

**THE UNIVERSITY OF BRITISH
COLUMBIA**



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MEMO TO: Vancouver Senate

FROM: Senate Academic Policy Committee

**Report on “THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND
THE FACULTY OF GRADUATE STUDIES AT UBC-V”**

BACKGROUND

The UBC-V community has for many years been discussing how it can best nurture interdisciplinary scholarship while acknowledging the essential role of disciplinary excellence. The event that formally started the recent re-examination was the issuing by the Provost in June 2005 of a discussion paper titled “Complementing disciplinary and serving society: Options for academic growth”. Following a public forum, an ad hoc advisory group recommended that a committee composed of faculty who did not hold administrative positions be set up to review previous submissions and reports and to propose an organizational framework. Chaired by Professor John Gosline, the committee recommended in March 2006 that the dual functions of the Faculty of Graduate studies be separated into two administrative structures, the Faculty of Graduate Studies to focus on the provision of support and services to both graduate students and graduate programs and a new governance unit for the interdisciplinary units currently in the Faculty (i.e., the Centres, Institutes, and Schools). The report was discussed by the Academic Policy Committee and then brought by the Provost to the April 2006 meeting of the UBC-V Senate.

In the April Senate discussion, several important points were emphasized. First, any changes made to strengthen interdisciplinary should not compromise the disciplinary strength that underpins this academic community. Second, the proposed new governance unit should not be an additional faculty but, through collaborative means, should work with the faculties to promote interdisciplinary scholarship campus wide. Third, the leader of the unit must have the respect both of the members of the unit and of the deans. On the matter of the reporting structure needed to ensure that the leader could be effective, Senate considered the proposal in the Gosline Report that the leader report to the President but gave support instead to the Provost’s proposal that the leader would report directly to the Provost and be a member of the Committee of Deans. The Provost

committed to further consultation in order to develop a plan which would, among other details, determine the name of the new unit, the administrative role and powers of the unit in accordance with the *University Act* and UBC-V policies, and the title and responsibilities of the leader.

Over the summer of 2006 the Provost, working with a small ad hoc committee, conducted extensive consultation with the Directors in the Faculty of Graduate Studies, the Graduate Student Society and Deans of other UBC-V faculties. Some other members of the community provided input as well. On August 2 the Provost issued a report titled “Plans for the Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC-V” and solicited further input. At the end of August, the Provost brought both the plan and the feedback to the Academic Policy Committee (on which he serves). The Committee encouraged the Provost to take the plan to Senate for a preliminary discussion and agreed that both Senate and the community at large should have a further opportunity to consider the merits of the proposal. In addition, while there had been considerable input since April, members of the wider community had not seen the suggestions and comments so the Provost was requested to produce an appendix containing the questions that had been asked and the responses. The package (the plan and appendix) was discussed at the September meeting of the UBC-V Senate at which time Senate agreed to formally refer the proposal to the Academic Policy Committee with a request that the Committee bring to the November meeting of Senate a recommendation on the disposal of the plan.

DELIBERATIONS OF THE ACADEMIC POLICY COMMITTEE

In considering the proposal to divide the current, dual-function, Faculty of Graduate Studies into a Faculty of Graduate Studies and a College for Interdisciplinarity, the Senate Academic Policy Committee recognized that the establishment of any new administrative unit such as a college has implications for both the individual members of the University community and the overall governance of the University. It was important in our deliberations to understand that underpinning the proposal must be a plan to build on the strengths of the research and teaching of the units that are proposed to constitute the new College, to implement structures and mechanisms that will support the students, faculty, and staff in those units, and to enable the College, through collaborative means, to support interdisciplinary scholars and scholarship across the University. Not everyone whose new academic home will be in the proposed College will see in the plan all the support mechanisms they would like but the plan that we received, revised, and now present to Senate sets up an innovative structure that should achieve those goals. In addition, as well as providing for on-going self-assessment through built-in collaborative and consultative processes, the plan emphasizes the use of external reviews. For the plan to succeed, as a first step the members of this Senate, as leaders of the University community, need to commit to support the College for Interdisciplinarity in carrying out its mandate.

Considerable time was spent in our discussions clarifying the mandate of the Principal of the new College, the composition, role and responsibilities of the Committee for

Interdisciplinarity, and the implications of the proposal for Senate. Although the *University Act* (Part 10, Section 47 (a)) gives the University the power to establish colleges it does not define the powers, duties, and structure of a college. Nor does the *Act* define the role of Senate in the establishment of a college per se although it does give Senate the power to recommend to the Board of Governors the establishment of faculties and departments (Part 7, Section 37 (1) (i)) and Senate in April 1993 established “Guidelines for the Establishment of a Faculty”. Already UBC has two residential colleges (Green College and St. John’s College) and one academic college (College of Health Disciplines). When the latter was created in 2001 its mandate and governance structure were presented for Senate’s approval. In an analogous manner to that previous process Senate approval is again being sought to recommend the establishment of an academic college to the Board of Governors.

As Senate will realize, the fundamental unifying feature of the past and current applications of the term “college” at UBC-V is a core mandate to promote interdisciplinarity. This is not to imply that important interdisciplinary research and teaching does not occur within faculties nor that all scholarship in a college must be interdisciplinary. The proposal views the new College as an affiliation of centres, institutes, and schools that cross traditional faculty boundaries within an organizational structure that not only will foster their research and teaching but also will enhance interdisciplinary scholarship widely across campus in collaboration with the faculties. As such the proposed College will be a major force taking UBC toward the goals of *Trek 2010*. Beyond a mandate to promote interdisciplinary scholarship, few similarities exist among the various UBC-V Colleges and thus the power to create colleges has become a useful mechanism to allow the university to achieve key goals while not altering the fundamental academic structure based on faculties.

The governance model for the proposed College was a key point of discussion. Section 40 of the *University Act* grants specific powers to faculties, acting as bodies. One of the most important of those (part (c) of the *Act*) is the ability “subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business”. Since similar powers for colleges are not set out in the *Act*, Senate can assume a duty in scrutinizing the proposal to ensure that the powers to be given to it are appropriate. The proposal addresses governance issues such as the role of the Principal and the Committee for Interdisciplinarity, and the relationship between the Directors and the Principal. It also provides for a review of the College and a report to Senate.

In considering the creation of this new College, it is important to realize that, at least initially, none of the academic activities taking place within it will be new – they are simply the continuation of activities that were previously taking place within the current dual-function Faculty of Graduate Studies. Thus, it is most prudent at this time to define the new arrangement by describing how it differs from the current one, which is entirely different from the situation where new academic activities are being generated by a proposal. Nevertheless, in considering a proposal for a new academic unit careful attention must be paid to defining its academic authority in light of the fact that both

through the Act and by tradition, the faculty is the fundamental academic unit at UBC. It is important, therefore, to realize that the College for Interdisciplinary Studies will *not* be a new faculty and will not usurp the power of faculties. In fact, one of its core functions will be to help the faculties achieve their goals. The proposed College differs from a faculty in that “Its leader has a university-wide mandate and responsibility, it has a university-wide governance committee and it has no permanent academic departments” (see Appendix) but instead has Centres and Institutes that are, by definition, intended to evolve substantially over time. In addition, the degrees associated with centres and institutes (all graduate degrees) will continue to be recommended to Senate by the Dean of Graduate Studies. However, as with any readjustment of roles and boundaries, the new College is bound to have some features that are traditionally associated with faculties. In this case, the College will have some faculty members who do not have either an academic appointment in a faculty or a leader who is a dean. As long as the rights and privileges of those faculty members are maintained as they would be in a faculty then the *Act* does not provide a barrier to this arrangement. The structures and procedures now operating to ensure collegial participation in decisions relating to appointment, reappointment, tenure and promotion of faculty will carry over into the new College with the main difference being the title of the academic leader. In addition, the Principal will have to assume some powers traditionally associated with the position of dean (e.g., membership on the Committee of Deans, ability to present promotion and tenure cases to the Senior Appointments Committee) if effective leadership and advocacy for all members of the unit are to occur.

Finally, although Senate directed the Agenda Committee to report on any changes to Senate membership required in response to the proposal, the Academic Policy Committee felt it was within its mandate also to make recommendations and suggestions. The resolution proposed by the Academic Policy Committee includes the language that the “Principal of the College for Interdisciplinary Studies shall be an additional member of Senate pursuant to section 35.1(2)(k) of the *University Act*.” It is the view of the Academic Policy Committee that it is absolutely essential to the viability of the plan for the future development of interdisciplinarity that the Principal of the proposed College for Interdisciplinary Studies be a member of the Senate. The University Act provides for a specific mechanism by which this can be achieved and this mechanism has been used previously for the Principal of the College of Health Disciplines as well as for a number of convocation senators.

At the time that the Principal of College of Health Disciplines was made a member of the Senate, University Counsel Dennis Pavlich provided advice regarding the requirements of the University Act. At that time, he advised that no additional elected members of Senate would be required under the University Act as a result of the addition of the Principal of the College of Health Disciplines. University Counsel Hubert Lai has been consulted regarding the proposed membership of the Principal of the College for Interdisciplinary Studies. He has confirmed that the advice previously provided by Dennis Pavlich continues to be correct.

Hubert Lai has further advised that it remains open to the Senate at any time in the future to consider making further additions to its membership in accordance with section 35.1(2)(k) of the University Act. Should the Senate determine that additional representation on the Senate from the College for Interdisciplinary Studies is desirable, it may make such changes at any time. However, this determination can be made entirely separately from the determination of the Principal's membership. At present, since membership in the Faculty of Graduate Studies does not require an academic appointment in the Faculty of Graduate Studies, with the present proposal, all faculty members in the College can continue to be represented on Senate through the existing seats of representatives of the Faculty of Graduate Studies. As well, graduate students in programs to be administered by units of the College will continue to enjoy the right to elect Senate representatives by virtue of their enrolment in graduate programs. In addition, faculty members who currently have joint appointments in the Faculty of Graduate Studies and another faculty will be eligible for representation on Senate through both faculties just as they are at present. Hence, the Committee does not see a need to alter Senate membership in a way that would change the numbers of faculty members (two) and students (one) for each of the seventeen administrative positions defined in paragraphs (a) to (f) of section 35.1(2) of the Act but recommends that the final determination involve consultation with the Agenda and Nominating Committees of Senate.

The Academic Policy Committee now presents for Senate's consideration the revised

**"PLANS FOR THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY
OF GRADUATE STUDIES AT UBC-V":**

1. UBC-V will establish a College for Interdisciplinary Studies, led by a Principal.
2. The mandate of the College will be to facilitate and support interdisciplinarity campus-wide, and as a part of that mandate, to serve as a place for the creation, development and dissemination of new and important scholarly activities which advance the interests of UBC as a whole according to its *Trek 2010* strategic vision.
3. Upon initiation of the College, as a first step, the interdisciplinary units currently located within the Faculty of Graduate Studies will transfer to the new college. Without precluding possible future changes, each will continue to operate with the guidance of its existing Advisory Committee (such as Deans' Advisory committees) and under the leadership of a Director reporting to the Principal who, in turn, will report to the Provost. Thus the creation of the College does not *force* specific changes in these units but, as described below, this new arrangement has important differences which are designed to *enable* developments that will provide opportunities for improving teaching and research. Consideration of such improvements will commence immediately upon the establishment of the College.
4. The Faculty of Graduate Studies will continue to exist with its mandate now focused on the support of graduate student programs.

5. Administrative support currently within the Faculty of Graduate Studies will be distributed according to the needs of the remaining Faculty of Graduate Studies and the new College. The Dean of the Faculty of Graduate Studies, in collaboration with the current Associate Dean responsible for the Interdisciplinary Units, will develop a plan for the resource distribution in consultation with the staff and unit Directors and with support of the office of the Provost.
6. The Principal will serve as the academic and administrative leader for the units located within the College and will also actively support interdisciplinary research and programs situated administratively outside of the College. In this capacity, the Principal will be charged with creating a structure that will support interdisciplinarity in *all* University units. That is, the Principal will champion Centres/Institutes and Schools within the College as well as interdisciplinary Centres/Institutes and programs residing within Faculties. The Principal will offer academic leadership by supporting faculty members engaged in interdisciplinary research and teaching and will nurture their academic careers at UBC. This will include facilitation of collaborative interdisciplinary initiatives, including interdisciplinary programs across UBC-V Faculties and the College. The Principal will also offer academic leadership by supporting graduate students in their interdisciplinary educational and research needs, including by working with the Committee for Interdisciplinarity to attain funding mechanisms comparable to those in disciplinary faculties. The Principal will be responsible for working with UBC-V Deans and others for the advancement of development efforts to benefit interdisciplinary activity within the College and campus-wide.
7. The Principal will be a member of the Committee of Deans.
8. All faculty members with their current appointments in the Faculty of Graduate Studies will continue to have access to the existing tenure/promotion mechanism which specifically recognizes interdisciplinary accomplishment. With the support of the Committee for Interdisciplinarity (please see below) and in collaboration with the Faculties, the Principal will champion the efforts to similarly improve the recognition of the value of interdisciplinarity in the tenure/promotion process for faculty members who do not have appointments in the College.
9. To increase the synergy of interdisciplinary academic activities across UBC-V, the Principal will chair a new university committee, called the Committee for Interdisciplinarity, comprised of Deans or designated Associate Deans of Interdisciplinarity or other designated Associate Deans, one from each UBC-V Faculty, one faculty member representative and one graduate student representative from the units in the College, one faculty member representative and one graduate student representative from interdisciplinary units outside of the College (which may be within a Faculty), and undergraduate students, as appropriate. The Committee has an important and powerful guidance role. Regarding the affairs of the College, the Committee will have a broad mandate including making recommendations on all key issues, such as allocation of resources, fundraising, and creation and dissolution of interdisciplinary Institutes and Centres to the Principal, the Provost and others. The Committee has a responsibility to help nurture collaborative relationships that would minimize dissonance. In the event of disagreement between the Principal and a majority of

- members of the Committee that cannot be resolved through further discussions, the Principal shall refer the matter to the Provost who shall take such decisions to resolve the matter as appropriate. Regarding matters involving UBC-V as a whole, a primary role of the Committee will be to advise on the over-all evolution of interdisciplinarity as well as specific related academic developments. Such guidance of the committee will be available to all Faculties, but there will be no requirement for persons organizing interdisciplinary activities lying outside the College to seek such guidance. Nevertheless, it is hoped that such a relationship would often be found to be attractive and helpful.
10. Over time, new Centres and Institutes may be created within the College while others may cease their operation. Organizational, budgetary and management changes will be guided by the Principal with the advice of the Committee for Interdisciplinarity and the Principal will follow the usual relevant UBC administrative and governance approval processes.
 11. The new organizational structure is designed to encourage interdisciplinarity to evolve over time, recognizing that the optimal arrangements will likely be different for different units. For example, units may remain within the College in their current form; they could split and/or merge with other units within the College; and/or leave the College and join other administrative units within UBC-V. Similarly, in the longer term interdisciplinary teams currently located within Faculties other than the Faculty of Graduate Studies or those currently without a Faculty home may join the College, as appropriate in the future.
 12. Units currently residing in the Faculty of Graduate Studies will retain at the time of transfer all their current faculty positions and budget allocations. Future decisions regarding faculty positions in the College will be subject to the standard university allocation practice for all faculty positions, in which positions vacated by retirements or resignations are returned to the Office of the Provost for optimal allocation. The Principal and the Committee for Interdisciplinarity will provide advice to the Provost in this regard.
 13. The new organizational structure will be reviewed according to University policy with an initial formative review (i.e., a review designed to provide helpful advice for improvement) two years after the Principal takes office and a more extensive review after a total of five years after the Principal takes office. The reviews will include recommendations on whether this model of governance should be continued or revised, or whether alternative solutions should be sought for the advancement of interdisciplinarity at UBC-V. The outcome of the reviews will be reported to the UBC-V Senate.

Accompanying the Plan are the Appendices which contain a list of answers to questions received during the consultations and lists of the units and programs to be moved to the new College.

MOTION TO IMPLEMENT THE REPORT

Therefore in order to implement the report, and to provide clear consideration and authorization for those recommendations of the report where Senate's attention should be drawn, it is requested that Senate resolve as follows, effective 1 January 2007:

- 1) That Senate receive the report dated October 25, 2006 including the revised report of the same date entitled “Plans for the Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC-V”, including its appendices (the “Plan”) and approve the recommendations therein;
- 2) That Senate recommend to the Board of Governors that the College for Interdisciplinary Studies be established as described in the Plan, to be led by a senior academic administrator titled the Principal;
- 3) That, upon the establishment of the College for Interdisciplinary Studies by the Board of Governors, all interdisciplinary units and interdisciplinary academic programs presently located in the Faculty of Graduate Studies be transferred to the College for Interdisciplinary Studies;
- 4) That Senate recommend to the Board of Governors that all faculty members who hold a faculty appointment in the Faculty of Graduate Studies shall have their faculty appointments transferred from the Faculty of Graduate Studies to the College for Interdisciplinary Studies;
- 5) That, subject to the *University Act* and the general authority for the academic governance of UBC Vancouver conferred upon the Senate by the *University Act*, the College for Interdisciplinary Studies shall have the authority to deal with the affairs of the College for Interdisciplinary Studies, as described in the Plan;
- 6) That the Faculty of Graduate Studies shall have the same responsibilities for those graduate programs and graduate students located within the College for Interdisciplinary Studies as the Faculty of Graduate Studies has for graduate programs offered by disciplinary faculties and their academic units;
- 7) That such person as may hold the office of Principal of the College for Interdisciplinary Studies shall be an additional member of Senate pursuant to section 35.1(2)(k) of the *University Act*.

Appendix A

The following list of questions and corresponding brief answers was prepared in response to questions and observations in the feedback that has been gratefully received from university members:

1. Q: Why is interdisciplinarity considered to be sufficiently important to warrant such a large amount of attention?

A: It may be helpful first to re-emphasize that successful interdisciplinarity must build upon disciplinary strength, so valuing interdisciplinarity means also valuing disciplinary excellence. Interdisciplinarity itself can take many forms, with two areas being particularly noteworthy. The first, which characterizes many interdisciplinary activities campus-wide, involves exploring important areas that happen to lie between established disciplines. The second, which has been more typical of interdisciplinarity within the units in the Faculty of Graduate Studies (FoGS), is more “issue-based” in that the focus of study is a large challenge which, in order to be properly addressed, requires the intense involvement of a diverse range of disciplinary experts. These and other variations of interdisciplinarity are important because they are achieving very significant results – as measured by positive societal impact, publications, awards, and research funding. Yet, despite these successes, certain characteristics of the traditional university environment are impediments to such success; this is a strategic issue that therefore warrants careful attention.

It is perhaps worth re-emphasizing here that identifying and promoting excellence in scholarship is a key UBC goal. UBC-V’s reputation as a leader in interdisciplinary research and teaching must not suffer from any changes. However, much scholarship of an interdisciplinary nature occurs in units that are not traditionally considered as interdisciplinary and many scholars working in Centres and Institutes currently housed in FOGS excel in disciplinary research. The proposal seeks an administrative solution to a campus-wide issue, viz. how to nurture interdisciplinary learning wherever it occurs while continuing to support disciplinary scholarship.

2. Q: In FoGS, at present, the Centres and Institutes are effectively in a Faculty of Interdisciplinarity led by a Dean – would it be a “downgrade” for them instead to be housed in a College that is led by a Principal?

A: It would not be. In the new arrangement the Centres and Institutes will be led by an academic leader with resources and connections both within and beyond UBC who will be able to focus on the promotion of interdisciplinarity and leave the development of graduate students and their programs to the Faculty of Graduate Studies. In addition, there will be a new advantage, in that the campus-wide role of the Principal and the assistance of the Committee for

Interdisciplinarity will help eliminate conflicts and build positive connections with the rest of the academic community.

3. Q: In the new arrangement, at least at first, there will still be three kinds of Centres and Institutes, those within the College, those within Faculties, and those “between” Faculties. Does the new arrangement preferentially support one or more of these categories?

A: All three kinds of Centres and Institutes will continue to be well supported. The new plan does not cause a shift in this regard. Both the Principal and the Committee for Interdisciplinarity will play a role in ensuring fair allocation of support.

4. Q: How does this plan help advance the goals of *Trek 2010*?

A: *Trek 2010* contains the themes of UBC being a great university *of* the world and also, *for* the world. This means that our teaching must be first rate, our research must be first rate, and we must place an appropriate emphasis on helping to solve important world problems. The Institutes and Centres currently in FoGS are exemplars in this respect as their research is centered on problems of global importance. At the same time, there are other leading edge interdisciplinary initiatives and research within other Faculties with no effective mechanisms to bring the two together. The new plan removes the barrier around FoGS in order to better disseminate what has been learned there to set up a process for interdisciplinarity campus-wide to grow in greater synergy in the pursuit of the Trek 2010 goals.

5. Q: Why does this plan refer only to UBCV?

A: This is due to recognition of and respect for the academic autonomy of UBCO, which is also a leading force in interdisciplinarity, in its own way.

6. Q: The resources within the current FoGS must be divided to carry out this plan – how will this division be carried out in a fair and appropriate manner?

A: The resource division plan will be developed jointly by personnel from the future College and the remaining portions of FoGS and will then be carefully and independently reviewed by the Office of the Provost with assistance, as appropriate, from the Budget Office.

7. Q: Will the new arrangement cost more money?

A: This question has been addressed both by FoGS personnel and the Senate Budget Committee. The conclusion is that it need not cost more money, and the plan does not call for new additional resources to be provided.

8. Q: This plan has the potential to impact graduate students, as both aspects of FoGS significantly relate to graduate students. How have the rights and interests of graduate students been taken into account in developing this plan?

A: There has been considerable discussion with the GSS including representation on committees that have helped develop this plan. Our belief is that this plan will be beneficial to graduate students because it will enable FoGS to focus on its role in attracting and supporting graduate students and ensuring the quality of their programming, and it will also ensure that graduate students in the units currently within FoGS can carry out their research in a supportive environment having excellent connections to the rest of campus.

9. Q: After the division of the current FoGS, does it make sense for the graduate student portion to remain a Faculty?

A: This is an important question and a complex matter. This question has not been a subject of study at this point, and such a change is not a part of the current plan. The current plan does not preclude, nor does it encourage, a future change. This matter can be considered later, independently of the current proposal, if there is sufficient interest in doing so.

10. Q: Will the Senate representation change as a result of this plan?

A: The current Senate representation of FoGS will be unchanged, i.e., faculty who are members of FoGS, (including but not limited to those with appointments in FoGS), will continue to be represented through their elected members and the Dean is a member as with other Faculties. As in the case of the College of Health Disciplines, Senate will be asked to appoint the Principal of the College for Interdisciplinary Studies to the Senate. A member of Senate has asked whether the addition of the Principal to Senate would make it appropriate to add additional members, for various reasons. This is a question for Senate to consider carefully over time and such a discussion would likely include consideration of several additional issues that are unrelated to this specific matter.

- 11 Q: Shouldn't every detail be completely worked out before proceeding with this important change?

A: Such a requirement would make any substantial change at UBC impossible. The intention is that even though we are making a significant administrative change, it will have minimal initial impact on the activities of the faculty members most closely involved but it will enable the possibility of positive changes, where desired, to take place. All such changes will be subject to the usual checks and balances of academic governance, which have worked so well at UBC over the years. Therefore, even though we cannot know at this time what all the eventual changes will be, we can nevertheless feel confident they will take us in a positive direction. In contrast the status quo will not lead to improvement.

From this perspective, it is clear that it is now time to proceed, even though there will be more matters to work out in the years ahead.

12. Q: Wouldn't it be preferable to first carry out a thorough review of each Centre and Institute within FoGS before any changes take place?

A: This would introduce needless delay. The plan calls for such reviews in a fair and inclusive manner and on a timetable that would minimize disruption to the operation of the units. It also allows for a review of the Policy on Centres and Institutes through the works of the Committee for Interdisciplinarity and a relevant discussion in the Senate that could support and enhance the review process.

13. Q: What's the rush?

A: There has never been a "rush"; it has always been the intention to move prudently and carefully on this important matter. Extensive consultation has been underway now for over two years, and since the discussion in last April's Senate meeting there has been widespread expectation that change is going to take place soon. As a result, the people affected have placed a number of important things "on hold" pending the implementation of the plan. Further urgency arises from the need to appoint a new Dean for the Faculty of Graduate Studies, which is of key importance at a time when recruitment and retention of excellent graduate students is so critical to our research mission. Overall, the academic community has a legitimate expectation that there should be no further delay and that we should get on with this, recognizing that we may not have everything perfect at first, but that the proposed arrangement provides a mechanism for further improvement.

14. Q: How does the present plan differ from that presented to Senate in the *Gosline* report?

A: The main difference, as promised by the Provost during discussions in the April 2006 Senate meeting, is the addition of a greater level of detail in order to enable full consideration by Senate. Additionally, as mentioned in that Senate meeting, and endorsed by numerous speakers at that time, it has been decided that the leader of the interdisciplinary Centres and Institutes currently within FoGS not be named a Vice President. There were concerns that the establishment of such a position outside the VP Academic and Provost's office would contribute to further fragmentation and disconnect between disciplinarity and interdisciplinarity. The same rationale argued against a separate AVP position. In contrast, the appointment of a College Principal reconciles the need for a senior, influential leader of interdisciplinarity with the need to seek a synergistic rather than polarizing (or competitive) administrative arrangement with respect to the entire academic activity at UBC V. And given precedents at Oxford and elsewhere, we

have reason to believe that the title “Principal of a College” can garner considerable respect at the international level.

15. Q: How is the new arrangement superior to the current one?

A: The current arrangement did not have a mechanism for coordinating interdisciplinary activities campus wide, it did not have a leader with such a responsibility, it had an inbuilt conflict of interest in its role as the quality control agent for all graduate programs, there was a disconnect between undergraduate teaching in the Faculties and the people and activities in FoGS and a sense of unhealthy competition regarding various forms of resource allocation. The new plan offers a clear opportunity for improvement in all these areas.

16. Q: What alternative arrangements were considered and why were they viewed as inferior to the one currently being proposed?

A: As described in an earlier document, we considered numerous alternatives and each had very serious disadvantages. 1) The status quo would maintain the current disconnect between interdisciplinary Centres and Institutes within FoGS and the rest of campus, would continue to promote unhealthy competition for resources, and would maintain a serious conflict of interest inherent in monitoring the quality of and simultaneously running, graduate programs. 2) Moving the Centres and Institutes currently in FoGS to various other faculties would eliminate the problems with the status quo, but would also eliminate the conditions in FoGS which have led to very important and significant research success in areas that are central to our *Trek 2010* strategy. It would also be unfair to faculty members who had been recruited to UBC on the basis of the FoGS model. 3) Creating a new Faculty of Interdisciplinarity with a Dean would remove the conflict of interest problem, but otherwise it would maintain, or perhaps even exacerbate the other problems associated with the status quo. 4) Creating an Office of Interdisciplinarity run by a Vice President or and Associate Vice President could achieve many of the advantages of the current plan, but could still be divisive by its implication that another Vice President or Associate Vice President is in charge of “disciplinarity” and such divisiveness is inconsistent with the synergistic attitude that virtually everyone involved highly values.

17. Q: Is the current plan compatible with the current *University Act*?

A: Yes. In part this was proven by the successful creation of the College of Health Disciplines some time ago at UBC. Furthermore, UBC Legal Counsel has carefully reviewed this new matter in this specific context and provided the clear unequivocal view that this plan is consistent with the *University Act* and that it is, therefore, within the power of Senate and the Board of Governors to approve it.

18. Q: What if unanticipated problems are encountered?

A: The College for Interdisciplinary Studies will be reviewed after two and five years and corrective actions will be taken if problems are encountered. All along, the Committee for Interdisciplinarity will be monitoring the success and evolution of these plans and may recommend modification for consideration even before the review.

19. Q: How will the review of the College be carried out?

A: The review would proceed in the standard UBC manner employed for unit reviews. The review team would comprise a diverse set of external, independent, highly regarded academic reviewers with appropriate backgrounds for this task. The nature of the review would be determined by the Office of the Provost in consultation with the Committee for Interdisciplinarity and would likely include consideration of the mandate and functioning of the College and the powers granted to it by Senate as well as the more usual content of academic reviews.

20 Q: Will the College effectively be a new Faculty with a slightly different name?

A: No, it differs from a Faculty in several important ways. Its leader has a university wide mandate and responsibility, it has a university-wide governance committee and it has no permanent academic departments. Perhaps most importantly, it cannot independently offer undergraduate degrees. Although it is true that the College, at least initially, will have some characteristics that are also found in Faculties, this does not make it a Faculty. As mentioned throughout this document, the role of the College will evolve over time, and it is neither possible nor desirable to articulate all such details now. At first, since none of the components that will initially be in the College are being created or changed by this transition, the governance plans described in this document are, in the opinion of UBC legal counsel, appropriately well defined.

21. Q: Does the “Will Report” of Senate on new Faculty creation have a bearing in this case?

A: This plan does not involve the creation of a new Faculty. The most relevant Senate background is the current Senate Policy on Centres and Institutes and the Senate process that led to the creation of the College of Health Disciplines.

22. Q: How will the new College provide meaningful benefits to the Centres and Institutes?

A: The Principal will ensure that the Centres and Institutes receive first rate governance advice both from their advisory committees and from the Committee for Interdisciplinarity. Further, the Principal will help to ensure that there are

meaningful cooperative relations with the Faculties, and that such connections lead to substantial collaborative benefits.

23. Q: How will the new College provide meaningful benefits to the rest of campus?

A: By eliminating unhealthy competition and enhancing synergistic, seamless interaction with the rest of campus, day to day activities will be substantially enhanced. Furthermore, we can expect that the agility of our overall research enterprise will be improved because of the new potential for the substantially enhanced flow of ideas, people and projects into and out of the College for Interdisciplinarity.

24. Q: Does the creation of the College threaten interdisciplinarity, or disciplinarity, outside the College?

A: No, the College is a resource which can help with matters occurring elsewhere on campus, but only if invited and desired.

25. Q: The College will have a method of helping with promotion and tenure of interdisciplinary faculty members within the College – will that arrangement depend on what fraction of a full time appointment a member has in the College, and is any help available for those outside the College?

A: The arrangements for management of promotion and tenure currently present in FoGS will be maintained in the College and, as is the case now, will be available for all faculty members regardless of their percentage involvement in the old FoGS or new College. For interdisciplinary researchers who do not have appointments in the old FoGS/the new College, the Committee for Interdisciplinarity will work with Faculties to develop appropriate support mechanisms.

26. Q: What if there were conflicts between fundraising for the College and fundraising for the Faculties – how would these be resolved?

A: In the new plan, such conflicts will be much less likely to occur, because of the cooperation-encouraging activities of the Principal and the Committee for Interdisciplinarity. Nevertheless, if conflicts occasionally arise, the UBC Development Office, which has considerable expertise in helping to avoid fundraising conflicts, could help to resolve them. The Principal's mandate will include the avoidance and satisfactory resolution of potential fundraising conflicts. Additionally, the Committee of Interdisciplinarity would be available to identify and reduce these conflicts.

27. Q: What happens if the Principal and the Committee for Interdisciplinarity disagree?

A: The Provost would make a decision based on the merits of the arguments. The opinions of the Principal and the Committee would also be presented should the matter subsequently be forwarded to the Senate and/or Board of Governors for approval. Thus, both the Principal and the Committee have considerable power and influence.

28. Q: How similar will this College be to the College of Health Disciplines?

A: From a legal, structural point of view there is substantial similarity. Another similarity is that the Principal has an important, respected campus-wide role, and serves on the Committee of Deans. A key difference is that the College of Health Disciplines focuses on optimizing Interprofessional Health Education, primarily an educational matter, whereas the College for Interdisciplinarity will focus on interdisciplinarity, which has a much larger research component.

29. Q: Why not just combine the two colleges?

A: This is a possibility, but it is a separate question that could be considered in due course if there is interest in the academic community in doing so. It is not part of the current plan, but the current plan in no way precludes such a future possibility and the Committee for Interdisciplinarity could play a useful role in facilitating such discussions.

30. Q: Where will the two schools currently in FoGS reside?

A: In the College for Interdisciplinary Studies, where they will operate in the same manner as before.

31. Q: Where will St. Johns and Green residential colleges reside?

A: From the perspective of their role as residential facilities, they will reside in the Faculty of Graduate Studies, with the leaders reporting to the Dean. However, in recognition of the important interdisciplinary scholarly activities occurring in and supported by these facilities, their leader will also have a dotted line reporting relationship to the Principal of the College for Interdisciplinary Studies.

32. Q: Under the new plan, will the Institutes and Centres in the College still operate under the guidance of steering committees?

A: Yes, and one of the responsibilities of the Principal will be to ensure that these committees operate both efficiently and effectively to the benefit of the Centres and Institutes and the rest of the university.

33. Q: If we intend to foster interdisciplinarity campus-wide, why do we even need a College for Interdisciplinary Studies?

A: Perhaps one day we will not need a designated unit to support and nurture interdisciplinarity, and indeed it seems likely that we are moving in that general direction. But we are not nearly there yet. In the meantime, the College can help with the success of the units within it, and with more general appropriate support for interdisciplinarity and the disciplinary strength that makes it possible.

34. Q: What are the powers of the Committee for Interdisciplinarity?

A: The Committee for Interdisciplinarity provides advice to the College (via the Principal) and to the Provost and will provide to the Office of the Provost recommendations regarding relevant policies for consideration by the Senate and Board of Governors, as appropriate.

35. Q: What types of issues will fall within the mandate of the Committee for Interdisciplinarity?

A: The committee will consider a wide range of interdisciplinary issues such as:

- development of goals and clear associated methods of assessment for the College and its programs, units and external interactions
- plans for tenure-track and other types of positions after future retirements/resignations
- funding mechanisms for interdisciplinary graduate students campus-wide in ways that are synergistic with disciplinary activity
- consideration, from the perspective of interdisciplinarity, of policies and procedures related to the enhancement of tenure/promotion practices
- establishment of appropriate subcommittees, with additional representation as required, including a subcommittee responsible for review and approval of course changes/proposals generated within the academic units of the College, prior to their submission to FOGS
- design and implementation of fundraising models for interdisciplinary activity that optimize benefits to the university as a whole
- review, in a consultative, inclusive fashion, the existing practice for initiating interdisciplinary graduate and undergraduate programs and recommend in this regard appropriate policy/policy changes for Senate's consideration

As indicated in the proposal, the plan is for the College for Interdisciplinary Studies to be a flexible, evolving body governed by policies that support change, at an appropriate rate, over time. Any such changes would be made according to the normal UBC academic governance procedures.

36. Q: Will the role of the Committee for Interdisciplinarity interfere in any way with the role of Senate?

A: No. The Committee for Interdisciplinarity will be an advisory body delivering recommendations, not decisions. The Committee's recommendations will be presented for consideration to the Provost, and/or the relevant Senate Committees, Senate at large, and the Board of Governors, as appropriate.

37. Q: Will the Committee for Interdisciplinarity have any power over interdisciplinarity units lying outside the College for Interdisciplinary Studies?

A: Only indirectly through its advisory role to the Provost.

38. Q: What safeguards ensure that the Committee for Interdisciplinarity will act in the best interest of UBC?

A: The Committee will be composed of highly respected academic leaders who are known for their appropriate and careful decision making. And since the Committee is an advisory committee, its recommendations are subject to all the usual safeguards of our academic governance system.

39. Q: Why is there only one representative for Centres and Institutes within FoGS on the Committee for Interdisciplinarity?

A: The Committee membership is not assigned on a proportional representation basis, rather, much as in hiring selection committees, the goal is to have a representative for each stakeholder group. One such stakeholder group is the Institutes and Centres within FoGS and that is the reason that one member representing this group will be on the Committee.

40. Q: How will the representative from the Centres/Institutes/Schools in the College be selected to the Committee for Interdisciplinarity?

A: Appointments to the Committee will be made by the Provost on a term basis and over time appropriate successive appointments will be selected in a balanced, non-repetitive manner.

41. Q: If a group of faculty members wished to join, or leave, the College, how would this be considered?

A: This question would be considered by the Committee for Interdisciplinarity, which would assess the net benefit to UBC as a whole. The Committee and the Principal could present their findings to the Provost, and if appropriate, the Senate and Board of Governors.

42. Q: Is the Principal of the College more like an Associate Vice President or a Dean?

A: The Principal is different from both. Unlike a Dean, the Principal has a campus-wide academic responsibility as described in the proposal. Unlike an AVP, the Principal is directly responsible for the academic leadership of certain units. The similarity to both these roles is that the Principal will attend the Committee of Deans meetings and will be a highly respected and influential member of the academic community.

43. Q: What are the powers of the Principal of the College for Interdisciplinary Studies?

A: The Directors of the units in the College report to the Principal. The Principal in turn reports to the Provost and makes recommendations for resource allocation within the College and other administrative matters, based in part on recommendations from the Committee for Interdisciplinarity. The Provost will consider such recommendations and if appropriate may take them forward for consideration by the Senate and/or Board of Governors.

44. Q: The Principal has a lot to achieve – how will this be done and with what resources?

A: The College will have its appropriate share of the current FoGS financial resources to fund activities within the College. The Principal's role outside the college primarily involves communication and persuasion, which will be augmented by the support of the influential Committee for Interdisciplinarity.

45. Q: How will the Principal be selected?

A: There will be a selection committee appointed according to UBC Policy. The search will be open to internal and external applicants. The search committee will ensure that there is a well formulated job description that articulates the important principles of this plan.

**Appendix B. Centres, Institutes, and Schools in the Proposed College for
Interdisciplinary Studies**

Centres

W Maurice Young Centre for Applied Ethics (CAE)

International Collaboration on Repair Discoveries (ICORD)

Fisheries Centre (FC)

Fisheries Economics Research Unit
Marine Mammal Research Unit
Project Seahorse
Sea Around Us Project

Human Early Learning Partnership (HELP)

Centre of International Relations (CIR)

Media and Graphics Interdisciplinary Centre (MAGIC)

Centre for Women's and Gender Studies (CWGS)

Studies of Autobiography, Gender and Age

Institutes

Institute of Applied Mathematics (IAM)

Institute of Asian Research (IAR)

Centre for Chinese Research
Centre for India and South Asia Research
Centre for Japanese Research
Centre for Korean Research< Asia South for>
Centre for Southeast Asia Research
Contemporary Tibetan Studies Program
Program for Canada-Asia Policy Studies
Pacific Affairs

Institute for European Studies (IES)

Institute of Health Promotion Research (IHPR)

Institute for Hearing Accessibility Research (IHEAR)

Liu Institute for Global Issues (LIGI)

Simons Centre for Peace and Disarmament
Centre for Public Opinion and Democracy
Centre for Human Security

Eco-Risk Research Unit
Forest Economics and Policy Analysis
Sustainable Development Research Initiative
Westwater Research Unit

Schools

School of Community and Regional Planning (SCARP)

Centre for Human Settlements

School of Occupational and Environmental Hygiene (SOEH)

Appendix C. Graduate Degree Programs

Adult Education (MA) (MEd)
Adult Learning and Global Change (MEd)
Agricultural Economics (MSc)
Anatomy and Cell Biology (MSc) (PhD)
Ancient Culture, Religion and Ethnicity (MA)
Animal Science (MSc) (PhD)
Anthropology (MA) (PhD)
Architecture (MARCH) (MASA)
Archival Studies (MAS)
Archival Studies and Library Information Studies (MASLIS)
Art Education (MA)(MEd)
Art History (Critical Curatorial Studies) (MA)
Asia Pacific Policy Studies (MAPPS) (MAPPS-MBA) (MAPPS-LLB)
Asian Studies (MA) (PhD)
Astronomy (MSc)(PhD)
Atmospheric Science (MSc)(PhD)
Audiology and Speech Sciences (MSc)(PhD)
Biochemistry and Molecular Biology (MSc)(PhD)
Bioinformatics (MSc)(PhD)
Biomedical Engineering (MASC)(PhD)
Botany (MSc) (PhD)
Business Administration (MScB) (PhD)
Chemical and Biological Engineering (MASC) (MSc)(PhD)
Chemistry (MSc)(PhD)
Children's Literature (MA)
Civil Engineering (MASC)(PhD)
Classical Archaeology (MA)
Classics (MA)(PhD)
Comparative Literature (MA)(PhD)
Computer Science (MSc)(PhD)
Counselling Psychology (MA) (MEd)(PhD)
Creative Writing (MFA)
Creative Writing/Film Production (MFA)
Creative Writing/Theatre (MFA)
Cross-Faculty Inquiry in Education (MA) (MEd)(PhD)
Curriculum Studies (MA) (MEd)(PhD)
Curriculum Studies and Educational Administration and Leadership (MEd)
Dental Science (MSc)(PhD)
Early Childhood Education (MA) (MEd)
Economics (MA)(PhD)
Educational Administration (MA) (MEd)
Educational Leadership and Policy (EdD)
Educational Studies (MA) (MEd) (PhD)
Educational Technology (MET)
Electrical and Computer Engineering (MASC)(PhD)
Engineering Physics (MASC)(PhD)
English (MA)(PhD)

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OCTOBER 25,

European Studies (MA)
Experimental Medicine (MSc)(PhD)
Family Studies (MA)
Film Studies (MA) (MFA)
Film Production (MA) (MFA)
Fine Arts (MFA) (MA)(PhD)
Food Science (MSc)(MFS)(PhD)
Forestry (MASC) (MF) (MSc)(PhD)
French (MA)(PhD)
Genetic Counselling (MSc)
Genetics (MSc)(PhD)
Geography (MA) (MSc)(PhD)
Geological Engineering (MASC)(PhD)
Geological Science (MSc)(PhD)
Geophysics (MASC) (MSc)(PhD)
Germanic Studies (MA)(PhD)
Health Administration (MHA)
Health Care and Epidemiology (MSc) (MHS) (MHA)(PhD)
Health Science (MHS)
Higher Education (MA) (MEd)
Hispanic Studies (MA)(PhD)
History (MA)(PhD)
Home Economics Education (MA) (MEd)
Human Development, Learning and Culture (MA) (MEd)(PhD)
Human Kinetics (MA) (MHK) (MSc)(PhD)
Human Nutrition (MSc)(PhD)
Integrated Studies in Land and Food Systems (MSc)(PhD)
Interdisciplinary Studies (MA) (MSc)(PhD)
Journalism (MJ)
Landscape Architecture (MASLA) (MLA)
Language and Literacy Education (PhD)
Law (LLM) (MJur)(PhD)
Library, Archival and Information Studies (PhD)
Library and Information Studies (MLIS)
Linguistics (MA)(PhD)
Literacy Education (MA) (MEd)
Materials Engineering (MASC) (MSc)(PhD)
Mathematics (MA) (MSc)(PhD)
Mathematics Education (MA) (MEd)
MD-PHD (MD-PhD)
Measurement Evaluation and Research Methodology (MA) (MEd)(PhD)
Mechanical Engineering (MASC)(PhD)
Medical Genetics (MSc)(PhD)
Microbiology and Immunology (MSc)(PhD)
Mining Engineering (MASC)(PhD)
Modern Language Education (MA) (MEd)
Music (MA) (MMus)(DMA)(PhD)
Music Education (MA) (MEd)
Neuroscience (MSc)(PhD)
Nursing (MSN)(PhD)

**PLANS FOR THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY
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2006

OCTOBER 25,

Occupational and Environmental Hygiene (MSc)(PhD)
Occupational Therapy (MOT)
Oceanography (MSc)(PhD)
Oncology (MSc)(PhD)
Pathology (MSc)(PhD)
Pharmaceutical Sciences (MSc)(PhD)
Pharmacology (MSc)(PhD)
Philosophy (MA)(PhD)
Physical Education (MA) (MEd)
Physical Therapy (MPT)
Physics (MAsc) (MSc)(PhD)
Physiology (MSc)(PhD)
Planning (MAP) (MScP)(PhD)
Plant Science (MSc)(PhD)
Political Science (MA)(PhD)
Psychology (MA)(PhD)
Rehabilitation Sciences (MSc) (MRSc)(PhD)
Religious Studies (MA)(PhD)
Reproductive and Developmental Sciences (MSc)(PhD)
Resource Management and Environmental Studies (MA) (MSc)(PhD)
School Psychology (MA) (MEd)(PhD)
Science Education (MA) (MEd)
Social Studies Education (MA) (MEd)
Social Work (MSW)
Social Work and Family Studies (PhD)
Society, Culture and Politics in Education (MA) (MEd)
Sociology (MA)(PhD)
Software Systems (MSS)
Soil Science (MSc)(PhD)
Special Education (MA) (MEd)(PhD)
Statistics (MSc)(PhD)
Surgery (MSc)
Teacher Librarianship (MA) (MEd)
Teaching English as a Second Language (MA) (MEd)(PhD)
Technology Studies Education (MA) (MEd)
Theatre (MA) (MFA)(PhD)
Vocational Rehabilitation Counselling (MA)
Women's and Gender Studies (MA)(PhD)
Zoology (MSc)(PhD)