



Board of Trustees Criteria

In general, an “ideal” Board Member is seen as one who has

- the **interest** in furthering the mission, vision and values
- the **respect** in the community or a segment of the community
- the **time** to work on behalf of HSC
- the **background/expertise** to contribute meaningfully
- the **skills** that fit with others, resulting in enhancing the overall functioning of the Board

In particular, the HSC Board of Trustees seeks

- Individuals who will commit to a term of three years (with the possibility of a second three-year term) service with the Board
- Individuals who, by their professional, business or service background, provide expertise judged beneficial to HSC
- Individuals who commit to participate as fully as possible in the activities of the College, including Board meetings
- Individuals who respect the opinions and ideas of others as worthy of consideration
- Individuals who will familiarize themselves with the objectives, history and policies of Hillfield Strathallan College, in particular the Office of College Advancement, so that at any particular time the value of the College may be explained to any persons who come into contact with the Trustee
- Individuals who will serve on committees and perform duties as required
- Individuals who will provide advice and direction on matters of Advancement for the College
- Individuals who will attend all meetings and participate in the discussion and decisions made at those meetings
- Individuals who will participate in College functions, as well as events and programs in the wider community, where the publication of the College’s aims, purposes and fundraising needs can be advanced
- Individuals who will be constantly alert to potential donors and potential recipients of funds and are willing to support the College’s fundraising efforts



Hillfield Strathallan College

Learn with Joy. Live with Purpose.

Additional Criteria for Board of Trustees

1. Broad-thinking Ability: Ability to see the big picture and create connections between concepts, people and differing perspectives. Ability to integrate these perspectives in a way which will serve the school both short term and long term.
2. Ability to plan ahead.
3. Desire and commitment: People who are willing to work hard for the best interest of the school, above and beyond personal gain.
4. Collegiality/Team Playing Skills: Ability to tackle tough issues in a candid and friendly manner for effective decision-making. Ability and willingness to support consensus decisions over personal agendas. Skills in advocacy. Ability to maintain the confidential nature of Board matters.
5. Understanding of history, tradition, mission, vision and core values of the school.
6. An association with the school, present or past.
7. Diverse perspectives: Research (NAIS Nov. 21, 2001 article on Board Recruitment) shows that the most effective boards reflect the greatest diversity: nationality, geography, gender, race, cultural heritage as well as the various constituencies within the school itself.
8. Volunteer experience: Record of experience in education or fundraising. Has this person demonstrated a measure of success or been merely a name on the roster?
9. Specific expertise: Financial, education, corporate, law, public service, marketing, building/architecture design. A balanced representation in areas deemed to be significant to the school. Aim for an overall balance of skills.
10. Leadership skills.
11. Networking ability: People with connections who can expand the school's resource base: alumnae, connections with older families, connections within the community arising from other volunteer involvement.
12. Commitment to ongoing learning throughout the tenure of the Trustee Member.
13. Understanding of Financial/Legal issues facing the school.
14. Ability to learn from past mistakes in previous Board/School involvement.
15. Personal integrity.
16. A passion for the school and its future development.