



# 2014 ISTE Board of Directors

Nominations packet



## Table of contents

Introduction .....	1
Job description & responsibilities .....	3
The ISTE governance system.....	6
Board member code of conduct .....	11
Board member annual time commitment .....	13
Board meeting schedule .....	14
Mentor program .....	15
Ideal board member personal characteristics .....	17
Scoring rubric for nominations .....	18
Application .....	20



## Dear Applicant,

Thank you for your interest in serving on the ISTE Board of Directors. The ISTE Board of Directors provides the policy leadership and fiscal oversight for the organization. Serving on the board as a volunteer leader is a commitment of expertise and time, and requires an understanding of board governance and the field of educational technology.

As part of its adoption of the Carver Policy Governance model in 2011, the board made a commitment to reduce its size to ensure agility and effectiveness. As of the 2013 election, all candidates will be running for an At-Large position on the board. ISTE is an association without borders, committed to improving learning and teaching worldwide. All members are invited to apply for open board positions. The board welcomes applicants from all sectors of ISTE's membership and is looking for geographic (US regional, non-US), institutional (K-12, higher education, private, public, corporate, affiliate), special interest and experiential diversity.

Throughout the selection for the ballot, the nominating committee will be screening for candidates who know ISTE and can each epitomize multiple groups within the ISTE community such as Special Interest Groups (SIGs), Affiliates, corporate, higher education, K-12, administrators, young educators and global members. In this way, the board intends to ensure that the voices and concerns of these groups as well as others are represented as we move to a smaller board.

The Ballot Selection Committee (which is composed of board members, a past president and representatives from the Affiliate, SIG and corporate communities of ISTE) will present a slate of candidates for the 2014 election that will balance the skills and experience of present board members with those of prospective candidates to create the most effective ISTE Board to address current strategic objectives.

Candidates who have been ISTE members for a minimum of three years prior to the 2014 election are eligible to apply for nomination.

### **Priorities for 2014 ISTE Board of Directors applicants**

The ISTE Board of Directors is seeking nominations from people with experience in the following areas:

- Experienced board and/or governance member. (The ISTE Board is not the first board on which the candidate has served.)



- Experience with Policy Governance (desired).
- Experience with public policy advocacy (at the local, state or federal levels).
- Experience with financial management oversight (budget responsibility and fiscal accountability).
- Experience as a strategic leader.
- Demonstrated entrepreneurial vision.

This packet is an introduction to the work of the board and contains resources that outline the board job description and code of conduct; an overview of ISTE's governance system; time commitments and a tentative schedule for board meetings; an overview of the induction program for new board members through the mentor process; desired personal skills; and the rubric that the committee will be using to review applications.

All applications to the ISTE Board of Directors must be submitted using ISTE's [online form \(iste.org/nominate\)](http://iste.org/nominate). ISTE will only accept complete applications submitted by the deadline of 5 PM EST February 7, 2014. The completed application includes personal and demographic information, professional and board experience, resume, bio, photo, video, and written answers to questions.

You will be provided an opportunity to review your ballot materials before they are posted if you are selected for the ballot.

Thank you and we look forward to receiving and reviewing your application!

The ISTE Board Nominations Committee



## Job description

### Job Title

ISTE Board Member

### Department

Board of Directors

### Reports To

ISTE Membership

### Description

Elected by ISTE members. Consists of the President, President-Elect or Immediate Past President, Treasurer, Secretary and other board members as specified in the Bylaws.

The work of the board is to serve as trustees for membership in determining and demanding appropriate organizational performance. To distinguish the board's own unique work from the work of its staff, the board will concentrate its efforts on the following work *outputs*:

1. The link between the organization and the membership.
2. Clarity of values and vision in written governing policies, which, at the broadest levels, address:
  - a. *Ends*: Organizational impacts, benefits, outcomes, recipients, and their relative worth.
  - b. *Executive Limitations*: Constraints on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
  - c. *Governance Process*: Description of how the board conceives, carries out and monitors its own task.
  - d. *Board-CEO Relationship*: Delegation of power and its proper use monitored; the CEO role, authority and accountability.
3. The assurance of organizational performance as described in the above policies 2a and 2b for the CEO, in 2c and 2d for the board.

Board members have shared responsibilities to achieve, as well as individual responsibilities to the board and will maintain and follow the *Board Member Code of Conduct*.



## Board shared responsibility

### Staff oversight

- Selects the Chief Executive Officer.
- Approves the compensation of the Chief Executive Officer.
- Supports the Chief Executive Officer and assesses his or her performance.

### Board selection and orientation

- Fills any vacancies on the board of directors that may occur between annual meetings.

### Finance

- Approves annual budget.
- Monitors budget and regular financial reports.

### Leadership and planning

- Provides leadership of the organization with full authority and power granted to boards of directors of non-profit corporations under the laws of the State of Oregon.
- Ensures legal and ethical integrity and maintains accountability.
- Determines the organization's mission and goals.
- Connects with the owner members in order to understand their values so that the Board can truly represent their interests.
- Develops a comprehensive set of policies, which guide all further organizational actions and decisions.
- Creates a disciplined process of direction and a thorough system of monitoring performance against policy expectations.
- Approves president's recommendation for appointment of chairpersons of standing and special committees.

## Individual board member responsibilities

- Attends scheduled board meetings: face-to-face and conference calls.
- Reviews documents and is prepared to discuss business and make decisions.



- Adheres to the ISTE Board Member Code of Conduct.
- Submits expense form for reimbursement within 30 days of meetings.

#### **Board selection and orientation**

- Recruits new board members.
- Assesses board performance.
- Assists in orientation of new board members.

#### **Finance**

- Identifies possible sources of financial support for the organization and provides contact information to staff.

#### **Corporate Relations program**

- Supports the revenue generating Corporate Relations Program by participating in a face-to-face meeting in conjunction with a board meeting or in a conference call with representatives of a high-level, year round ISTE sponsor(s) where the board members share their expertise and vision on a topic of interest to the sponsor and/or the broader education technology market.
- Provides ISTE Corporate Relations staff with introductions to key people at companies that, in the board member's opinion, might be candidates for ISTE sponsorship.

#### **Leadership and planning**

- Ensures legal and ethical integrity and maintains accountability.
- Ensures effective organizational planning.
- Enhances the organization's public standing.
- Provides for two-way communications with membership.

#### **Committees**

- Attends assigned committee meetings, remains abreast of committee activities.
- Advises and serves as a resource to chair of committee to which assigned.
- Corresponds with committee chair in advance of board meetings to assure timely submission of committee reports.



- After each board meeting, reviews board decisions affecting committee.

*ISTE board policies - adopted June 21, 2013*

## **ISTE's board governance system - an overview for prospective board members**

During 2011, the ISTE board began implementing a system modeled on the Carver Policy Governance® model to conduct board work and define the board's relationship with the CEO and staff. Under Policy Governance, roles and responsibilities of the board, and staff including the CEO are clearly defined, along with a monitoring system designed to assess both board and staff activities.

This approach to governing is very different from those you may have experienced in the past. In order to help you consider your candidacy or actually prepare for your work while sitting on the board we would like to give you a small picture of what this system is and how it works at ISTE.

The move to this system was taken in order to enhance the board's ability to function at a strategic level and add substantive value to the organization and those it serves. In order to create as much value as possible for members, a governing system that added clarity and created a more strategic role for the board seemed appropriate.

### **So how is it different?**

There are many impacts this system has on the structure, role and function of the board.

### **Board's role**

There are three major work products for the board:

1. Connecting with the owner members in order to understand their values so that the board can truly represent their interests. This "connecting" is called "linkage" in the Carver model.
2. Developing a comprehensive set of policies, which guide all further organizational actions and decisions.
3. Ensuring both that the appropriate changes in the world ISTE exists for are being achieved and that areas of risk are avoided through a disciplined process of direction and a thorough system of monitoring performance against policy expectations.

The policy development process is done in a way that the board can weigh in on each important area of organizational interest, but do so in way that intrudes as little on possible on the fluid and strategic choices for addressing them.

### **Board structure and function**

ISTE's system recognizes that the board only has authority over the organization (and staff) as a group.

This has several implications:

- The purpose of deliberation is to create a more informed and better decision by sharing perspectives, conducting dialog, and reasoning through the issues.
- No individual member, including any officer or committee of the board, has any authority to direct staff on their own (unless the full board delegates it).
- Because there is a process in place for all perspectives to be considered, members support the final decision of the board as a whole.
- Work of the is clearly defined in a way that it allows most of it to be done by the committee of the whole (the full board).
- Work of the board is initial to, and unique from, the work of the staff.
- The board meeting and its agenda will reflect all of the above. The majority of the agenda is designed to fulfill its three job products and there is very little in the way of report approvals, staff reports on activities or other work that does not add unique value.

### **Policies and their development**

The board directs the organization through developing and implementing policies that encompass their values. These policies cover four distinct topical areas and are developed in such a way that the board controls the broader decisions and can then delegate more detailed decisions to others. In every case and on every topic the board identifies the issue and then develops policy at the broadest level encompassing that topic, developing more and more detailed levels of policy until it has said as much as it needs to say.

The policy areas comprise:

- A definition of the change in the world ISTE exists to create

which sets the broad strategic direction of ISTE in terms of the specific outcomes to be produced. We call these the “Ends Policies”. These are developed to a level of detail at which the board is comfortable allowing any reasonable interpretation and further more detailed decisions are delegated to the CEO.

- A definition of those operational methodologies, conditions or decisions which would be so risky as to never be acceptable and are thus prohibited from use by the CEO. We call those “Executive Limitations Policies”. These are developed to a level of detail at which the board is comfortable allowing any reasonable interpretation and further more detailed decisions are delegated to the CEO.
- A definition of the values that drive the purpose, process, structure and functioning of the board in its own work. We call these “Governance Process Policies”. These are developed to a level of detail at which the board is comfortable allowing any reasonable interpretation and further more detailed decisions are delegated to the chair.
- A definition of the values that establish the method of delegating authority and accountability to the CEO and a system to monitor its use and outcomes. We call these “Board/CEO Relationship Policies”. These are developed to a level of detail at which the board is comfortable allowing any reasonable interpretation and further more detailed decisions are delegated to the chair.

### **Monitoring performance**

Because the board has proactively developed policy, because those policies cover every issue at a level determined by the board and because those policies establish specific criteria for the board’s expectations the process for ensuring safety and performance is both thorough and focused. Rather than receiving a raft of staff reports and management documents that contain both useful and useless data and then trying to find something of importance, the board has already stated what is important. This allows them the board to monitor specifically against the criteria they find important enough to include in their its policies.

In this performance measurement system:

- The board controls the policy and the method, frequency and due date of the required reports. It normally follows a schedule set in policy but does not have to.

- The board actively assesses whether or not the criteria it established in policy are being met.
- The board assesses this both for those areas delegated to the CEO and those areas of its own performance guided by policy.
- If there are instances where the board's criteria are not met the board as a whole will decide what remediation is required.

### **Role of the CEO and staff**

In order to both empower the CEO and simultaneously hold them accountable, the board's system makes it clear that all operational control beyond what the board states in policy rests with the CEO. The CEO is the board's only employee, every other staff member works for the CEO.

This has certain implications:

- Board members, officers and committees do not get involved in staff work unless asked to do so by the CEO (and so take their direction from the CEO).
- The CEO's authority and accountability, including performance monitoring, is spelled out in the Board/CEO Relationship Policies.
- The CEO's successful job performance equates to sufficiently achieving the outcomes in "The Ends" while simultaneously avoiding the Executive Limitations.
- The CEO makes deeper and more detailed decisions in both categories but those decisions must be based on a reasonable interpretation of the board's policies above them.

### **Is this a job for you?**

This significant change in approach to the nature of board work also changes who may be interested.

### **Criteria for this style of board work**

The skills and abilities to do this sort of governance differ from those often thought important. Professional expertise is less important than the ability to participate in team leadership.

This generally requires:

- Being able to consider different perspectives



- Capacity to discern commonalities and differences in conflicting perspectives.
- Skilled in both listening and advocating.
- Strategic thinking.
- A strong advocate for doing what is good for all of the members, not just your area of focus.

## Places you can learn more

### Publications

[Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations, 3rd Edition](#); John Carver; ISBN-10: 0787976164; February 2006, Jossey-Bass

[Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance, Revised Edition](#)

John Carver, Miriam Carver; ISBN: 0787981818; February 2006, Jossey-Bass

[The Policy Governance® Model: An Introduction by John and Miriam Carver.](#)

DVD, Carver Governance Design and International Policy Governance Association, 2008

[A Carver Policy Governance Guide, Set, 2<sup>nd</sup> Edition](#)

John Carver, Miriam Mayhew Carver; ISBN: 0470325100; April 2009, Jossey-Bass

[Empowering Boards for Leadership: Redefining Excellence in Governance, Audio Tape, 120 minutes](#)

John Carver; ISBN: 1-55542-447-3; April 1992, Jossey-Bass

[John Carver on Board Governance: A Video Presentation, 120 Minutes](#)

John Carver; ISBN: 1-55542-647-6; October 1993, Jossey-Bass

[John Carver on Board Leadership](#)

John Carver; ISBN: 0-7879-5844-1; October 2001, Jossey-Bass

[Corporate Boards That Create Value: Governing Company Performance from the Boardroom](#)

John Carver, Caroline Oliver; ISBN: 0-7879-6114-0; August 2002, Jossey-Bass

[The Policy Governance Fieldbook: Practical Lessons, Tips, and Tools from the Experiences of Real-World Boards](#)



Caroline Oliver, Mike Conduff, Susan Edsall, Carol Gabanna, Randee Loucks, Denise Paszkiewicz, Catherine Raso, Linda Stier; ISBN: 0-7879-4366-5; June 1999, Jossey-Bass

Getting Started With Policy Governance: Bringing Purpose, Integrity and Efficiency to Your Board's Work

Caroline Oliver; ISBN: 0787987131; January 2010, Jossey-Bass

### **Online resources**

John and Miriam Carver  
[carvergovernance.com/](http://carvergovernance.com/)

International Policy Governance® Association  
[policygovernanceassociation.org](http://policygovernanceassociation.org)

Wikipedia article on Policy Governance  
[en.wikipedia.org/wiki/Policy\\_Governance](http://en.wikipedia.org/wiki/Policy_Governance)

### **ISTE Board of Directors - code of conduct**

The board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and appropriate decorum in-group and individual behavior when acting as board members.

1. Board members must represent unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any board member acting as an individual consumer of the organization's services.
2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
  - a. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
  - b. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates.
  - c. Should a board member be considered for employment, the board member must temporarily withdraw from board



deliberation, voting, and access to applicable board information.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
  - a. Board members' interaction with the chief executive or with staff must recognize the lack of authority in any individual board member or group of board members except as noted above.
  - b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any board member or board members to speak for the board.
  - c. Board members will make no judgments of the chief executive or staff performance except as that performance is assessed against explicit board policies by the official process.

Accordingly, members of the ISTE Board of Directors will annually confirm their agreement stating to comply with the following tenets comprising the ISTE Board of Directors Code of Conduct:

1. To act in the best interests of, and fulfill all necessary obligations, to ISTE and its members;
2. To comply with all federal, state and local laws, rules and regulations governing the organization, and to understand and obey all governing documents applicable to the organization;
3. To act honestly, fairly, ethically, and with integrity to maintain and enhance the reputation of the organization;
4. To act in a professional, courteous and respectful manner at board meetings and public events;
5. To be fully present at board meetings, focused on current topics, and actively participate in board discussions;
6. To respect the important work of board meetings and abstain from any external communication during meeting times.
7. To respect the confidential nature of board meetings and abstain from any external communication regarding board business until the end of the meeting when the board agrees to what can/will be communicated; to keep confidential all



information about matters specifically determined to be matters of confidence;

8. To act in good faith, responsibly, with due care, competence and diligence;
9. To disclose potential conflicts of interest regarding any matters that may come before the board, and abstain from discussion and voting on any matter, in which a conflict of interest may exist;
10. To make available to and share with board members any information that may be appropriate to ensure proper conduct and sound operation of the organization's governance and management;
11. To speak with one voice and publicly support the policies and decisions approved by the board;
12. To speak for the board only when authorized to do so by the board president;
13. To respect the confidentiality of information relating to the affairs of the organization acquired in the course of service, except when authorized or legally required to disclose such information, and;
14. To respect the confidentiality of information acquired in the course of board service and not use the information for personal or business advantage.

*ISTE board policies - adopted June 21, 2013*

### ISTE board member annual time commitment

The following calculations are based on typical ISTE Board member service:

1. For a regular/non-officer /committee chair board member who attends three monthly calls and all three face-to-face meetings:

Activity	Time Each	Frequency Per Year	Total Per Year
Bi-monthly board prep and calls	2 hours	3 calls	6 hours



Activity	Time Each	Frequency Per Year	Total Per Year
Committee prep/ meetings	2 hours/ month	12 months	24 hours
Monitoring reports review and board nominations review	2 hours/ month		approx. 15 hours
Face-to-face board meetings	first day: 4-5 hours; second day: 8-10 hours	3 per year	70 hours (30 hours travel/ 40 hours meetings)
ISTE Conference	10 hours/day	5 days	50 hours

**Total: approximately 165 hours per year**

- For a Governance Leadership Committee (GLC) board member (officers and committee chairs) who attends every call and all three face- to-face board meetings:
  - Same as above, plus an additional 60 hours for monthly GLC calls.

**Total: approximately 200-250 hours per year**

## 2013-2014 ISTE board meetings and regular board call\* schedule

*Subject to change*

### Board officers

Kecia Ray, President; Holly Jobe, Past President; Paige Johnson, Treasurer; Mike Lawrence, Secretary; John Keller, Chair, Policies & Procedures Committee; Kari Stubbs, Chair, Linkage Committee; Betsy Goeltz, Chair, CEO Evaluation and Compensation Committee

Calls are scheduled for one hour, the second Thursday in August, December and April

6:00 p.m. Eastern, 5:00 p.m. Central, 4:00 p.m. Mountain, 3:00 p.m. Pacific, 6:00 a.m. Singapore.

\*Toll free number provided



### **2013-14 dates**

August 15 - board call

October 19-20 face-to-face meeting, Anaheim, CA

December 12 - board call

February 21-22, 2014 face-to-face meeting, TBA

April 17 - board call

June 19-20, 2014 face-to-face meeting, Atlanta, GA

### **ISTE Board of Directors mentor program**

Starting with the 2011 ISTE Board, a Board Members Mentor Program was established to help orient new board members to the work of the ISTE Board. Continuing board members were paired with an incoming board member prior to the first meeting to establish a relationship, share board activities and be available to answer questions.

#### **Purpose**

The Board Members Mentor Program is designed to provide support for new board members to learn about board responsibilities, resources and procedures.

#### **Activities**

Continuing board members who volunteer to be mentors commit to a one-year relationship with new board members.

Mentors are paired with new board members often by request if a board member has a relationship with a new member or has common interests.

Mentors participate in a mentor orientation call in early May to review topics to be covered in the mentorship program. The call reviews the plan of action of what mentors would do collectively and the outline of suggested mentor topics for the year. The call also includes time to discuss additional topics that need to be included in the new board member induction year.

Continuing board members volunteer to act as mentors to new board members individually through telephone or video conference calls and e-mails. They generally schedule a one-hour call before the June board meeting when both parties have access to a computer with Internet access.

Topics usually discussed on mentor calls include:

- The importance of attendance at face-to-face meetings and also monthly phone meetings. Mentees are reminded to get the calls scheduled on their calendars. The importance of preparation for both face-to-face and phone meetings. Much of the board work is completed on the board calls.
- Discussion of ISTE's Mission, Vision, Organizational Chart, and By-Laws. This section is an overview of these items and is addressed often during their board term.
- Discussion of the strategic plan
- A tour of the board wiki where important documents are stored and the FTP site where information is made available electronically prior to face-to-face meetings.
- An introduction to the listserv and the email address to send messages to the entire board.
- An explanation about how board officers are elected.
- A conversation about the board's role at the ISTE conference. (Board members are representatives for ISTE and do introductions for sponsors, greet presenters and thank vendors for their participation).
- Address questions new members may have about the board include travel arrangements, dress at meetings, reimbursement of expenses, etc.
- Discuss the ISTE Board of Directors Code of Conduct.

Mentors participate in a follow-up call to help plan the new members face-to-face orientation meeting prior to the June board meeting.

New board members are invited to participate in an orientation webinar on how to use ISTE's electronic communities and social media applications.

New board members are invited to participate in an orientation webinar on the Carver Policy Governance Model that the ISTE Board has adopted.

A face-to-face orientation meeting for new board members is held two hours prior to the June board meeting. New members are welcomed and provided an introduction to ISTE's activities,



additional guidance on the role of board members and an overview of the board's work.

Follow-up calls between mentors and mentees are held between face-to-face board meetings to answer questions and clarify some of the board's activities.

### Ideal ISTE board member's personal characteristics

In addition to the diversity and specific experience factors we are looking for prospective board members who can demonstrate that they have some of all of the personal characteristics below. Please consider these characteristics when completing your application.

**Passion:** Passionate about the mission of ISTE; deep-felt interests align with those of the organization.

**Outward focus:** Ability to focus beyond ISTE's internal workings to what the organization should deliver beyond itself. Understands the board member's job is not to be an internal advisor to staff.

**Servant-leadership:** "Servant" – willingness and ability to connect with owners in order to understand the range and intensity of owners' perspectives and make decisions on their behalf. "Leader" – willingness and capability to become more knowledgeable about key issues than the average member, to be able to make the best possible decisions on members' behalf, based on knowledge of the members' values and perspectives as well as in-depth knowledge of the issues and the implications of a decision. Does not wish to join the board for status, title, social connections or financial reward. Board work will not create a regular conflict of interest because of other commitments or relationships.

**Commitment:** Willing to devote time for preparation as well as meetings; willing to devote the time necessary for board work outside meeting time; prepared to make regular, on-time attendance at board meetings, for the entire meeting, a priority. (Anticipated time requirement for meetings, committee work, preparation, ownership linkage, board education in ISTE Board Member Annual Time Commitment document.)

**Systems perspective:** Future thinker, able to see the "big picture"; can think strategically in terms of systems; willing to delegate operational details.

**Critical thinking:** Ability to examine interpretations, evidence, and proposed decisions against existing policies to determine consistency

and compliance; ability to ask insightful questions regarding adequacy of policies and compliance with them; prepared to hold to principles rather than just accepting common practices.

**Active participation:** Able to articulate ideas well; willing to engage and participate at meetings; willing to debate in a constructive manner; not subject to pressure to conform.

**Learner mentality:** Prepared to participate in board education; seeks other learning opportunities; willing to mentor others and seek mentorship; open minded; ability to grasp new paradigms; open to exploring possibilities without knowing the likely outcome.

**Values based:** Able to participate in discernment of values as the basis for developing policies to govern the organization; prepared to measure decisions against high ethical standards of what is right.

**Team player:** Willing to contribute actively to board decision-making, but also to live within whatever rules the board sets for itself. Understands the board's authority is that of the board as a group; open to diversity of opinions; willing to respect others' opinions; willing to participate in group discussions and share opinions, but once a board decision is made, is willing to honor it even if he or she did not vote for it.

**Use of resources:** Has or is willing to acquire and learn to use, any resources necessary for the board's process and communication, such as web-based technologies if the board has chosen to use them.

**Diversity:** Contributes to the diversity of perspectives and depth of experience necessary for the board to connect with owners, develop sound policy, and monitor effectively; brings complementary skills, experiences and thinking to the board mix. Is not simply a "token" member from a particular cultural, ethnic or interest group.

### Scoring rubric for ISTE board nominations process

*Note: Listed below is the text of the nomination application. This is for your information only. Your actual application must be submitted online.*

Characteristics	4	3	2	1
<b>General</b>	Application provides <i>significant</i> evidence that the candidate meets three or more general characteristics as outlined in the ISTE nominations application.	Application provides <i>adequate</i> evidence that the candidate meets three or more general characteristics as outlined in the ISTE nominations application.	Application provides <i>some</i> evidence that the candidate meets three or more general characteristics as outlined in the ISTE nominations application.	Application provides <i>little</i> or no evidence that the candidate meets three or more general characteristics as outlined in the ISTE nominations application.
<b>Professional</b>	Application provides <i>significant</i> evidence that the candidate meets three or more <i>professional</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>adequate</i> evidence that the candidate meets three or more <i>professional</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>some</i> evidence that the candidate meets three or more <i>professional</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>little</i> or no evidence that the candidate meets three or more <i>professional</i> characteristics as outlined in the ISTE nominations application.
<b>Board Work</b>	Application provides <i>significant</i> evidence that the candidate meets three or more <i>board work</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>adequate</i> evidence that the candidate meets three or more <i>board work</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>some</i> evidence that the candidate meets three or more <i>board work</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>little</i> or no evidence that the candidate meets three or more <i>board work</i> characteristics as outlined in the ISTE nominations application.
<b>Personal</b>	Application provides <i>significant</i> evidence that the candidate meets three or more <i>personal</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>adequate</i> evidence that the candidate meets three or more <i>personal</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>some</i> evidence that the candidate meets three or more <i>personal</i> characteristics as outlined in the ISTE nominations application.	Application provides <i>little</i> or no evidence that the candidate meets three or more <i>personal</i> characteristics as outlined in the ISTE nominations application.



## ISTE Board of Directors application

Name: \_\_\_\_\_

All applications to the ISTE Board of Directors must be submitted using ISTE's online volunteer form. Only applications submitted before the deadline will be accepted. The application includes demographic information, a photo, resume, a short bio, written answers to questions and a video.

Please help the ISTE Nominations Committee ensure a diverse slate of candidates by providing the following demographic information. ISTE is an association without borders, committed to improving learning and teaching worldwide. All members are invited to apply for open board positions. The board welcomes applicants from all sectors of ISTE's membership and is looking for geographic (US regional, non-US), institutional (K-12, higher education, private, public, corporate, affiliate), special interest, ethnic, age and experiential diversity.

### **Priorities for 2014 ISTE board applicants**

The nominations committee will be looking for people with experience in the following areas to serve on the board:

- Experienced board and/or governance member. (The ISTE Board should not be the first board on which the candidate has served.)
- Experience with Policy Governance (desired).
- Experience with public policy advocacy (at the local, state or federal levels).
- Experience with financial management oversight (budget responsibility and fiscal accountability).
- Experience as a strategic leader.
- Demonstrated entrepreneurial vision.

### **Demographic information**

(This information will NOT be displayed on the ballot)

**Address**

**City**

**State**

**Zip/postal code**



**Email**

**Best phone number**

**Link to blog or website**

**Gender**

Drop down options: *female, male*

**Ethnicity**

Drop down options: *American Indian or Alaska Native, Asian (including Asian Indian or Pacific Islander), Black or African American, Hispanic or Latino, White, other, prefer not to answer*

**Where you do most work**

Drop down options: *urban, suburban, rural*

**Highest level of education completed**

Drop down options: *High School, Associate Degree, Bachelor's Degree, Master's Degree, Doctoral Degree, other*

**General characteristics**

(This information will NOT be displayed on the ballot)

**Primary job function**

Drop down options: *Professional Educator, Administrator, Educational Technologist, Library/Media Specialist, Corporate or Non-Profit Organization Representative*

**ISTE member since**

*(Minimum of three years prior to nomination for the Board)*

**Professional characteristics**

(This information will NOT be displayed on the ballot)

**Knowledge and Experience in Education**

Multiple choice options: *Teacher, Ed Tech Leader, Site-level Administrator, District-level Administrator, State-level Administrator, Higher Education, Corporate Education Management, Non-Profit Organization, Government Agency, other*

Please list any awards or professional honors you've received.

Please describe any previous volunteer or professional service with ISTE.

**Affiliate(s):** list all you belong to and what leadership roles you've served in.

**SIG(s):** list all you belong to and what leadership roles you've served in.



### **Association Memberships (local, national, global)**

Drop down options: *ASCD, CoSN, NSTA, NCTM, NCTE, NCSS, AASA, NAESP, NASSP, SIIA, SITE, AERA, CSTA, ACM, IRA, iFIPP, AASL, other*

Please describe any other relevant volunteer or professional service outside of ISTE, including the organization(s) served, both educational and non-educational.

### **Board work characteristics**

(This information will NOT be displayed on the ballot)

1. Describe your experiences as a member of nonprofit or for-profit boards of directors.
2. Describe your experience serving on a board of directors and if you have experience with the Carver Policy Governance model of board governance for nonprofit organizations.
3. In what ways/roles have you supported/been engaged in education advocacy?
4. Describe your financial management experience.
5. Describe your experience as a strategic leader.
6. Provide an example of your innovative/teacherpreneurial or entrepreneurial vision.

### **Personal characteristics**

The answers to these questions, your bio, your photo, and the video WILL be included on the ballot for ISTE members to read/view prior to voting.

#### **Questions (250 word limit for each question)**

1. Why are you interested in serving on the ISTE Board?
2. Please identify your perception of the three most salient issues in educational technology and discuss how you think they affect PK-12 education, higher education, and the educational community.
3. The board's role is to stay close to members and reflect their needs in the visioning work the board does for the organization. How will you work with other board members to help set the direction for ISTE's future?

#### **Short bio**

Please include a short narrative bio no more than 250 words.



### **Two-minute video response**

Please describe an issue that your organization has faced or is facing now and explain how you did or would address the issue. Please include your role in achieving desired outcomes.

Be as creative as you like, but make sure you follow copyright laws. We are looking for a conversational, informal video and do not expect professional quality.

Once you create the video, you must post it on the Web to YouTube, and then paste the specific URL for your video into the appropriate field on the application. We will not accept videos by email, and we will not watch more than two minutes of video. We realize that you may not have produced a video before and that you may not own video equipment, but we are confident you can find a way to meet this requirement. We expect to see you in the video responding to the scenario. Do not include any copyrighted images, footage, or music (for more information visit the [copyright education site on YouTube](#)).

### **Additional items requested**

Please upload your resume/CV and your photo.

### **Signoffs**

1. We are a working board. Have you read the ISTE Board Information packet and are you willing and able to contribute the monthly time commitment outlined there, in addition to attending face-to-face board meetings three times per year?

*Yes or no*

2. I grant ISTE permission to include my video as part of the ballot.

*Yes or no*