How to Create the Best Board and Staff Relationships in Your CIL

Presented by the IL-NET T&TA Center

Paula McElwee, Beth Ruffin, Renee Wood

July 26, 2024

MARY-KATE WELLS: Hello everyone!   
Welcome! (As slide advances), We'll give a few seconds to let folks join us today.   
.   
Well, first, I just want to welcome everyone today to our IL-NET webinar on how to create best board and staff relationships, in your CIL.   
My name is Mary-Kate Wells.   
And I use the pronouns she/her.   
I am the Program Director at the National Council on Independent Living for a brief visual description: I am a white female.   
Short, reddish share, Wearing a maroon shirt, and I will be helping moderate today.   
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Just a few accessibility notes before we get started:   
Captioning -- captions are available today, on this webinar.   
You can click "show subtitle", In your Zoom menu to turn them on.   
And we also, have captions running on an external link, where you can edit and make --   
adjust the font size, and color of the text.   
And that link is in the chat.   
.   
We also have ASL interpreters present today, they should always be visible as we're in gallery view, please let us know if you cannot see the interpreters.   
Another note on ASL: We also have an ASL Channel running, where you should be able to see the interpreters as well.   
So you should have two options, As you-all know, Zoom has been doing some updates, and, has changed some of the settings, in Zoom.   
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Where on a mobile device, you might not be able to see the ASL interpreters, unless, they're in the channel.   
So please, communicate with us, in the chat, or the question-and-answer box if, at any point, you are having trouble seeing the Interpreters.  
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MARY-KATE WELLS: (Continuing), public chat is turned off but you are able to speak with the panelists, and host in the chat box.   
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We ask that we reserve the chat box for technical questions.   
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And then you can submit any questions for Panelists, and speakers, in the Q&A box.   
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Which is located at the bottom of your screen.   
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If you have -- would like, or if it's easier to e-mail me your questions, you can e-mail me, at Mary-Kate@NCIL.org.   
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Next slide, please, .  
>> MARY-KATE WELLS:   
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Today's presentation is brought to you by the Administration for Community Living at the United States Department of Health and Human Services.   
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In conjunction with the IL-NET.   
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The IL-NET Training technical assistance center is operated by ILRU, in collaboration with NCIL .   
APRIL and the University of Montana.   
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And the logos of all the organizations are on the slide.   
On the slide screen.   
Next slide.   
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And these webinars are part of the INR training and technical assistance center which provides training and technical assistance to centers for independent living, statewide independent living councils; designated state entities; and board members, which we're --   
we're very excited to have many board members from Centers here today.   
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NCIL is a part -- partner of the IL-NET Center, and helped coordinate with these webinars.   
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Next slide.   
Oh, no, actually, so we're on the right slide, so just to review, just -- set the framing for today:   
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Today you will learn to 1) clarify what the Executive Director does, what the board chair does, and the role a full board.   
2), how to apply independent living philosophy in the composition and work of a CIL board.   
3) and provide CIL board members with information that they might need to meet the responsibilities for overseeing the work of a center, but not overstepping.   
Next slide.   
MARY-KATE WELLS: And we just give a quick reminder that we'll be sharing an evaluation link at the end of the webinar.   
And, we would greatly appreciate any feedback you have and we take it very seriously.   
So with that...   
I'm going to invite Paula to join us on the screen and kick us off, Paula, will be facilitating this conversation.   
PAULA MCELWEE: Hello everyone, I'm Paula McElwee .   
I'm an older silver-haired Scottish complected woman in a pink shirt.   
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Black jacket.   
Dog in the background, may bark.  
Sorry.   
(Chuckling) my disability is, a chronic pain condition and then in addition to that, a neurological mystery.   
Which may cause me to not be able to speak for a few seconds, just, hang in there.   
I'll be right back.   
If that happens.   
-- and with us today, we -- I am so excited, because, some of you are board members coming to this training; and we have two board members, who are also presenting with us.   
So I'm going to let Renee introduce herself at this time.  
>> RENEE WOOD:   
Hello, my name is Renee Wood.   
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I'm from Ohio.   
I am a woman, with 65 years old, So I'm an old lady.   
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I started with a CIL in 2003 so I just got done, this year.   
-- chair of my board.   
I am also, A member I just completed that in March of this year.   
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>> PAULA MCELWEE: Okay, thank you, Renee and then, Beth would you like to introduce yourself?  
>> BETH RUFFIN: Yes, Hi, everyone, I'm Beth Ruffin, my pronouns are she/her, middle aged Black woman with short curly hair and I'm a board member at ABLE SC, and my disabilities are fibromyalgia, Hard of Hearing, ADHD as well as depression and anxiety, and excited to be here with all of you today.   
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>> PAULA MCELWEE: Great, thank you, both, next slide.   
Please, .   
So we're going to talk about this issue of how Boards and staff interact within a center.   
But we want to also give you some additional resources.   
So this is also found in the presentation you have a copy of that or a link to that in your registration information.   
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But that includes, taking a look at all of the orientation options that we have.   
At IL-NET.   
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We have a lot of options for you, but the most exciting one, for us, is, We have a brand-new Manual for Boards.   
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So, for CIL Boards, and their --  
the staff that interact with them, we now have this in a manual format, and it was released on Monday, so hot off the press!   
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Next slide, please, .  
>> PAULA MCELWEE: (Continuing).  
We're going to look at some of the challenges that independent living boards experience.   
We know that not all board members have the understanding of independent living philosophies.   
So understanding and promoting that, is a key role.   
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Certainly, hiring and supervising, an Executive Director is a key role for all boards of Centers.   
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There are other legal responsibilities and we'll discuss some of those, .   
And then, we're also going to talk about the financial responsibilities because, I think, all of us, know of -- or may be familiar with, situations, where, ....   
If you don't follow and take care of those financial responsibilities, you have yourself a -- a potential problem.   
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So we'll be talking about all of those things.   
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Next slide, please, .   
We're going to talk about how you can, actually, put some things into practice that have to do with IL philosophy.   
So here are a couple of key points.   
The first one is consumer control and we hope that as a board, you understand consumer control because you are a consumer-controlled board.   
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51% or more of the Members of your board of directors at a center, must be people with significant disabilities.   
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So, in the day-to-day governance of your Center, you should see disability control.   
But also in the day-to-day operations.   
51% of your staff should be people with disabilities, preferably significant disabilities.   
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As part of the affirmative action approach of Centers.   
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So in your programming, and your service delivery, in everything you do, you want to be consumer-controlled.   
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That is a key component of, what we call, "the IL philosophy."   
The independent living philosophy.   
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Another key component of the independent living philosophy is: Advocacy.   
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Advocacy is a core service, but it is also a core belief.   
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That in order for us to change what's happening in the community, we need to be Advocates.   
We need to be advocating for what is happening, for -- and with -- people with disabilities.   
But the individual also is involved in advocacy.   
The person who is receiving services, may also be learning to advocate for themselves, and working with your center, so that Advocacy makes things change, in your community as a -- as a whole.   
Or at large.   
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PAULA MCELWEE: Let's look at the next slide.   
(A pause), .   
Another component is, to involve folks of -- of all disabilities so we're cross-disability; so we don't only serve people who are...   
Blind or Deaf or spinal cord injured but we serve every disability.   
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And we want to be involved with them in helping them to obtain all of their civil rights.   
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Including the right to reside in their own home and community.   
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We also....   
Do some work on this, through peer supports.   
So, what we call, peer support -- sometimes, in the law, it's actually called "peer counseling" but often your center doesn't call it that because the term "counseling" has restrictions within your state about who can call themselves a counselor; so, often you'll see this term peer support.   
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And we want to see people actualize peer support, as it was originally intended.   
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And that means peers are people with disabilities.   
Who are involved with the people who come to you for services.   
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So that might be a mentoring and counseling, in assisting and supporting, and look at all these things -- educating, guiding, empowering -- it goes on and on.   
But the point is...   
That peers with disabilities are assisting the people who come to you with disabilities.   
.   
And it makes your place, your center, completely disability-run.   
And disability-controlled.   
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This plays a key role in the driving force of what it is that Centers are.   
Right?   
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Let's take a look at that next slide.   
(Slide advances), Paula McElwee .   
(Continuing), So you want to ensure that the Mission of your Center which is developed by the Board the mission of your center upholds the rights of individuals with disabilities to be not just present in their community, although that's part of it.   
We want people to live in the community as opposed to other places.   
But also, to be fully, and meaningfully engaged members of their communities.   
.   
So IL (independent living) is not about charity.   
It's not about saviorism or saving people.   
It's not about helping needy, vulnerable, folks with special needs, voiceless, differently-abled -- you pick one of those terms, that is used out there in the community sometimes as part of their ableist approach to us.   
That's not who independent living is.   
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So independent living is about peers, empowering peers, to lead and control their own lives.   
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Let's look at that next slide.   
(Slide 14).  
>> PAULA MCELWEE: Now, in order to do this, (a pause), .   
I want to look at what the other Centers do or what these other board members do.   
So let's take a look at that.   
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And if you would share your thoughts with us, now, Renee, that would be great.  
>> RENEE WOOD:   
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The main point of independent living philosophy is....   
Consumer control.   
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You who are the board, They have all kinds of experience.   
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On being on boards.   
And we need expertise, in different areas.   
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However, independent living center, is unique in that, we implement the IL philosophy .   
Which we give people the ability to control... their own lives.   
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When I was the chair of the board, -- I said let's give a presentation to the board on IL philosophy.   
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And it was an hour presentation, and I suggested that we do that.  
Every period so we take on a new board members Who are coming in.   
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I convinced them and we realized the board was not in charge of staff, so I suggested, to my Executive Director that....   
He allow me to do the presentation.   
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To The staff.   
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Like, -- he had, like, 6,- 6 direct supervisors So, I -- I did the presentation for them.   
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Because I felt it was important, to get the staff on board.   
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-- the ones and also,- we had gotten new members, to understand that.   
So we give people, the tools, to navigate that we give them the skills, the tools, .   
And then we send them off.   
To navigate their own lives.   
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They can always come back to us.  
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And but we -- we give them the power to do it on their own.   
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and still and help them understand this.   
Okay, go ahead.   
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(A pause), .   
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(Slide 15), RENEE WOOD: Another thing, I should mention, is that, When is that we help them out with somebody, who is already on the board, with experience.  
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That is super way to get new board members...   
Understanding.   
Is they now have a visionary.   
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That way, they can see -- they have a way to leverage their own lives.   
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Go ahead.   
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Okay, Beth, we would like to hear a couple of thoughts from you.  
>> BETH RUFFIN: Yes, this is Beth speaking and at ABLE SC, first and foremost, board members, during orientation, and on-boarding, are -- we are told about and taught the IL philosophy.   
As well as, ongoing training opportunities.   
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But in addition to that kind of classroom learning, we are also given opportunities to interact with our community.   
Through events, learning about the organization's impact; .   
Through quarterly updates that we receive from staff around the programs, the progress of the strategic plan; the success --   
and the success stories as well of the programs, the staff and the consumers.   
I'm always amazed, every board meeting, with all of the wonderful things that the organization is doing; and, of course, as board members, we really rely on the Staff to provide us with a lot of those updates.   
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BETH RUFFIN: (Continuing), it's also imperative that we invest in the organization.   
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Through financial contributions, but, also, through volunteer opportunities.   
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And also, connecting the organization with potential funders, and Partners.   
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(A pause), .   
And, the board practices what we preach, we are disability --   
disability-led which I'll talk a little bit more later on in this session.   
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As well as, over close to 70% of our board members are disabled.   
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We can go to the next slide, please, (slide 17), .  
>> BETH RUFFIN: In addition --   
and this is -- you know, aligning with what Renee was speaking about -- we ensure that consumers are leading the work.   
Via their own services, or the organization services, programs, advocacy initiatives, and, the overall direction of the organization.   
.   
We also believe in advocacy: So celebrating those individual wins that are reported.   
Having opportunities to engage in advocacy, initiatives, and supporting and promoting the Legislation -- that the Organization stands behind.   
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And then, finally: The importance of community.   
.   
Ensuring that the goals of the organization, are connected to that of the community.   
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Right?   
Making sure that this work is intersectional; so, looking at how does this work affect disabled community members?   
Who are also people of color.   
.   
Or who are also...   
Women versus men, right?   
So looking at the intersectionality of our identities.   
And ensuring that the disability community is being represented.   
.   
While, also, being vocal about programs in the community that can hurt disabled people.   
.   
Such as segregated programs, institutionalization; or organizations like biddy and Bose, and finally supporting the CEO to be bold through this advocacy, and believe me: In the state of South Carolina, there are many, many, many opportunities to be bold, as it comes to this work.   
.   
Next slide, please, .  
>> PAULA MCELWEE: Well, thank you so much Beth, being bold, is -- there are opportunities for that in every state, not just in South Carolina, because, we live in a world, is very ableist and you'll hear that term, if you aren't familiar with it already --   
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But, think of it in terms of a prejudice against people with disabilities; that's what ableism is.   
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And that is something that you'll hear us talk about.   
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>> PAULA MCELWEE: Well, let's speak, just a minute, about the legal responsibilities of board members.   
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Because, you are accountable.   
You do -- you are the organization.   
If you're a board member, you don't do that as an individual; you do that as a -- a group.   
You know, one person, does not make the board.   
But all of you together, are the legally responsible entity for your center.   
.   
You're criminally accountable:   
If something criminal goes on at your center, the Board has responsibility, and -- you know, I would like to think that it never happens in centers but I can tell you that sometimes it does.   
.   
Sometimes, there is criminal activity on the part of the Executive Director, on the part the finance manager; and, when that happens, the board needs to have protections first, to know it's going on.   
And then take action.   
Related to that.   
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And, we'll talk a little about just -- in just a second about that risk management.   
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PAULA MCELWEE: You also have civil accountability.   
Now civil accountability is related to the things that you might get sued for, As opposed to criminal activity, if you didn't scoop your sidewalks and it's a litter day and somebody slips and falls on the ice, and you get sued for that, you are civilly-accountable.   
.   
so, this accountability as I said is for the Board as a whole, but each of you has a responsibility to pay attention, keep your eyes and ears open, and look and see, is everything -- seem to be safe?   
And you need to have your own risk management procedures to determine that.   
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So, you may have policies and procedures around annual safety inspection, for example.   
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Many organizations, do that, if you own a building or lease a building.   
How are you making sure that that building is safe?   
Who is looking around and looking at that?   
With Centers -- and it should with others as well, but with centers, that usually includes an ADA review.   
An accessibility review.   
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Because, some of those access rules, also, have safety ramifications.   
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Plus, we want to be fully accessible to our community.   
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So you're going to look, as a board at risk management.   
What are your policies and procedures, for safety?   
Do you do fire drills?   
.   
Does everybody know how to get out of the building?   
Do you know what to do, if someone comes in, and -- and is aggressive at the front desk?   
What's the process?   
. You know, when do you back off?   
When do you call law enforcement?   
What -- what is your process?  
>> PAULA MCELWEE: (Continuing), all of that is part of what the Board needs to look at because you are legally-responsible for both criminal and civil accountability; insurance is a piece of that.   
So when we talk about risk management: Of course, you're also going to look at liability insurance.   
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You're probably going to look at directors and officers insurance.   
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You're probably going to look at other...   
You know, kinds of insurance that makes sense to you, based on what you do.   
.   
So don't hesitate to do all of that in order to make sure that you have the best situation that you can, the safest, the most reasonable that you can.   
.   
(After a pause), let's go ahead to the next slide (Slide 19) now, if you do some research about what nonprofit Boards do...   
You will find that there are some places online, where you can get some really good information, and detailed information about those responsibilities.   
.   
But one of the things that you'll see most often, is, of course, that fulfillment of your Mission.   
.   
What is it that the center intends to do?   
Because, that should guide everything else.   
.   
So, as you look at that Mission and you look at how you approach all of that, you're going to find that you are...   
Hopefully, always in alignment.   
That's a good way to say it, hopefully always in alignment with your Mission.   
.  
>> PAULA MCELWEE: You will also often see language around a duty of care, a duty of loyalty, and a duty of obedience, and just to kind of give you a quick look of that, a duty of care: Is some of that same information we just covered about risk management.   
How do you make sure that things are as safe as possible without being overprotective?   
What is it that you're doing to make sure that -- the finances are cared for properly?   
You have the right things there, to make sure that's going right.  
.   
Duty of loyalty: Is a loyalty to the organization.   
.   
If your loyalties are divided, and you're not sure, that you believe in what the Center believes in and does; then your duty of loyalty would be in question, wouldn't it?   
Are you really loyal to the mission of this organization?   
And the things it's created for?  
.   
Duty of obedience: Certainly, mostly, that focuses on not having a conflict of interest.   
.   
How do you make sure that...   
Everybody is acting in the best interests of the organization?   
And not in their own interests .   
So that would be one of the components there.   
There's more information about all of that online.   
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(A pause), and then one of the things that the Board really needs to be aware of, is, you are not the board unless you're meeting as the board.   
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So, an individual board member who goes to visit the center, and sees something they're wondering about.   
Should not be going to that staff person, to ask about it.   
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You go back to the Executive Director to ask about it.   
Because the Executive Director is in charge of that staff, not you.   
And the Executive Director is who should be responding to, if it needs responded to, whatever your concern is.   
.   
The other staff, the day-to-day operations, are under the control of the Executive Director, and an individual board member does not have...   
any control there.   
.   
The board may make decisions that impact day-to-day operations in approving a certain policy, or, in asking that the plan be developed, your strategic plan be developed to add in something new.   
Certainly, you may be involved in those kinds of things, but not in the day-to-day operations of the Center.   
Let's go to that next slide and see what....   
Beth has to say about that.   
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>> BETH RUFFIN: This is Beth speaking.   
I really like this conversation because, being a board member, is more than just showing up to meetings, and having something to put on to your resume.   
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This is really about governing an organization.   
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And, so....   
Just like Paula was just speaking about, the separation of duties that we are there to govern, not to operate.   
And so, we fully-recognize that our CEO's responsibility is to run the day-to-day operations of the organization.   
And, she reports that back to us.   
.   
So, some of the ways that we have this legal -- that we cover the legal responsibilities, is that, we do have annual reviews of our bylaws, our fiscal policies, and procedures, and our personnel policies.   
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And we have the option to consult an attorney as needed, and as a matter of fact we have two attorneys on our Board, which, is very helpful as you can imagine.   
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But these should -- we should outline all the critical areas to running, a nonprofit organization.   
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BETH RUFFIN: So things like ensuring that we are complying with CIL standards.   
Assuring that we're complying with federal and state laws.   
And that is happening through the Executive Committee.   
So even understanding how the....   
How the responsibility differs even between various board members.   
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So, again, for ABLE SC the Executive Committee is really responsible for ensuring that the policies are being followed.  
We can go to the next slide, please, (Slide 21), .   
BETH RUFFIN: And each meeting, we receive a full packet, that includes things like, the CEO report which we'll talk about the organizations overall status.   
Any new funding that we've received; any legislative updates that the organization is directly involved in.   
Or any partnerships.   
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The senior VP of operations reports on the financials, and any staff promotions or departures.   
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And the VP of quality assurance reports on programs.   
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And finally, the director of development reports on donor progress.   
So all C suite staff participate in the board meetings and provide updates to us.   
Which really creates this partnership.   
Right?   
With the executive team.   
.   
But we also lean on our CEO to be transparent with us, and we provide support to her as needed.   
If we can go to the next slide, please, (Slide 22).  
>> BETH RUFFIN: (Continuing) We ensure that the organization has a conflict-free procurement procedure.   
So there are three bids.   
And the board should ensure that this is outlined in the policies, we do prioritize disability-led or marginalized-led organizations but we have this outlined in that procurement procedure, to eliminate those conflicts that can come up.   
And if there are larger bids, then the bidders present directly to us, as a board of directors.   
.   
And then finally, we do sign confidentiality forms, whistleblower forms, and conflict of interest forms, and we do that annually.   
Because we know that your situation may change from year to year.   
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Next slide, please.  
>> BETH RUFFIN:   
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(Slide 23).  
>> PAULA MCELWEE: Oops, there I am, okay.   
So, thank you, Beth for some really solid information about how one center organizes the role of the board and makes sure that the board is doing what it ought to do which isn't those day-to-day things, but is the bigger scope things.   
The -- the things that have to do with your -- so your operational responsibilities are not to provide a service to a person.   
.   
But they are to provide what?   
What is your purpose?   
Your mission?   
We talked about that.   
Certainly, what is your planning, your strategic planning, out into the future, so, right now, you're able to provide this service to youth, but what would you like to do?   
And how would you like that to be different?   
Well, then let's start planning for that.   
So that the management is aware of it; so that the staff are aware of it.   
So the community gets behind you.  
So, as you develop the planning, the direction, the purpose, that's such an important role, and it does impact everything that happens day-to-day.   
It just isn't the day-to-day management.   
This does include some policy development.   
Now, there may be some policies that the Executive Director develops as separate from the board; that the board is not involved in, that have to do with just the functioning of the office, right?   
.   
But, the general policies around some of the areas that Beth just mentioned; for example your conflict of interest -- that decision to sign a statement, annually, for everybody to be aware of what is a conflict of interest?   
And how to disclose the potential conflict of interest?   
The Board promotes -- or approves that policy.   
You may ask your Executive Director or me -- (chuckling) for sample policies from somebody else and we can provide you with that.   
But you develop and approve policies and procedures that have to do with those higher-ethical matters, right?   
You would also look at your fiscal management policies and procedures, and we're going to talk a little more about fiscal management.   
But the policies related to that are your responsibility.   
So what reports do you see, at your board member -- at your board meetings?   
(Pause), what kind of an audit do you require?   
And how is the auditor selected?  
Because, the board should be selecting that person.   
I'll say that again, but (laughing), keep that in mind.   
So how does that happen?   
What are your other practices around financial management and how are those captured in your written policies and procedures?  
.   
If your center is reviewed, written policies and procedures are one of the first places that the state or the fed -- the funder will look.   
And then they'll look to see that you actually do what your policy said you were going to do.   
Next slide, please,.   
(A pause), (slide 24) PAULA MCELWEE: So when you look at this, Responsibilities of the Board, a key one is hiring the right person to be your Executive Director.   
And keeping track of what that Executive Director is doing, as you evaluate their performance on an ongoing basis.   
.   
Now, a couple of tips for you:   
First of all, the independent living movement is as we said upfront, disability-led.   
It's created by us, individuals with significant disabilities.   
For us, individuals with significant disabilities.   
And so disability representation... in the CIL Executive Director role, is crucial.   
PAULA MCELWEE: And I know some people have said, "Oh, we don't have to hire an Executive Director who has a disability."   
And I would challenge you on that.   
(Pause) what the regulations technically say, is that the leadership must be 51% or more -- people with significant disabilities -- or with disabilities.   
.   
The regulations also give you an opportunity to look at your affirmative action in hiring people with significant disabilities.   
So, the preferable choice for a board of directors of a Center, is to hire an Executive Director who has a significant disability.   
Don't try and push back at me and say, "You can't ask if they have a disability", you can if it's for the purposes of affirmative action.   
You're allowed to do that.   
.   
You can also say to the person, during the interview, if they have no obvious disability --   
right?   
-- you can ask them what their experience with disability is.   
You can ask them if they have a significant disability by first, saying, our preference is to hire a person with a significant disability.   
What is your significant disability?   
.   
I work with a lot of new executive directors and some of them are probably startled when one of the first questions I ask them is, "What is your disability?" Because the expectation is that we are disability-led.   
So the representation, in a CIL Executive Director, of a person with a disability, is crucial.   
.   
My personal preference is that they're willing to talk about it, or it's visible, or both.   
PAULA MCELWEE: Because your impact in the community is greatly-multiplied if that is the case.   
Next slide, please, (slide 25) .   
So remember this:   
If the person is a parent, or a caregiver, or a guardian, or a sibling -- they are not the same as a person with a disability.   
They are an Ally.   
They may be an Advocate.   
And they may do that very well.   
But....   
We want the lived experience of individuals with disabilities to be a hallmark of our centers.   
And that includes the Executive Director.   
So just because that staff person, or potential staff person, has children with disabilities.   
Or clients with disabilities, or other friend and family -- does not qualify them as a person with a disability.   
.   
That's true on the board too.   
By the way.   
So when we were talking about 51% of your board being people with disabilities -- significant disabilities, that means you, yourself, not necessarily, a family member -- now, you can have both, you can have a disability and also have a family member.   
But we're saying, the disability is primary and it must be in place.   
.   
Next slide, please, (A pause), (slide 26) .   
PAULA MCELWEE: So while the lived experience of everybody involved is important.   
It's vital to the overall disability rights movement.   
We do need to have... you know, Allies, but, we are the experts, and I don't know what your experience is with allies, but my experience is that sometimes, allies speak up for me, and I don't want them to.   
And I have to push back, and say, "Whoa!   
Let me speak for myself.   
As a person with a disability."   
.   
PAULA MCELWEE: (Continuing), hiring an ED with lived experience... whose experience is not their own personal experience but it experienced by proxy, does not align with the independent living movement, and philosophy.   
Now, some of you are board members who are not currently in this situation.   
You have an Executive Director who, if they have a disability, it's not visible, and they're not talking about it.   
That doesn't mean that you're going to get closed down.   
But it means your planning needs to address this.   
the same is true with your board.   
If your board is 51% people who have disabilities only because somebody leaned across the table, when you were doing your chart, about who had a significant disability, and you said to, you know, -- so and so, across the table, "Well, you wear glasses don't you?" Doesn't that count as a disability?   
The answer is no.   
.   
You know, or probably not.   
You -- we're talking about disabilities that impact your life, every day.   
And impact your life beyond just reaching for a pair of glasses in the morning.   
Okay?   
So, know that -- and know that if your center is not currently in this place of having 51% of your Board and an Executive Director -- who have significant disabilities, you need to plan.   
And you need to plan for the change that will make this happen, and when, within your center, because, your center needs to be truly completely --   
Disability-run.   
.   
Let's look at that next slide, please.  
>> PAULA MCELWEE: (Continuing), (slide 27) .   
So when you're hiring -- you need to emphasize, as I said, that your candidate, your preferred candidate will have a significant disability.   
You also want to look at people, who understand IL philosophy; and so you'll want to ask them some questions about that during your interview.   
We talked about the IL philosophy, at the top of this call; and you can look back at that language.   
But we're talking about understanding advocacy.   
Understanding being in control of my own life.   
We use the word "independent living", and independence is probably...   
Not the only word for this, Because, isn't it our reality that none of us are totally independent?   
We all depend on others for some of what happens in our lives?   
But we need somebody who understands and embraces that people are in charge of their own lives.   
(Pause), and -- you need to know about how to find those people.   
.   
We offer you ongoing support, as board members. So don't hesitate to reach out, my e-mail is at the end of this, and it's also, in the materials that you received.   
On the site for this training.   
And you need to really....   
Take a look at that.   
PAULA MCELWEE: But know that what your challenges are and get someone with the capacity, and expertise to address those challenges, and many of them are going to be disability-related.   
Let's look at that next slide, please, (slide 28) .   
So you also need to look at how you hire -- you know, how you describe the job of the Executive Director.   
-- and we do have some samples, but you also need to look at pay.   
I get requests sometimes from some of you, about to we have an idea of what the average pay is for an Executive Director?   
And the first thing I've got to tell you is, I don't know what the average pay for leaders in nonprofits in your community is.  
And that's the number you're looking for.   
Not a national number.   
Because, it's so different from one community to the next.   
The cost of living, the cost of transportation, the cost of housing -- all of those are key areas that you need to review.   
So you're more often going to look at equitable pay, and compensation information, from a nonprofit association, in -- in your own community.   
.   
Often they do those surveys, and they would have that information for you.   
But when it comes to advertising: You don't want to only advertise in your own community.   
You do want to advertise there.   
I'm not saying you don't.   
I've seen some really good people come out of vocational rehabilitation.   
.   
I've seen some really good people come out of disability...  
Student disability groups, at the university. You know, they're young and they -- but they went back for their degree, and they, you know, know something about life as a person with a disability.   
But also, advertise within the IIL movement.   
So if you're a member of NCIL you'll be able to put that on the NCIL Web site, and you should, ILRU, has a place for those jobs, and we put them there.   
The same is true for the Association of Programs for Rural Independent Living so be sure that you advertise within the IL Movement.   
In your own state, you may have a state association of centers.   
If you do, you should be advertising there.   
.   
That state association of centers, may reach out to some program managers who are ready to move to an Executive Director's position but come from another center. You know, let's take a look at that.   
.  
>> PAULA MCELWEE: (Continuing), another thing that you need to look at is how you're going to review the performance of the Executive Director, and I mentioned that right here --   
right after hiring, because this -- it's only fair to let this Executive Director know how you're going to evaluate them from the start.   
.   
It's not really fair to do that at another place, or another level.   
Right?   
.   
You want to make sure that they know that from the beginning, now, if you haven't figured out what that is, and how you're going to evaluate the performance of the ED -- we, again, have some samples for you, or suggestions about how that can happen.   
.   
My suggestion is: That the ED, present you with some information.   
And that you evaluate what they present you.   
Because you're not there, every day to know what's going on.   
And so, ask the ED to answer four questions.   
I have a -- my favorite four question interview.   
.   
Or evaluation, interview.   
And the first question is, tell us everything that's gone right in this last year.   
What are you really pleased with?   
That your staff accomplished, that you accomplished?   
That individuals accomplished?   
But what went right?   
What went really well?   
They -- they have to report that anyway, on their program report that goes to the feds, so it's a good thing for you to ask them, at their evaluation.   
.   
PAULA MCELWEE: A second question to ask, is, what are you planning to do for the future that you think will lead this center to the next level?   
What are your plans and ideas for that?   
.   
That's something the board needs to know because you're in charge of planning, right?   
.   
The third question is what do you wish had gone differently or what you wish you had done differently?   
Because that will help you to know where they feel they could have done things in another way.  
.   
And then the last question is the -- anything else you would like to share question, or anything else you would like us to know question.   
, because you're not there every day, you could try to do an evaluation with the -- you know, 5 point circle the level of how the person is doing, in their performance, but, I can tell you right now: It's difficult for a board to do.   
And it's not usually accurate because you really don't have the information to make that kind of decision.   
After you have seen this report, if you want to rate the Executive Director, in a specific numbered way that way, you can do that.   
But that is not my recommendation for you.   
My recommendation for you is have a conversation as you review this information.   
It's probably a unique meeting.   
You probably aren't going to have time to do other business.   
If the Executive Director does this well, it's probably a two-hour meeting.   
So if you're used to a 30-minute meeting, put it on the shelf and give the Executive Director a chance to tell you everything they need to tell you.   
Now, they can break this up into that report that they give the board, remember, when Beth was talking a little while ago, she said one of the things in our packet is the report from the Executive Director.   
If you're getting regular reports from your Executive Director, you can review the information then, or quarterly, or, it doesn't have to be an annual evaluation.   
But you do need to be evaluating somehow, the performance of the Executive Director.   
Let's go ahead and look at that next slide.   
.  
>> PAULA MCELWEE: (Slide 29) .   
So you want to make sure that your Executive Director knows what you want at your board meeting.   
That packet, that Beth was talking about is exactly, what I'm talking about here.   
What financial reports do you want to see?   
Now, -- I'll give you a couple of examples, because -- and a board finance committee might lead this.   
Right?   
.   
You want to see profit and loss information. You know, a balance sheet, but mostly, what you want to see, is your budget to actual for your overall program and per funding source.   
.   
And you want to see that this month.   
And year to date.   
Because that's going to tell you more about what's going on fiscally -- right?   
-- than any other thing that you have...   
Happening.   
So -- so you do need to look at that.   
.   
PAULA MCELWEE: The other thing that you might need to look at -- I don't think I had this on the next slide, let me peek just to make sure.   
(A pause), no.   
I didn't.   
.   
You might want to look at some specific thing that you're monitoring.   
So for example:   
.   
I know of -- I was on the board of a center.   
And as a board member of that center, they had a -- a purchase of service contract with the local VR.  
And, they were not getting payments.   
So, they were submitting bills.   
And, the payments weren't coming in on a timely basis.   
And so, working with the Executive Director and the finance committee, we decided we need to see an aging report.   
We need to see how much they owe us.   
.   
And so... we asked the finance people, for another report that hadn't been a part of our packet before.   
You can do that.   
If you're monitoring something specific, ask for specific information.   
.   
It's okay, they have got it.   
It's all there in their -- in their fiscal software, QuickBooks or whatever it is they use.   
-- it's all there.   
And so... you need to go ahead and take a look at that, and, (a pause), ask.   
What else you need to see, in order to -- to take a look at that.   
Yeah.  
>> PAULA MCELWEE: (Continuing), let's go to the next slide and turn it over to Beth for the next one.   
.   
RENEE WOOD: I think it's me.   
.   
(Slide 30), I'm going to talk about -- what it looks like, when you hire, an Executive Director.   
.   
When you're hiring a new Executive Director.   
.   
You always have to see if they have -- for 20 years, I had a great Executive Director.   
I knew him, ever since he was in grade school.   
.   
So he had, significant disability.   
.   
So, the board wanted to find someone with that significant disability.   
Now, you got to understand that our Board...   
We -- we have over 55 staff.   
.   
So, we have a huge board.   
.   
Now finding someone with the qualifications, to be an Executive Director...   
And have a significant disability...   
Was very, very challenging.   
.   
But we hired a firm to put out nationally, .   
That we were looking for an Executive Director.   
.   
.   
And that we wanted someone, with a significant disability.   
.   
And, that was challenging to find someone.   
.   
We did locate two or three different candidates.   
.   
And the board hired one of them, .   
RENEE WOOD: (Continuing), at that time, I was only a board member.   
.   
Lucky me, ask again I got to be the chair of the board.   
.   
So, I got to see, firsthand, The challenges of being on a new Executive Director.   
I must say I knew the Executive Director was well-qualified.   
.   
He really was a good person, but, He is in a new place, he doesn't understand the history of our particular center.   
.   
And yet, you've got to let him tell folks, really to run the center.   
The way he sees it.   
.   
And that was a challenge, so you've got to know your boundaries.   
You've got to know -- you've got to know, what it is that you need, and what is it the board needs.   
But I must say:   
We worked well together.   
.   
Thank God.   
.   
.   
.   
.   
.   
RENEE WOOD:   
RENEE WOOD: At that time it's important for you to keep an ongoing leadership role, and explain why, Why,- to make it an --   
Have a shift in leadership.   
We want to have a solution, we were just talking it, and okay, next, slide.   
.   
PAULA MCELWEE: And before we jump in, and I think, this is Beth's slide, before you jump in Beth there was a question in the Q&A that, I think, fits here, better than at the end of the presentation, so -- has to do with the affirmative action discussion, And I described to you what is currently, the case, .   
But it is being challenged, in court, and, it may change.   
So, if the outcome of that court challenge, is that, you're no longer allowed to ask about a disability, related to affirmative action, Then, of course, we'll change our advice back.   
.   
So, it's -- not that different, we were doing, the other conversation, the other questions, a couple of years ago.   
.   
Then we were allowed to do it, based on affirmative action, if the Court case outcome is, that, we're no longer allowed to ask about disability during an invest -- an interview, then we'll just shift the question back, so the question of do you have a significant disability is allowable at this moment.   
Court case may change that.   
.   
If it does we'll go back to what we asked before, which is, what is your personal experience with disability?   
.   
And we will explain to them, who we are.   
.   
And then it's up to them, what they say or don't say, share or don't share.   
But we will go back to no longer asking directly.   
Right now, we can't ask directly until this court case is settled and once it's settled, we'll see.   
Okay, I'm sorry.   
Beth, you want to go ahead?  
>> BETH RUFFIN:   
.   
Yes, this is Beth.   
I agree -- well, with what Paula just said at ABLE SC, we ask about people's personal experience with disability so just to chime in there.   
I do want to take a moment, to shoutout, our CEO, Kimberly Tussaud who is on this call, .   
As an attendee.   
.   
And, I can't take personal responsibility for bringing her onto the board -- bringing her into the organization, because she's been with the organization, for 14 years.   
.   
How -- and I've only been on the board for one, however, it is super important, that, you know, -- that organizations, are disability-led.   
.   
It's critical to have someone who is qualified, professional, with a disability in that CEO --  
CEO position.   
.   
And, Kimberly...   
Definitely, embodies this for ABLE SC.   
If you ask anyone around the state of South Carolina, Legislators, (chuckling), other nonprofit organizations, the people in the disabled community, it is well-known, how much Kimberly advocates, and fights for -- the disabled community.   
.   
Not just in our state, but, across the country, and also, in other parts of the world.   
.   
And, so, I have even had the opportunity, to bring her in on projects that I'm working with, separate of ABLE SC, where we needed to have, that (electronic tone) that professional that can help us put the disability lens on the work that we're doing, and so just -- a little -- just like other marginalized organizations like we would, be giving guidance that you should reflect the community that you serve.   
.   
This is the same: With CILs.   
.   
That your CEO, should reflect the community that you serve.   
.   
As well, as building future disabled leaders.   
So...   
Some of the things that the Board as we -- as we think about supervising, over the Executive Director, which, sometimes, supervising even feels, because she's so awesome -- I know, I'm throwing it on thick and heavy but she deserves it.   
But, you know, we ask for that transparency and accountability.  
.   
No surprises.   
Right?   
So if something is happening, that we need to be made aware of.   
We're made aware of that.   
.   
When it happens.   
.   
Making sure, again, that she's complying, that she and her staff with complying with federal, state, local, and disability-specific laws.   
.   
That they're meeting and exceeding funder requirements, and expectations.   
And that they're fighting not just against ableism.   
But, all isms, because, again, when we think about that intersectionality...   
.   
It's not just, you know, -- our identities, are so complex, and woven together, so, while we're fighting against ableism, we also need to be fighting against racism.   
.   
And misogyny.   
And homophobia.   
.   
Right?   
They're all intertwined together.   
.   
Next slide, please, so, really, as you are sourcing, and --   
looking to hire or supervise an Executive Director, that should be a part of it.   
Do they have that intersectional lens?   
Are they able to look at things, for all marginalized communities, that impact the people they serve?   
.   
We also -- and I'm looking at the -- making sure that I'm talking along with the bullet points so I apologize if I'm out of order.   
.   
(Slide 32) but making sure that programs are effective.   
.   
And that's part of what we are receiving during our board meetings, right?   
We're seeing the fruits of the labor.   
We're seeing results; and outcomes, and success stories.   
.   
Encouraging her and expecting her and her team to be bold, and innovative.   
Implementing that strategic plan, again, for those outcomes, .   
In an ethical way.   
.   
And being a relationship-builder and a change-maker -- like I talked to that a little bit earlier.   
That, that is definitely what Kimberly has come to be within the state of South Carolina.   
(Electronic tone), next role please -- I mean, next slide.   
(Slide 33).  
>> PAULA MCELWEE: And I'm going to ask that we skip over to slide 36, I'm going to give you a little information, though, about the slides we're skipping, these are areas where you will have financial policies and procedures, so there was a bunch of bullet points on about three slides that you'll have the presentation, so you can go back and check your written policies and procedures, to make sure that the board does have, those financial policies and procedures, but we're going to go to Renee now and have her talk to us a little bit about what she saw as the fiscal and financial responsibilities of the board, Renee?  
>> RENEE WOOD:   
.   
--   
.   
You know, I have to say, for --   
for new board members...   
.   
This is probably one of the most challenging parts of being a board member.  
Because...   
.   
I mean, -- like, I said, I was a chair of a large CIL.   
But...   
When you're an incoming board member, you have financial reporting, .   
That's ten pages long, and, goes into detail about what was spent, on what.   
.   
At year end, year to date.   
.   
The budgetary amount compared to what you spent.   
.   
So far.   
.   
That can be, overwhelming to a new board member, so it's so important that...   
New board members, are, allowed to ask questions.   
.   
-- even if they're not a financial person, I don't understand this, what do you mean by this?   
Can you explain this to me?   
.   
So that is a huge thing.   
We don't want people to be overwhelmed.   
.   
By that responsibility.   
.   
But you do need to break it down.   
And make it simple.   
.   
So that every person can understand what is going on.   
I hope.   
Go ahead.   
.   
RENEE WOOD:   
Oh, -- oh.   
(A pause), yeah, (slide 37), as I said, they need to be trained, to what to look for.   
.   
For any discrepancies that might present on a quarterly, show how to hear what people are saying, .   
Make sure, that you let them know -- why are you spending more money per month, Than you do in a year?   
.   
(A pause), PAULA MCELWEE: If you don't mind, I think we'll jump to Beth's slide, getting tight on time, we want to have a little bit of time for some questions and answers   
>> RENEE WOOD: Yes.  
>> PAULA MCELWEE: If Beth, if you can go through some of your slides and I'll put it up for questions.  
>> BETH RUFFIN: Absolutely, this is Beth, I agree, I want to chime in with what Renee was saying that if you are a board member and you're not comfortable or you're not familiar with the financial reporting, or you have questions, please, ask those questions, .   
Don't feel, embarrassed, and avoid really fully-understanding the finances of the organization for which you're governing.  
Because, there are probably other people who have the same questions that you have.   
.   
And so, some of the financial management best practices, we have at ABLE SC -- is that, we have -- we receive financial reports at each meeting.   
.   
So, again, no surprises: We are made aware, continually throughout the year of the organization's financial position, and performance.   
.   
We also have a treasurer who are active and aware of the budget report and is able to answer those questions you may have.   
.   
(Pause), the treasurer works with the CEO, and the Staff to develop the budget; and then presents it to the board.   
.   
And in addition, the C.P.A.   
presents to us, annually regarding the organization's 990, and the single-audit; and we have opportunities as board members to engage with that C.P.A. and ask questions.   
.   
Because, as we talked about earlier, if we're going to have responsibility, we need to make sure we understand that responsibility.   
.   
BETH RUFFIN: (Continuing), and we do change CPAs every three years, that's per our financial policies but it's also a best practice, as well.   
.   
If we can go to the next slide, please, .   
(A pause), every time that we receive new funding (slide 39) or a new grant, the budget is revised.   
So it is an active and living budget that is concurrent with the amount of funds that are coming in, and flowing out of the organization.   
.   
And, the organization reports banking and financial status quarterly to us, which is shown on the P&L and the budget report, the profit and loss statement and the budget report.  
.   
And that profit and loss statement is sent to the treasurer monthly.   
Finally, the organization has a reserve policy.   
.   
As it's critical that we have funds available, due to reimbursable grants; so, boards should ensure that they follow the reserve policy, and maintain that cash flow.   
.   
And understand how much one --   
how much runway do you have, right?   
How does different funding coming in and out, impact the budget, impact positions that may be funded through grants?   
.   
So, again, I think the main thing, I want to say, is, you have a responsibility, as a board member, make sure that you're asking questions for those things that you may not understand.   
Next slide, please, .   
PAULA MCELWEE: Okay.   
.   
Now, before we go into the good, the bad and the ugly, let me give you some restrictions.   
If you have questions about anything you've heard today, please plug it in to the Q&A, we're not taking those questions, from the chat.   
.   
So, they're going into the question-and-answer box.   
.   
You can find it, next to the chat usually on the menu bar at the bottom of your screen.   
.   
I -- we will answer some of those live, we may answer -- we may type in answers to some of those, but you'll find the Q&A there.   
.   
I do want to just hit two more points related to the affirmative action piece.   
.   
Because, this continues to be of a -- of great concern, of course, to Boards.   
.   
The first thing is that Corinne put in the Q&A, and thank you for the comment, when asking about disability, we say this at the top of all interviews.   
Your voluntary disclosure of your disability, is requested, solely for the purpose of our affirmative action hiring policies, and will not be used against you.   
.   
She goes on, with some other very fine wording around that.   
So if you would like to capture that, copy and paste that, into your policies and procedures, it would certainly be appropriate, it's quite well-said, now that said, I want you to notice something about the word "affirmative action", affirmative action is specifically required, For centers for independent living, in the law.   
.   
In the Rehabilitation Act.   
.   
And so, the response I gave you earlier about well, if they reverse that, you know, we'll step back, failed to point out, that the law that's being considered, and -- the discussion is being considered on affirmative action, is race-related, specifically.   
.   
Not specific to disability; and, we're not sure -- exactly -- how that should be interpreted, and we have asked ACL for interpretation there.   
And we'll continue to ask for clarification, as they sort this out, because, it's very possible that that requirement in the Rehabilitation Act itself...   
Makes it possible for us to still make those questions.   
. Okay?   
.   
Now, if you don't put any questions in that Q&A, I'm going to keep on going with the good, the bad, and the ugly.   
.   
Just the things that we see or don't see, and the first one is the good.   
Some things boards do right.   
.   
And we hope that you're there.   
And one of them is a diverse, inclusive, and equitable board compensation.   
Not just the 51% of people who have significant disabilities but reflective of the voices of the community.   
.   
And the lived experience of the most marginalized people in your community.   
.   
Your center is required to identified who is unserved and underserved in your community.   
That's part of what they have to report to your main funder.   
.   
And that is also part of the state plan for independent living, and is part of what should be considered, when you're looking at recruitment for your board.   
.   
Who are those voices of the underserved, and unserved people in your community?   
.   
The best boards let the Executive Director run the center, and they don't get in the middle of it.   
And I know a couple of you, who are going to play this for your Boards, because (chuckling) you have boards who keep trying to get in the middle of it.   
It's even harder if your board members volunteer.   
.   
So they come in and they volunteer in some way, teach a class, or, you know, do something else, that's -- run a peer group, do something else that's a volunteer function at your center.   
.   
Board members, hear me: If you're doing that, you are not acting as a board member, you are acting as a volunteer.   
And you need to not cross those lines.   
Or cross those wires, whatever the right word is.   
.   
So, keep that in mind.   
Next slide.  
>> PAULA MCELWEE:   
.   
(A pause), A strong Code of Ethics is absolutely important, including conflict of interests policies and procedures related to that.   
For both the board and the staff, especially the management.   
You want to make sure that you have this sorted out, so that people are not acting with a conflict of interest.   
.   
(A pause), (slide 41), robust succession planning: Your Executive Director is going to leave.   
Even if you hired them last week, someday, they are going to leave.   
It may be planned.   
It may be unplanned.   
.   
But unless you do succession-planning, you won't be ready.   
And some of you have just experienced this and you know I'm right.   
You're wishing you had done succession planning because hiring that new Executive Director was difficult and you didn't know what to do, and you didn't have any guidance.   
.   
So, let me tell you: Robust succession planning helps, and we have some sample succession plans to share with you, however, you need that to happen.   
.   
But make sure that you, actually, do robust succession-planning, for the Executive Director.   
.   
But also, for your board members.   
.   
Your board members are not going to stay forever, in fact, we hope you have a rotation policy, so that they only stay, you know, two or three, three-year terms or whatever, in your bylaws, we recommend that.   
But make sure that you have a plan, for what to do when they leave.   
.   
(A pause), one of the questions that came in, into the Q&A is how can we help board members who are consumers, take off their board hat and put on their consumer hat and vice versa?   
Right?  
>> A: (In response), and one of the best ways to do that is to clarify and agree in advance, what the volunteer or consumer is doing.   
.   
So, clarify and agree in advance that the Board Member, is meeting -- to meet on the board, and is not going to use the board as a place to request things for themselves.   
That should be in your Code of Ethics.   
They should agree to it in writing.   
.   
And everybody should understand that because it's written, before somebody oversteps.   
.   
Now, -- sometimes you're fixing it, right?   
They have been overstepping.   
.   
A private conversation between the Board Chair and that consumer would be helpful before you change the language and add this to your Code of Ethics and have everybody sign it.   
.   
But certainly, they need to not be taking advantage.   
Now I worked with a Center and they came to me, this was during COVID, they had extra money, right?   
And they came to me with things the board members wanted that were extra money.   
Equipment, home modifications, so forth.   
And my first question, to them, is the question, that you should always ask, which is, is this the same, are you giving them exactly the same process, for deciding whether or not this is granted?   
As you would give anybody else?   
So is it separate from, and different from what you would see for a board member shouldn't be different from what you see for that staff member.   
I hope that's helpful.   
.   
But there's an answer to that question.   
.   
Let's look at the next slide.   
.   
(Slide 42), boards going wrong.  
>> Paula, I just want to do a quick plug.  
>> PAULA MCELWEE: Yes.  
>> MARY-KATE WELLS: Just as we're approaching the end, please feel free if you have anymore questions put them in the chat, or I'm sorry, the Q&A, and then as we're headed out, you know, your feedback is very important to us, so Joey's put the evaluation in the chat; so, if you can take a moment for that.   
That would be great.   
But Paula, we still have five minutes so -- I don't see any questions, but, you can talk a little bit --.  
>> PAULA MCELWEE: I'll keep going until questions pop in, so do, please, answer questions, in the -- ask your questions in the Q&A, if you have any additional questions, and until you do, I'll tell you a couple more things that go wrong sometimes.   
.   
So one of the things that goes wrong, is -- you know, boards not understanding those financial statements, and you heard both of our board members talk to -- speak to, helping make sure that the board does understand.   
Tokenism, certainly is another.   
Here's another question in Q&A.  
>> Q: How to create suitable application process for board members.  
>> Currently the ED, advised they wish to speak directly to the potential applicant, to pass along to the board if they find that person suitable.  
>> A: I recommend against that and your ED is probably going to be mad at me, and I'm glad you put that in there as an anonymous person, you certainly have the right to do that.   
My recommendation is the board member and ED do it together.   
For one thing, you don't see the same things.   
Even in the same conversation.   
.   
So, if you meet with that person, if you have three or four questions that you ask of that person, that's fantastic, but do it together.   
So I understand that the Executive Director wants to talk to that person, and, in fact, I think they should.   
.   
Because, sometimes, the new board member has questions about the Center and the ED is the best person to answer those questions.   
But doing it as a team is the best practice, so both the board member and the chair or the nominating committee chair would actually get the application, review it in advance, go talk to the person over coffee, lunch, whatever; I know -- your grant doesn't pay for food.   
.   
So you have to decide, whether or not you do that.   
But, you know, to take it on from there, certainly.   
.   
If you would -- go to Slide 47.   
.   
While we wrap up here.   
.   
PAULA MCELWEE: So keep asking questions, though, if you have other questions, but, certainly the board is in charge of selecting new board members, not the Executive Director.   
.   
So, doing it together, is a good -- a lot of times, your Executive Director knows people.  
.   
They're in the community more than you are, in disability-related settings more than you are; so they may run into great potential board members, and they hand them the application, that's great.   
But the two of you ought to be doing it together as far as the interview itself is concerned.   
.   
Other questions?   
.   
(A pause) .   
Going once, going twice.  
>> MARY-KATE WELLS: I do not see anymore questions.   
So -- PAULA MCELWEE: Let's look at that slide 48.   
.  
>> (A pause), here's your -- 48, there's your contact information, and then, ...   
You can also see the attribution at the end and I'll let it --   
turn it back over to you.  
>> MARY-KATE WELLS: Yeah, well, thank you, so much, Paula, Beth and Renee -- we're so excited to have some CIL Board Members here.   
As Paula said, you can -- their contact info is in the presentation, .   
And, you know, we encourage folks to reach out, we want to hear from center boards more.   
.   
As we close out today, two things, I want to just also say, as any of the board members that are joining today -- you know, check out the IL-NET, ILRU Web site.   
There's some great resources on -- more resources, on some of these different topics.   
.   
And we also appreciate any feedback, that you could provide.   
.   
And I know we say it a lot, but we do appreciate it.   
.   
And with that, thank you, to our speakers, and we can close out for today.   
.   
All right.   
Thank you, everyone.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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