

# Licence Committee Composition Matrix

(All competencies in alphabetical order, not order of importance)

<b>Individual Committee Member</b>	<b>Committee Collectively</b>	
<p>Every committee member will bring, <u>or commit to learning</u>, the following <b>SKILLS</b> and <b>KNOWLEDGE</b>:</p>	<p>The committee will reflect the following <b>DIVERSE LIVED EXPERIENCES, BACKGROUNDS</b> and <b>PERSPECTIVES</b>:</p>	<p>One or more committee members will have the following specific <b>PROFESSIONAL EXPERIENCE, KNOWLEDGE</b> and <b>SKILLS</b>:</p>
<p><b>Anti-racism and Allyship</b> Understanding of what it means to be anti-racist and an ally and knowledge of how to actively model this behaviour; ability to speak up and acknowledge instances or systems of oppression; and ability to hold self and others accountable for creating safe and inclusive spaces in which honest conversations about racism and privilege can occur.</p>	<p><b>Age</b> People who represent a variety of adult age groups so that the committee reflects the diverse experiences and perspectives of licensees and the adult public served by the College.</p>	<p><b>Adjudication and Hearing</b> Knowledge and experience of participating in and/or chairing hearings within a legislative framework, including where applicable, First Nations rights, laws and cultural protocols, and an understanding of the principles of administrative law, restorative justice, procedural fairness</p>
<p><b>Awareness of Inherent Bias /Self-Awareness</b> Awareness of the biases you bring to decision making, how to identify these in yourself and others, and to mitigate them in decision-making. Understanding of personal strengths and privileges, influence of self on other committee members, the consequences of bias and potential conflicts of interest; recognition of the value of continuous development and improvement; and being open to reflection, feedback, and opportunities to learn, relearn and unlearn.</p>	<p><b>Culture</b> People with a variety of cultural backgrounds and experiences so that the committee reflects the people and communities the College serves and the cultural diversity within the healthcare system.</p>	<p><b>Committee/Panel Leadership</b> Experience in facilitating committee or panel meetings, developing a positive, inclusive and culturally safe space, managing conflict, and ensuring meaningful discussions, decisions and/or recommendations occur</p>
<p><b>Collaboration and Conflict Management</b> Ability to work with people with different opinions, perspectives and backgrounds in a way that creates an environment of mutual respect and trust. Ability to work with conflict, support others through conflict, and help to ensure decisions benefit from the diverse perspectives within the conflict. Ability to clearly articulate a perspective, engage in respectful, productive, or difficult discussions with the committee, staff and key health partners, while consistently reinforcing a culture of trust.</p>	<p><b>Education</b> People with local, national, and international academic backgrounds and lived experiences so that the committee reflects the diverse education and knowledge of licencees and the public served by the College.</p>	<p><b>Eligibility and Assessment</b> Experience and expertise with eligibility standards, examination boards, assessment, substantial equivalency determination and/or international credential evaluation, advanced education or professional education program administration and accreditation.</p>

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<p><b>Confidentiality and Privacy</b> Understanding and acceptance of the need for and obligations of confidentiality and safeguarding the privacy of all parties in accordance with provincial legislation and College policies and procedures, including the security of all data and documents.</p>	<p><b>First Nations and Indigenous Voices, Lived Experiences, and Perspectives</b> People who bring diverse BC First Nations and Indigenous perspectives are embedded within the College’s governance structure so that all deliberations include and are informed by firsthand knowledge and experiences of First Nations and Indigenous communities, committee decisions recognize and uphold rights, protocols and laws where possible, colonial biases are identified, questioned and mitigated, and the College’s cultural safety and humility journey continues to be supported in order to contribute to positive systemic change.</p>	<p><b>Extrajurisdictional Health Professional/Graduate</b> Experience in navigating the process for becoming a health professional in Canada with international credentials.</p>
<p><b>Cultural Safety and Cultural Humility</b> Awareness and understanding of the importance of ongoing learning, recognition and respect for distinct First Nations rights and title, and Indigenous human rights in BC. Awareness and understanding of the importance of First Nations laws and protocols and to uphold them in discussions and decision making; a commitment to practice cultural humility, to strive for cultural safety, to take a believing stance when harm is reported, and to actively respond to harms in a timely way.</p>	<p><b>Gender and Sexual Orientation</b> People with a range of gender identities and gender expressions, and individuals who identify as LGBTQIA2S+, so that the committee reflects knowledge and understanding of societal attitudes around gender identity and sexual orientation and the impact this has on access to and experiences within the healthcare system.</p>	<p><b>Innovation</b> Experience in or exposure to developing environments that embrace new thinking.</p>
<p><b>Health Care Context and Literacy</b> Knowledge and understanding of the common terminology, acronyms and phrases used in the health care system.</p>	<p><b>Lived Experiences with Disability and Neurodivergence</b> People who bring varied lived experiences arising from advocating for, accommodating, or navigating physical challenges, mental health challenges and/or neurodivergence, to inform committee decision making.</p>	<p><b>Government Relations and Policy Development</b> Understanding of how the policy process works and the political landscape the College operates within.</p>
<p><b>Health Professions Regulation</b> Understanding of the role and philosophy of health profession regulators, the public protection mandate of the College, the applicable legislation, regulations, bylaws and policies.</p>	<p><b>Professional Experience of Licensees</b> Licensees from the professions regulated by the College with diverse professional experiences to inform dialogue and decision making, so that decisions meet intended objectives and are practical.</p>	

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<p><b>Impact of Colonialism</b> Understanding and acceptance of the social, legislative, and political history of First Nations and Indigenous peoples in BC, the application of a distinctions-based approach, the ongoing impact of settler-colonialism in Canada and its enduring traumatic legacy, and the existence and impacts of widespread Indigenous-specific racism within the healthcare system on the health outcomes of Indigenous peoples</p>	<p><b>Region</b> People who come from diverse regions of the province, including rural, remote, and First Nations communities (including urban, on-reserve and treaty settlement lands), so that the committee reflects the reality of the differences to accessing to healthcare, and that the public’s expectations of the healthcare system varies throughout the province.</p>	<p><b>Policy review</b> Experience in auditing policies for discriminatory practices or which perpetuate discrimination or create conditions in which discrimination may occur, including barriers to the licensure of extrajurisdictional applicants.</p>
<p><b>Impact of Trauma</b> Understanding of the cumulative effects of stress and trauma on individuals, and the importance of trust building and trauma informed decision making. Ability to recognize behaviours or reactions that may emerge when someone is triggered, and to respond in ways that reduce that person’s harm and support their ability to regulate themselves. This includes awareness of how colonial systems, timelines and processes can compound trauma, and the capacity to empathize with a person’s lived experience, life context, and strengths.</p>	<p><b>Sector</b> People with diverse leadership experience in the public, private, healthcare, and not-for-profit sectors, so that the committee considers multiple healthcare delivery systems.</p>	
<p><b>Indigenous Specific Anti-Racism</b> Understanding that there is widespread systemic racism against Indigenous peoples in the BC healthcare system that results in a range of negative impacts. Recognition and ongoing learning of the distinct First Nations rights and title, protocols and governance that inform discussions and decision making and respect the rights and experiences of Indigenous people in BC. A commitment to actively identifying, challenging, preventing, eliminating, and changing the structures, practices, and behaviours that perpetuate Indigenous-specific racism, and acceptance of the expectation to contribute to and support the College as it works to eradicate Indigenous specific racism in regulatory processes and in the healthcare system.</p>	<p><b>Socio-Economic Background</b> People who have lived experiences and perspectives from the complex, multifaceted, and intersectional measures of social and economic standing so that the committee promotes recognition of inequities and privilege and ensures that when solutions are universally applied, there are no unintended barriers or consequences.</p>	

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<p><b>Information Analysis and Judgement</b> Ability to carefully review meeting materials within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making in the public interest.</p>		
<p><b>Licensure and Assessment Processes/Requirements</b> Understanding of the processes, procedures and requirements that underpin initial licensure, renewal and reinstatement, assessment of education, accreditation, and ability to evaluate information against established criteria to determine eligibility for licensure and certification of healthcare professionals.</p>		
<p><b>Procedural Fairness</b> Ability to understand the basic principles of administrative law, and quasi-judicial processes; bring a commitment to impartially balancing issues.</p> <p>Ability to recognize that perception of bias is influenced by colonial history and structures, and be open to declare, discuss and mitigate biases and conflicts of interest; meticulously weigh current regulatory and governance theory, evidence informed practices, and Indigenous wise practices. Ability to think critically about issues at hand; ability to consider options within the scope of the College’s mandate while seeking to uphold the legal pluralism framework as set out in DRIPA; and bring consistency and sound judgment to decision making.</p>		
<p><b>Risk Assessment</b> Understanding of and ability to assess the risk that a decision might have on the public and make decisions proportional to the risk of harm to the public.</p>		

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<p><b>System Thinking</b>            Awareness of the complex system in which the College works, including the partners within that system, and the impact that College decisions have on this greater community.</p>		
<p><b>Technological Competence</b>            Ability to efficiently navigate and use the College’s technology and videoconferencing platforms, adhering to applicable security and privacy policies.</p>		