

Committee Composition Profile

Each committee must be comprised to provide the needed mix of experience and skills to fulfill its mandate. The following are specific attributes required of members appointed to statutory and non-statutory standing committees.

All committees will bring the following DIVERSE EXPERIENCE, BACKGROUNDS and PERSPECTIVES:	One or more committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:
<p>Culture A variety of cultural and historical backgrounds and experiences that reflect the community the College serves and the cultural context within oral health care.</p>	<p>Ability Lived experience accommodating or navigating a spectrum of physical, mental health, or cognitive abilities, the knowledge of which can enhance relevant, thoughtful decisions that protect the public.</p>
<p>Education A variety of educational backgrounds and experiences that reflect the diverse public served by the College.</p>	<p>Adjudication and Hearing Knowledge and experience of participating in and/or chairing hearings within a legislative framework, and an understanding of administrative law principles and procedural fairness.</p>
<p>Gender Diversity A variety of perspectives to support decisions that are balanced, relevant and reflective of the public.</p>	<p>Committee/Panel Leadership Experience in facilitating committee or panel meetings, developing a positive culture, conflict resolution, and fostering effective decision making.</p>
<p>Region Regional diversity, to reflect the reality that practice, access to oral healthcare, and the public’s expectations of the oral health care system varies throughout the province.</p>	<p>Governance Expertise Understand how governance works, how committees should function, and be able to think critically about committee structures and practices.</p>
<p>Registrant Practice (professional members) Diverse practice experiences, backgrounds and practice settings that inform dialogue and decision making, ensuring decisions meet intended objectives, are practical and, ultimately, protect the public.</p>	<p>Standards/Scopes of Practice Understand the standards and scopes of practice that guide dental hygiene practice in Ontario.</p>
<p>Sector Diverse leadership experience in any of the public, private or oral health care sectors to promote knowledge and the sharing of best practices.</p>	<p>Practice Setting / Specialty Experience with at least one modality of dental hygiene practice, to ensure that deliberations are informed by a variety of practice perspectives.</p>

REGISTRATION COMMITTEE MEMBER ATTRIBUTES

One or more Registration Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:

<p>Dental Hygiene Practice Familiarity with clinical practice, entry level dental hygiene competence, and practice setting (clinical, education, research, and administration, etc.).</p>
<p>Education Curriculum Experience with program/advanced education changes, trends and innovation, developing, implementing and evaluating curriculum, including representation from diverse post-secondary institutions offering dental hygiene education.</p>
<p>Examination Administration Knowledge and experience with the development and administration of high-stakes examinations.</p>
<p>International Health Professional/Graduate Understand the process for becoming a dental hygienist in Canada with foreign credentials, or, ideally, have experience in navigating that process.</p>
<p>BIPOC Community Practice Voices from the communities of Black, Indigenous, people of colour to ensure that deliberations are informed, and decisions include and respect the perspectives of racialized people, that biases are identified and questioned, and that the College’s collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic change.</p>
<p>Equity-Seeking Community Practice Voices from communities that experience significant barriers to participation in Ontario’s health and education systems to ensure that deliberations are informed to acknowledge and decisions are made to address barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status.</p>



QUALITY ASSURANCE COMMITTEE MEMBER ATTRIBUTES

<p>One or more Quality Assurance Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:</p>
<p>Quality Improvement Experience and understanding of the quality assurance and quality improvement programs and assessments in health care, and experience in developing tools that enable meaningful feedback and continuous improvement.</p>
<p>Quality Assurance Program Know how to use methods that align with the developmental intention of the College’s quality assurance program and philosophy.</p>
<p>Standards/Scopes of Practice Understand the standards and scopes of practice that guide dental hygiene practice in Ontario and be able to determine where a breach or potential breach might occur.</p>
<p>BIPOC Community Practice Voices from the communities of Black, Indigenous, people of colour to ensure that deliberations are informed, and decisions include and respect the perspectives of racialized people, that biases are identified and questioned, and that the College’s collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic change.</p>
<p>Equity-Seeking Community Practice Voices from communities that experience significant barriers to participation in Ontario’s health and education systems to ensure that deliberations are informed to acknowledge and decisions are made to address barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status.</p>



INQUIRIES COMPLAINTS REPORTS COMMITTEE MEMBER ATTRIBUTES

<p>One or more Inquiries Complaints Reports Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:</p>
<p>Traumatic Experience Awareness Experience in, understanding of, and sensitivity to the effects of stress or potential stress on individuals involved in a complaint/report process, and experience in creating safe spaces and trust-building processes.</p>
<p>Lived Health Care Experience Significant personal experience or experience caring for someone with health challenges or maneuvering through the oral health care system.</p>
<p>Professional Standards and Professional Ethics Knowledge and experience of the standards of practice and standards of professional ethics at regional, provincial, national and international levels.</p>
<p>BIPOC Community Practice Voices from the communities of Black, Indigenous, people of colour to ensure that deliberations are informed, and decisions include and respect the perspectives of racialized people, that biases are identified and questioned, and that the College’s collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic change.</p>
<p>Equity-Seeking Community Practice Voices from communities that experience significant barriers to participation in Ontario’s health and education systems to ensure that deliberations are informed to acknowledge and decisions are made to address barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status.</p>



DISCIPLINE COMMITTEE MEMBER ATTRIBUTES

One or more Discipline Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:

Procedural Fairness
Understand administrative law and quasi-judicial processes, commit to the unbiased balancing of issues, meticulously weigh evidence, think critically about issues at hand, consider options within the scope of the College’s mandate and power, and bring consistency and sound judgment to decision making in accordance with procedural fairness principles set out in common law.

Traumatic Experience Awareness
Experience in, understanding of, and sensitivity to the effects of stress or potential stress on individuals involved in a complaint process, and experience in creating safe spaces and trust-building processes.

BIPOC Community Practice
Voices from the communities of Black, Indigenous, people of colour to ensure that deliberations are informed, and decisions include and respect the perspectives of racialized people, that biases are identified and questioned, and that the College’s collective work continues to grow in its cultural safety and humility journey, contributing to positive systemic change.

Equity-Seeking Community Practice
Voices from communities that experience significant barriers to participation in Ontario’s health and education systems to ensure that deliberations are informed to acknowledge and decisions are made to address barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status.

PATIENT (CLIENT)* RELATIONS COMMITTEE MEMBER ATTRIBUTES

One or more Client Relations Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:

Traumatic Experience Awareness
Experience in, understanding of, and sensitivity to the effects of stress or potential stress on individuals involved in a complaint process, and experience in creating safe spaces and trust- building processes.

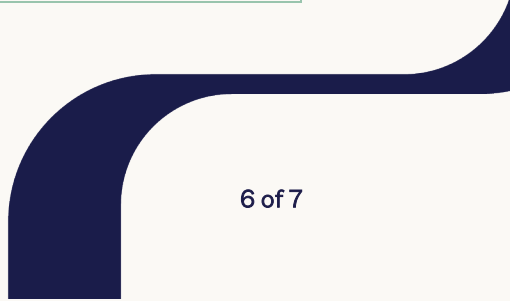
Sexual Violence Awareness
Understand the social and cultural context of violence and abuse, including factors such as gender, sexual orientation, social class, ethnicity, religion, developmental stage, Indigenous intergenerational and current trauma, and immigrant or refugee history.

* Legislation references ‘patients’ however, CDHO uses the term ‘clients’ as this is how dental hygienists refer to the people who receive their care.



EXECUTIVE COMMITTEE MEMBER ATTRIBUTES

<p>One or more Executive Committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS:</p>
<p>Innovation and Trends in Governance Knowledge of how organizations within the health regulatory system and beyond are reviewing data, processes and various initiatives to improve and transform their governance practices and structures.</p>
<p>Finance and Audit Experience Have a reasonable understanding of financial and budgeting information, and the confidence to ask questions that safeguard the financial stewardship of the College and enable the College to effectively fulfill its mandate by weighing evidence, thinking critically, considering options and bringing sound judgment to financial decision making.</p>
<p>Regulation and System Context Understand dental hygiene practice, the regulatory system, and how the College’s work affects, or might affect the system.</p>
<p>Political Awareness Understand how to work within the system, move the evaluation process forward in a sensitive way, and recognize the political interests and sensitivities that might exist.</p>
<p>Heightened Confidentiality Understand the sensitive nature of executive performance evaluation and compensation, the process information that can be shared, and the information that needs to be held in strict confidence.</p>
<p>Dental Hygiene Practice Familiarity with clinical practice, entry level dental hygiene competence, and practice setting (clinical, education, research, and administration, etc.).</p>
<p>Risk Management/Oversight Understand how to sustain and evolve an effective and meaningful risk management and risk oversight program, and the difference between the two allowing them to oversee the College’s risk management process, ensuring that the College understands, manages and leverages its risk.</p>
<p>Business Acumen Business experience, an understanding of what an organization needs to operate effectively, including the economic forces that need to be incorporated into decisions, good management principles, and strategic planning.</p>
<p>Organizational Decision Making Understand the development of policy and decision making in a large, complex system, ensuring that decisions are based on objective principles, and informed by evidence and best practice.</p>



COMMITTEE COMPOSITION PROFILE

Executive HR

Experience with and exposure to executive performance evaluation and compensation review, allowing them to oversee the Registrar evaluation process and compensation philosophy.

Recruitment/Succession Planning

Understand recruitment and succession planning processes, how to foster sustainable leadership and teams, and be able to translate and apply those principles to the nominations and election process.