings of committees and task forces of the Council shall be marked confidential and shall be handled in a secure manner.

Amendment: This policy may be amended by Council.

Approved by Council: November 24, 2006

Updated: February, 2010
COLLEGE COMMITTEES
College Committees

Much of the work of the College is conducted through College committees. There are three types of committees. They include statutory committees, by-law committees and ad hoc committees and task forces.

Statutory committees are set out in the College’s governing legislation, the Regulated Health Professions Act and the Medicine Act. They include:

- Discipline Committee
- Executive Committee
- Fitness to Practise Committee
- Inquiries, Complaints and Reports Committee
- Patient Relations Committee
- Quality Assurance Committee
- Registration Committee

Operating committees are set out in the College by-laws and are operational in nature. They include:

- Council Award Selection Committee
- Education Committee
- Finance Committee
- Governance Committee
- Methadone Committee
- Outreach Committee
- Premises Inspection Committee

Working groups/task forces are established to address specific issues. These groups are established by Council and are generally time limited and deal with a particular problem or issue.
Committee Mandates

Discipline Committee
The Discipline Committee conducts hearings of specified allegations of professional misconduct or incompetence that are referred by the Inquiries, Complaints and Reports Committee. A discipline panel is comprised of at least three members – two must be public members and one must be a physician member of Council. With the addition of two physicians, panels are typically made up of five Discipline Committee members.

If the panel finds that the physician has committed an act of professional misconduct or is incompetent, it can make an Order directing the Registrar to:

- revoke the physician's certificate of registration;
- suspend the physician's certificate; and/or
- impose specified terms, conditions or limitations on the physician's certificate.

If the panel finds the physician has committed an act of professional misconduct, it can also make an Order:

- requiring the physician to appear before the panel to be reprimanded;
- requiring the physician to pay a fine of not more than $35,000 to the Minister of Finance; and
- If the act of professional misconduct was the sexual abuse of a patient, requiring the physician to reimburse the College for funding provided for the patient for counselling and therapy, and requiring the physician to post security to guarantee payment.

If the panel finds the physician has committed an act of professional misconduct by sexually abusing a patient, the panel must:

1. reprimand the physician; and
2. revoke the physician’s certificate if the sexual abuse consisted of or included certain acts.

In an appropriate case, the panel may also order the physician to pay all or part of the College’s legal, investigation and hearing costs and expenses or, if it is of the opinion that the commencement of the proceedings was unwarranted, require the College to pay all or party of the member’s legal costs.

The Discipline Committee also hears applications for reinstatement and motions to vary prior orders of the Committee.
Education Committee
The Education Committee works with the six faculties of medicine and the Council of the Ontario Faculties of Medicine to strengthen medical training programs at the undergraduate, postgraduate and continuing education levels. The Committee advises other College Committees on issues related to education and professionalism and assists the Registration Committee in setting educational standards for certificates of registration in Ontario.

Executive Committee
The Executive Committee is chaired by the President. It considers policy and operational issues of significance, and can make decisions on behalf of Council between Council meetings. The composition of the Executive Committee is set out in the College’s General By-Law.

Finance Committee
The Finance Committee is responsible for reviewing the financial affairs of the College and reporting directly to Council. It reviews such matters as investment policy, control of assets, the auditor’s report, and the College’s overall financial position.

The Finance Committee is directly and indirectly involved in reviewing and/or making recommendations to Council concerning any financial matter affecting the functioning of the College, including: the banking of the College’s funds, investments, borrowing of monies, levels of approval and disbursement procedures relating to purchased goods and services, major items concerning the building, the findings of the external annual audit, the annual budget preparation and the remuneration paid to members of the College whole on College business. It also reviews the College’s annual financial position.

Fitness to Practise Committee
The Fitness to Practise Committee conducts hearings of allegations concerning a physician’s capacity to practise medicine that are referred by an incapacity inquiry panel of the Inquiries, Complaints and Reports Committee. A fitness to practise panel is comprised of at least three members – one must be a public member of Council.

If the Committee finds that the physician is incapacitated, it can make an Order directing the Registrar to:

- revoke the physician’s certificate of registration;
- suspend the physician’s certificate; and/or
- impose specified terms, conditions or limitations on the physician’s certificate.

The Fitness to Practise Committee also hears applications for reinstatement and motions to vary prior orders of the Committee.
Inquiries, Complaints and Reports Committee
The Inquiries, Complaints and Reports ("ICR") Committee is a new College committee, implemented on June 4, 2009 following the passage of the Health System Improvements Act, 2007. The ICR Committee oversees all investigations into members’ care, conduct and capacity, including complaints investigations, Registrar’s investigations, and inquiries into members’ capacity to practise.

The ICR Committee may be called upon to provide investigative direction to staff, and is required to dispose of investigations with a decision. Examples of decisions the ICR Committee may make include:

- requiring members to attend before a panel of the ICR Committee to be cautioned in person
- referring allegations of professional misconduct and/or incompetence to the Discipline Committee
- referring matters of incapacity to the Fitness to Practise Committee
- requiring members to complete a specified education or remediation program
- taking any other action which is not inconsistent with the legislation (including taking no action and accepting members’ undertakings)

A quorum of the ICR Committee consists of 3 members, including at least 1 member of Council appointed by the Lieutenant-Governor in Council. Panels of the ICR Committee may vary in size from 3 – 6 members. Several committee meetings are held monthly. These meetings consist primarily of reviewing documentary information relating to investigations, and by law are not open to members or the public.

Governance Committee
The Governance Committee monitors the governance process adopted by Council and develops Governance policies and practises to ensure an effective system of governance. It also recommends to Council changes to governance processes and oversees the nominations process. This includes making recommendations to Council regarding the membership and leadership of College committees. In addition, the Governance Committee nominates other officers, officials or other people acting on behalf of the College.

Methadone Committee
The Methadone Committee was established to oversee a program to improve the quality and accessibility of methadone maintenance treatment in the treatment of opioid dependence. The College actively manages the practise of methadone prescribing as a formal partner with the Mental Health & Addictions Branch of the Ministry of Health and Long-Term Care. The program receives full funding for all methadone registry, staff, physician assessments and other activities.
Outreach Committee
The Outreach Committee works with the Policy and Communications Division to help develop major communications and outreach initiatives to the profession and public. It also assists in the development of major communication and government relations strategies. In addition, it develops plans to deliver on each of the communications and outreach related components of the strategic direction.

Patient Relations Committee
The Patient Relations Committee advises Council with respect to the patient relations program. The Regulated Health Professions Act (RHPA) established that all Colleges must have a patient relations program that includes measures for preventing or dealing with sexual abuse of patients by members. The measures must include:

- educational requirements for members
- guidelines for the conduct of members with their patients
- training for the college’s staff
- and the provision of information to the public. (The Health Professions Procedural Code, Schedule 2 to The Regulated Health Professions Act(S.84))

The committee is also responsible for administering a program of funding for therapy and counselling for persons who, while patients, were sexually abused by members.

Premises Inspection Committee
The Premises Inspection Committee is responsible for administering and governing the College’s premises inspection program in accordance with Part XI of Ontario Regulation 114/94. The duties of the Committee are set out in the College’s General By-Law. The premises inspection program and Committee will begin its work once the “Premises” regulation is officially filed by government. A quorum consists of three members of the Committee, at least one of whom is a person who is not a member of the College.

Quality Assurance Committee
The Quality Assurance Committee develops, establishes and maintains:

- programs and standards of practice to assure the quality of practice of the profession and;
- standards of knowledge and skill, and programs to promote continuing competence among physicians.
Registration Committee

The Registration Committee reviews the applications of physicians who wish to become members of this College, but do not fulfil the requirements for the issuance of a certificate of registration. After considering an application, the committee is charged with taking appropriate action within the powers granted to it under the law. The Registration Committee is also responsible for the development of policies and regulatory changes pertaining to registration requirements for entry to practice, whether they are for training programs or for independent registration.

Updated: February 2010
KEY BEHAVIOURAL COMPETENCY MODEL

Approved: November 11, 2003
**Key Behavioural Competencies – Thinking Competency**

**Definition:**
Creativity – Is generating new solutions, developing creative approaches and implementing new approaches which lead to improved performance. It requires the ability to anticipate and lead change which contributes to organizational success.

**Standards for Performance Management and Evaluation:**

**Unskilled:**
- Narrow, tactical, cautious and conservative
- May be more comfortable with the past, prefers the tried and true
- Avoids risk and doesn’t seek to be bold or different
- Uses old solutions for new problems
- May chill the creative initiatives of others

**Skilled:**
- Identifies new or unique ways to improve performance and implements an improved process which is new and different
- Anticipates and leads change
- Is creative in conceptualizing change and setting the direction for significant change and improvement
- Creates and nurtures an environment to ensure that concepts are actualized

**Overused Skill:**
- May get so infatuated with marginally productive new ideas that he/she wastes time
- May not follow through after the idea
- May be disorganized or poor at detail
- May not relate well to those less creative
- May get involved in too many things at once
**Key Behavioural Competencies – Thinking Competency**

**Definition:**
Strategic Thinking – Understands the implications of decisions and strives to improve organizational performance. It requires an awareness of organizational issues, processes, and outcomes as they impact key stakeholders and the organization’s strategic direction.

**Standards for Performance Management and Evaluation:**

**Unskilled:**
- Doesn’t understand the purpose or strategy of the organization
- May be a very dedicated functional or professional expert
- May be narrowly tactical
- Lacks interest or experience in the broader focus of the organization
- May lack the disciplined thought processes necessary to construct a strategic view

**Skilled:**
- Knows how the purpose and strategy of the organization works
- Knowledgeable in current and possible future policies, practices, trends and information affecting his/her organization
- Is aware how strategies and tactics impact the external environment
- Can accurately paint credible pictures and visions of possibilities and likelihoods

**Overused Skill:**
- May overdevelop or depend upon organizational and environmental knowledge and skills at the expense of personal, interpersonal, managerial and leadership skills
- May not be tolerant of, or have patience with, day-to-day details
- May not be able to communicate with tactical or less complex people
Key Behavioural Competency Model

Key Behavioural Competencies – Self-Managing Competency

Definition:
Planning and Initiative – Recognizes and acts upon present opportunities or addresses problems. Displays effective use of time management skills. Is able to plan and organize workflow and meetings in an efficient manner to address the opportunity or problem.

Standards for Performance Management and Evaluation:

Unskilled:
- Doesn’t plan for much
- Fails to recognize opportunities
- May be a seat-of-the-pants performer scratching it out at the last minute
- Doesn’t follow an orderly method of setting goals and laying out work
- May be uncomfortable with structure and process flow
- May be disdainful of planning and come across to others as loose or too simple
- May not have the patience to establish goals and objectives, scope out difficulties, plan for task completion, develop schedules, and do roadblock management
- May be confusing to work for and with
- May be de-motivating to others who work with him/her

Skilled:
- Recognizes and acts upon present opportunities as they arise
- Accurately scopes out length and difficulty of tasks and projects
- Sets objectives and goals
- Breaks down work into the process steps
- Develops schedules and task/people assignments
- Anticipates and adjusts for problems and roadblocks
- Measures performance against goals
- Evaluates results

Overused Skill:
- May be fire-ready-aim type
- May get impatient and jump to conclusions too soon
- May be overly dependent on rules, regulations, procedures, and structure
- May leave out the human element of the work
- May be inflexible and have trouble with rapid change
Key Behavioural Competencies – Self-Managing Competency

Definition:
Continuous Learning – Involves taking actions to improve personal capability and includes the ability to quickly understand and apply information, concepts and strategies. Demonstrates an interest in continuous personal learning.

Standards for Performance Management and Evaluation:

Unskilled:
- Doesn’t change or adapt to his/her surroundings or situation
- May have a view that being true to oneself is all that matters
- May see adjusting to others as a sign of weakness
- Doesn’t seek or listen to personal feedback
- Not a people watcher or studier, doesn’t see or understand their reactions to him/her
- May be arrogant or defensive

Skilled:
- Picks up on the need to change personal, interpersonal and leadership style quickly
- Watches others for their reaction to his/her attempts to influence and performs, adjusts as needed
- Seeks feedback
- Is sensitive to changing personal demands and requirements and changes accordingly

Overused Skill:
- May be seen as too changeable
- May shift situationally too easily and leave the impression of being wishy-washy
- May err towards doing things differently rather than remaining the same
- May confuse people by experimenting and being so adaptable
Key Behavioural Competencies – Influencing Competency

Definition:
Relationship Building – Is working to build or maintain ethical relationships or networks of contacts with people who are important in achieving Council related goals and the College mission.

Standards for Performance Management and Evaluation:

Unskilled:
- Doesn’t relate smoothly to a variety of people
- May not build relationships easily – may lack approachability or good listening skills
- Doesn’t take the time to build rapport
- May be too raw and direct at times
- May be excessively work oriented or intense
- May be impatient to get on with the agenda, judgmental or arrogant toward others
- May not read others well
- May freeze or panic in the face of conflict, attack or criticism
- May be shy or lack confidence around others

Skilled:
- Relates well to all kinds of people, up down, and sideways inside and outside the organization
- Builds appropriate rapport
- Builds constructive and effective relationships
- Uses diplomacy and tact
- Can defuse even high-tension situations comfortably

Overused Skill:
- May spend too much time building networks and glad-handing
- May not be taken as substantive by some
- May not be a credible take-charge leader when that’s necessary
- May have some trouble and freeze when facing serious conflict
Key Behavioural Competency Model

Key Behavioural Competencies – Influencing Competency

Definition:
Effective Communication – Is willing and able to see things from another person’s perspective. Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation and responds appropriately. It is the ability to accurately listen, understand and respond effectively with individuals and groups.

Standards for Performance Management and Evaluation:

Unskilled:
- Does not actively listen to others.
- Unable to see things from other people’s perspective.
- Frequently interrupts, is preoccupied and does not pay attention to the discussion.
- Responds in an abrasive, inappropriate manner.

Average:
- Demonstrates objective and active listening.
- Is approachable and behaves in a helpful and responsive manner.
- Listen to others (individuals and groups) and is able to understand non-verbal cues and other people’s feelings and emotions and responds to them with sensitivity.
- Demonstrates the ability for accurate insight into other people’s/group’s behaviour and motivation and responds appropriately.

Skilled:
- Is capable of accurate assessment and sensitivity to the underlying root cause/concerns for individual or group behaviour patterns.
- After assessing the problem/issue makes a proactive/timely effort to help people/groups resolve the issues/problems.
- Proactively surfaces and addresses issues in a straightforward manner.

Overused Skill:
- May spend too much time listening.
- May avoid necessary action.
- May spend too much time communicating information.
- Others may confuse listening with agreement or responding with agreement.
Definition:
Results Oriented – Makes specific changes in own work methods or systems to improve performance beyond agreed standards (i.e., does something faster, at lower cost, more efficiently, improves quality, stakeholder satisfaction, revenues etc.)

Standards for Performance Management and Evaluation:

Unskilled:
• Doesn’t deliver results consistently
• Doesn’t get things done on time
• Wastes time and resources pursuing non-essentials
• Something always get in the way – personal disorganization, failure to set priorities, underestimating timeframes, overcoming resistance
• Not bold or committed enough to push it through
• Procrastinates around whatever gets in his/her way
• Doesn’t go all out to complete tasks
• Does the least to get by

Skilled:
• Can be counted on to exceed goals successfully
• Is constantly and consistently one of the top performers
• Very bottom-line oriented
• Steadfastly pushes self and others for results

Overused Skill:
• May go for results at all cost without appropriate concern for people, teams, due process, or possibly norms and ethics
• May have high turnover under him/her due to the pressure for results
• May not build team spirit
• May not celebrate and share success
• May be very self-centred
**Key Behavioural Competencies – Achieving Competency**

**Definition:**
Stakeholder Focus – Desires to help or serve others, meets the organization’s goals and objectives. It means focusing one’s efforts on building relationships and discovering and meeting stakeholders’ needs. Partnerships between internal colleagues within the College are essential to meet external stakeholders’ needs.

**Standards for Performance Management and Evaluation:**

**Unskilled:**
- Doesn’t think of the stakeholder first
- May think he/she already knows what the stakeholder needs
- May focus on internal operations and get blindsided by stakeholder problems
- May not make the first move – won’t meet and get to know stakeholders
- Uncomfortable with new people contacts
- May be unwilling to handle criticisms, complaints and special requests
- May not listen well to stakeholders, may be defensive
- May not take the time for stakeholder contact

**Skilled:**
- Is dedicated to meeting the expectations and requirements of internal and external stakeholders
- Gets first-hand stakeholder information and uses it for improvement in service and products
- Acts with key stakeholders in mind
- Establishes and maintains effective relationships with stakeholders and gains their trust and respect

**Overused Skill:**
- May be overly responsive to stakeholder demands
- May be too willing to change established processes and timetables to respond to unreasonable stakeholder requests
- May make too many exceptions and not form consistent policies, practices and processes for others to learn and follow
- Sticks so close to current stakeholder needs that breakthroughs are missed
Key Behavioural Competencies – Achieving Competency

**Definition:**
Teamwork – Demonstrates cooperation within and beyond the Council or the College. Is actively involved and “rolls up sleeves”. Supports group decisions, even when different from one’s own stated point of view. Is a “good team player”, does his/her share of work. Compromises and applies rules flexibly and adapts tactics to situations or to other’s response. Can accept setbacks and change own immediate behaviour or approach to suit the situation. Is candid about opinions and raises justified concerns.

**Standards for Performance Management and Evaluation:**

**Unskilled:**
- Not good at lateral cross boundary relations
- Not open to negotiation
- Very much an independent contributor, not seen as a team player, doesn’t have the greater good in mind
- May withhold resources from the other team members
- May not respect their functions or disciplines and somehow communicates that
- May be very competitive, play and manoeuvre for advantage and withhold information
- May have a chilling effect on the entire team because he/she won’t play
- May deal with lateral conflict noisily or uncooperatively

**Skilled:**
- Can quickly find common ground and solve problems for the good of all
- Can represent his/her own interests and yet be fair to other groups
- Can solve problems with peers with a minimum of noise
- Is seen as a team player and is cooperative
- Easily gains trust and support of peers
- Encourages collaboration
- Can be candid with peers

**Unskilled:**
- May touch base with too many peers and be overly concerned with making everyone happy
- May be too accommodating
- May invest too much in peer relationships at the expense of others
- May be uncomfortable with relationships where everyone is not equal
Key Behavioural Competencies – Managing Competency

**Definition:**
Leadership – Is the ability to take a role as leader of the Council or Committee. Creates strong morale and spirit in his/her team. Shares wins and success. It includes demonstrating a positive attitude, energy, resilience, stamina and the courage to take risks. Integrity is recognized as a basic trait required.

**Standards for Performance Management and Evaluation:**

**Unskilled:**
- Demonstrates a desire to follow the direction set by others
- Is not willing to share personal opinions or beliefs that differ with the viewpoints of others
- Fails to follow through on promises, over controls or meddles, inability to work towards a common goal
- Has little respect for peers or staff
- Is indecisive
- Does not manage conflict
- Doesn’t assemble, build or manage in a team fashion

**Skilled:**
- Gives candid advice and counsel to openly alert others to realities
- Makes and stands by decisions and takes ownership on important issues
- Is willing to take risks and champions new and innovative approaches leading to success
- Communicates a compelling vision that generates excitement, enthusiasm and commitment to the College mission
- Has presence, energy and genuine passion
- Is widely trusted and is seen as a direct, truthful individual
- Creates a feeling of belonging in the team

**Overused Skill:**
- May go to battle based on beliefs and values when not appropriate
- May be seen as stubborn and insensitive to the need for change and compromise
- May lack patience with those who don’t understand or share his/her vision and sense of purpose

College of Physicians and Surgeons of Ontario
• May be too direct at times pushing openness and honesty to the point of being disruptive
• May be so “only the facts” driven as to omit drawing reasonable conclusions, rendering opinions, decisions or fixing blame even when its reasonable
• May go too far in not hurting people’s feelings and not making tough decisions
PERFORMANCE FEEDBACK PROCESS AND FORMS
PERFORMANCE FEEDBACK PROCESS AND FORMS

Overview

Introduced in 2004, the College’s performance assessment program is intended to inform and support ongoing development and continuous improvement. The objective of the process is to enhance the performance of members of Council, members of committees, committees, chairs of committees and Council as a whole. The assessment/feedback program consists of:

- Council performance assessment
- Council member self-assessment
- Committee and Chair performance assessment
- Committee member self-assessment
- Chair performance assessment;
- Chair self-assessment

The Governance Committee oversees this process and uses the information gathered to assist in making nominations recommendations to Council as well as for performance development more generally. The Committee assessment results are carefully analyzed and are discussed by the relevant committee. Council also carefully considers its annual assessment results and identifies areas for improvement and strategies to ensure continuous improvement.

The purpose and value of each of the forms as well as the timing and process to collect and tabulate responses is presented in the following tab...
## Council and Committee Performance/Feedback Form

<table>
<thead>
<tr>
<th>Form</th>
<th>Purpose/Value</th>
<th>Timing</th>
</tr>
</thead>
</table>
| Assessment of Committee Chair by Members| Professional development for chair  
Valuable feedback  
Assist Governance Committee – chair nominations | Late Fall       |
| Chair Self-Assessment                   | Personal growth reminder of duties                                            | April           |
| Committee Performance Assessment        | Assess and improve committee performance                                      | Late Fall       |
| Committee Member Self-Assessment        | Personal growth reminder of duties                                            | April           |
| Council Performance Assessment          | Assess and improve council performance                                        | September Council |
| Council Member Self-Assessment          | Personal growth reminder of duties                                            | May Council     |
Council Performance Assessment Form

Your Name: (optional) 

INSTRUCTIONS:
This questionnaire requires you to focus on and assess key areas that affect the Council’s performance as a whole and its key responsibilities for governance of the CPSO.

Please answer each question by indicating the most applicable response. At the end of each section of the survey there is an opportunity for you to provide qualitative comments. At the end of the questionnaire there is also an opportunity for you to provide further input regarding your perspective of the Council’s strengths and developmental opportunities for improved performance. Please answer all questions as candidly as possible. Thank you for your time in contributing to the growth and development of the Council.

Number of Years on Council: ☐ 1< ☐ 1–2 ☐ 3–4 ☐ 5–6 ☐ 7>

A. VISION AND MANDATE

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand the vision and the mandate of the College.</td>
<td></td>
</tr>
<tr>
<td>2. The Council formally reviews its vision.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: ____________________________
__________________________________

B. STRATEGIC PLAN AND PRIORITIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The College’s strategic plan is documented.</td>
<td></td>
</tr>
<tr>
<td>2. The Council creates a set of key priorities that must be implemented in support of the strategic plan of the College.</td>
<td></td>
</tr>
<tr>
<td>3. The Council establishes a small number of strategic initiatives to focus attention and resources to help achieve the College vision.</td>
<td></td>
</tr>
<tr>
<td>4. The dashboard report presented by the Registrar clearly reports progress on College priorities.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: ____________________________
__________________________________
C. COUNCIL’S ROLE AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am familiar with the College’s governance practices and policies.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. The Council effectively develops and approves principles and policies that fulfill its duty to protect the public interest.</td>
<td></td>
</tr>
<tr>
<td>3. The Council effectively discharges its statutory functions.</td>
<td></td>
</tr>
<tr>
<td>4. The Council periodically monitors and assesses its performance against its strategic direction and goals.</td>
<td></td>
</tr>
<tr>
<td>5. The College has an effective system of financial oversight.</td>
<td></td>
</tr>
<tr>
<td>6. The Council meets with external auditors, reviews their reports and recommendations and, ensures any deficiencies are corrected.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: __________________________________________________________________________
__________________________________________________________________________________

D. GOVERNANCE OPERATIONS

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a Council member I understand my fiduciary obligations.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I know and understand the Code of Conduct.</td>
<td></td>
</tr>
<tr>
<td>3. I understand the Conflict of Interest Policy.</td>
<td></td>
</tr>
<tr>
<td>4. As a member of Council, I declare potential conflicts of interest according to Council’s conflict of interest</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: __________________________________________________________________________
__________________________________________________________________________________
### E. COUNCIL OPERATIONS

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I receive appropriate information for Council meetings.</td>
<td></td>
</tr>
<tr>
<td>2. I receive information for Council meetings on a timely basis.</td>
<td></td>
</tr>
<tr>
<td>3. Council’s meetings are effective and efficient.</td>
<td></td>
</tr>
<tr>
<td>4. The President chairs Council meetings in a manner which enhances performance and decision-making.</td>
<td></td>
</tr>
<tr>
<td>5. I feel comfortable participating in Council discussions.</td>
<td></td>
</tr>
<tr>
<td>6. Council has a formal written orientation package for Council</td>
<td></td>
</tr>
<tr>
<td>7. My orientation to the College Council was effective.</td>
<td></td>
</tr>
<tr>
<td>8. I am aware that Council has a mentorship program.</td>
<td></td>
</tr>
<tr>
<td>9. Council’s mentorship program is helpful</td>
<td></td>
</tr>
<tr>
<td>10. I find Council’s continuing education activities useful.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### F. RELATIONSHIP WITH REGISTRAR

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand that a committee of Council that reports to the Executive Committee approves the Registrar’s annual performance objectives and conducts the Registrar’s annual performance review.</td>
<td></td>
</tr>
<tr>
<td>2. The President asks Council for feedback which informs the Registrar’s performance review and advises Council of the outcome of the review.</td>
<td></td>
</tr>
<tr>
<td>3. The Council maintains a collegial working relationship with the Registrar.</td>
<td></td>
</tr>
<tr>
<td>4. The Council does not get involved in day-to-day operational matters.</td>
<td></td>
</tr>
<tr>
<td>5. Committees do not get involved in day-to-day operational matters.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

_____________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________

---

**Governance Process Manual, December 2016**

**College of Physicians and Surgeons of Ontario**

102
G. STRENGTHS AND DEVELOPMENTAL NEEDS

1. List two strengths of the Council

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. List two ways Council could be improved

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Additional Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Last Updated: September 3, 2014 by the Governance Committee
Council Member Self-Assessment Form

Your Name: ____________________________________________________________

INSTRUCTIONS:

This questionnaire asks you to focus on and assess key areas of your performance in your role as a Council member of the College. This self-assessment form is for your personal use.

Please complete the following questionnaire by indicating the most applicable response.

A. VISION AND MANDATE

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. I can clearly describe the vision and mandate of the College.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: ____________________________________________________________________

B. STRATEGIC DIRECTION AND GOALS

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. I understand and support the strategic direction and goals of the College.</td>
<td></td>
</tr>
<tr>
<td>2. I have read the College’s most recent strategic plan.</td>
<td></td>
</tr>
<tr>
<td>3. I have participated in setting annual strategic priorities and supporting objectives that must be accomplished annually to support the strategic plan and overall strategic direction of the College.</td>
<td></td>
</tr>
<tr>
<td>4. I have participated in reviewing strategies developed by staff to implement key goals and the strategic plan for the College.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: ____________________________________________________________________
### C. COUNCIL MEMBER ROLE AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. I have read and understand my role and responsibilities as set out in the Governance Process manual.</td>
<td></td>
</tr>
<tr>
<td>2. I maintain an up-to-date working knowledge of the legislative framework of the College.</td>
<td></td>
</tr>
<tr>
<td>3. Over the last year, I have attended Council meetings regularly.</td>
<td></td>
</tr>
<tr>
<td>4. I attend Council meetings adequately prepared, having read the agenda and supporting documentation.</td>
<td></td>
</tr>
<tr>
<td>5. Over the last year, I have attended most of the meetings of the Committee(s) on which I sit.</td>
<td></td>
</tr>
<tr>
<td>6. I follow the College’s media policy when I receive media requests that are College-related.</td>
<td></td>
</tr>
<tr>
<td>7. I declare professional or personal conflicts that would jeopardize my ability to act in the best interest of the College.</td>
<td></td>
</tr>
<tr>
<td>8. I support the decisions and policies of the Council when communicating to others regardless of how I have voted on these matters.</td>
<td></td>
</tr>
<tr>
<td>9. I do not disclose information from “in camera” discussions that occur at Council or committee meetings.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: 
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
### D. GOVERNANCE OPERATIONS

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have read and understand the governance responsibilities as set out in the Governance Process manual.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I understand the statutory functions of the College.</td>
<td></td>
</tr>
<tr>
<td>3. I understand the College’s budget and the manner in which resources are deployed amongst major activity areas within the College.</td>
<td></td>
</tr>
<tr>
<td>4. I understand the College’s financial statements and current financial position.</td>
<td></td>
</tr>
<tr>
<td>5. I understand the principles and positions the College has taken on major issues.</td>
<td></td>
</tr>
<tr>
<td>6. I am willing to participate in formal self-assessment procedures.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
### E. RELATIONSHIP WITH REGISTRAR

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. I understand the role and responsibilities of the Registrar.</td>
<td></td>
</tr>
<tr>
<td>2. I see the Registrar as a colleague.</td>
<td></td>
</tr>
<tr>
<td>3. I understand the role and responsibilities of the College staff and understand that they do not work for individual Council members.</td>
<td></td>
</tr>
<tr>
<td>4. If I have a concern about the Registrar or a staff member I know the appropriate course of action to address my concern.</td>
<td></td>
</tr>
<tr>
<td>5. I have participated in an annual goal setting process for the Registrar.</td>
<td></td>
</tr>
<tr>
<td>6. I have participated in providing performance feedback to the Registrar.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

__________________________

__________________________

__________________________
### F. COUNCIL MEMBER KEY COMPETENCIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
</tr>
<tr>
<td><strong>Continuous Learning</strong></td>
<td></td>
</tr>
<tr>
<td>1. I participate fully in the annual orientation program for Council members.</td>
<td></td>
</tr>
<tr>
<td>2. I participate fully in Council or committee educational activities.</td>
<td></td>
</tr>
<tr>
<td>3. Over the last year, I have asked the Registrar, President, Committee Chairs or staff to provide me with information I felt I needed to better understand my role or key issues of the College.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective Communications</strong></td>
<td></td>
</tr>
<tr>
<td>1. I express myself effectively on Issues to further discussion at Council meetings.</td>
<td></td>
</tr>
<tr>
<td>2. I can ask tough questions in a diplomatic manner when the need arises.</td>
<td></td>
</tr>
<tr>
<td>3. My questions are listened to and are answered completely and openly.</td>
<td></td>
</tr>
<tr>
<td>4. I am comfortable listening to opinions contrary to my own.</td>
<td></td>
</tr>
<tr>
<td>5. I am able to state my disagreement with a policy or decision at a Council meeting.</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>1. I volunteer to work on projects that advance the College’s mandate and effectiveness.</td>
<td></td>
</tr>
<tr>
<td>2. I actively work to inspire a collaborative work environment with those whom I work with at the College.</td>
<td></td>
</tr>
<tr>
<td>3. I would be willing to serve an additional term as a member of Council.</td>
<td></td>
</tr>
<tr>
<td><strong>Relationship Building</strong></td>
<td></td>
</tr>
<tr>
<td>1. I actively get to know the other members of Council, members of committees on which I sit, and College staff with whom I work often.</td>
<td></td>
</tr>
<tr>
<td>2. I enjoy working with the other members of Council.</td>
<td></td>
</tr>
</tbody>
</table>
COMMENTS:________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

G. **STRENGTHS AND DEVELOPMENTAL NEEDS**
1. List one strength that you feel you demonstrate.
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. List two skills you would like the College’s assistance to acquire that would help you in your role as Council member.
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

3. Additional Comments:
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

*Last Updated: March 20, 2009 by the Governance Committee*
Committee Performance Assessment Form

YOUR NAME:

<table>
<thead>
<tr>
<th>Number of Years on Committee:</th>
<th>&lt;1</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7+</th>
</tr>
</thead>
</table>

Committee Performance Assessment Feedback

INSTRUCTIONS:
This first part of this questionnaire requires you to focus on, and assess key areas that affect your Committee’s performance as a whole, and to focus on how the Committee handles the key responsibilities of its mandate.

Please answer each question by indicating the most applicable response. At the end of each section of the survey there is an opportunity for you to provide qualitative comments. At the end of the questionnaire there is also an opportunity for you to provide further input regarding your perspective of the Committee’s strengths, developmental needs and performance in general. Please answer all questions as candidly as possible. Thank you for your time in contributing to the growth and development of the College.

A. COMMITTEE MANDATE AND OBJECTIVES:

<table>
<thead>
<tr>
<th>1. I understand the committee’s mandate and objectives and how they fit with the vision of the College.</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. The committee creates a set of key objectives that must be accomplished annually to support the vision and strategic plan.</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. The committee has adequate resources available to fulfill its mandate.</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

COMMENTS:
### B. COMMITTEE GOVERNANCE:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The committee follows the Code of Conduct.
- The committee follows the conflict of interest policy.
- Committee members declare potential conflicts of interest according to College policy.

### COMMENTS:

```

```

### C. COMMITTEE OPERATIONS:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Committee members receive appropriate information for committee meetings on a timely basis.
- Committee meeting agendas are carefully planned.
- New committee members are provided with orientation and support.
- The committee has continuing education activities for committee members.

### COMMENTS:

```

```
D. COMMITTEE STRENGTHS AND DEVELOPMENTAL NEEDS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>List the strengths and developmental needs of the committee:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Please provide any additional comments.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chair Performance Assessment Feedback

INSTRUCTIONS:
This second part of this questionnaire requires you to focus on and assess key areas that affect your Chair’s/Co-chairs’ performance in his or her role as leader of your committee. If your committee has Co-chairs, the chair portion of this survey below will contain an additional separate set of survey questions for your Co-chair.

Please complete the following questionnaire by indicating the most applicable response for each Chair of the committee. At the end of the questionnaire, there is an opportunity for you to provide input on your perspective of the areas in which you feel the Chair(s) demonstrate strength and the areas in which you feel the Chair(s) could develop further. This information will be used to develop appropriate educational programs for your Committee Chair(s) and will be helpful when determining how the chair(s) can best contribute to the work of the College.

NAME OF CHAIR/CO-CHAIR: ______________________________

<table>
<thead>
<tr>
<th>A. CHAIR KNOWLEDGE:</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Chair is knowledgeable about the committee’s mandate and any statutory/or regulatory obligations.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. CHAIR’S - MEETING MANAGEMENT:</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The committee Chair creates a collegial working environment at committee meetings.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The committee Chair runs an effective meeting by:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>a) Having an organized agenda.</td>
<td></td>
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<tr>
<td>b) Keeping the discussion on topic.</td>
<td></td>
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<tr>
<td>c) Encouraging participation.</td>
<td></td>
<td></td>
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<tr>
<td>d) Putting closure on the discussion.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. CHAIR’S COMMITTEE MEMBER MANAGEMENT:</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Chair encourages all committee members to contribute in the work of the committee.</td>
<td></td>
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<tr>
<td>2. The Chair involves all committee members in key decisions.</td>
<td></td>
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<tr>
<td>3. The Chair handles conflict within the committee effectively.</td>
<td></td>
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<tr>
<td>4. The Chair facilitates the education of committee members with respect to the mandate &amp; functions of the committee and relevant College policies.</td>
<td></td>
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</tr>
</tbody>
</table>
D. CHAIR’S COMMITTEE PERFORMANCE MANAGEMENT:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The committee Chair initiates periodic evaluation of the committee’s operations.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The committee Chair has provided me with feedback on my performance.</td>
<td></td>
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</tbody>
</table>

E. CHAIR’S PERSONAL LEADERSHIP:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The committee Chair collaborates effectively with staff.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The committee Chair gains support for the committee’s work through demonstrating strong personal commitment to the committee.</td>
<td></td>
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</tr>
<tr>
<td>3. The committee Chair encourages committee members to give feedback on his/her leadership style.</td>
<td></td>
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</tr>
</tbody>
</table>

F. CHAIR STRENGTHS AND DEVELOPMENTAL NEEDS:

1. List one strength that you feel the Chair demonstrates:

2. List two leadership skills you would like the Chair to develop:
Committee Member Self-Assessment Form

Your Name:__________________________________________

Name of the Committee:__________________________________________

INSTRUCTIONS:

This questionnaire asks you to focus on and assess key areas of your performance in your role as a Committee member. This self-assessment form is for your personal use.

Please complete the following questionnaire by indicating the most applicable response.

Number of Years on the Committee: ☐ <1 ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ >6

A. MANDATE AND OBJECTIVES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. I can clearly describe why this Committee exists.</td>
<td></td>
</tr>
<tr>
<td>2. I can clearly describe how the Committee’s work is guided by Council’s policies and standards.</td>
<td></td>
</tr>
<tr>
<td>3. I have been involved in a formal review of how the Committee conducts its work.</td>
<td></td>
</tr>
<tr>
<td>4. I have participated in an annual objective setting process for the Committee.</td>
<td></td>
</tr>
<tr>
<td>5. I understand and support the key objectives of the Committee.</td>
<td></td>
</tr>
<tr>
<td>6. I understand the role description as set out in the Governance Process book.</td>
<td></td>
</tr>
<tr>
<td>7. I have participated in a review of how the Committee has performed against its key objectives.</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:______________________________________________

______________________________________________ 
### B. ROLE AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have the time, interest, and level of commitment to be an active member of the Committee.</td>
<td></td>
</tr>
<tr>
<td>2. I support the decisions and recommendations of the Committee to others regardless of how I have voted on these matters.</td>
<td></td>
</tr>
<tr>
<td>3. Over the last year, I have regularly attended Committee meetings.</td>
<td></td>
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<tr>
<td>4. I arrive at Committee meetings on time and remain for the duration of the meeting.</td>
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</tr>
<tr>
<td>5. I attend Committee meetings adequately prepared, having read the agenda and supporting documentation.</td>
<td></td>
</tr>
<tr>
<td>6. I declare professional or personal conflicts that would jeopardize my ability to act in the best interest of the Committee's work.</td>
<td></td>
</tr>
<tr>
<td>7. I maintain an up-to-date working knowledge of the obligations (statutory or other) of the Committee.</td>
<td></td>
</tr>
<tr>
<td>8. I do not disclose confidential Information that is discussed at Committee meetings.</td>
<td></td>
</tr>
<tr>
<td>9. I am willing to participate in self-assessment to improve my performance as a Committee member.</td>
<td></td>
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</tbody>
</table>

**COMMENTS:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## C. COMMITTEE MEMBER KEY COMPETENCIES

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Learning</strong></td>
<td></td>
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<tr>
<td>1. I participate fully in the annual Committee orientation program.</td>
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<tr>
<td>2. I participate fully in Committee educational activities.</td>
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<tr>
<td>3. Over the last year, I have asked my Committee Chair or staff to provide me with information I felt I needed to clarify my role or key issues of the Committee.</td>
<td></td>
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<tr>
<td><strong>Effective Communications</strong></td>
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</tr>
<tr>
<td>1. I express myself effectively on issues to help resolve problems before the Committee.</td>
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<tr>
<td>2. I can ask tough questions in a diplomatic manner when the need arises.</td>
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<tr>
<td>3. My questions are listened to and are answered completely and openly.</td>
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<tr>
<td>4. I am comfortable listening to opinions which differ from my own.</td>
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<tr>
<td><strong>Teamwork</strong></td>
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</tr>
<tr>
<td>1. I actively work towards a Collaborative work environment with Committee members and staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I would be willing to serve an additional term as a member of this Committee.</td>
<td></td>
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</tbody>
</table>

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________
D. STRENGTHS AND DEVELOPMENTAL NEEDS

1. List one strength that you feel you demonstrate.


2. List two skills you would like the College’s assistance to acquire that would help you fulfill your Committee member role.


3. Additional Comments:


Last Updated: March 20, 2009 by the Governance Committee
Chair Self-Assessment Form

Your Name: ________________________________________________________________

Name of the Committee: ____________________________________________________

INSTRUCTIONS:
This questionnaire asks you to focus on and assess key areas of your performance in your role as leader of your Committee.

Please complete the following questionnaire by indicating the most applicable response.

Number of Years on the Committee  ☐ <1  ☐ 1-2  ☐ 3-4  ☐ 5-6  ☐ >6

A. KNOWLEDGE
I am knowledgeable about:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. Council policies</td>
<td></td>
</tr>
<tr>
<td>2. The Committee’s mandate</td>
<td></td>
</tr>
<tr>
<td>3. The statutory and/or regulatory obligations of the Committee</td>
<td></td>
</tr>
<tr>
<td>4. How the Committee interfaces with other Committees</td>
<td></td>
</tr>
<tr>
<td>5. The fiscal management and budget of the Committee</td>
<td></td>
</tr>
<tr>
<td>6. The Chair’s and Committee members’ role description as set out in the Governance Process manual</td>
<td></td>
</tr>
</tbody>
</table>
### B. MEETING MANAGEMENT

In managing a meeting, I:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1. Create a collegial working environment at Committee meetings</td>
<td></td>
</tr>
<tr>
<td>2. a) have an organized agenda</td>
<td></td>
</tr>
<tr>
<td>b) keep the discussion on topic</td>
<td></td>
</tr>
<tr>
<td>c) keep the meeting on time</td>
<td></td>
</tr>
<tr>
<td>d) put closure on discussion</td>
<td></td>
</tr>
<tr>
<td>e) ensure minutes are prepared and distributed</td>
<td></td>
</tr>
</tbody>
</table>

### C. COMMITTEE MEMBER MANAGEMENT

When dealing with the members on my Committee, I:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1. Collect ideas and contributions from all Committee members;</td>
<td></td>
</tr>
<tr>
<td>2. Encourage all Committee members to contribute to the work of the Committee;</td>
<td></td>
</tr>
<tr>
<td>3. Handle conflict within the Committee effectively;</td>
<td></td>
</tr>
<tr>
<td>4. Inform and enforce attendance guidelines with Committee members;</td>
<td></td>
</tr>
<tr>
<td>5. Facilitate the education of all Committee members with respect to the mandate and functions of the Committee and relevant College policies.</td>
<td></td>
</tr>
</tbody>
</table>
### D. COMMITTEE PERFORMANCE MANAGEMENT

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>1. I initiate periodic evaluation of the Committee’s operations.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>2. I provide feedback to individual Committee members on their performance.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>3. I provide feedback to the Governance Committee on the performance of Committee members.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>4. I ensure that Committee members provide feedback to the Governance Committee on my performance.</em></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### E. PERSONAL LEADERSHIP

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>1. I work to gain support for the Committee’s work through demonstrating strong personal commitment to the Committee.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>2. I encourage Committee members to give feedback on my leadership style.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>3. I competently represent the Committee to Council and to staff.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>4. I am committed to continuous personal development.</em></td>
<td>Yes</td>
</tr>
<tr>
<td><em>5. I collaborate effectively with staff.</em></td>
<td>Yes</td>
</tr>
</tbody>
</table>
F. STRENGTHS AND DEVELOPMENTAL NEEDS

1. List one strength that you feel you demonstrate.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. List two leadership skills you would like to develop.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Last Updated: March 20, 2009 by the Governance Committee