



DiverseCity

THE GREATER TORONTO  
LEADERSHIP PROJECT

# Diversity in Governance

[ A **TOOLKIT** for Nonprofit Boards ]



MAYTREE

For Leaders. For Change.

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# Contents

|   |           |
|---|-----------|
| Acknowledgements  | 2         |
| Introduction  | 3         |
| How to Work with this Toolkit   | 4         |
| 1. Starting the Conversation  | 5         |
| 2. Developing a Board Diversity Policy  | 8         |
| 3. Conducting Board Outreach and Recruitment                                  | 10        |
| 4. Creating an Effective Board  | 15        |
| 5. Keeping on Track   | 19        |
| 6. Conclusion   | 23        |
| <b>APPENDICES</b>   | <b>24</b> |
| Appendix 1: Board Questionnaire on Diversity                                  | 25        |
| Appendix 2: Sample Format for Committee Terms of Reference                    | 26        |
| Appendix 3: Sample Board Governance and Nominating Committee Responsibilities | 28        |
| Appendix 4: Sample Diversity Policy   | 29        |
| Appendix 5: Sample Board Composition Matrix – Identifying Gaps                | 30        |
| Appendix 6: Sample Interview Questions  | 31        |
| Appendix 7: Sample Recruitment Timeline                                       | 32        |
| Appendix 8: Sample Board Manual Topics  | 33        |
| Appendix 9: Sample Mentoring Partnership Agreement                            | 34        |
| Appendix 10: Sample Roadmap for a Mentoring Relationship                      | 35        |
| Appendix 11: Board Evaluation Process Overview                                | 38        |
| Appendix 12: Guideline on Creating a Board Self-Assessment Survey             | 40        |
| Appendix 13: Sample Board Survey  | 41        |
| Appendix 14: Resources  | 46        |



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## ABOUT DIVERSECITY ONBOARD

DiverseCity onBoard, a Maytree idea, connects qualified candidates from the aboriginal, visible minority, and under-represented immigrant communities to governance positions in agencies, boards, commissions and nonprofit organizations across the Greater Toronto Area.

For more information about the DiverseCity onBoard program, visit <http://www.diversecitytoronto.ca/diversecity-onboard/>



## ABOUT MAYTREE

Maytree invests in leaders to build a Canada that can benefit from the skills, experience and energy of all of its people. Our policy insights promote equity and prosperity. Our programs and grants create diversity in the workplace, in the boardroom and in public office, changing the face of leadership in our country.

[www.maytree.com](http://www.maytree.com)



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# Introduction

Diversity is an integral part of the Canadian landscape. Visible minorities and under-represented immigrant communities make up an increasing percentage of our population. Almost half (44%) of Greater Toronto Area (GTA) residents were born outside of Canada, compared to 16% of the Canadian population as a whole, and 40% of the population are visible minorities (Statistics Canada, 2008). By 2031, visible minorities will be the visible majority in Toronto comprising 63% of the population in the Toronto census area (up from 43% in 2006) (Statistics Canada, 2010).<sup>1</sup>

Canada's nonprofit and voluntary sector is the second largest in the world, employing two million people, or 11% of the economically active population. Virtually all nonprofit and voluntary organizations in Ontario involve volunteers, either as board members or to help carry out their activities. Ontario alone has approximately 386,000 volunteer board members.<sup>2</sup> Yet the governance of these organizations is not always as diverse as their communities. A study of 20 of the largest charities and foundations located in the GTA based on revenue revealed that in 2010 the proportion of visible minorities on boards was only 11.9% compared to 49.5% of the population in the area under study. In addition, four (28.6%) of the 14 charities analyzed, and two (33.3%) of six foundations had no visible minorities on their boards.<sup>3</sup>

This is a missed opportunity. Diversity makes good business sense not only in the corporate sector but also in the voluntary sector – both corporate and voluntary boards provide service to the community, communicate information and manage scarce resources. Experience tells us that organizations benefit from having governance bodies that reflect the communities they serve. Some of the advantages of a more diverse board include:

- Diverse perspectives in decision-making lead to better decisions.
- A diverse board can help to legitimize the mandate of the organization.
- A diverse board can help build social capital and cohesion among diverse populations.
- A diverse organization can be more responsive to the community and clients.
- A diverse board can support fundraising and marketing/outreach more effectively.

The first step in increasing board diversity is acknowledging that diversity matters to nonprofit boards and that it makes good business sense. This toolkit will help you to take this first step and the ones that follow.

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<sup>1</sup> *DiverseCity Counts 2, A Snapshot of Diverse Leadership in the GTA, 2010*, The Diversity Institute in Management and Technology, Ted Rogers School of Management, Ryerson University, p. 8.

<sup>2</sup> Imagine Canada, 2005. Statistics from the National Survey of Nonprofit and Voluntary Organizations

<sup>3</sup> *DiverseCity Counts 2, A Snapshot of Diverse Leadership in the GTA, 2010*, p. 13.

# How to Work with this Toolkit

*Diversity in Governance: A Toolkit for Nonprofit Boards* is a comprehensive toolkit for use by CEOs, board chairs, heads of board governance committees and independent consultants when working with boards on issues around diversity and governance. It is a companion to the Maytree publication *Diversity Matters* which focuses on public agencies, boards and commissions.

The five sections will guide you through the steps for increasing diversity on your organization's board of governance.

**“Starting the Conversation”** encourages you to talk about what diversity means for your organization and to take a look at the demographics of the community served by your organization. It contains an outline of what needs to be in place for a diversity-in-governance initiative to succeed.

In **“Developing a Board Diversity Policy”** you will learn about the role of the governance committee, especially with respect to policy development. This section also describes the elements of a diversity policy and includes examples.

**“Conducting Board Outreach and Recruitment”** focuses on how to recruit a more inclusive board through an analysis of your current situation, the use of an outreach strategy and a transparent application process.

**“Creating an Effective Board”** provides guidance on setting the stage for a positive and productive board experience. It contains information and practical tips on board orientation, mentoring and board training topics.

In **“Keeping on Track”** you will learn about tracking, monitoring and evaluating progress towards achieving your goal of a more inclusive board.

The **appendices** include sample tools and a listing of resources.

We recommend that you skim through the whole document to get a sense of which sections are most relevant for you. You will find examples of organizations that have had positive results with, and been recognized for, their work in creating more inclusive governance structures for their organizations. While Maytree's DiverseCity onBoard program focuses on visible minorities, the principles and examples may also be applied to increasing board diversity in other areas such as disability, gender or sexual orientation.

# 1

## Starting the Conversation

Acknowledging the need for diversity may come as a flash of insight or as the result of a combination of factors over time. For example, you may find that your board's homogeneous composition is limiting its creativity and fundraising ability, or that the demographics of the community being served have changed. Looking at these and similar factors will start the conversation on where your organization is on its diversity journey, what changes need to be made and in what order of priority. Remember that becoming a truly inclusive board takes time as well as understanding and commitment from all its members. Once the board has acknowledged the need for diversity and is committed to the journey, it must define what type of "diversity" is needed.

**Once you have decided that your board is ready to take action, consider the following points:**

- identify where the impetus to change is coming from: the organization's programming and clientele, staff and/or the board itself
- explicitly acknowledge the need for diversity
- as board members, be ready to provide leadership on diversity for the whole organization
- link increasing board diversity to your organization's strategic plan
- understand and apply change management principles
- recognize that building equity and access requires a commitment both in internal operations and external relationships
- be prepared to break out of your comfort zone as new opportunities require taking risks
- learn from what other organizations have already done
- incorporate diversity training for board members into the board's training calendar

It may take time to achieve your diversity goals. A lack of knowledge about being inclusive and discomfort with change may cause some of your board members to be reluctant to alter the status quo. Refer to page 20 and page 21 for an overview of the principles of managing organizational change. These may help to put your diversity goals into a larger organizational perspective.

We recommend you set aside time at your board meetings to explore and discuss issues related to increasing board diversity. A facilitator may be helpful as it is important for all board and/or committee members to participate fully in the conversation.



When Frances Lankin reflected on United Way Toronto's experience with making diverse governance a priority, she said there comes a time to "just do it."

**Talk about what diversity means for your organization and then take a look.**

You may choose to begin by examining what an inclusive culture throughout your whole organization could look like. Apply a "diversity lens" to your policies, practices, systems and values. Is your organization's culture inclusive and welcoming? If not, how should you change it?

**Look at the competencies on your board as well as the demographics of your organization, your board and your community. Set goals and make a plan.**

To plan a comprehensive strategy addressing diversity in board governance, it is necessary to understand your starting point:

- What is the demographic composition of the community?
- Is the demographic composition of the community currently reflected in the governance of the organization?

To answer these questions, you need to have current information on who lives in the community you serve and its socio-demographic characteristics. You also need to take a closer look at who governs your organization and research a few more questions that are relevant to your situation.

Document and use this baseline when you discuss setting goals for increasing diversity on your board. Once you reach agreement, work together to communicate your goals in a way that everyone can understand and remember.

Agree on an approach that takes tasks, timelines and resources into consideration. Consider developing a detailed list of activities and assigning tasks. Talk about having someone take on the role of project manager.

There is no magic formula that will tell you where to start. In fact, there may be several starting points depending on your organization and your situation. When Frances Lankin reflected on United Way Toronto's experience with making diverse governance a priority, she said there comes a time to "just do it."





### CANADIAN MENTAL HEALTH ASSOCIATION (CMHA)

The report *Multicultural Access within a National Organization* (1993) provided CMHA with an overview of cross-cultural mental health across the country. The report indicated that CMHA had a lot of work to do in order to truly represent their client group, including a better representation of cultural communities on boards. In this process it became apparent that a practical tool was needed to assist the organization's branches and divisions to identify and tackle some of their systemic barriers. They called this their "diversity lens."

The CMHA Diversity Lens was developed as a framework to evaluate existing policies and procedures with respect to how sensitive these are to the diverse needs of staff, volunteers, board members and clients. It covers communications (access to information, language and visuals), policy and procedures (personnel procedures, recruitment and evaluation) and programs and services. Though the list is extensive, it is not intended as exhaustive.

The recruitment and selection checklist is provided in Appendix 1, page 25, as an example. You may adapt it to suit your organization.

### See Also:

Appendix 1:  
Board Questionnaire  
on Diversity, page 25

### UNITED WAY TORONTO

According to Frances Lankin, past President and CEO of United Way Toronto (UWT), "There's a direct connection between the level of fluency with diversity at UWT and our potential for influence and impact on the community."

When board chair Alnasir Samji began serving on UWT committees more than a decade ago, he recalled that diverse representation was already the norm. Now it is "embedded in the culture – 'part of the DNA,'" he says. When recruiting for senior staff and board positions, "we look at meritocracy – we look far, and look wide. That invariably means a blend of the community."

# 2

## Developing a Board Diversity Policy

A board diversity policy signals your commitment to diversity, supports implementation and demonstrates good governance. It will engage your executive leadership to champion the cause and act as catalysts for change.

Do your best to create an environment in which your board members, current and future, will embrace the policy wholeheartedly. This will help to set the tone for how the whole organization supports diversity.

“For policies to bring about real change, an organization needs to involve community agencies and board members as well as a cross-section of staff in their development. This builds connections across the organization and a shared understanding of the intent of the policies. It is equally important to ensure meaningful representation and engagement of people of colour in the process of writing the policy; to use language that is strong and clear...to make sure the policy builds in directions that point clearly to an action plan and that implementation is made everyone’s responsibility.”

Tina Lopes and Barb Thomas, *Dancing on Live Embers: Challenging Racism in Organizations*. Between the Lines, Toronto, 2006, p. 113

**The development of a board diversity policy may be the function of a board diversity committee or a board governance committee. Some organizations are moving away from the diversity committee approach and placing diversity work within a broader context related to governance. Regardless, it must remain a board priority. This board committee can do the following:**

- assess the current state of governance practices and identify gaps
- develop draft by-laws, policies and procedures to improve and clarify governance
- recruit new board members
- ensure board orientation and ongoing development needs are met
- ensure committees have a Terms of Reference (see Appendix 2, page 26) for a sample format for Terms of Reference and Appendix 3, page 28, for sample board governance responsibilities)
- review and make recommendations to the board concerning board composition, board size, board structures, board policies and procedures, by-law amendments and board attendance

**Diversity policies are most useful when they contain:**

- a values statement about the organization’s commitment to issues of diversity and equity
- a brief statement of the added value that implementing this policy will bring to the work of the board – for example, making better decisions
- a concrete statement of objectives
- a set of milestones that the board would like to achieve
- an accountability framework for achieving these (see the section called Keeping on Track on page 19)
- information on resources to be used to ensure implementation
- an accompanying operational plan that outlines, in priority, the steps taken to reach each goal

See next page for an overview of how Women’s College Hospital in Toronto developed its equity vision. A sample diversity policy from Family Service Toronto is found in Appendix 4, page 29.

### WOMEN'S COLLEGE HOSPITAL

A world leader in women's healthcare, Women's College Hospital (WCH) had to create an entirely new infrastructure, purpose and mission when it de-amalgamated from Sunnybrook Health Sciences Centre in 2006. The board of WCH wanted diversity and equity to be built right into the DNA of the new organization. WCH calls its "commitment to optimal health outcomes for diverse women and their families" its Equity Vision.

"While 'diversity' is a celebration of all that we are, 'equity' is our call to action," explains former Equity Champion Hazelle Palmer. Palmer worked with other members, senior WCH management, staff and community representatives to craft the Equity Vision. An equity champion can create a work plan to increase an organization's diversity and keep the conversation going. If the champion is also on the board, he or she can ensure that the board supports implementation of the work plan.

The Equity Vision incorporates the principles of human rights, anti-racism and anti-oppression, and applies to the entire hospital organization, including patients and staff. And it explicitly mandates the resources necessary to achieve its goals.

### WOMEN'S COLLEGE HOSPITAL EQUITY VISION

Our commitment to optimal health outcomes for diverse women and their families through community informed, inclusive and responsive services

Commitment: all policies/practices at WCH incorporate values/principles of human rights, anti-racism and anti-oppression; resources allocated to ensure meeting change agenda and needs of women; advocates for external systemic change to improve health outcomes for all women

Diverse women and their families: patient base reflects GTA's diverse communities; at all levels of WCH staff, doctors and volunteers reflective of diverse communities

Community informed: diverse communities inform all aspects of WCH with their expertise and experience including WCH's advocacy efforts

Inclusive: culturally welcoming and barrier free

Responsive services: meets the varied needs with differential programs, services, research and education that acknowledge the impact of the social determinants of health on women's lives; all volunteers, managers, staff and doctors are culturally competent and sensitive

### See Also:

Appendix 2:  
Sample Format for  
Committee Terms of  
Reference, page 26

Appendix 3:  
Sample Board Governance  
and Nominating Committee  
Responsibilities, page 28

Appendix 4:  
Sample Diversity Policy,  
page 29

# 3

## Conducting Board Outreach and Recruitment

Look at the demographics of your community, the competencies you require and your strategic goals. This will help you prepare to build an applicant pool that better reflects the diversity of the population you serve and who will bring the range of perspectives and experience needed to govern well. As well you will have more candidates with experience, knowledge and skills, which will increase the number of qualified applicants as a whole who could serve on your boards and committees.



Here are steps for you to consider.

### **Identify what you need and what you have.**

Consider your strategic priorities for the next few years. You may have already set these out in a strategic plan. Identify the skills, experience and knowledge needed at the board level to help you achieve them. Consider your changing external environment and whether this requires new skills. What gaps will be created by retiring board members?

Record all of these on a matrix such as the one found in Appendix 5, page 30, which you can adapt to suit your needs.

Ask existing board members to fill in copies of the matrix, indicating whether their skills and experience for the area are strong, adequate or weak. Transfer these individual answers to a single matrix. The board or governance committee will be able to see where the board is already strong and where it has gaps in skills, knowledge or experience. It is also useful to compare these results against when board members' terms are ending so that you can plan for the future. For example, if you know that your treasurer is retiring at the end of the next term, you might be looking ahead for a replacement.

The information from the completed matrix will help you develop a strategy for finding new members. Consider the following examples of how one organization used a skills matrix and how another relied on demographic information as well as a skills inventory.

### HARBOURFRONT CENTRE

From its inception in 1972, Harbourfront Centre has exposed Torontonians and its visitors to the best of what Canada and the world has to offer in contemporary dance, theatre, music, literature, crafts, the visual arts, and children’s and family recreation and entertainment. Attracting more than 12 ½ million visits every year, Harbourfront may be the most widely attended arts and culture centre in Canada

Harbourfront Centre uses a grid – a visual summary of the current board’s ethno-cultural, diversity, and skills makeup – to measure and track diversity targets and to ensure that board recruitment is reflective of the community. Annual goals are set for the nominating committee based on the gaps that have been identified this way. The grid system also lets the board see at a glance when each member’s term will end, and therefore what attributes the committee will need to be thinking about when it looks for future candidates. The board also needs to be thinking about “line of succession” and about who may eventually have those kinds of skills.

“Having a more diverse leadership has allowed us to better appreciate the different communities and to better respond to their needs.”

L. Robin Cardozo,  
*Chief Executive Officer,*  
*Ontario Trillium Foundation*

### FAMILY SERVICE TORONTO

As Janet McCrimmon, Family Service Toronto’s director of research, evaluation and planning, explains, “We recognized that the board, staff and management have to look like the community – it’s built right into the strategic direction. It’s not just about ethno-racial or ethno-cultural diversity. It’s also about ability, gender, sexual orientation, [and] age.”

“Research informs how we recruit for our board,” continues McCrimmon. Each year a skills, experience, and linkages inventory of the FST board is produced, as well as a demographic assessment<sup>4</sup> (based on Statistics Canada questions so that the data gathered can be readily compared with Stats Can’s own figures). One year, when it was compared to the city’s demographic makeup, one of the gaps identified was the need for more ethno-racial diversity, more women, more from the LGBTQ communities, more young people.

FST sought to build a board that reflects rather than represents the community. McCrimmon explains: “We want to benefit from the experiences that people have, who they are as people, what knowledge they have of their communities – but the first commitment of members has to be to serve the interests of the organization.”

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<sup>4</sup>The Ontario Human Rights Code, section 14.1 permits voluntary and confidential data collection for the purpose of implementing a special program designed to achieve equal opportunity.

Board profiles identify the competencies needed by the board as a whole to achieve its mandate and strategies.

**Develop an outreach strategy.**

Develop an outreach strategy that will help you find qualified candidates to fill existing gaps. You can include where to advertise for board vacancies and when, in order to screen potential candidates before the Annual General Meeting.

There are different models for board eligibility. Some organizations’ by-laws state that in order for people to be members of the board they must first be members of the organization. In this case, you may consider adding a membership drive to your board outreach strategy as a means of increasing the pool of applicants you can draw from for your board.

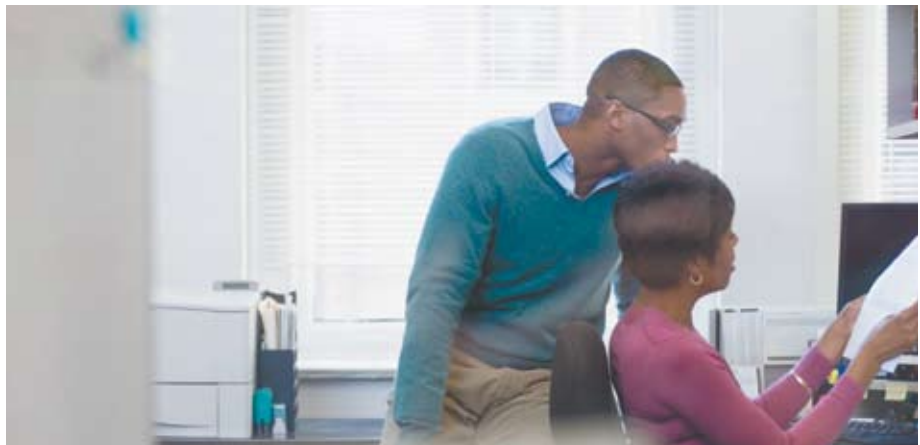
You may choose to include a statement declaring your board’s commitment to diversity in the messages you communicate while advertising for board vacancies. In addition, you may think about posting board profiles and vacancy profiles so that board candidates know they will be evaluated against the same criteria.

Board profiles identify the competencies needed by the board as a whole to achieve its mandate and strategies. You may find these in your board skills matrix. Vacancy profiles set out the specific skills and qualifications needed by candidates to be considered and selected for an available position.

Some outreach techniques include

- advertising in community hubs and ethnic media
- distributing brochures at events and business associations of diverse communities
- newsletters of ethnic professional or business associations
- reaching out to your volunteer base
- conducting information sessions in diverse communities
- advertising in different languages
- becoming affiliated with services that recruit, screen and train potential board candidates such as DiverseCity onBoard

The following example highlights how one organization extended its diversity practices to include reaching out to the local community for new board members.



### ONTARIO SCIENCE CENTRE

The Centennial Centre of Science and Technology, more commonly known as the Ontario Science Centre (OSC), was established by the Province of Ontario as a crown corporation to commemorate the centennial of Canadian confederation. Its mandate is to create a science museum that showcases Ontario's role in science and technology, to conduct science education programs and to stimulate public interest in the relationship of science to society.

For many years the OSC has been actively committed to creating a welcoming space for, and a reflection of, the diversity of its visitors. The OSC is a destination for visitors from around the world, but it also sees itself as a community facility within Flemingdon Park, one of the most racially and culturally diverse neighbourhoods in Toronto. The OSC has long been committed to diversity in employment practices, in programming and in its exhibits. Over the last few years, the chair and the CEO acknowledged that the next step was to create a Board of Trustees that was reflective of the diversity of Toronto, its donors, its employees, its volunteers and its visitors.

The board diversification strategy began with an assessment of the skills needed for board members in general and, more specifically, those needed to fill upcoming vacancies. Connections to the diverse communities that the OSC serves and a commitment to corporate social responsibility were added to the list of standard board skills. Armed with a revised checklist, the chair of the board and CEO reviewed applications received through the Province of Ontario public application process, sought the advice of Maytree and invited recommendations from members of the board and senior management team and their networks. From this process a number of qualified candidates were recommended to Cabinet for appointment. Five new appointments were made over an eighteen-month period, of whom three were members of visible minorities.

Armed with a revised checklist, Ontario Science Centre's chair of the board and CEO reviewed applications received through the Province of Ontario public application process, sought the advice of Maytree and invited recommendations from members of the board and senior management team and their networks.



**See Also:**

Appendix 5:  
Sample Board Composition  
Matrix – Identifying Gaps,  
page 30

Appendix 6:  
Sample Interview  
Questions, page 31

Appendix 7:  
Sample Recruitment  
Timeline, page 32

**Design a transparent and clear application process.**

Ensure that application criteria for board positions are clear and publicly available through board and vacancy profiles. Take a good look at how you manage your selection process now and see if there are ways to be more inclusive. Consider the following examples.

**THE CITY OF TORONTO**

The City of Toronto identified barriers to their civic appointments process and then removed them. For example, they enhanced their website to provide comprehensive information about the application process. This entailed using clearer language, including better instructions and offering more convenient methods for submitting applications – in person, mail, fax or email.

Be thorough when you interview prospective candidates. Develop interview questions that will provide you the information you need about a potential candidate’s competencies and skills. Think about including working with diverse communities as a competency in itself.

**FAMILY SERVICE TORONTO**

Prospective board candidates answer a standard questionnaire during 60-minute interviews with a board panel at Family Service Toronto. “We want to be sure that they understand the commitment they are going to be making,” says board chair Harlan Schonfeld. Among other things, they answer questions about their experiences working with diverse groups and about their attitude to equity and inclusion.

See Appendix 6, page 31, for sample interview questions on diversity.

**Get organized.**

Be sure to leave lots of time for recruiting and selecting new board members, especially if you have special needs or several spots to fill. Planning ahead will increase the chances that committee members can commit their time and become truly involved. Tie your activities to the preparations for the Annual General Meeting (AGM). See Appendix 7, page 32, for a sample recruitment timeline leading up to an AGM.



# 4 |

## Creating an Effective Board

You now have new board members. What can you do to create a welcoming and supportive environment?

### **Prepare your new board members.**

The following activities are good governance practices in general and are included in this toolkit because they are particularly effective in supporting diverse board members. To be most effective, they should become part of every new board member's orientation.

#### **Board orientation**

This function is usually fulfilled by the governance committee. Try to hold your board orientation session as soon as possible after the Annual General Meeting. While you are designing the session, keep the needs of existing board members in mind as well.

#### **Potential topics include:**

- sector information to describe the environment in which the organization operates
- organization history, mission, vision and values
- introduction to strategic plan
- programming overview
- legal framework for the organization
- by-laws or policies that have been developed by the board
- procedures regarding how the board makes its decisions
- role of board vis-à-vis role of executive director
- board member responsibilities
- liability and accountability
- stakeholders and key relationships
- an orientation to the board manual (see Appendix 8, page 33, for a sample listing of what you may include in a board manual)

#### **Mentoring**

Mentoring is an effective and inexpensive means of preparing new board members for full participation in the work of the board. A more experienced board member (mentor) provides knowledge, advice and support to a newer member (mentee) who is seeking information and knowledge about the workings of the board and the organization.

Encourage senior board executives to support the program. You may choose to involve the executive director in selecting and matching mentors and mentees. Take new board members' prior board experience into consideration when matching them to suitable mentors.

Consider these criteria when selecting experienced board members to become mentors:

- minimum of one year on the board
- good knowledge of governance
- experience in leadership roles
- commitment to increasing diversity on the board
- understanding of challenges faced by new board members

Good governance training includes diversity training. To be effective, governance training needs to be tailored to your particular audience.

Here are some points to keep in mind when selecting new board members to become mentees:

- length and level of prior board experience
- recently appointed to the board (less than six months)
- commitment to increasing their capacity as board members
- motivated to take leadership on the board
- willingness to commit the time to increase their effectiveness on the board

Formal mentoring is a structured program within a specific timeframe. Mentors and new board members are matched, trained and sign a partnership agreement, which is a written agreement outlining their mutual expectations and the new board members' learning goals. (See a sample partnership agreement in Appendix 9, page 34.)

Informal mentoring is a spontaneous relationship that unfolds naturally when a less experienced person seeks advice from someone more experienced and knowledgeable. There are benefits to both formal and informal mentoring. You will know which approach best suits your board.

The following table is a quick guide to mentoring activities. See Appendix 10, page 35, for a detailed roadmap of a sample relationship in which the mentoring pair spent nine hours together over a period of six months.

#### **Mentor tasks**

- Share articles, books and websites on board governance.
- Discuss your history with the board and how things got done on the board and in the organization.
- Meet with your mentee half an hour before a board meeting to clarify agenda items.
- Telephone your mentee after the board meeting to discuss and answer questions on issues.

#### **Mentee tasks**

- Read and discuss materials recommended by your mentor. Share materials you've read.
- Select a topic from the board manual that you want to learn more about and discuss with your mentor.
- Make a list of unfamiliar board terminology and ask your mentor to explain.
- Observe committee meetings and discuss which one to join.

### **Offer governance and diversity training.**

Regardless of the model of your board governance, all board members require ongoing training on good governance. Courses might include Board Roles and Responsibilities, Risk Management, Strategic Planning, Diversity and Cultural Awareness.

Good governance training includes diversity training. To be effective, governance training needs to be tailored to your particular audience. You will know if you need to bring in a facilitator to assist you with the planning and delivery. It is important to create a safe learning environment and to allow plenty of time for discussion.

You may choose to have board members undertake a self-assessment regarding diversity issues; for example, looking at their assumptions about how they conduct themselves in their board work and their level of cultural awareness.

Build more than one diversity training session into your board learning calendar. The commitment to diversity is ongoing and it can take time for board members to develop and/or strengthen the skills they need to achieve your diversity goals.

Some organizations choose to meet with board members individually to review the board's commitment to diversity and its diversity policies. Think about what is best for you.

The commitment to diversity is ongoing and it can take time for board members to develop and/or strengthen the skills they need to achieve your diversity goals.

#### **YMCA OF GREATER TORONTO**

The YMCA of Greater Toronto runs a full-day orientation for all new board members as well as an informal board mentoring program in which new members are paired with more experienced ones. In the Y's experience, diversity-awareness training for boards needs to be customized each and every time. Sometimes only a discussion is required because new board members are already knowledgeable. They found that "blanket training programs didn't work well" and instead focus on integrating diversity into the board's orientation process.

#### **THE CENTRE FOR ADDICTION AND MENTAL HEALTH**

At the Centre for Addiction and Mental Health (CAMH) board and senior management were the first to receive diversity training specifically tailored to their roles in leading the organization. Training is mandatory across the organization and at the board. CAMH then moved to second-level training tailored to specific activities within the organization, such as bias-free hiring.

**See Also:**

Appendix 8:  
Sample Board Manual  
Topics, page 33

Appendix 9:  
Sample Mentoring  
Partnership Agreement,  
page 34

Appendix 10:  
Sample Roadmap for a  
Mentoring Relationship,  
page 35

**Take the needs of new board members into consideration.**

Ensure that venues are accessible, that meetings are scheduled to not interfere with major cultural holidays and that child-care needs are addressed. Ask if there are other requirements or preferences.

“You don’t know how limiting things can be for people simply because of their physical condition, their mental condition, or their gender or age,” says Harlan Schonfeld, board chair, Family Service Toronto. The board has learned about the experiences of transgender people, persons with disabilities, and broadened their understanding of equity and inclusion. “It’s only through continuing to learn about what anti-oppression is that you realize there’s always someone who will feel a barrier, and that it needs to be addressed.” Is there wheelchair access to the building? Can everybody read and understand board documents? What else might need to be done?

**Keep board members engaged and active.**

Providing ongoing opportunities for your board members to stay engaged is a logical, strategic follow-up to recruitment and selection. Keep up the momentum!

Board training can take place throughout the whole year and can be scheduled in the board calendar. Consider developing a learning agenda for each person and finding ways to address items to ensure meaningful participation from all. Diversity training can also be offered on more than one occasion throughout the year.

**FAMILY SERVICE TORONTO**

By using a “consent agenda” – putting items such as the ED’s report, the president’s report, and the approval of the minutes in a document that can be approved in one motion – Family Service Toronto frees up more time at each meeting for substantive discussion and for ongoing education.



# 5

## Keeping on Track

You have now created and implemented a plan for increasing diversity on your board and for establishing an effective board. You have worked hard to recruit new members with diverse backgrounds and to make board members feel welcome so that they contribute their skills, knowledge and energy. How will you know that you have succeeded?

Here are some actions that will contribute to a successful board diversity initiative:

- link your actions strongly with your strategic priorities
- clearly communicate what it is you would like to achieve
- keep your board diversity plan “front and centre”
- integrate your diversity plan into your board decision-making processes
- allocate resources for implementation of the plan (for example, for a board retreat)
- put accountability measures in place
- determine what success will look like
- measure (and celebrate) progress
- implement recommendations for improvement

### **Tracking progress.**

You may begin by going back to your starting point and assessing your board composition against relevant demographic information. You may also choose to take a closer look at policies and procedures:

- How have you changed your board nomination and appointments policies and procedures?
- Have your policies and procedures been amended to reduce/address barriers?

Take some time to outline what you would like to achieve during an evaluation and how you will go about it. Consider, for example, whether you have the expertise to conduct your own evaluation or whether you will pay for someone to assist you. Think about the scope of your evaluation and set reasonable timelines. Set expectations for the kind of recommendations you would like to see after your evaluation is complete and think about how you will use your findings. For example, you can integrate priorities into board and committee work plans and the strategic planning cycle. Evaluation results can be shared with stakeholders as well as included in funding reports and fundraising proposals.



“Be strategic in seeking change. Be knowledgeable about the formal and informal culture and processes of the organization you seek to change. Find allies who share your vision and support your efforts. Be persistent and have more than one approach in your change toolkit.”

Alok Mukherjee,  
*Chair, Toronto Police  
Services Board*

### **What to look for and where to find it.**

Determine the outcomes you would like to measure and the indicators that will let you know you have reached your goals. These may be quantitative or qualitative measures. For example, you may set numerical targets for the number of ex-clients serving on your board such as 20%. You may try to measure what board members have learned during a board diversity training session. Appendix 11, page 38, provides an example of how to plan for evaluating different aspects of board governance.

Go back to your policies and procedures to collect information on the following:

- how you determine eligibility criteria for available positions
- how you advertise vacancies
- how you recruit new members
- how you screen new members
- how you orient new members to how your board works

Tools and resources that can be used include:

- organizational self-assessment checklists (see resources listing in Appendix 14, page 46, for Inclusive Community Organizations Toolkit)
- individual self-assessment for board members
- board effectiveness questionnaire (see Appendix 12, page 40, for guidelines on creating a board self-assessment survey)
- personal interviews
- ongoing anecdotal information
- skills matrix (refer to section on Conducting Board Outreach and Recruitment, page 10)
- Statistics Canada census information

### **Organizational change in perspective.**

Be patient. Organizational change takes time. An understanding of the principles of change management may help you to understand your organization’s efforts and will put the inevitable setbacks in perspective. The following overview links essential elements of increasing board diversity to John Kotter’s eight-step change model.<sup>5</sup> Kotter observes that successful change goes through all eight stages, usually in sequence.

**1. Establishing a sense of urgency** – Complacency will obstruct change efforts. First, identify sources of complacency and then either remove them or minimize their impact. Take the time to prepare for change and then start honest discussions about diversity and what being more inclusive may mean for your organization. Begin to communicate the rewards of increasing diversity and why it is time to start.

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<sup>5</sup> John P. Kotter, *Leading Change*. Harvard Business School Press, 1996.

**2. Creating the guiding coalition** – While an individual champion can be an important asset, effective change management requires a team effort. Recruit strong leadership and visible support from key people within the organization and the board. Foster trust among group members and develop a common goal. Your organization may have already undergone a diversity initiative at staff and program levels; if so, you may invite key people involved in that implementation to advise your team.

**3. Developing a vision and strategy** – A clear direction of change is required. Develop a picture of the future as a diverse board that can be summarized in one or two sentences. Add an overall direction for how this can be achieved. A commitment to a common vision is powerful as a framework to focus the board's attention on what is held in common rather than what the differences are around the board table.

**4. Communicating the change vision** – Talk about the vision at every opportunity; for example at board meetings, committee meetings and at meetings in the community. Use the vision to guide decisions and solve problems that arise during board meetings. Listen to what board members have to say about the vision and be prepared to refine it as required.

**5. Empowering people for action** – Look at your board's structure and practices to see if they are in line with your vision. Provide training in diversity and inclusion, with a special focus on board governance. Identify board members who are resisting the change and help them see what's needed.

**6. Generating short-term wins** – Nothing succeeds like success. Change takes time. Evidence that efforts are paying off will help convince those board members who are still unsure and will maintain momentum. This can be achieved by setting short-term targets as well as a long-term goal and by celebrating successes.

**7. Consolidating gains and producing more change** – Try not to let celebrating success dilute the sense of urgency and commitment to your vision. The board may still experience some resistance to change.

**8. Anchoring new changes in the culture** – Continue to discuss progress during your regular board meetings. Include the change ideals and values when recruiting new board and committee members. Create plans to replace key leaders of change as they move on, especially since boards have set terms of office.

**See Also:**

Appendix 11:  
Board Evaluation Process  
Overview, page 38

Appendix 12:  
Guideline on Creating a  
Board Self-Assessment  
Survey, page 40

Appendix 13:  
Sample Board Survey,  
page 41

Appendix 14:  
Resources, page 46

“ To self-reflect and have a 360-degree evaluation of the organization, of board members, and of how we’re moving forward. It’s pretty amazing.”

Hari Viswanathan,  
*Director, Family Service Toronto*

#### FAMILY SERVICE TORONTO

In addition to the skills inventory, each year Family Service Toronto board members fill out a confidential on-line survey to assess their effectiveness and engagement as individual members and as a board (see Appendix 13, page 41). This enables the organization to assess both activities and behaviours. Questions, which change every year, may include whether members encourage each other to participate fully in governance work, and whether people are comfortable raising issues where differences of opinion or conflict are expected. Director Hari Viswanathan explains that this tool gives the board the opportunity “to self-reflect and have a 360-degree evaluation of the organization, of board members, and of how we’re moving forward. It’s pretty amazing.”

#### UNITED WAY TORONTO

From its inception in the mid-1950s, United Way Toronto (then the United Community Appeal of Greater Toronto) has recognized the importance of embracing the city’s diversity.

When United Way Toronto (UWT) reduced the size of its board of trustees, representing the community still had to be a priority. To be effective, UWT’s trustees must reflect the multicultural and multigenerational nature of Toronto. Shrinking the board from 44 to 23 made it more engaged, but having trustees with the right skill sets was key. Candidates came from UWT’s links with academia, not-for-profits, labour unions, government and the public sector; its Workplace Campaign connected it with corporate and business communities; the more than 200 agencies it funds provided highly-qualified potential trustees. As a result of its efforts, from 2002 to 2010 board diversity went from 28% to 61%.

In the 1980s, UWT committed to become even more diverse and inclusive, not just in terms of the agencies and charitable programs it funded, but also in its appeal to fundraisers and volunteers. Within a few years, it was producing materials targeted to ethnocultural groups, receiving coverage in Toronto’s foreign-language media, and had formed a standing committee dedicated to promoting the organization to ethnic communities. Black, Chinese, Greek, Italian and South Asian committees were created to involve Toronto’s five largest cultural communities in fundraising. There has also been targeted outreach to the Portuguese, Korean and Filipino communities, among others.



# 6

## Conclusion

“Good practice in board governance includes finding the right people to lead,” states Ratna Omidvar, President of Maytree and co-chair of DiverseCity. “In a city region as diverse as ours, this involves embracing the full spectrum of skills, experiences and connections available. Capitalizing on our immense talent pool is an imperative for today’s nonprofit and public boards.”

The resources and samples are here for you to use and adapt as you move through start-up, implementation and evaluation. We wish you and your board success as you change the face of governance in your organization and region.



# APPENDICES

## Appendix 1: Board Questionnaire on Diversity

|  | Yes                      | No                       | To some extent           | Need to do/find out      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Does your organization reflect the diversity of your community with respect to:</b>   |                          |                          |                          |                          |
| • board membership?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • staff?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • committee / working group members?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • volunteers?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Aside from conventional methods, do you advertise positions in community newspapers and through cultural agencies for:</b>                              |                          |                          |                          |                          |
| • staff positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • volunteer positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • practicum students?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you recruit from diverse groups in your community for:</b>   |                          |                          |                          |                          |
| • new board positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • committee / working group positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Is proficiency in languages other than the two official languages recognized as a valued skill when selecting:</b>                                      |                          |                          |                          |                          |
| • board members?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • new staff?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • committee / working group positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • volunteers?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • practicum students?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Is knowledge of cultures and traditions recognized as a valued skill when selecting:</b>  |                          |                          |                          |                          |
| • board members?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • new staff?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • committee / working group positions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • volunteers?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • practicum students?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you recognize knowledge of languages other than the official languages and knowledge of cultures and traditions as valued skills when evaluating staff? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When recruiting in general, do you ask potential candidates how comfortable they feel about working with others from diverse backgrounds in the workplace? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Source: Excerpted from The Diversity Lens, Canadian Mental Health Association. The full text is available at [www.cmha.bc.ca/about/vision\\_mission](http://www.cmha.bc.ca/about/vision_mission).

## Appendix 2: Sample Format for Committee Terms of Reference

### Format for Committee Terms of Reference

---

|   |   |
|---|---|
| <b>Role</b>                                     | <p>A general statement of the committee’s purpose or role should be set out. The role should be relevant to the work of the board.</p> <p><i>Example</i></p> <p>The role of the governance committee might be expressed as: “To advise the board on matters relating to the board’s governance structure and processes, evaluation of the board effectiveness, recruitment, education and evaluation of board members.”</p>   |
| <b>Responsibilities</b>                         | <p>A specific list of activities the committee is to undertake, usually without setting out in detail the process the committee is to follow.</p> <p><i>Example</i></p> <p>Governance committee responsibilities might include:</p> <ul style="list-style-type: none"><li>• Review by-laws and recommend revisions as required;</li><li>• Conduct process for succession, interviewing and recommending candidates for election to the board; and</li><li>• Evaluate effectiveness of board governance structures, processes and recommend changes as required.</li></ul> <p><i>(See Sample Committee Responsibilities for further examples.)</i></p> |
| <b>Membership and Voting</b>                    | <p>Set out the number of appointed and <i>ex-officio</i> committee members and whether they are voting or non-voting.</p> <p><i>Example</i></p> <p>Voting members:</p> <ul style="list-style-type: none"><li>• Chair of the board;</li><li>• At least four directors appointed by the board;</li><li>• CEO as an <i>ex-officio</i> member.</li></ul> <p>Non-voting member:</p> <ul style="list-style-type: none"><li>• Vice President of Planning.</li></ul>  |
| <b>Chair</b>                                    | <p>Describe who the chair will be.</p> <p><i>Example</i></p> <p>A member of the committee appointed by the board.</p>   |
| <b>Frequency of Meetings and Manner of Call</b> | <p>Specify if a minimum number of meetings must be held.</p> <p><i>Example</i></p> <p>At least quarterly at the call of the committee chair.</p>  |

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## Appendix 2: Sample Format for Committee Terms of Reference (cont'd)

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|                            |  |
|----------------------------|--|
| <b>Quorum</b>              | <p>If there are non-board members on the committee, the quorum should reference the board members.</p> <p><i>Example</i><br/>51% of the committee members, provided a majority of those present are board members.<br/>-OR-<br/>51% of the members entitled to vote.</p> |
| <b>Resources</b>           | <p>Specify if a member of management is to be assigned to the committee as a resource and committee support.</p>   |
| <b>Reporting</b>           | <p>Specify how the committee reports. It will usually be to the board, but a sub-committee may report to a committee.</p> <p><i>Example</i><br/>To the board.</p>  |
| <b>Date of Last Review</b> |  |

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Source: Corbett, Anne and James M. Mackay. *Guide to Good Governance, Not-for-Profit and Charitable Organizations*, Ontario Hospital Association, April 2009, pp. 153-154. Used with permission.

## Appendix 3: Sample Board Governance and Nominating Committee Responsibilities

### Board Recruitment

- Develop for approval by the board a description of the skills, experience and qualities including diversity of the directors;
- Consider skills, experience, qualities and diversity of current directors to determine board needs; and
- Oversee board recruitment and nomination processes and recommend to the board candidates for election at the annual meeting.

### Board Education

- Ensure a comprehensive orientation session is provided to all new board members;
- Oversee board education sessions to ensure board receives periodic education on governance, industry issues and the organization's operations; and
- Organize, with the input of the CEO and board chair, the board's annual retreat.

### Board Chair

- Ensure succession planning for the office of board chair;
- Oversee and implement the board's process for selecting a board chair and recommend an individual for election by the board as chair; and
- Make recommendations to the board for vice chairs and other board officers.

### Board Committees

- Ensure periodic review and evaluation of committee performance and Terms of Reference and make recommendations to the board as required; and
- Recommend to the board, with the input of the chair, nominees for all board committees and committee chairs.

### Evaluations

- Establish and implement a program to evaluate board performances including individual director performance, performance of the chair, board committees and committee chairs;
- Consider the results of board evaluations in connection with renewal of the terms of existing directors; and
- Review and make recommendations to the board concerning:
  - Board composition
  - Board size
  - Board structures
  - Board policies and procedures
  - By-law amendments
  - Board attendance
  - Other
- Such other matters as may be required by the board, from time to time.

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Source: Corbett, Anne and James M. Mackay. *Guide to Good Governance, Not-for-Profit and Charitable Organizations*, Ontario Hospital Association, April 2009, pp. 157-158. Used with permission.

## Appendix 4: Sample Diversity Policy

### Family Service Toronto – Equity and Inclusion Policy, February 2009

Family Service Toronto (FST) affirms its commitment to building a city which is equitable and inclusive. This means that in all aspects of its operations and at all levels of the organization, FST works to ensure that there is no discrimination on the basis of, but not limited to, ethnicity, language, race, age, ability, sex, sexual or gender identity, sexual orientation, family status, income, immigrant or refugee status<sup>6</sup>, nationality, place of birth, generational status<sup>7</sup>, political or religious affiliation.

FST further recognizes that the increasing diversity among residents in Toronto has added cultural, social and economic benefits to our community. It is also sensitive to the fact that oppressed groups experience marginalization and encounter barriers to full access and participation in the community. FST seeks to increase access and participation, especially for those who are marginalized, disadvantaged or oppressed.

FST encourages individuals to participate fully and to have complete access to its services, employment, governance structures<sup>8</sup> and volunteer opportunities. It shall make every effort to see that its structure, policies and systems reflect all aspects of the total community and to promote equal access to all. To this end, FST strives to ensure that:

- Discriminatory or oppressive behaviours are not tolerated;
- Individuals who engage with FST for services are valued participants who have opportunities to shape and evaluate our programs;
- Community programs and services are developed and delivered to give priority to individuals in marginalized communities and are sensitive to the needs of diverse groups;
- Programs are delivered in such a way that systemic barriers to full participation and access are eliminated and so that positive relations and attitudinal change towards marginalized groups are promoted;
- Services are provided with sensitivity to the influence of power and privilege in all relationships, including service relationships, and are delivered in keeping with anti-oppression principles; and
- Communication materials present a positive and balanced portrayal of people's diverse experiences.

This policy is intended to act as a positive force for equity and the elimination of oppression.

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<sup>6</sup> FST recognizes that barriers to employment and services may exist due to immigration or refugee status based on legislation and/or contractual funding obligations.

<sup>7</sup> Generational status is intended to protect individuals with Canadian citizenship who are first, second or third generation immigrants from discrimination.

<sup>8</sup> FST governance structures include: the board of directors, committees of the board and any board working groups that may be convened.

## Appendix 5: Sample Board Composition Matrix – Identifying Gaps

Board Member Name:

| CRITERIA  | Strong                   | Adequate                 | Weak                     |
|---|--------------------------|--------------------------|--------------------------|
| <b>Competency / Experience</b>                  |                          |                          |                          |
| Chaired a board or committee of an organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other governance role                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic Planning                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health Care                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Seniors   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Housing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Immigration                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research and Education                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information Technology                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Human Resources                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Management                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fundraising                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marketing                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Real Estate                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legal   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk management                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Relations/Communication                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Board Experience</b>                         |                          |                          |                          |
| Nonprofit                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Corporate                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Diversity</b>                                |                          |                          |                          |
| Female  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Male  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethno-racial                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Person with a Disability                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Knowledge of Communities</b>                 |                          |                          |                          |
| Community Leader                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resident of Areas Served                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other - Specify                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Source: DiverseCity onBoard, Maytree



## Appendix 6: Sample Interview Questions

Family Service Toronto (FST) uses a set of evaluation criteria when they develop interview questions for prospective board members. The following excerpt relates to diversity. Interviewers record comments about the candidates' answers and assign scores.

### Evaluation criteria

Reflect the diversity of the City of Toronto including age, ability, race, ethnicity, gender and sexual orientation

Have knowledge of issues of equity and inclusion

### Questions

FST serves the City of Toronto and works with many communities and organizations. Tell us about your knowledge of the Toronto community and your involvement in significant community initiatives.

FST welcomes diversity and has a strong equity and inclusion policy.

- a. What experience do you bring working with diverse groups?
- b. How do you think FST's commitment to equity and inclusion would affect the work of a board member?

## Appendix 7: Sample Recruitment Timeline

The following recruitment timeline outlines outreach and recruitment activities which a board may undertake over a six-month period, leading up to the annual general meeting. In this example we have made the following assumptions:

- the annual general meeting takes place in September
- there is a committee in charge of outreach and recruitment
- the board is already committed to recruiting a diverse board and incorporates this into their recruitment and interview process

|   |  |
|---|--|
| <b>April</b>                                | Take inventory of skills and diversity among current board members (using matrix – see Appendix 5, page 30)                      |
|   | Make recommendations on whether or not to put existing board member(s) whose first term is ending on the slate for a second term |
|   | Analyze completed matrix and identify gaps   |
| <b>end of April</b>                         | Write posting and advertise board vacancies as widely as possible, both internally and externally                                |
| <b>second and third weeks of May</b>        | Assign a board member or staff person to take information calls over a specified period  |
| <b>third week May</b>                       | Resume cut-off date  |
| <b>last week of May, first week of June</b> | Conduct preliminary phone screen with prospective candidates   |
| <b>May</b>                                  | Finalize personal interview questions  |
| <b>end of May</b>                           | Short list candidates  |
| <b>first two weeks of June</b>              | Schedule interviews  |
| <b>mid-June</b>                             | Decide on recommended candidates   |
| <b>June board meeting</b>                   | Submit recommended candidates to board for approval  |
| <b>September xx</b>                         | AGM  |
| <b>September xx (one week later)</b>        | First new board meeting  |
| <b>October xx</b>                           | Orientation session for new board members  |
| <b>October xx weekend</b>                   | Board retreat  |

## Appendix 8: Sample Board Manual Topics

|                                  |  |
|----------------------------------|--|
| <b>Introduction</b>              | History of organization<br>Mission statement<br>Board members<br>Staff<br>Organizational chart<br>Contact information<br>Overview of programs<br>Funding background<br>Calendar of events    |
| <b>Governance</b>                | Bylaws, policies, codes<br>Insurance coverage<br>Governance model<br>Roles and responsibilities<br>Board organizational chart<br>Procedures<br>Committees<br>Strategic and operational plans |
| <b>Minutes</b>                   | Current year's board meetings<br>Annual general meeting  |
| <b>Reports</b>                   | Financial reports and contracts<br>Executive Director's report<br>Committee reports<br>Auditor's reports   |
| <b>Administrative Procedures</b> | HR policies<br>Collective agreements   |
| <b>Training and Education</b>    | Orientation for new board members<br>Any ongoing support/workshops for board members   |

# Appendix 9: Sample Mentoring Partnership Agreement

## Mentor-Mentee Partnership Agreement

Mentor: \_\_\_\_\_

Mentee: \_\_\_\_\_

### To be completed by mentee

My learning goals are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My primary expectations for my mentor are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### To be completed by mentor:

My primary expectations for my mentee are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Mentoring will start on (date): \_\_\_\_\_

Mentoring will end on (date): \_\_\_\_\_

The initial meeting will take place on (date): \_\_\_\_\_

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Signature of Mentee

Source: The Mentoring Partnership, Toronto Region Immigrant Employment Council

## Appendix 10: Sample Roadmap for a Mentoring Relationship

**Time:** Nine hours over a period of six months

**Methods:** In person, online, over the telephone

|  |  |   |
|--|--|---|
| <p><b>Month 1</b> (2 meetings)</p>                             | <p><b>Meeting 1</b> (In person – 1 hour)<br/>Topic: Introduction</p>   | <p><b>Meeting 2</b> (Online or phone – ½ hour)<br/>Topic: bylaws, policies, codes, liability and officers insurance</p>   |
| <p><b>Goal</b><br/>Get to know each other and organization</p> | <ul style="list-style-type: none"> <li>• Share previous board and volunteer experiences</li> <li>• Share expectations of each other</li> <li>• Mentee outlines learning goals for the mentoring relationship</li> <li>• Mentor reviews basic information about the organization and answers questions, explains governance model, clarify roles of board and management</li> </ul>   | <ul style="list-style-type: none"> <li>• Mentor clarifies content and context</li> </ul>  |
| <p><b>Suggested Reading/Resources</b></p>                      | <ul style="list-style-type: none"> <li>• <i>The Imperfect Board Member: Discovering the Seven Disciplines of Governance Excellence.</i> Jim Brown. 2006. Jossey-Bass, San Francisco.</li> <li>• Board Manual</li> </ul>  | <ul style="list-style-type: none"> <li>• Board policy documents</li> </ul>  |
| <p><b>Month 2</b> (2 meetings)</p>                             | <p><b>Meeting 3</b> (In person – 1 hour)<br/>Topic: board contacts, communication, roles and responsibilities</p>  | <p><b>Meeting 4</b> (In person – 1 hour)<br/>Topic: meetings</p>  |
| <p><b>Goal</b><br/>Board structure and membership</p>          | <ul style="list-style-type: none"> <li>• Mentee reviews organizational chart</li> <li>• Discuss board’s responsibility to oversee organization</li> <li>• Mentor discusses fiduciary and legal duties as a board member</li> <li>• Mentor answers questions on interpreting financial statements</li> <li>• Mentor outlines lines of communication and information flow between board members, committees, Executive Director, management and staff</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the types of meetings including board meetings, committee meetings, AGM</li> <li>• Set up a meeting for 30 minutes prior to next board meeting to outline rules of procedure and agenda</li> </ul> |
| <p><b>Suggested Reading/Resources</b></p>                      | <ul style="list-style-type: none"> <li>• Orientation package</li> <li>• Board manual</li> </ul>  | <ul style="list-style-type: none"> <li>• Orientation package</li> <li>• Board manual</li> </ul>   |

Continue on next page >>

## Appendix 10: Sample Roadmap for a Mentoring Relationship (cont'd)

|  |  |   |
|--|--|---|
| <b>Month 3</b> (2 meetings)                    | <b>Meeting 5</b> (Online or phone – ½ hour)<br>Topic: Committee  | <b>Meeting 6</b> (In person – ½ hour)<br>Topic: Preparing for a board meeting   |
| <b>Goal</b><br>Administration                  | <ul style="list-style-type: none"> <li>• Discuss committee most suitable for mentee to serve on</li> <li>• Mentor introduces committee chair to mentee</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentor outlines rules of procedure for board meeting</li> <li>• Discuss board meeting agenda</li> </ul>  |
| <b>Suggested Reading/Resources</b>             | <ul style="list-style-type: none"> <li>• Orientation package – list of committees, chairs, members of committees</li> </ul>  | <ul style="list-style-type: none"> <li>• Board manual</li> <li>• Meeting agenda</li> </ul>  |
| <b>Month 4</b> (2 meetings)                    | <b>Meeting 7</b> (In person – 1 hour)<br>Topic: strategic and operational plans and reports  | <b>Meeting 8</b> (In person – 1 hour)<br>Topic: strategic and operational plans and mentee learning goals   |
| <b>Goal</b><br>Strategic and Operational Plans | <ul style="list-style-type: none"> <li>• Discuss organization’s vision, mission statement and values as they relate to strategic plan</li> <li>• Discuss goals and objectives of board</li> <li>• Mentor shares internal and external reports relative to strategic and operational plans</li> <li>• Mentee reviews list of programs</li> <li>• Mentee reviews list of funding partners, memoranda of understanding and funding agreements outlined in board manual</li> <li>• Discuss history of funding relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Review and discuss outstanding questions on strategic and operational plans and/or reports</li> <li>• Assess mentoring relationship – what’s working, what’s not</li> <li>• Revisit mentee’s learning goals</li> </ul> |
| <b>Suggested Reading/Resources</b>             | <ul style="list-style-type: none"> <li>• Board/organization strategic plan</li> <li>• Board workplan and priorities</li> <li>• Reports from any strategic planning priorities</li> <li>• Most recent audited financial statement</li> <li>• Minutes of previous meetings</li> <li>• Program descriptions</li> <li>• Board manual</li> </ul>  | <ul style="list-style-type: none"> <li>• Board manual/reports</li> </ul>  |

## Appendix 10: Sample Roadmap for a Mentoring Relationship (cont'd)

|  |   |
|--|---|
| <b>Month 5</b> (1 meeting)                                 | <b>Meeting 9</b> (In person – 1 hour)<br>Topic: HR policies   |
| <b>Goal</b><br>Organization management                     | <ul style="list-style-type: none"> <li>• Mentee reviews all HR policies for employees and volunteers</li> <li>• Discuss any issues regarding HR policies</li> <li>• Mentor shares background information regarding any existing collective agreement</li> </ul> |
| <b>Suggested Reading/Resources</b>                         | <ul style="list-style-type: none"> <li>• Board manual</li> <li>• Policy documents</li> <li>• HR Council for the Nonprofit Sector, <a href="http://www.hrcouncil.ca">www.hrcouncil.ca</a></li> </ul>   |
| <b>Month 6</b> (1 meeting)                                 | <b>Meeting 10</b> (In person – ½ hour)<br>Topic: Evaluation and closure   |
| <b>Goal</b><br>Evaluation of board performance and closure | <ul style="list-style-type: none"> <li>• Discuss board evaluation process</li> <li>• Celebrate mentoring relationship</li> <li>• Discuss what to do differently next time</li> <li>• Discuss any further training mentee should pursue</li> </ul>               |
| <b>Suggested Reading/Resources</b>                         | <ul style="list-style-type: none"> <li>• Previous board evaluations</li> <li>• Mentor/mentee evaluations</li> </ul>   |

Source: Board Mentoring Handbook, Maytree (2007)

## Appendix 11: Board Evaluation Process Overview

| <b>Evaluation Tool</b>        | <b>Purpose</b>                                  | <b>Completed by</b>                         | <b>Frequency of Completion</b>                                | <b>Results Evaluated by</b>                      | <b>Action and Timeline</b>   |
|-------------------------------|---|---|---|--|--|
| <b>Orientation Evaluation</b> | To assess and improve board orientation program | Attendees at orientation                    | After new directors have attended two or three board meetings | Board Governance Committee                       | Review and revise orientation program prior to next year's orientation.  |
| <b>Board Retreat</b>          | To assess and improve board retreat             | Attendees at retreat                        | At the end of each board retreat                              | Retreat Planning Committee                       | Provide input into the next board retreat.   |
| <b>Board Meeting</b>          | Improve meeting performance                     | Directors                                   | At the end of the meeting – periodically throughout the year  | Chair / CEO / Board Secretary                    | Periodic review of results reported to board and taken into account in agenda development and meeting processes.                                       |
| <b>Board</b>                  | Improve board performance                       | Board                                       | Annually  | Governance Committee                             | Governance Committee makes report and recommendations to the board.  |
| <b>Individual Director</b>    | Self-improvement; renewal of term               | Director and peers on the board             | Annually  | Board Chair                                      | Chair communicates to board member. Reports results to committee responsible for board nominations if director is being considered for a renewal term. |
| <b>Committee Member</b>       | Self-improvement; renewal of term               | Committee member and peers on the Committee | Annually  | Governance Committee and reported to Board Chair | Board chair provides results to committee member. Governance Committee considers results in recommending committee members.                            |



## Appendix 11: Board Evaluation Process Overview (cont'd)

| <b>Evaluation Tool</b> | <b>Purpose</b>  | <b>Completed by</b>                | <b>Frequency of Completion</b> | <b>Results Evaluated by</b>                  | <b>Action and Timeline</b>   |
|------------------------|---|------------------------------------|--------------------------------|--|--|
| <b>Chair</b>           | Self-improvement; renewal of term   | Chair and directors                | Annually                       | Governance Committee                         | Chair of Governance Committee meets with board chair.  |
| <b>Committee Chair</b> | Self-improvement; renewal of term   | Committee Chair; Committee members | Annually                       | Chair of Governance Committee or Board Chair | Governance Committee chair or board chair meets with the committee chair; considered by Governance Committee in making recommendations for committee chairs. |
| <b>Committee</b>       | Improvement<br><br>Revise or reconfirm committees existent and Terms of Reference<br><br>To evaluate and recommend new or continuing committee member | Board                              | Annually                       | Board Chair / Board Governance Committee     | Considered by Governance Committee in making recommendations regarding Committee's Terms of Reference.   |

- These evaluation tools can be combined. Completion of all of the potential evaluation tools can lead to “evaluation fatigue.”
- There is a risk that evaluations that are done too frequently can lose their effectiveness. For example, it may be more appropriate to conduct periodic evaluations of board or committee meetings.
- Results should be evaluated by the person or committee charged with making decisions that are relevant to the results of the evaluation. Where the purpose is self-improvement, the results should be confidential and communicated respectfully by the board chair.
- In cases where there is a significant board behaviour issue, an outside evaluation could also be considered. Some corporations have had an independent board monitor observe board proceedings and present a report to the board or give confidential feedback to individual board members.

Source: Corbett, Anne and James M. Mackay. *Guide to Good Governance, Not-for-Profit and Charitable Organizations*, Ontario Hospital Association, April 2009, pp. 114 - 115. Used with permission.

## Appendix 12: Guideline on Creating a Board Self-Assessment Survey

This guideline is intended to assist a board in developing an appropriate board self-assessment tool. A board self-assessment or evaluation is completed by all board members and provides a process to evaluate and improve board performance, board processes and individual director performance.

The usual format asks a director to rate the board's performance, and the director's own performance, on a sliding scale. It is also common to allow an opportunity for the board member to answer open-ended questions or offer narrative comments.

Set out below is a template of a Board Self-Assessment Survey.

| Statement | No Comment | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|-----------|------------|-------------------|----------|----------------------------|-------|----------------|
|           | 0          | 1                 | 2        | 3                          | 4     | 5              |

### Sample Statements to Assess Board Composition and Quality

1. The board is the right size for effective board discussion; all board members have an opportunity to contribute.
2. The board identifies the skills and qualities that are required to perform the board's role.\*
3. The board has clear, transparent and well-understood recruitment practices for new directors.
4. New board members are recruited on the basis of skills, knowledge, experience and required qualities.\*
5. Board terms allow for board turnover to appropriately balance board continuity and new contributions.\*
6. The board reflects the diversity of the community served.\*
7. Board members receive orientation that prepares them to contribute effectively to the board.

\* These statements may require modification for boards whose mission or governing legislation requires a composition that is not based solely on skills and experience.

### Sample Statements to Assess Board Efficiency and Performance

1. Board members contribute their skills and experience.
2. Board members respect and value the views of all members of the board.
3. Board members come prepared.
4. Board members treat each other with courtesy and respect.
5. Board members respect the confidentiality of board discussions.
6. Board members declare conflicts as required.
7. Board members are aware of and adhere to the board Code of Conduct.

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Source: Corbett, Anne and James M. Mackay. *Guide to Good Governance, Not-for-Profit and Charitable Organizations*, Ontario Hospital Association, April 2009, pp. 116, 119, 122. Used with permission.

## Appendix 13: Sample Board Survey

Family Service Toronto invited board members to complete this online survey and provided them with the link.

### 1. Background

The FST board has a tradition of annually evaluating its work and using the results to learn and improve. This practice also assists FST in meeting the Standards of Good Practice of the Building Healthier Organizations accreditation program.

We ask that you complete the evaluation by DATE. The survey should take approximately 15 minutes to complete. STAFF PERSON will compile the survey results into a report for the consideration of the Governance Committee and the board. The survey does not ask you to identify yourself and results will be reported in aggregate form.

We encourage you to provide comments in addition to ratings so that we can focus our efforts to strengthen the work of the board.

If you have any questions or concerns, please contact NAME at NUMBER or EMAIL.

Thanks very much for your attention to this request.

Chair  
Governance Committee

Continue on next page >>

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Source: Family Service Toronto

## Appendix 13: Sample Board Survey (cont'd)

### 2. Board Establishment and Operations

Please indicate the response that best represents your opinion.

|  | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The board has a nomination process that identifies and recruits effective board members.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board membership reflects the diversity of the communities FST serves.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board currently has a sufficient range of expertise and experience to make it an effective governing body.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New board members are provided a comprehensive orientation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board evaluates its work annually to improve systems and processes.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board education opportunities are regularly provided to improve board skills and knowledge.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board operates consistent with the FST by-laws.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FST's commitment to equity and inclusion is reflected in the board's activities and behaviour.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When members recognize that they have a conflict of interest, they disclose it appropriately.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board members respect rules of confidentiality and speak with one voice following discussions and decisions at board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities are created for board members to participate fully in the governance work of the board.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The executive director is evaluated as stipulated in policy.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board focuses its attention on long-term strategic and policy issues rather than operational matters.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on board establishment and operations?  |                          |                          |                          |                          |                          |

## Appendix 13: Sample Board Survey (cont'd)

### 3. Communication and Decision-making

Please indicate the response that best represents your opinion.

|   | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| There are timely and open lines of communication between the board and the executive director.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board members support and encourage others on the board to participate fully.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board members are comfortable raising and addressing issues where differences of opinion or conflict occur. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board discussion is focused on major issues with fair, open, respectful and thorough deliberation.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board's decision-making process is transparent.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board meetings are conducted efficiently and effectively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on communications and decision-making?   |                          |                          |                          |                          |                          |

### 4. Trusteeship

Please indicate the response that best represents your opinion.

|  | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Board members receive sufficient information about FST activities, services and programs to arrive at responsible decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board ensures the proposed budget is financially responsible and furthers the achievement of the mission.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on communications and decision-making?  |                          |                          |                          |                          |                          |

Continue on next page >>

## Appendix 13: Sample Board Survey (cont'd)

### 5. Leadership and Training

Please indicate the response that best represents your opinion.

|  | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The current mission reflects the role and activities of the organization.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board makes decisions that are consistent with the FST mission and values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board is committed to ongoing learning and improvement.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on leadership and training?                                       |                          |                          |                          |                          |                          |

### 6. Board Member's Experience

Please indicate the response that best represents your opinion.

|   | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| As a board member, I feel my skills and experience are well used.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel my voice is heard and valued.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I find the experience of being a FST board member satisfying and rewarding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on your experience as a board member?                          |                          |                          |                          |                          |                          |

## Appendix 13: Sample Board Survey (cont'd)

### 7. Overall Board Functioning

Please indicate the response that best represents your opinion.

|   | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Don't know/<br>not sure  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Board members share a strong commitment to FST.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, the board has been effective in accomplishing its goals and achieving results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board conducts itself in an ethical and professional manner.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board members have good working relationships with one another.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The board celebrates its accomplishments and successes.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any comments on overall board functioning?  |                          |                          |                          |                          |                          |

### 8. Qualitative Questions

What are the board's strengths?

Thinking about the board's accomplishments in the last year, what makes you most proud?

What, if anything, impacts on your ability to participate on the board?

What issues should occupy the board's time and attention during the next year?

What topics should the board prioritize for board education in the next year?

How can the board's performance be improved in the next year?

### 9. Thank you!

Thank you very much for taking the time to complete the evaluation.

## Appendix 14: Resources



### PUBLICATIONS

**Averill, Nancy.**

*Diversity Matters, Changing the Face of Public Boards.*

The Maytree Foundation, Toronto, 2009.

**Brown, Jim.**

*The Imperfect Board Member: Discovering the Seven Disciplines of Governance Excellence.*

Jossey-Bass, San Francisco, 2006.

**Kotter, John P.**

*Leading Change.*

Harvard Business School Press, 1996.

**Lopes, Tina and Barb Thomas.**

*Dancing on Live Embers: Challenging Racism in Organizations.*

Between the Lines, Toronto, 2006.

**Ontario Hospital Association.**

*Guide to Good Governance: Not-For-Profit and Charitable Organizations.*

Toronto, 2009.

**Weston, Dorene.**

*Diverse Cities onBoard Toolkit,*

The Maytree Foundation. Toronto, 2010.

**Zachary, L.**

*Creating a Mentoring Culture: The Organization's Guide.*

Jossey-Bass, San Francisco, 2005.



## Appendix 14: Resources (cont'd)



### WEBSITES

**Maytree**

[www.maytree.com](http://www.maytree.com)

**The Greater Toronto DiverseCity Project**

[www.diversecitytoronto.ca](http://www.diversecitytoronto.ca)

**Board Diversity Training: A Toolkit**

[www.pillarnonprofit.ca/documents/pillartoolkit\\_boarddiversity\\_05.pdf](http://www.pillarnonprofit.ca/documents/pillartoolkit_boarddiversity_05.pdf)

**Board Match training for board members**

[www.altruvest.org/Altruvest/boardmatchleaders-main.html](http://www.altruvest.org/Altruvest/boardmatchleaders-main.html)

**Count Me In, Ontario Human Rights Commission**

[www.ohrc.on.ca/en/resources/factsheets/countmein](http://www.ohrc.on.ca/en/resources/factsheets/countmein)

**Dalhousie University, Non-Profit Leadership Program**

[http://collegeofcontinuinged.dal.ca/Files/NP\\_BuildingaBoardManual.pdf](http://collegeofcontinuinged.dal.ca/Files/NP_BuildingaBoardManual.pdf)

**DiverseCity Counts, A Snapshot of Diversity in the Greater Toronto Area**

[www.diversecitytoronto.ca/diversecity-counts/](http://www.diversecitytoronto.ca/diversecity-counts/)

**Diversity 2004 Benchmarking**

<http://diversityinc.com/images/pdfs/165357.pdf>

**HR Council for the Nonprofit Sector**

[www.hrcouncil.ca](http://www.hrcouncil.ca)

**Kotters' 8-step change model**

[www.mindtools.com/pages/article/newPPM\\_82.htm](http://www.mindtools.com/pages/article/newPPM_82.htm)

**Leadership Development Services**

[www.leadsvs.com/](http://www.leadsvs.com/)

**Mentoring Canada, a service of Big Brothers Big Sisters of Canada**

[www.mentoringcanada.ca/resources/training.html](http://www.mentoringcanada.ca/resources/training.html)

Continue on next page >>

## Appendix 14: Resources (cont'd)



### **WEBSITES (cont'd)**

**Ontario Public Appointments Secretariat**

[www.pas.gov.on.ca](http://www.pas.gov.on.ca)

**Primer for Directors of Not-for-Profit Corporations, Industry Canada, 2002**

[www.ic.gc.ca/eic/site/cilp-pdci.nsf/eng/h\\_cl00688.html](http://www.ic.gc.ca/eic/site/cilp-pdci.nsf/eng/h_cl00688.html)

**Statistics Canada, 2006 census questions**

[www12.statcan.ca/IRC/english/ccr03\\_005\\_e.htm](http://www12.statcan.ca/IRC/english/ccr03_005_e.htm)

**City of Toronto public appointments information**

<http://www.toronto.ca/public-appointments/application-process.htm>

**Inclusive Community Organizations: A Tool Kit by Ontario Healthy Communities Coalition**

[www.ohcc-ccso.ca](http://www.ohcc-ccso.ca)

**Canadian Mental Health Association diversity lens and anti-racism policy**

[www.cmha.bc.ca/about/vision\\_mission](http://www.cmha.bc.ca/about/vision_mission)

**Developing the Diversity – Competent Organization: A Resource Manual for Non-Profit Human Service Agencies in Peel and Halton Regions**

[www.regionaldiversityroundtable.org/?q=node/96](http://www.regionaldiversityroundtable.org/?q=node/96)





DiverseCity is a partnership of Maytree and  
the Greater Toronto CivicAction Alliance.

[www.diversecitytoronto.ca](http://www.diversecitytoronto.ca)



With funding from:



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Immigration Canada

Canada

 Ontario