

**REGISTRATION COMMITTEE Competency & Experience Matrix**

<p><b>Core VALUES &amp; COMPETENCIES</b> <i>(Required)</i></p>	<p>A clear understanding and appreciation of the College's <b>PUBLIC PROTECTION MANDATE</b>, with an <b>UNBIASED, NON-PARTISAN</b> approach.</p>	<p><b>DIPLOMACY, strong COMMUNICATION and INTERPERSONAL SKILLS:</b> enabling respectful, productive, and sometimes difficult discussions and a culture of trust.</p>	<p><b>INTEGRITY and HONESTY:</b> ensuring that self-interest never interferes with decision-making, and that the committee and Board has all the information it needs to make good decisions.</p>	<p><b>OBJECTIVITY:</b> enabling each committee member to take a step back and make decisions based on evidence, good information, and what is best to protect the public</p>	<p><b>ACCOUNTABILITY:</b> ensuring that committee members are able to take responsibility for their actions and execute their fiduciary duty.</p>	<p><b>OPENNESS</b> to new ideas, new perspectives, and new ways of doing things.</p>	<p><b>SOUND JUDGMENT</b> to make tough decisions with sometimes significant consequences.</p>	<p><b>COMMITMENT</b> to put in the time and energy to properly execute the role and the fiduciary duty to the College.</p>	<p><b>FLEXIBILITY:</b> Each committee member needs the ability to work electronically in order to uphold security, privacy, and efficiency of the committee's work. Committee members also must appreciate that, at times, plan needs to change to meet changing circumstances and needs.</p>
<p><b>Diverse PERSPECTIVES &amp; BACKGROUNDS</b> <i>(Preferred)</i></p>	<p><b>PROFESSIONAL DIVERSITY:</b> speech and hearing practices are diverse across the three professions (RAUD, RHIP, RSLP) and public- and private-sector contexts. To properly self-govern the College, the perspective of each of the professions and contexts needs to be present on the committee.</p>	<p><b>CULTURAL DIVERSITY:</b> speech and hearing practices are significantly influenced by culture. It is critical to have diverse cultural perspectives represented on the Board, specifically the perspective of the First Nations.</p>	<p><b>REGIONAL DIVERSITY:</b> speech and hearing practices vary throughout the province and so does the experience of the public's interaction and expectations of the health care system. The perspectives of the various regions of the province -- Lower Mainland, Island, North, and Interior -- on the committee is desirable.</p>	<p><b>AGE DIVERSITY:</b> the committee needs the perspectives of various age groups.</p>	<p><b>SEXUAL ORIENTATION &amp; GENDER IDENTITY:</b> a variety of perspectives help support decisions that are balanced and relevant.</p>	<p><b>EXPERIENCE DIVERSITY:</b> while all registrant committee members must have a base level of Canadian experience, the committee benefits from the experience and perspectives of both newer and older registrant members.</p>	<p><b>DIVERSITY OF EDUCATIONAL BACKGROUND:</b> the committee deals with applicants from diverse educational backgrounds, and so benefits from its registrant members coming from differing education programs across Canada and internationally.</p>		
<p><b>Diverse EXPERIENCE &amp; SKILL SETS</b> <i>(Preferred)</i></p>	<p><b>COMMUNICATIONS &amp; PUBLIC RELATIONS:</b> to ensure the college is sending the right messages to the public on registration-related matters.</p> <p>Understanding of the <b>PROFESSIONS</b>, the various stakeholders, and how decisions may impact the public and professions.</p>	<p><b>ADMINISTRATIVE LAW:</b> an understanding of procedural fairness and managing quasi-judicial/statutory decision-making.</p> <p><b>PUBLIC HEALTH SYSTEM LEADERSHIP:</b> to ensure that we have knowledge about the greater healthcare system when making decisions.</p>	<p><b>PROCEDURAL FAIRNESS:</b> an understanding of procedural fairness and the options in the scope of the College's mandate and power, to bring consistency and sound judgment to decision-making.</p> <p><b>RESPECT:</b> able to work with others effectively, appreciate different perspectives and opinions, foster and promote, not impede or stifle, robust dialogue.</p>	<p><b>AWARENESS of INHERENT BIAS:</b> aware of the biases members bring to decision-making and how to identify these in themselves and others and to eliminate them from decision-making.</p> <p><b>CULTURAL SAFETY &amp; HUMILITY:</b> open to ongoing learning, appreciate and respect unique perspectives, cultural contexts, while acknowledging power imbalances and biases in deliberation and decision-making</p>	<p><b>INTELLECTUAL CURIOSITY,</b> to explore a variety of different solutions to a problem and weigh up the risks and benefits or various approaches, and to identify where information that may support effective decision making is missing.</p> <p>Knowledge and experience of participating in <b>HEARINGS</b> within a legislative framework.</p>	<p><b>INFORMATION ANALYSIS &amp; JUDGMENT:</b> able to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections and narrow the issues to support good-decision making.</p>	<p><b>POST SECONDARY EDUCATION ADMINISTRATION</b> to understand the perspective of this important stakeholder.</p>	<p>Experience in <b>CHAIRING</b> board and committee meetings and committee leadership.</p>	<p>Understanding of <b>HEALTH PROFESSIONS REGULATION</b>, and the role of health regulators, the College's public protection mandate, the applicable legislation, regulations, bylaws and policies, and changing regulatory climate in which the College does its core work.</p>