

Supplemental Documents for Section 4

Contents

| | |
|---|----|
| Supplemental Documents for Section 4 | 1 |
| Supplemental Information: Relationship with the Director of Education and HR Responsibilities | 2 |
| Sample Delegation of Authority to the Director of Education..... | 2 |
| Questions the Board Should Ask About Director of Education Evaluation..... | 11 |
| Helpful Links | 12 |
| Supplemental information: Collective Bargaining | 13 |
| Supplemental Information: Board Functioning and Culture..... | 15 |
| Questions the Board Should Ask About Board Evaluation | 15 |
| Board Evaluation Decision-making Tool: Menu of Alternatives | 18 |

Supplemental Information: Relationship with the Director of Education and HR Responsibilities

Sample Delegation of Authority to the Director of Education

The following provides four different samples of delegation of authority documents for your reference:

Sample 1: Delegation of Authority

The board shall appoint the Director of Education to manage the operations of the school division. Accordingly the board shall:

- Delegate to the director the authority and responsibility to manage the operations of the school division.
- Hold the director accountable for the division achieving the board's *Foundations and Directions* policies and complying with its *Limitations on Operations* policies.
- Instruct the director through decisions made by the board as a whole.
- Maintain the policy that only officially passed motions of the board are binding on the director.
- Maintain the policy that decisions or instructions of individual board members are not binding except in rare instances when the board has specifically authorized such exercise of authority.
- Maintain the policy that in the case of board members or committees requesting information or assistance without board authorization, the director can refuse such requests that, in his or her opinion, are disruptive or require a material amount of staff time or funds.

Sample 2: Delegation of Authority

The Board authorizes the Director to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director specifically:

- * Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or regulations;
- * Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- * Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislations which are not covered through Board policy.
2. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director responsibility for certification of such payments.

Sample 3: Delegation of Authority

Preamble

The Board authorizes the Director to exercise any power that the Board exercises except those matters which, in accordance with provincial legislation cannot be delegated, in accordance with this policy.

Policy

1. Authorized Board Delegation of Authority:

The Board delegates authority to the Director in accordance with:

- a. *The Education Act, 1995* and *The Education Regulations, 1986*, or any authority or responsibility set out in other legislation or regulations that supersede Board policy.
- b. The Board Policy Manual and Administrative Procedures Manual for the school division, and any regulation or practice required to carry out Board policy or administrative procedures.

2. Specific Board Delegation of Authority:

Specifically, Board delegated authority to the Director includes:

- a. Authority for payment of accounts for expenditures incurred within the approved budget, delegating authority to the Director for authorization of such payments.
- b. Authority for payment of accounts for specific Board decisions delegating authority to the Director for authorization of such payments.
- c. The authority to develop an Administrative Procedures Manual to fulfill Board obligations created by any federal, provincial or local legislation not covered through Board policy.
- d. The authority to enact the Administrative Procedures Manual and any regulations or practices required to carry out this authority.
- e. The authority to further delegate this responsibility as required.
- f. The Board reserves authority for the recruitment and selection of the Director of Education. The Board delegates authority for the recruitment, selection and management of all other staff to the Director of Education, in accordance with Board Policy and Administrative Procedures.

3. Caveats to Board Delegation of Authority:

- a. The Board reserves authority to make decisions on specific matters requiring Board approval. This reserved Board authority is set out in Board policies, as amended from time to time.
- b. The Board requires that any new provincial, regional or local legislation, regulation, bylaw, or other official obligation must be brought to the Board at the onset for discussion and determination of decision-making authority.

4. Director Roles and Responsibilities

Policy

1. Student Welfare:

In carrying out roles and responsibilities related to student welfare matters, the Director shall:

- a. Ensure that students are provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

- b. Ensure that school division facilities adequately accommodate students.
- c. Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs via transportation provided by the school division.
- d. Act as the local attendance counselor for the school division or delegate this responsibility.

2. Educational Leadership:

In carrying out roles and responsibilities related to educational leadership matters, the Director shall:

- a. Provide leadership for all educational matters in the school division.
- b. Ensure students in the school division have the opportunity to meet standards of education set by the Minister.
- c. Implement educational policies established by the Minister and the Board.

3. Financial Management:

In carrying out roles and responsibilities related to fiscal matters, the Director shall:

- a. Ensure that fiscal management, under the direction of the Chief Financial Officer, is managed in accordance with terms and conditions set out in legislation or policy.
- b. Ensure that fiscal management in all aspects of school division operation is carried out in a fiscally responsible manner, adhering to generally accepted accounting principles.
- c. Ensure that adequate insurance coverage is in place to protect assets, indemnify liabilities and provide for reasonable risk management.

4. Personnel Management:

In carrying out roles and responsibilities related to personnel management, the Director shall:

- a. Have overall authority and responsibility for all personnel related issues, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board Policy.
- b. Ensure sound personnel management practices are in place to recruit, retain, advance and manage personnel, in accordance with legislation or policy.
- c. Monitor and improve the performance of all staff.

5. Policy and Administrative Procedures:

In carrying out roles and responsibilities related to Board policy and administrative procedures, the Director shall:

- a. Provide leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.

6. Board/Director Relations:

In carrying out roles and responsibilities related to Board/Director relations, the Director shall:

- a. Establish and maintain positive professional working relations with the Board and individual trustees.
- b. Honour and facilitate the implementation of Board roles and responsibilities as defined in Board policy.

7. Strategic Planning and Reporting:

In carrying out roles and responsibilities related to continuous improvement planning and reporting, the

Director shall:

- a. Lead the strategic planning process including the development of goals, measures budget, and related support services such as facilities and transportation, and implements plans as approved.
- b. Involve the Board in the strategic planning process by:
 - i. Providing opportunity for Board identification of priorities and key results.
 - ii. Providing opportunity for Board input early in the process.
 - iii. Gaining final Board approval.
- c. Report regularly on achievement outcomes.

8. Organizational Management:

In carrying out roles and responsibilities related to organizational management, the Director shall:

- a. Demonstrate effective organizational skills resulting in school division compliance with all legal, Ministerial and Board mandates and timelines.
- b. Report to the Minister with respect to matters required by *The Education Act, 1995* and *The Education Regulations, 1986*.

9. Communications and Community Relations:

In carrying out roles and responsibilities related to communications and community relations, the Director shall:

- a. Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- b. Act as the Head of the organization for the purposes of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIPP) Act* or delegate this responsibility.

10. Leadership Practices:

In carrying out roles and responsibilities related to leadership practices, the Director shall:

- a. Practice leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out Board and Ministerial directives.

Sample 4: Delegation of Authority Policy

Principle

The Board of Directors embraces the principle of empowerment: that governance and management are more effective and efficient when they are separated – the Board being responsible for governance, and the Director generally for management – and when management decision-making authority is delegated as far into the organization as is consistent with levels of competence and capacity.

Within the limits and policies established by Statute, Bylaws, and the Board of Directors for [Insert school board name], authorities regarding various aspects of operations have been delegated to the Director (and by the Director to lower management levels) as outlined in this policy.

Policy

A **delegated approval level** means that approval decisions may be made up to this level as long as this is in compliance with Statute, Bylaws, Policy and Budget.

A **delegated reporting level** means that decisions made between the reporting level and the approval level must be reported to the next most senior position (in the case of the Director, the Board) at the next regular opportunity to do so.

The Director may grant additional authorities (not covered in this policy) to other [Insert school board name] managers by way of a signed memorandum.

Staff, other than the Director, shall not further delegate their authorities provided by this policy.

Capital Expenditures

1. New capital projects

| Approval Levels: | Board | Director | Vice-Presidents |
|----------------------|----------|---|-----------------------------------|
| \$XX,000,000 or less | X | | |
| \$X,000,000 or less | | X | |
| \$XXX,000 or less | | | X |
| Reporting Levels: | | Between \$XYZ,000 and \$X,000,000 | Between \$XX,000 and \$XXX,000 |

- Expenditures over \$XXXXXX must be approved by the Board.
- "New Capital projects" includes the purchase or construction of land, buildings, property, plant, equipment and other capitalized assets.
- Dollar amounts shown are inclusive of all capital costs, fees, etc. required to deliver the final project.

NOTES

- All new capital projects not meeting target financial results must be approved by the Director.
- Approval authorities are limited by the annual capital budget and subsequent quarterly forecasts. Capital projects not included in the budget / forecast must be approved by the Board.

2. Capital Maintenance Projects

| | | | |
|----------------------|----------|-----------------------------------|--------------------------------|
| Approval Levels: | Board | Director | Vice-Presidents |
| \$XX,000,000 or less | X | | |
| \$X,000,000 or less | | X | |
| \$XXX,000 or less | | | X |
| Reporting Levels: | | Between \$XYZ,000 and \$X,000,000 | Between \$XX,000 and \$XXX,000 |

- Expenditures over \$XXXXXX must be approved by the Board.
- “Capital maintenance projects” captures all work performed on existing buildings, property, plant, equipment and infrastructure of a capital nature (will be capitalized as part of assets).

NOTES

- Approval authorities are limited by the annual capital budget and subsequent quarterly forecasts. Capital projects not included in the budget / forecast must be approved by the Board.

3. Capital Progress Payments (for new capital projects and capital maintenance projects)

- Addresses the approval for payment for capital projects where the project has been appropriately authorized and is on budget. Where payment would lead to the project being over-budget, the over-expenditure must be appropriately approved before payment can be authorized.

| | | |
|---------------------|----------------|----------------------------------|
| Approval Levels: | Director | Vice-Presidents |
| Over \$X,000,000 | X | |
| \$X,000,000 or less | | X |
| Reporting Levels: | Over \$XXX,000 | Between \$XX,000 and \$X,000,000 |

4. Change Orders

| | | |
|-------------------|---------------|-------------------------------|
| Approval Levels: | Director | Vice-Presidents |
| Over \$XXX,000 | X | |
| \$XXX,000 or less | | X |
| Reporting Levels: | Over \$XX,000 | Between \$X,000 and \$XXX,000 |

- Approval limits where the total cost does not exceed the original approved budget. If the change order(s) results in the total project cost exceeding the original approved budget, project over-expenditure limits apply.

Operational Expenditures

1. Operating, General and Administrative Expenditures

| | | |
|-------------------|---------------|-------------------------------|
| Approval Levels: | Director | Vice-Presidents |
| Over \$XXX,000 | X | |
| \$XXX,000 or less | | X |
| Reporting Levels: | Over \$XX,000 | Between \$X,000 and \$XXX,000 |

- Approved authorities are limited by approved budgets. If the budget is exceeded, the expenditure must be approved by the Director.

2. Employee Expense Claims

- The Director's expense claim must be approved by the Board.
- Expense reports for staff reporting directly to the Director must be approved by the Director.
- All other staff should have expense reports approved by the staff member's immediate supervisor, assuming the immediate supervisor has the authorization to approve the related expense items.

Execution of Legal Documents

1. Execution of Contracts, Leases, Rental and other Legal Agreements

| | | |
|---|----------|-----------------|
| Approval Levels: (for multi-year agreements, \$ amounts refer to annual payments) | Director | Vice-Presidents |
| Over \$XXX,000 | X | |
| \$XXX,000 or less | | X |

| | | |
|-------------------|---------------|-------------------------------|
| Reporting Levels: | Over \$XX,000 | Between \$X,000 and \$XXX,000 |
|-------------------|---------------|-------------------------------|

- Approved authorities are limited by approved budgets. If the budget is exceeded, the expenditure must be approved by the Director.
- Includes the agreements to purchase land and buildings, offers to purchase assets, memorandum of understandings, contracts, etc.

Commencing Legal Action (e.g. Litigation)

| | | |
|-------------------|----------|---------------------------|
| Approval Levels: | Board | Director |
| Over \$XXX,000 | X | |
| \$XXX,000 or less | | X |
| Reporting Levels: | | Between \$0 and \$XXX,000 |

- A list of legal actions taken up to \$XXX,000 will be provided to the Board of Directors on a timely basis.

Write Offs

| | | | |
|-------------------|----------|--------------------------------|------------------------------|
| Approval Levels: | Board | Director | Vice-Presidents |
| Over \$XXX,000 | X | | |
| \$XXX,000 or less | | X | |
| \$XX,000 or less | | | X |
| Reporting Levels: | | Between \$XX,000 and \$XXX,000 | Between \$X,000 and \$XX,000 |

- Includes the write-off of all assets (receivables, investments, assets, etc.)
- A quarterly report for all write-offs will be prepared and provided to the Director.

Investments

| | | |
|------------------|----------|----------|
| Approval Levels: | Board | Director |
| Over \$XXX,000 | X | |

| | | |
|-------------------|--|--------------------------------|
| \$XXX,000 or less | | X |
| Reporting Levels: | | Between \$XX,000 and \$XXX,000 |

- All investments in equity or debt instruments and of treasury cash and liquid assets must be in accordance with the board-approved Investment Policy.

New Debt

- Borrowing limits are set by the Board.
- All new debt must be approved by the CFO, or by the Director.
- The Finance & Audit Committee monitors new debt.

Process

Review: Annually by Audit and Finance Committee

Questions the Board Should Ask About Director of Education Evaluation

1. Do we have an appropriate plan for the Director of Education assessment and evaluation system including deciding who is going to lead and be responsible for the assessment program? Is that individual knowledgeable in the subject and are they objective and independent?
2. Have we tied individual expectations to the strategic and organizational plans, goals and objectives?
3. Have we selected and agreed upon specific performance standards and measures?
4. Have we developed accountability mechanisms that are designed to measure performance results back to authority, compensations and appointments?
5. Did we seek acknowledgment from all parties that they understand and agree with performance mandates, terms of reference and specific criteria?
6. Do we conduct ongoing informal evaluations and formal interim evaluations as appropriate to complement the main formal evaluation at the end of the period?
7. Following the evaluation, do we recommend or determine new delegated authority levels, compensation and reappointment based on the evaluation review?
8. Do we conduct frequent, consistent, disciplined follow-up?
9. Have we reviewed changes in compensation, reporting and authority levels to ensure they are correct and weigh whether they are having the expected effect?
10. Before we begin the next cycle of evaluation, have we reviewed and assessed the evaluation system itself and updated the Director of Education job description and criteria?

Helpful Links

[Recruiting a Director of Education: A Guidebook for Boards of Education \(Saskatchewan School Boards Association Research Report #02-02\)](#)

[Board-CEO Review \(Saskatchewan School Boards Association Research Report #97-03\) and
CEO Performance Review Practices \(Saskatchewan School Boards Association Research Report #06-03\)](#)

[Link to Human Rights Code](#)

[Link to information on the LINC](#)

Supplemental Information: Collective Bargaining

1. **Mandate:** It is usually a board's role to approve a negotiating mandate which is typically then used by professional negotiators as provided by SSBA to work out a collective bargaining agreement.
 - The mandate should always leave room for the professional negotiators to operate effectively.
 - Ensure you are clear on "Must Haves" & "Nice to Have". Nothing is written in stone until it is.
 - Negotiators cannot work effectively with limited or hidden mandates
 - If your board has a board trustee bargaining committee, make sure they are knowledgeable regarding the collective agreement.
 - Request information necessary from the Division staff to assist in arriving at the Boards mandate/position.
 - Discuss the Boards position/mandate with the School Division Bargaining committee so they are cognizant of the Boards position.
 - Either before meeting with the Division staff or at the same time request a representative from the SSBA to meet with the parties to discuss the upcoming negotiations and possible trends across the province and how it specifically affects their Board.
 - All Board members should be aware that the Union has professional negotiators and that the SSBA provides that service as well for no charge.
 - If the Board members wish the SSBA does provide pre Bargaining Seminars for individual Boards tailored to their needs.
 - If you have HR staff negotiating let them do their job
 - If the SSBA has been asked to assist or lead the negotiations let them work with the HR staff to arrive at a tentative agreement.
 - Once you have given them the mandate stay out of the process and do not allow the issues to become personal.
2. **Ratification:** All School Board Trustees are entitled to vote on the tentative agreement once it is negotiated.
 - A majority of those that vote is only necessary to ratify the collective agreement.
 - The membership of the union also must have a ratification vote and once again the majority of those voting decide on acceptance or rejection of the tentative agreement.
 - Once ratified then it is up to the parties to decide on drafting the new collective agreement and following the time lines for putting all of the newly negotiated articles into effect.
3. **Bargaining with Teachers:** The Education Act 1995 provides for bi-level bargaining with teachers:
 - The process for bargaining is contained in sections 234 to 260 inclusively, there are two types of agreements:
 - Provincial Teachers Collective Agreement &
 - Local Teacher Collective Agreements known as LINC Agreements (There is a separate LINC agreement for each School Division.
 - Besides what is stated in the Education Act 1995 as negotiable items it is important to note that other items may be added in keeping with the language contained in the Act.
 - Although individual Boards input is sought regarding the Provincial Negotiations, under the Education Act a specified Bargaining Committee is tasked with reaching a tentative agreement with the STF and then that tentative Agreement is ratified by all Boards.

- It is important to keep in mind that although Salaries and other monetary issues are bargained at the Provincial table, the issues at the Local or LINC tables also reflect a monetary impact.
4. **Bargaining Support Staff:** The majority of Support Staff in School Divisions are unionized. There are also some Division office staff that are unionized. The task of collective bargaining with those unions can be complex. Once again the SSBA can be of assistance when it comes to bargaining Support staff agreements.
 - The bargaining process for support staff is provided for in the Employment Act; Part VI Labour Relations.
 - The collective bargaining process and how it is to be applied is in Part VI Labour Relations Divisions 6 through and including Division 10.
 - There are many differences between teacher and support staff bargaining which the SSBA is available to be of assistance in clarifying.
 5. **Employee Benefits:** For the non-union employees there is no need to engage in negotiations but for the union employees this is or can be a huge issue at the bargaining table.

Supplemental Information: Board Functioning and Culture

Questions the Board Should Ask About Board Evaluation

1. Why are we evaluating the board, its committees and directors? Some reasons may be:

- An accountability mechanism to ensure the board and directors are fulfilling their legal and governance responsibilities
- An audit of the organization's governance practices and effectiveness
- A tangible means to observe the strengths and weaknesses
- A way for all members of the board to fully understand what is being asked of them
- Identification of skills gaps and therefore training and development opportunities
- Promotion of personal and organizational growth
- Input to board succession and renewal process
- Opens up lines of communication among directors and with management, building unity and trust

A board may not be seeking to accomplish all of these objectives during an evaluation process, and it is important to clarify which are, and which are not, being included.

2. Who will lead the evaluation process?

The next step is to decide who should complete the board and director evaluation. Select a leader who will co-ordinate and champion the evaluation process. Experience shows that if the evaluation process is led by a single senior individual from start to finish, the most effective results ensue. The objective is to find someone who does not have a bias or an axe to grind, and who has both the energy and the respect needed to bring all participants alongside.

Consider the following alternatives:

- External consultant/professional: particularly for the design and initial implementation stages, a consultant can bring ideas, rigour, experience, objectivity and peer benchmarks to the process.
- One outside director: i.e. someone who is completely independent of management, who has an interest and time to lead the process, and the respect of the other board members (sometimes, but not often, this may be the Chair)
- The Governance Committee: or its Chair are often used to lead the evaluation process, since it is consistent with their scope.

3. How will we apply the evaluation?

Next, decide how the evaluation will be applied. This involves answering several questions. What kind of a tool or questionnaire will be used? Some tools list capability statements and ask evaluators to rate them; others ask questions that respondents are meant to answer. How will we agree on its design? How will it be applied? Here are some practices for consideration:

- Take the time to get both the tool right, and to get sign-off and active support from everyone involved, down to the last director and executive who will be involved
- Consider 360 degree feedback
- Include a variety of response options:

- yes/no answers (most useful for identifying gaps);
- numerical ratings (e.g. 1 to 5 is easiest for most people; most useful for comparisons and rankings) and
- open-ended qualitative feedback (most useful for suggesting changes.)
- and an opportunity to indicate "not known" or "not applicable" as well.
- Keep the tool fairly simple and straightforward, not complex or onerous
- Each question should deal with one performance or capability area only

There are various delivery mechanisms including (but not limited to):

- Written responses (faxed or mailed to a central point): the simplest and easiest approach
- Face-to-face interviews: more time intensive, and requiring more tact, yet more likely to elicit deeper diagnostics and real critiques.

Decisions also need to be made about whether to evaluate individual directors, and if so, to use self (where each individual evaluates only themselves) or peer (where each individual rates all others) evaluation.

4. Which criteria will we use?

Decide which things the board and directors should be evaluated on.

- Begin with the organization's mission, values, goals and strategic plan: these should each be included as key performance areas in the questionnaire.
- Factor in the legal duties and powers (Acts and Bylaws), fiduciary and stewardship roles, terms of reference and other known expectations of the board, committee or directors. These will prompt questions or capability statements for the tool.
- Include a variety of performance levels: inputs, activities, and results (outputs, outcomes and impacts) in the tool
- Narrow the list down to the "must do's", the high priority areas the board should do right.

5. Where will we gather best practice information from?

Take the time to review and learn from what leading organizations, inside and outside your sector and your industry, are doing in evaluation:

- Read articles, publications, periodicals and trade publications for best practices in board and director evaluation.
- Talk to other organizations about their performance measurement and evaluation systems: what is working and what advice do they have?
- The person identified to lead the process should consult broadly internally with all directors and the CEO, listen and communicate about the right tool/instrument, criteria/questions, scope and delivery mechanism to be used.

6. When will we complete the evaluation?

- Align the cycle of evaluation with the overall governance cycle (including the strategic planning and performance management cycle) of the organization. This is often a multi-year strategic cycle with annual (and sometimes quarterly) rolling updates. Tie the right type of evaluation to each step.
- Many organizations often conduct an annual self-evaluation.

- Informal evaluations should be conducted as a supplement to more formal annual (or multi-year) evaluations; this ongoing monitoring creates a more cohesive flow of progress throughout the course of a year, identifies issues earlier, and builds confidence in the system.

7. What adjustments should/might we need to make?

Perhaps the least well-done of the steps, yet the most important in the long run: taking corrective actions. These tie back to the original objectives of the program: now is the time to reap the benefits:

- Give shareholder(s), affiliates, regulatory bodies and other stakeholders assurance that the board (and directors) have undergone a rigorous accountability and evaluation test.
- Identify skills gaps and undertake/resource training and development opportunities
- Often, the Chair takes the lead in communicating and coaching individual directors in filling identified performance gaps.
- If this was an agreed-upon objective, use results to feed into the board succession and renewal process (find ways to communicate or educate those involved to be more likely to re-elect strong performers)
- If directors are not fulfilling their legal and governance responsibilities, institute appropriate changes
- Use results to feed into next year's planning process, objectives, priorities, even resource allocation to ensure accomplishment of what has not yet been achieved successfully

8. How will we disclose the results?

- ***Disclose the process*** publicly, to stakeholders, but ***not the results.***

Board Evaluation Decision-making Tool: Menu of Alternatives

The following check list can be used to help you determine the best approach for your board evaluation.

| Evaluation Decisions and Choices | |
|---|---|
| Why are we conducting the board evaluation? | <input type="checkbox"/> Governance Audit/Review <input type="checkbox"/> Self Improvement <input type="checkbox"/> Skills Assessment <input type="checkbox"/> Compliance <input type="checkbox"/> Inform Board Succession & Renewal <input type="checkbox"/> Assurance to Shareholders/Members <input type="checkbox"/> Other: _____ |
| Who will lead the process? | <input type="checkbox"/> Board Chair <input type="checkbox"/> Outside Director <input type="checkbox"/> Governance Committee Chair <input type="checkbox"/> Governance Committee <input type="checkbox"/> Corporate Secretary <input type="checkbox"/> Senior Legal Counsel <input type="checkbox"/> Other: _____ |
| Who will conduct the evaluations? | <input type="checkbox"/> External Consultant <input type="checkbox"/> Board Chair <input type="checkbox"/> Outside Director <input type="checkbox"/> Governance Committee Chair <input type="checkbox"/> Governance Committee <input type="checkbox"/> Corporate Secretary <input type="checkbox"/> Senior Legal Counsel <input type="checkbox"/> Other: _____ |
| Who will complete (be asked to take part in completing surveys and interviews, etc.) the evaluations? | <input type="checkbox"/> All directors <input type="checkbox"/> CEO <input type="checkbox"/> Senior Management Team <input type="checkbox"/> Corporate Secretary <input type="checkbox"/> Senior Legal Counsel <input type="checkbox"/> Auditor <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ |
| How will the evaluations be conducted? | <input type="checkbox"/> Questionnaires <input type="checkbox"/> Interviews with Directors <input type="checkbox"/> Interviews with Senior Management <input type="checkbox"/> Interviews with Corporate Secretary <input type="checkbox"/> Interviews with Senior Legal Counsel <input type="checkbox"/> Interviews with Auditor <input type="checkbox"/> Interviews with Others: <input type="checkbox"/> Facilitated Dialogue <input type="checkbox"/> Behavioural and Relationship Observations by Skilled, Objective Observer of Board Meeting(s) <input type="checkbox"/> Behavioural Observations by Skilled, Objective Observer of Committee Meeting(s) <input type="checkbox"/> Comprehensive Written Analysis with Workplan |

| | |
|--|---|
| | <input type="checkbox"/> 360 Feedback <input type="checkbox"/> Online Survey Completion <input type="checkbox"/> Other: |
| Which evaluations will be conducted? | <input type="checkbox"/> Board as a Whole <input type="checkbox"/> Board Chair <input type="checkbox"/> Committee Chairs <input type="checkbox"/> Individual Self Evaluation <input type="checkbox"/> Individual Peer Evaluation <input type="checkbox"/> Audit & Finance Committee <input type="checkbox"/> Governance & Nominating Committee <input type="checkbox"/> HR & Compensation Committee <input type="checkbox"/> Other Board Committee: _____ <input type="checkbox"/> Other Board Committee: _____ <input type="checkbox"/> Other Board Committee: _____ |
| Which criteria will be evaluation against? | <input type="checkbox"/> Mission, Vision, Values <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Act and Bylaws <input type="checkbox"/> Board and Committee Terms of Reference <input type="checkbox"/> Competencies and Contributions <input type="checkbox"/> Behavioural Aspects <input type="checkbox"/> Performance Measurement Framework <input type="checkbox"/> Risk Factors <input type="checkbox"/> Past Evaluations <input type="checkbox"/> Boardroom Culture <input type="checkbox"/> Peer Benchmarks <input type="checkbox"/> Other: |
| When will the evaluations be conducted? | <input type="checkbox"/> Q1 – Following Y/E results but prior to AGM <input type="checkbox"/> Q4 – Anticipating Y/E results <input type="checkbox"/> Other: <input type="checkbox"/> Other: |
| What will we do with the results of the evaluations? | <input type="checkbox"/> Implement a timed action plan based on the evaluation results <input type="checkbox"/> Review self and peer results with each director one-on-one <input type="checkbox"/> Review comprehensive results with full board <input type="checkbox"/> Review comprehensive results with Governance Committee only – report to the board on the action plan only <input type="checkbox"/> Provide each committee with their comprehensive results <input type="checkbox"/> External Consultant to facilitate dialogue on results and recommendations and next steps <input type="checkbox"/> Report on process to Shareholders/Members <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ |