




## MEMORANDUM

**Date:** November 18, 2021

**To:** Faculty of Creative and Critical Studies faculty, staff, and students

**From:** Ananya Mukherjee Reed, Provost and Vice-President Academic 

**Re:** **External Review of the Faculty of Creative and Critical Studies**

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I am arranging for an External Review of the UBC Okanagan Faculty of Creative and Critical Studies. The review is being carried out as part of normal UBC practice under [Board of Governors Policy AP8](#) and [Senate Policy on Reviews of Administrative Units](#), to assist the University in its consideration of the re-appointment of the Dean.

The purposes of the impending review of the Faculty are as follows:

- to determine the effectiveness of the Faculty in delivering high quality undergraduate and graduate training,
- to evaluate the Faculty's leadership and administration,
- to assess the Faculty's standing nationally and internationally, and
- to advise on the future development of the Faculty.

The Terms of Reference for the review are attached. The Review Team will ultimately submit a report to me whose findings should be of value to the Faculty and its leadership, as well as to the Provost and Vice-President Academic, and the committee advising on the re-appointment of the Dean.

The members of the Review Team are:

Dr. Andrea Davis  
Associate Professor  
Department of Humanities  
York University

Dr. Jure Gantar  
Associate Director; Professor  
Theatre Studies  
Dalhousie University

The Review Team will visit UBC Okanagan, via Zoom, on December 8, 9 and 10, 2021. Interviews will be held with UBC Okanagan faculty members, staff, students, senior administrators, and other individuals and groups that may interact with the Faculty. Before the visit is held, the reviewers will receive documentation in the form of [a self-study](#) on all aspects of the Faculty's operation, including its facilities and resources, scholarly and teaching activities, degree programs and academic units, administrative structure and organization, and internal and external linkages.

I invite and encourage written comments relevant to the matters under review from faculty, students and staff. These comments will be used by the Review Team and the President's Advisory Committee struck pursuant to Policy AP8.

Please forward your comments to Janine Wood at [Janine.Wood@ubc.ca](mailto:Janine.Wood@ubc.ca). Your comments will be held in strict confidence, and Janine will arrange for them to be forwarded to the members of the Review Team. Please indicate if you wish your comments to be anonymous so they can be redacted to eliminate your name and any identifying information before providing them to the Review Team and the President's Advisory Committee.

The deadline for receipt of comments is Wednesday, December 1, 2021. Please ensure your comments are identified by name and affiliation.

Attachment: Terms of Reference



## Faculty of Creative and Critical Studies Terms of Reference for the Review Committee

### Purpose of the Review:

To review the strength and balance of the Faculty's teaching and research activities, academic programs, and service; to evaluate the Faculty's leadership and administration; to assess the Faculty's standing nationally and internationally; and to advise on the future development of the Faculty. Additionally, the reviewers should evaluate the extent to which interdisciplinary collaboration occurs in and beyond the Faculty, and, where possible, offer recommendations on innovative interdisciplinary education, practice or research that could be integrated in the current framework.

### Background Material

- The University's goals and objectives as outlined in its strategic priorities; [Shaping UBC's Next Century](#), the [Okanagan ASPIRE](#) and [Outlook 2040](#) processes
- The Faculty of Creative and Critical Studies [Self-Study](#)

### Terms of reference

Without limiting its overall mandate, the Review Panel should consider the following:

1. **Undergraduate Education and Student Learning:** To review and evaluate the quality, extent, format, organization, and enrolment of the Faculty's academic programs and teaching strength, and to compare its performance in these areas to that of its national and international peers. This includes assessing the Faculty's existing methods for evaluating the quality, innovation, and strength of its teaching and learning programs, and whether the programs are built to meet the future needs of students and communities.
2. **Student Academic Experience and Support:** To assess the quality of the student undergraduate academic experience from first contact upon admission through to alumni status. Consider student morale, support for student advising, strength of student retention, high-impact curricular and co-curricular opportunities, and career preparation. The reviewers are asked to consider the Faculty's responses to the increasingly diverse nature of student populations.
3. **Graduate Education and Post-Doctoral Training:** To review and evaluate the quality, extent, format, organization, enrolment of the Faculty's graduate programs, support for post-doctoral fellows and compare its performance to that of its national and international peers.



4. **Research, Scholarly, and Professional Activity:** To review and evaluate the quality, extent, range, and balance of the scholarly activities of the Faculty with particular attention to the achievement and reputation of scholars and practitioners within the Faculty.
5. **Leadership and Administration:** To review and evaluate the governance, organizational structure, leadership, planning, and administration of the Faculty, including opportunities for diversity in leadership and shared governance, the nimbleness and inclusiveness of planning, as well as the relevant support systems both within the Faculty and available to the Faculty. The reviewers should consider the degrees to which governance is transparent, flexible, and accessible to all members of the Faculty.
6. **People, Environment and Culture:** To consider and assess the working and educational environment, morale, and institutional culture of the Faculty, as reflected in the experiences and perceptions of faculty members (including adjunct professors, lecturers, and sessional instructors), staff, and students. The review should take into account support for career advancement, professional development, advising, and balanced workloads and give special attention to the Faculty's performance relative to the University's employment and education equity policies.
7. **Community Engagement:** To assess the nature, scope, and effectiveness of the Faculty's outreach activities through its educational and research programs and its interactions with other units within the University, and with its external community including schools, Indigenous partners, community or professional organizations, UBC alumni, government agencies, and other post-secondary institutions.
8. **Support for the University's and Campus Strategic Plans:** To determine the extent to which the Faculty reinforces through its programs and activities the key commitments of UBC ([Shaping UBC's Next Century](#)) and UBC Okanagan ([ASPIRE](#) and [Outlook 2040](#)), notably UBC's commitments to Indigenous engagement, equity, inclusion, anti-racism, global engagement, intercultural understanding, flexible and experiential learning and interdisciplinary programming and research.
9. **Physical Infrastructure:** To assess the range and quality of the teaching and research facilities at the Faculty's disposal, and to determine whether the Faculty is appropriately housed and equipped to meet its teaching and research goals.
10. **Infrastructure and Resources:** To review and evaluate the physical and financial resources of the Faculty, including its financial base (i.e., levels of university funding, funding by external agencies, tuition revenue, and donor support), its capacity for enrolment management, its plans for revenue diversification, its facilities for teaching and research, and its equipment and space.
11. **Future Development:** To identify the challenges and opportunities facing the Faculty, and to make recommendations about possible directions for its future growth and development. In particular, to reflect on the possible breadth of academic programming within the Faculty.



# **Faculty of Creative and Critical Studies**

External Review: November 2021

Self-Study

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## Faculty Mission Statement

The Faculty of Creative and Critical Studies (FCCS) at UBC's Okanagan campus focuses creative, critical and interdisciplinary perspectives on art, culture, and society. As an administrative unit, the FCCS houses a range of academic humanities disciplines and artistic practices in three departments, including language training, literary studies, cultural studies, intercultural communications and rhetoric, media and computational arts, digital humanities, art history, creative writing, visual, and performing arts. Our practices are wide-ranging, and often changing, broadly described as critical and creative humanities practices, but often reaching beyond even those boundaries into areas such as sustainability, immersive technology and modelling, community located research, and, more recently, creative design thinking. As scholars and creative workers, we locate our work at the interface of academic research, scholarship of teaching and learning, and creative practice research and engagement.

## Faculty Ambition

As stated in the [Strategic Plan \(2019\)](#), FCCS works to become the premier academic and creative arts community in western Canada for faculty and students around the world seeking to work and learn in an interdisciplinary setting.

How does one achieve such an ambition? There is no single answer.

**People:** One way is to hire great people. This means appointing world class [researchers](#), [creators](#), and [teachers](#) into the university's tenure-stream. By the end of the 21-22 academic year we hope to have appointed 18 new tenure-stream colleagues into FCCS.

**Research, Create, Teach:** Another way is to collaborate both within and across existing disciplinary areas of research and creative practice. Both the Faculty and its departments must support these activities financially and operationally. In the last four years, we have done this through developing new and [collaborative funding support](#) schemes to support [research](#) across the [Faculty](#) and [campus](#). We have also worked to remove or lessen [obstructionist barriers](#) to original, faculty-driven research creation and [curriculum development](#) wherever possible.

**Space:** Ambition needs a place to flourish as well, which is why the Faculty engaged with a local architect in 2019-20 to produce an Exterior Enhancement Concept Study for the CCS building. If realized, this vision would create new interactive learning and spaces supporting the [Centre for Sustainability, Creativity, and Design](#), existing fine arts programming, and animating the exterior experience of the building and campus with an interactive multi-panel urban screen and sound installation. We have also expanded our research and creation footprint as well, bringing online new graduate studios at the recently opened "[Innovation Precinct One](#)" (IP1) building, developing plans for new creative studio spaces and labs to support research funded by the Canadian Federation for Innovation, and being an active participant in the "[UBCO Downtown](#)" building, where we will open the first brick and mortar Art Gallery in the history of the campus.

## History and Context

The founding vision of the [Faculty of Creative and Critical Studies](#) was to co-locate the fine arts and the "cultural" humanities disciplines in a single administrative unit on UBC's newly established second

campus. At the time (2005), the campus was organizing its “super-faculty”, the Irving K Barber School of Arts and Sciences, and the thinking was to create a separate unit that would nurture the fine arts alongside the powerhouse humanities discipline at the time (English literature), whose high seat-counts would provide a stable financial setting for small course studio programming in the arts. The 2008 financial crash, whose [negative impact](#) on humanities and arts enrolments across North America has been [dramatic and incontrovertible](#), was only a few years away.

Since its founding in 2006, the Faculty of Creative and Critical Studies has had 5 deans:

- 2006-2011: Robert Belton (founding dean)
- 2011-2012: Kenneth Phillips (Interim)
- 2012-2015: Wisdom Tettey (external hire, departed mid-appointment)
- 2015-2017: Robert Eggleston (Interim)
- 2017- present: Bryce Traister (external hire, currently in 5<sup>th</sup> year)

This “leadership turnstile” has contributed to some of the challenges around morale and collegial ownership of the faculty’s destiny. The “post-departmental” organization of the FCCS into two multidisciplinary departments (Creative Studies, Critical Studies) also led to conflict over scarce resources within these large, multi-program departments. \* For nearly two years (2015-17), a campus-wide debate took place about the future of the Faculty, including a proposal to merge it into the (now former) Barber School of Arts and Sciences. Although rejected, the plan to merge or close the Faculty remained an active fear, if not painful memory, that greeted the newly appointed dean’s arrival in the late summer of 2017.

[Soaring to New Heights](#): The Faculty of Creative and Critical Studies Strategic Plan (Dean Tettey) articulated a 5-year strategy for the period 2012-2017. FCCS achieved a great deal during this period, in spite of the challenges the Faculty experienced. These included a sudden steep decline in enrolments in its core areas of programming, as well as a change to the campus’s budget model that led to the imposition of a \$2million cut to base budget for FY 2019.

In collaboration with faculty colleagues, the current Dean helped [reorganize the internal structure](#) of the faculty (2018-19), and developed and adopted [The Strategic Plan of the Faculty of Creative and Critical Studies: 2019-2024](#). This self-study presents a dossier of the faculty’s achievements and continuing challenges for the period 2017 to the present.

\* In 2017, the Department of Creative Studies was home to the following programs: Visual Arts (BFA, direct entry); Creative Writing (BA, general entry), Interdisciplinary Theatre and Performance (BFA, direct and general entry); MFA (Visual Arts, Creative Writing, Performance). The Department of Critical Studies was home to: Art History and Visual Culture (BA); English literature (BA); Cultural Studies (BA); French Language and Literature (BA); Spanish Language and Literature (BA); and suites of courses in German and Japanese.

## Faculty Strengths

As detailed below, the last five years have seen a significant expansion of the fulltime professoriate in the Faculty of Creative and Critical Studies. In 2017, we held 63 FTE faculty in the tenure stream and term Lectureships; in 2021, we sit at 74.5, including 5 joint-appointments (3 with the Gender and Women’s Studies program in the Faculty of Arts and Social Sciences, a 4<sup>th</sup> with History and Sociology, and the 5<sup>th</sup> with the Faculty of Management). With a successful 21-22 hiring cycle, the Faculty will have

hired 19 new faculty members into the tenure stream, across all departments, since 2016-17, including 3 full professors, and a first CRC-Tier 2 appointment at the rank of Associate Professor.

The Faculty's commitment to Indigenous engagement and Equity, Diversity, and Inclusion initiatives across all areas (including hiring) has made the Faculty a campus leader with respect to both TRC and anti-racist strategies. In 2015, the Faculty created the Indigenous Engagement Strategy Committee—the first of its kind on the campus—to promote FCCS Indigenous programming and student support initiatives. In 2018, the faculty appointed Okanagan Nation Alliance elders Christine Marchand and Eric Mitchell as adjunct professors, and supported their work to develop and deliver Indigenous cultural safety training programs to the faculty, staff, and students of FCCS. (We also championed their nomination for honorary doctorates as well, which were conferred in 2020.) With the appointment of Tania Willard (Secwepemc nation, Assistant Professor, Visual Arts) to the Department of Creative Studies, we have maintained programming and support for the [Indigenous Art Intensive](#) (begun in 2015). In 2020, we appointed Kerrie Charnley (members of Salish and Katzie First Nation) to the educational leadership stream in English to build Indigenous pedagogy and anti-colonial practice into our curriculum in English, CORH, and other programs as well. In the same year, Languages and World Literature hired Monica Good, who specializes in intercultural communication and indigenous legal and language rights in Mexico and the southwestern US. These are only a few such important additions to the FCCS community's anti-racist and Indigenous engagement community.

The Faculty's recent hiring practices have promoted the Faculty's and the campus's commitment to equity, diversity, and inclusion. Of the 13 appointments to the tenure stream made beginning in 2018, 10 are women, and 9 come from equity-deserving and Indigenous, Black and People of Colour (IBPoC) communities. It should be noted that the Provost and Vice-President Academic, as part of her commitment to [enabling anti-racist strategies and practices at UBC](#), provided a financial incentive for departments to recruit IBPoC faculty into the tenure stream, and that all FCCS departments have taken or are planning to take advantage of this program. All departments have committed to and in some cases taken important steps to decolonizing teaching and learning, from curriculum development to academic searches. For more detailed discussion of these activities, please refer to the curriculum and departmental reports later in this study.

In terms of research and teaching, the Faculty's commitment to interdisciplinary teaching and research remains strong, as evidenced through new program development (Bachelor of Media Studies redevelopment, Communications and Rhetoric, and World Literatures, respectively); the successful rollout of the new IGS theme in Digital Arts and Humanities; the appointment of our first CRC-Tier 2 (in Environmental Humanities and Feminist Research); and successful and planned searches in environmental justice, and Asian and global art history and visual culture. We have also seen significant grants success, including a SSHRC Institutional Partnership award (Karis Shearer, 2018), multiple SSHRC Insight and IDG awards, an NSERC CREATE Award (Aleks Dulic, 2021), an NSERC Discovery award (Thorogood, 2021), 4 CFI-JELF awards in the arts (Smith, Willard, Murphy, Thorogood), and numerous BC Arts and Canada Council awards to creative researchers. We have also had success winning internal grants, including the prestigious Eminence Award (Magnat), a Principal's Research Chair (Shearer), and major multi-year ALT Funding (Spies, Ravindran, Langevin, Peña, and Araujo) to support learning initiatives. For more detailed discussion, please refer to the report on research achievements later in this document.

The Faculty's public engagement has emerged as signal strength for the campus's vital role in the local community. Highlights include the launch of the [UBCO Art Gallery](#); the re-launch of the Woodhaven Eco-culture Centre; multiple public engagements with local arts groups (Kelowna Art Gallery, Okanagan Symphony Orchestra, Opera Kelowna, the Caetani Centre for Culture); and two [highly successful public art/mural classes](#) we now run in the summer.

## Faculty Challenges

A glance at the SWOT analysis we developed for the [2019 Strategic Plan](#) will indicate a number of operative challenges, some of which are not unique to FCCS, for example: the overloading of "administrivia" and concomitant bandwidth problems for faculty brought on by perennially under-resourced staffing levels as the campus's rapid expansion continued year over year.

### Budget

More specifically to FCCS, the biggest challenge —and, indeed, threat— is the [revenue allocation model](#) that is employed on this campus. As is widely acknowledged in the literature on university budgets, primarily enrolment-driven models are not able to properly resource a predominately small-course-delivery Faculty. Since 2017—the year the \$2 million budget cut was "forecast"—every 5-year financial projection ends in a significant financial deficit. However, the Faculty has received some additional central resources, and has been able to participate in the broader Faculty renewal project and the [Outlook 2040](#) plan. However, the persistent presence of the year-five disaster on the balance sheets causes tremendous anxiety and demoralization amongst the FCCS community which is a serious impediment to its growth and development.

### The CCS Building and the Campus Space Deficit

Another major challenge is the deplorable state of the CCS building, whose persistently reported infrastructure problems have until recently gone ignored. It is true that a major buildout at "Innovation Precinct 1"—a former light industrial/office building—has given us 10 new studios for MFA students; however, we traded an equivalent amount of space elsewhere in the exchange. So while the MFA program and its students benefit from the improved space, strategic growth remains stalled. We are part of a second off-campus buildout—"Innovation Annex 1"—which will see bespoke research and creative studio space going into unused high-head warehouse space off campus. But we are also urgently in need of a computer-room buildout to support the BMS program, *whose registrants pay a tuition premium for access to enhanced educational opportunities*. As of today, the Faculty is not aware of a plan to remedy any of this.

In 2020-21, we developed a [major building infill and retrofit plan](#) to modernize the building for the 21st century, pick up additional teaching and engagement/research space inside, and promote externally facing engagement through a digital display on the outside of the building. Because the CCS building literally sits at the corner of the campus's de-facto entrance, this is a glorious opportunity to transform the space from its current condition into one which engages students, faculty, and nearly all visitors to the campus with a multi-media urban screen experience and an attractive, invitational building entrance. However, given the Faculty's paucity of resources, it is dependent on the central administration to realize this opportunity and prioritize the building in campus capital planning. Without a coherent fund development strategy for capital projects, it is difficult to see a path to the building's long overdue re-development. The Faculty, and the Dean

stand ready to participate fully in bringing this project to fruition; the failure to do this would be a tragedy with a lasting impact on the Faculty and the campus.

## Workday

More recently, the deployment of Workday—the university’s new enterprise software, launched just under a year ago—has presented an entirely unanticipated workload increase for staff, some faculty, and the dean. The simplest way to describe the problem is that Workday was designed for the Vancouver campus, which has a much more distributed administrative workflow model, in which Faculty located administrators tasked with HR and Finance responsibilities have primary ownership of Workday business processes. That is to say, UBC-V already has more people in key Human Resource and Finance positions within the Faculties to take advantage of Workday’s optimization of workflow. In the Okanagan, however, much of the Human Resources/Finance administrative workflow remains centralized, even as the new software has “outsourced” nearly all of its workflow to end-user Human Resources/Finance positions located in the Faculties. Workday, that is to say, has exponentially increased Faculty-located administrative workload for already under-resourced staffing levels in the academic Faculties.

## Faculty at a Glance/By the Numbers

### Faculty numbers

The Faculty of Creative and Critical Studies has a Dean’s Office, and three departments: Creative Studies, English and Cultural Studies and Languages and World Literatures.

#### *Number of Units: 4*

- [Department of Creative Studies](#) 23 FTE faculty, 3 staff
- [Department of English and Cultural Studies](#) 27 FTE faculty, 1 staff
- [Department of Languages and World Literatures](#) 21.5 FTE faculty, 1 staff
- [Dean’s Office](#) 1 dean, 2 associate deans, 7 staff

Total FTE: 74.5 faculty, 12 staff

- Full Professors: 7
- Tenure Stream Appointees: 63
- Tenured: 52
- Lecturers: 15
- Art Gallery Curators: 2 (1 full time, 1 at .6)

#### *Faculty Contacts, Research Areas and CV’s*

- [Dean’s Office Roster](#)
- [Creative Studies Faculty Roster](#)
- [Creative Studies Faculty CV’s](#)
- [English and Cultural Studies Faculty Roster](#)
- [English and Cultural Studies Faculty CV’s](#)
- [Languages and World Literatures Faculty Roster](#)
- [Languages and World Literatures Faculty CV’s](#)

## Snapshots: 2017 to 2021

### *Undergraduate Program Head Count*

Undergraduate Program Headcount	2017	2021	% Change
BA	163	183	+12
BFA	107	128	+19.6
BMS21	21	57	+171
<b>TOTALS</b>	<b>291</b>	<b>368</b>	<b>+26.5</b>

### *Graduate Program Headcount*

Graduate Program Headcount	2017	2021	% Change
MA-Engl	7	14	+100%
MA-IGS	6	15	+150%
PhD-IGS	13	22	+69%
MFA	22	26	+18%
<b>TOTALS</b>	<b>48</b>	<b>77</b>	<b>+60%</b>

### *Seat Registrations (Undergraduate)*

Seat Registrations	2017	2021	% Increase
ARTH	541	731	+35
CRWR	415	848	+104
CULT	460	903	+96
CORH	0	161	+100
ENGL	4181	4193	~
FREN	837	1026	+22.5

MDST	26	119	+357
SPAN	801	872	+9
THTR	144	258	+79
VISA	911	1152	+26.5
WRLD	67	599	+794
<b>TOTALS</b>	<b>8383</b>	<b>10541</b>	<b>+25.7</b>

View the full [FCCS Course Enrolments by Year](#) 2017-2021.

### Research Awards

We have four Canadian Foundation for Innovation funded research centres in the Faculty along with two research Labs. Many of our faculty members hold active Social Science and Humanities Research Council grants and benefit from Arts Council funding at civic, provincial and federal levels.

Internal	2017	2021	% increase
	\$48,677	\$557,955	+1046%

External	2017	2021	% increase
	\$576,860	\$869,124	+51%

## Faculty Achievements (last five years)

### Hiring (by year, rank, tenure stream, department, discipline, Net New or Replacement)

Between 2013-2017, FCCS hired a total of five tenure stream faculty, including an opportunity hire at the rank of Professor (Mathur), who has since departed. Assuming success with our 4 approved searches this year, we will have hired 19 tenure-stream faculty in five years, including the Faculty's first CRC, cross-appointed with the Faculty of Arts and Social Sciences. In the same period, we have realized four retirements, 1 resignation/retirement, and have signoffs on 3 additional phased retirements in the next two years (June 30, 2022; June 30, 2023; and December 31, 2023).

### Tenure Stream Appointments

#### 2017

Bryce Traister (Full, R)	English and Cultural Studies	American Literature	New
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Alison Conway (Full, R)	ECS+CCGS	English Literature	New
<b>2018</b>			
Emily Murphy (Asst, R)	ECS	Digital Humanities	Rep
<b>2019</b>			
Miles Thorogood (Asst, R)	Creative Studies	Sound media	New
Chanda Carey (Asst, R)	Creative Studies	Art History	Rep
Tania Willard (Asst, R)	Creative Studies	Visual Art	New
<b>2020</b>			
Aisha Ravindran (Assoc, EL)	ECS (English)	Comms/Rhet	New
Anita Chaudhuri (Asst, EL)	ECS (English)	Comms/Rhet	New
Kevin Chong (Asst, R)	Creative Studies	Creative Writing	New
Megan Smith (Assoc, R)	Creative Studies	Media/BMS	New
Kerrie Charnley (Asst, EL)	ECS (English)	Indg Pedagogy	New
Monica Good (Asst, EL)	LWL	Spanish, Indg	Rep
<b>2021</b>			
Astrida Neimanis (Assoc, R)	ECS+CCGS	(Cult. Studies) CRC II	New
Sakiru Adebayo (Asst, R)	ECS (English)	Anglophone African	New



Shawn Serfas (Assoc, R)	Creative Studies	2D/Painting	Rep
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## 2022

Nikhita Obeegadoo (Asst, R)	LWL	Francophone African	New
TBD (Asst, R)	ECS	Cultural Studies	New
TBD (Asst, R)	Creative Studies	Art History	Rep
TBD (Asst, R)	Creative Studies	Media/BMS	Rep
TBD (Asst, EL)	ECS	Comms/Rhet	New

## Lecturers

We have taken advantage of the teaching power of the Lecturer appointment category, and been able to offer better salary, and improved conditions of employment for Lecturer appointments in all three departments. All 14 new Lecturer positions were built from pre-existing per-course Sessional instructors contracts and, in many cases, we appointed long-serving Sessional instructors who had provided outstanding teaching.

Department	2017	2021	Names
CS	0	5	(Rutkauskis, Pickering, Doody, Hager, Ross)
ECS	0	6	(McDonald, Shaw, Payson, Alexopolous, Cockerline, Vickery)
LWL	2	5	(Senn, Gauthier, Garcia, Tolman, Tonnel)

## Tenure and Promotions

In 2017, the FCCS had a total of 4 (full) Professors, including the newly appointed Dean and a newly hired recruitment in English jointly appointed with the Faculty of Arts and Social Science. There was, and to some extent still is, a surprisingly fearful climate around entering the UBC tenure and promotion process across the Okanagan. UBC also relies heavily on the (full) professor rank in its review processes—only full professors participate on promotion-to-full cases, for example—and the faculty’s

lack of colleagues at the terminal rank has given the faculty something of perpetual-juvenile status on the campus.

FCCS faculty were encouraged to put themselves forward for promotion to (full) professor and, in several cases, to Associate Professor.\* All cases that went through the full review process at UBC have been successful. We now have 9 full professors in the faculty.

### 2017

Tenure cases: 0

Promotions: 1 (Lovesey, ECS)

### 2018

Tenure cases: 2 (Shearer, ECS; Araujo, ECS)

Promotions: 1 (Garcia-Perez\*\*, LWL)

### 2019

Tenure cases: 3 (Lee, ECS; Campbell, CS; Roy-Bois, CS; Rader, CS)

Promotions: 2 (Garrard, ECS; Reeves\*\*, ECS)

### 2020

Tenure cases: 2 (Ravindran, ECS; Smith, CS; Desmarais, LWL)

Promotions: 1 (Fleming, CS)

### 2021

Tenure cases: 1 (Neimanis, ECS)

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Promotions: 2 (Castricano, ECS; Yoon, ECS)

Pending: 3 (2 promotions, 1 tenure case)

\*Until the 2016 Faculty Collective Agreement came into force, UBC's promotion and tenure process provided for "split" decisions in which one could achieve tenure and yet remain at the rank of Assistant Professor; FCCS had three such situations, all of which have now seen the promotion to Associate professor go through, as indicated.

\*\*indicates a promotion to Associate rank for already tenured colleague

## Department of Creative Studies

The Department of Creative Studies houses programs in Creative Writing and Visual Arts with additional specialized courses in Devised Theatre and Digital Media as well as Art History and Visual Culture. Our programs are designed to offer unique and individualized opportunities for students to develop skills in a variety of media and genre while they engage in cutting edge creative arts research.

### Mission Statement

The Department of Creative Studies houses five programs: Creative Writing, Visual Arts, Media Studies, Performance, and Art History and Visual Culture. Creative Studies is a research and teaching powerhouse, engaging local, national, and international communities in an intimate, interdisciplinary setting to explore emerging technologies alongside embodied and traditional practices. We are committed to innovative pedagogy, community and indigenous engagement, intercultural and interdisciplinary collaboration and understanding, and ecological sustainability. Similar to the world-renowned Banff Centre for Arts and Creativity, Creative Studies, located in the beautiful Syilx traditional and unceded territory of the Okanagan Valley, offers leading edge and immersive programming in a retreat-like destination for researchers, artists and creative and critical minds from around the world.

### Strengths

- Faculty success in research and grants. Many have their work recognized on a national level, with awards and exhibitions and large commissions across the country and abroad.
- Research in areas of sustainability, digital media/humanities, social practice, strong and important.
- Indigenous research and curriculum growing and responsive to place-based learning/belonging. Indigenous Summer Intensive leading in this area.
- Integration of research and teaching.
- Niche department that maintains strong contact with students and well-established systems for studio practice in a welcoming interdisciplinary environment.
- Relationship with the community: cultural engine within the Okanagan.
- Collaborations with other departments and Faculties.
- Good combination of traditional/computational skills and conceptual and embodied learning.
- Strong support staff in all areas, including a faculty wide full-time communications position.

- Our support staff are exemplary. Two technicians have MFA degrees. One administrative staff member has an MA and the other has a BFA from within our department. They contribute to the department in a way that far exceeds their job descriptions.
- Decadal understanding of fine arts disciplines within the academic context and innovative and practical support for teaching and research initiatives.

## Challenges

- 3/2 workload for all continuing faculty in Visual Arts, Creative Writing, Media Studies and Performance – a holdover from the “founding” that got baked into budget forecasting
- Insufficient continuing faculty: some programs are sustained through the use of sessional instructors which can compromise continuity of the program’s curriculum, and reduce service to the program, thereby putting strain on fewer core faculty.
- Our facilities are expanding. Our current technicians are working well beyond their current job descriptions and we require more hires in this area if we are to maintain our research trajectories, community engagement strategies, and teaching and research spaces.
- Lack of a live multi-use performance and exhibition venue on appropriate for a campus this size.
- Insufficient space and facility resources for faculty, classrooms or research.
- Workday platform and proliferation of administrivia for all faculty, staff and students, creating stress and distracting people from more meaningful engagements and activities.
- The need to respond meaningfully to increasing student anxiety, isolation and depression in our classrooms and research community.
- Recruitment at all levels and working with Enrolment Services for effectual timelines.
- Maintaining momentum on de-colonizing curriculum and hiring.
- MFA program financial support. Studio embodied and practice-based courses are being eroded by pressure to increase class size and streamline learning. We must defend our practice-based disciplines and develop pedagogically sound strategies to help mitigate financial pressures.

View more about the department research, events, and priorities [HERE](#).

## Department of English and Cultural Studies

In the Department of English and Cultural Studies, our programs allow students to engage in research projects that range from literary studies, Indigenous studies, cultural activism, community research, cultural heritage, digital production, and digitized cultural history. Our department will continue evolving, to meet the needs and interests of students and to conduct leading research in our disciplines. Watch for our growth in the Digital Humanities.

### Overview

The Department of English and Cultural Studies came into existence in January 2019 with two sets of undergraduate degree programs already in existence - English and Cultural Studies. At the graduate level, the English program offers an MA in English, and the department shares oversight with Creative Studies of the DAHU Theme (Digital Arts and Humanities) amidst IGS (Interdisciplinary Graduate Studies) programming. The department also offers undergraduate courses in DIHU (Digital Humanities), some of which contribute to the Bachelor of Media Studies. The department’s new area of CORH

(Communication and Rhetoric) has recently begun offering certificates in association with several undergraduate degree programs and is developing its own minor degree program.

### Program Assessments

Each of the programs and course areas have identified the strengths, weaknesses and challenges for the respective area in English, Cultural Studies, Communications and Rhetoric, Digital Humanities, and the Masters of Arts in English.

View our program assessments, and more about the governance of the department [HERE](#).

## Department of Languages and World Literature

The Department of Languages and World Literatures invites students to examine language and literature as inherently human endeavours that cross time and national boundaries. We offer programs and courses in languages and global literatures, from the ancient Middle East to modern Japan and from ancient mythologies and oral traditions to current pop culture.

### Mission Statement

We work to enhance the reputation of FCCS and its individual programs by developing and maintaining a full range of communications tactics and assets to create a visual identity for the Faculty's internal and external communications. Our target audience consists of prospective students and their parents, current students, alumni, partners, and supporters, our campus community including faculty and staff members.

Our department is distinct in Canada, offering an international, transcultural, and transhistorical approach to the study of language and literature. Our multifaceted approach synthesizes the study of languages, literatures, theatre, art history, religions, and film. Our vision articulates with UBC's strategic plan in its commitment to global citizenship and the creation of a civil and sustainable society through opportunities for intercultural learning and international awareness.

In a world fraught with xenophobia and anxieties surrounding national identity, our department fosters a deeper understanding of the "other." Linguistic competence is a valuable skill for thriving in a global economy. World literature likewise enables us to expand how we think and structure our thoughts by fostering empathy and curiosity. Literature designates organized forms of artistic expression, which we trace both temporally, through the centuries, and geographically, across cultures. This framework of interpretation embraces national literatures, but only as one of the ways of organizing the world's literatures. This approach also promotes an exploration of the literary properties of other genres of artistic communication, and the relationship between literature and other genres, including film, oral traditions, television, music and visual arts.

### Strengths

The Department of Languages and World Literatures was created on January 1, 2019. It comprises two programs: French and Spanish. We also have three established program areas (i.e., disciplines for which we do not yet have a major or minor): Japanese Studies, German Studies, and World Literature. Furthermore, we offer language and intercultural communication courses in an increasing number of languages, including Chinese and Korean. The idea to integrate the study of languages and global literatures stemmed from the understanding that both disciplines can greatly

enhance each other as inherently interrelated endeavours that cross time and national boundaries. From its conception, the department has sought to drive a new academic vision in the humanities in the Okanagan. This is no easy task at the best of times, but much more so now as humanities subject areas face declining enrolment across North America. Yet this is precisely where we see salient opportunities. Enrolment patterns over the last decade indicate that students are not as interested in studying single national literature traditions in the original language as they once were. By combining the study of languages and global literatures, the department's range of study goes beyond the Euro-American canon into diverse cultures, societies, and civilizations, and into ancient mythologies and oral traditions. As a testament to our commitment to integrating language instruction and literary studies, in the past two years we have hired two tenure-track faculty in the Educational Leadership and the Professoriate streams, one in Spanish/Indigenous and World Literatures and another in Francophone Studies and African Transcultural Studies, respectively.

The combination of language learning and World Literatures within a single academic unit entails a unique alliance in Canada and, more importantly, constitutes our greatest strength. The WRLD course code is a UBCO-only designation at this time. Initial offerings in World Literature already have been successful and popular, and we are seeing an increasing number of colleagues designing and teaching new WRLD courses. Everyone in LWL speaks at least two languages, from the Head to our Sessional instructors. This plurilingual reach enables us to offer a wide range of courses, from medieval Spain to modern Japan. In select courses, including co-taught or team-taught courses, students can opt to submit work in English or in their language of study. Our courses are informed by the latest developments in language and literary studies, which includes an increasingly global and intercultural outlook. As such, we are also ideal partners for UBC's Go Global exchange program. The department has encouraged radical collaboration from the start, maximizing existing and potential faculty resources. We are made up of a seldom seen assemblage of interdisciplinarians. Our approach is multifaceted, synthesizing the study of languages, literatures, theatre, art history, religions, and film. By complicating the idea of literature as an expression of cultural centres, we probe the ways in which texts circulate beyond ethnic and national boundaries.

## Challenges

One of the main challenges for faculty in the established programs within LWL—and FCCS as a whole—is to retool their literature and language courses as world literature courses and programming. Our language programs and program areas at times have experienced inconsistent enrolment numbers, especially at the third- and fourth-year levels, the most notable consequence of which has been termination of the major in Spanish (the French-Spanish combined major continues to thrive). It is noteworthy that we have faced this challenge head-on by creating a new major in Languages (LANG) so as to accommodate more effectively existing and new language course offerings. LWL also has faced a series of challenges due to faculty retirements, death, sick leaves, and chronic illnesses, all of which have required various forms of accommodations and have compelled us to hire a number of contingent faculty (some of whom have become Lecturers). We also find ourselves in a peculiar predicament, as the second half of our moniker—World Literatures—has not yet received accreditation from the Ministry of Advanced Education and Skills Training. Much of our success moving forward will depend on successfully implementing a major in WRLD, a project currently under way in earnest.

View more about the governance of the department [HERE](#).

## Governance

At UBCO, one frequently hears that we are “building the plane as we fly it.” There has also been, as indicated above, a frequently changing roster of designers, architects, and engineers at work at different times in the project. One consequence of this has been a shifting, even elastic, and not infrequently mythological governance eco-system within the faculty and across the campus. The previously appointed term dean, Dr. Wisdom Tetley (currently Principal of the University of Toronto’s Scarborough campus) is to be credited (and thanked!) for putting in place a permanent Terms of Reference and Committee Structure in the FCCS, which we have deepened and since extended into two of three departments that have now adopted their own governance documents.

- [FCCS Faculty Council Terms of Reference](#)
- [FCCS Governance Structure and Committees](#)
- [Departmental Committee Membership](#)
- [FCCS Administrative Organizational Chart](#)
- [Departmental Organizational Chart](#)

## Financials

This budget is a five-year plan that was approved by the Board of Governors in April of 2019.

- [FCCS Financial Report](#)

## Department Constitutions

### Creative Studies

Under development.

### English and Cultural Studies

The constitution of the Department of English and Cultural Studies (ECS) establishes the governance structures of the Department and its two academic programs: the Cultural Studies Program and the English Program. Governance within this administrative unit shall be collegial, with an administrative structure consisting of one Department Head, three Program Coordinators (including the MA ENGL coordinator), a First Year English Coordinator, a Media Coordinator, a Digital Humanities Coordinator, and departmental and program committees as outlined below. The relationship between the two Programs within ECS shall be based upon mutual respect, program autonomy, and transparency around issues such as membership in programs and curriculum planning.

### Languages and World Literatures

The Department of Languages and World Literatures (LWL) engages language and literature from a broad perspective, as inherently human endeavours that cross time and national boundaries. We celebrate the diversity of linguistic and literary heritages and their intercultural nature. The Department furthers this multifaceted approach by synthesizing the study of languages, literatures, theatre, art history, religious texts, and film. Our vision articulates with UBC’s strategic plan in its commitment to global citizenship and the creation of a civil and sustainable society through opportunities for

transcultural learning and international awareness. The LWL Constitution establishes the governance structures of the Department, its World Literatures (WRLD) area, and its Languages and culture areas. Governance within this administrative unit shall be collegial, with an administrative structure consisting of one Department Head, a Languages Coordinator, and departmental and area committees as outlined below. The relationship between Department members shall be based upon mutual respect, autonomy, and transparency in our shared pursuit of academic excellence.

## **Research Grants/Awards**

Our faculty are nationally recognized, and highly regarded, leaders in creative and critical scholarship encompassing diverse historical and contemporary experiences and perspectives. We have specialized expertise in Digital Arts and Humanities, World Literature, Literary Studies, Cultural Studies, Ecocriticism, Global Art History, Visual Arts, Performance, Indigenous Arts, Media Studies and Creative Writing.

We have four Canadian Foundation for Innovation funded research centres in the Faculty along with two research Labs. Many of our faculty members hold active Social Science and Humanities Research Council grants and benefit from Arts Council funding at civic, provincial and federal levels.

Since 2017, the Faculty has appointed its first Canada Research Chair, Dr. Astrida Neimanis, and its first Principal's Research Chair, D.r Karis Shearer. Its artists and researchers have won recognition for their work, including Dr. Allison Hargreaves, Gabrielle Roy Prize (2017); Dr. Lisa Grekul, Kobzar Literary Prize (2018); Nancy Holmes, UBC Okanagan Researcher of the Year (2018); Neil Cadger, Dorothy Somerset Award (2021). In 2019, Dr. Hargreaves was awarded the first Killam Faculty Research Prize in the history of FCCS. Since then, we have set our sights ever higher, with as-yet-unsuccessful applications for the Distinguished University Scholar, and the full range of Killam awards including the PDF, Faculty Research Fellowship, and Accelerator Fellowship.

In recent years, the Faculty has been conspicuously successful in attracting internal and external funding. In 2010-15, our annual mean research income was \$309,800, according to VPRI, but in 2015-20, the mean of external Tri-Council and Canada Foundation for Innovation/BC Knowledge Development Fund was \$576,433 per year – an 86% increase. For comparison, this is more than double the figure for UBC Vancouver's English department, a longer-established unit with a similar headcount. The disciplinary diversification of our Faculty has enabled us to access NSERC grants in this period for the first time. The majority comes from Creative Studies: though the faculty reorganization (including Art History moving out of Critical Studies into Creative) makes comparison difficult, the Department of Creative Studies accounts for roughly 42% of the research-stream faculty complement, but 73% of the research income.

[More comprehensive and up-to-date figures](#) reveal that the true picture is even better than the figures from the Office of the Vice-Principal Research suggest, as FCCS scholars and artists have received large competitive internal awards, as well as BC and Canada Council for the Arts awards that are not tracked by VPRI. FCCS researchers also participate in interdisciplinary research projects that are managed in other Faculties, such as the New Frontiers in Research Fund 'Living with Wildfire' project, which includes Dr. Greg Garrard. Using these figures, our total research income has more than trebled from \$392,820 in 2016/17 to \$1,258,746 in 2021/22.



UBC Okanagan's internal funding for Clusters of Research Excellence has primarily been awarded to STEM researchers. Nonetheless, FCCS researcher Dr. Virginie Magnat was cluster lead for 'Culture, Creativity, Health and Well-Being' in 2018, and Dr. Greg Garrard was a collaborator on 'Enhancing Ecosystem Sustainability: A Sylix/Settler Science Collaboration' that started the same year. Dr. Emily Murphy and Dr. Karis Shearer were awarded Excellence funds to enhance undergraduate research opportunities in the digital humanities in 2019.

The Aspire-2040 Learning Transformations fund (ALT) is the equivalent of Clusters funding in the pedagogical research and development space. ALT teams led by FCCS faculty have [won grants](#) in 2017 (Dr. Thorogood), 2018 (Myron Campbell), 2019 (Dr. Hargreaves), one Category One grant (Dr. Dulic) and two Category Two grants (Dr. Spies, Dr Ravindran) in 2020, and a further grant in 2021 (Dr. Charnley). These achievements reflect, not only the pace of curriculum change, but also the commitment of the Faculty to research-informed program development.

Since 2018, FCCS has been at the forefront of developing a close institutional relationship with the University of Exeter in the UK. The Faculty has committed to support the development of rich research and teaching relationships with Exeter, which is ranked 10<sup>th</sup> in the UK for English by *The Guardian* league table. Dr Karis Shearer, for example, co-developed digital humanities training modules for students at UBCO and Exeter, and several other projects are restarting post-pandemic. We have received \$97,800 in multi-year funding from the central administration, together with matching funding from Exeter, to renew and deepen this collaboration over the next four years.

## Research Accomplishments

Reviewing the CVs of FCCS faculty members shows that:

- All the research-stream members of Creative Studies had publications, performances or exhibitions in the period 2017-2021. The vibrancy of the department is enhanced by regular interaction with a large group of students, many of them studio-based, and by the strength of UBC's relationships with Kelowna's cultural sector, including the Kelowna Art Gallery, Rotary Centre for the Arts, Opera Kelowna, and Ballet Kelowna.
- In terms of publications, the research culture in the new departments (ECS and LWL) is improving, but it is nowhere near where it should be, with too many members reporting as little as one article/essay or other output in a four-year period and about the same number of faculty across both departments reporting no outputs of any kind over the same span. These are research stream tenured faculty. Having this high proportion of faculty reporting low levels of productivity poses challenges for faculty efforts to develop and invest in a humanities research culture within FCCS, across the broader humanities and critical cultures on the campus, and beyond.
- Dr. Kyong Yoon, recently promoted to full professor, has an extraordinary research output, with three monographs and 20 article-length publications in this period. Discounting this impressive outlier, humanities scholars in FCCS collectively publish 15-20 article-length publications, one or two monographs, and an edited collection every year. Given that many research-stream faculty publish little or no research, and that humanities scholarship is often needfully slow-paced, this is a creditable overall record. Recent and anticipated recruitment of research-active scholars should bring about improvement in the near future.

- Significant monograph publications include: Dal Yong Jin, Kyong Yoon, and Wonjung Min, *Transnational Hallyu: The Globalization of Korean Digital and Popular Culture* (Rowman and Littlefield 2021); Jodey Castricano, *Gothic Metaphysics: From Alchemy to the Anthropocene* (University of Wales P 2021); Kyong Yoon, *Digital Mediascapes of Transnational Korean Youth Culture* (Routledge 2020); George Grinnell, *The Social Life of Biometrics* (Rutgers UP 2020); Virginie Magnat, *The Performative Power of Vocality* (Routledge 2020); Greg Garrard, Axel Goodbody, George B. Handley & Stephanie Posthumus, *Climate Change Scepticism: A Transnational Ecocritical Analysis* (Bloomsbury Academic 2019); Anderson Araujo, *A Companion to Ezra Pound's 'Guide to Kulchur'* (Clemson UP 2018); and Oliver Lovesey, *Postcolonial George Eliot* (Palgrave 2017).
- Faculty publications in Scholarship of Teaching and Learning (SoTL), authored both by EL and research-stream faculty, are an increasingly important element of our faculty's research profile, with five article-length publications in 2019 and 2020. The Canadian edition of *Writing Today*, a composition textbook co-edited by Dr. Jordan Stouck and Dr. Cathi Shaw, is particularly noteworthy.
- Significant exhibitions and performances have taken place in the Okanagan, Vancouver, and further afield, often as traveling shows. They include: Briar Craig's Okanagan Print Triennial; Dr Aleksandra Dulic, 'Water Ways' and 'Celestial Bodies'; Dr Suzanne Gott, 'African-Print Fashion Now!' exhibition and book; Nancy Holmes, 'Border Free Bees'; Samuel Roy-Bois, 'It's Not Me, It's My Central Nervous System'; Shawn Serfas, 'This Kind of Wilderness'; Megan Smith, 'All the Stars We Cannot See'; Miles Thorogood, 'Aeon'; Tania Willard, 'Soundings'. Neil Cadger's 'Living Things Festival', Michael V Smith's 'Pony Cabaret' and Tania Willard's Bush Gallery 'rezidence' explore innovative ways to engage the community in the work of diverse artists. Several FCCS artists and scholars were involved in '[The Collective Body](#)', a pandemic-compliant exhibition that reflected on life during the pandemic. It was first presented at the Rotary Centre for the Arts and online in winter 2021.
- Creative publications include Nancy Holmes, *Arborophobia* (University of Alberta P 2022); Matt Rader, *Visual Inspection* (Nightwood 2019); Anne Fleming, *The Goat* (House of Anansi Press 2017); and Michael V Smith, *Bad Ideas* (Nighwood 2017). FCCS faculty, in the Creative Writing group especially, are increasingly multimedia artists. Some, like Dr Dulic and Dr Smith, have always worked in multiple media. Michael V Smith is a writer of fiction who also produces short films, including for the National Film Board of Canada.
- Thanks to ongoing recruitment of digital media faculty, we are increasingly seeing colleagues with publications and projects well outside the traditional fine arts and humanities. In digital media arts, Dr Smith is undertaking vital work with the RCMP, using immersive technologies to improve training in use-of-force scenarios, and Dr. Thorogood has developed a Modular Large Scale Projection Mapping Toolkit in collaboration with the Rotary Centre for the Arts. Dr. Karis Shearer, Principal's Research Chair in Digital Arts and Humanities, is co-applicant on a major SSHRC Partnership, SoundBox, which is collecting analog audio recordings from Canadian literary history, digitizing the archive, and undertaking analysis and re-mediation work on the collection. Dr. Emily Murphy's series of 'remixes' of dance archives, which combine embodied and digital methods, is restarting post-pandemic. Collaborating with linguists at Bangor University in Wales, Dr. Diana Carter has developed and presented a digital tool that tags Welsh, Spanish and English in multilingual corpora. Some scholars combine traditional and

digital methods and outputs: Dr George Grinnell created ‘Romanticism and the War on Terror’ as part of his SSHRC-funded research on Romantic-era biometrics. Dr. Francisco Peña is the PI in an international SSHRC-funded project using digital methodologies to better understand la General Estoria de Alfonso X, a medieval Iberian ‘history of the world’, and to make this remarkable work publicly accessible.

## Research Statistics

### FCCS GRANTS TOTALS

	2017-18	2021-22	% Change
<b>Internal</b>	\$48,677.00	\$557,955.00	
<b>External</b>	\$576,860.00	\$869,124.00	
<b>Tri-Council</b>	\$317,198.00	\$286,735.00	
<b>CFI</b>	\$23,291.00	\$249,165.00	
<b>Arts Councils</b>	\$200,000.00	\$156,200.00	
<b>Ext Other</b>	\$36,370.00	\$143,916.00	
<b>Teaching-ALT</b>	\$-	\$324,333.00	
<b>Provost-Exc</b>	\$-	\$250,000.00	
<b>Other</b>	\$48,677.00	\$16,730.00	
<b>TOTAL</b>	\$625,536.00	\$1,427,079.00	128%

# Curriculum Offered and in Development

## Undergraduate

The Faculty of Creative and Critical Studies is the unique host to two direct entry undergraduate programs, the [Bachelor of Fine Arts \(BFA\)](#) and the [Bachelor of Media Studies \(BMS\)](#), as well as programs in the [Bachelor of Arts \(BA\)](#) jointly hosted by the Faculty of Arts and Social Sciences. The Faculty is also directly involved in a newly established direct entry interdisciplinary [Bachelor in Sustainability \(BSust\)](#), hosting a concentration in [environmental humanities](#).

The UBCO Academic Calendar is the official site-host for all [approved curriculum offered by the FCCS](#).

### *Bachelor of Fine Arts*

The [Bachelor of Fine Arts](#) balances studio work and academic study, immersing students in hands-on critical and contemporary art education. Students acquire the foundational skills, techniques, and theories needed to work in two and three dimensions, in a variety of media such as drawing, painting, sculpture, digital arts, printmaking, photography, animation, studio theory, video and performance arts.

### *Bachelor of Media Studies*

The [Bachelor of Media Studies \(BMS\)](#) is a four-year, direct-entry program that prepares students for careers in digital media creation. BMS students experiment with digital media technologies in a team-based environment, with a focus on innovation in digital-media design. The degree in Media Studies combines digital media arts, visual art, media studies, social science, and humanities to help its students become creative, articulate, and socially engaged citizens.

### *Bachelor of Arts in FCCS*

Students can complete a BA degree with a major and/or minor in the following areas in FCCS:

- [Art History and Visual Culture](#) (Major/Minor)
- [Creative Writing](#) (Major/Minor)
- [Cultural Studies](#) (Major/Minor)
- [English Literature](#) (Major/Minor)
- [French Language and Literature](#) (Major/Minor)
- [Languages](#) (Major)

We also offer multiple/suite course and programming leading to minors in the following areas:

- [Communications and Rhetoric](#) (minor, Certificate, degree under development)
- [Digital Humanities](#) (content for BMS, English, Cultural Studies, graduate degrees)
- [Film](#) (elective courses for BFA, BMS)
- [German](#)
- [Japanese](#)
- [Spanish](#) (minor)
- [Theatre and Performance](#) (minor)
- [World Literature](#) (major/minor degree approval pending)

We have recently developed “a la carte” courses in these subject areas:

- [Chinese](#)
- [Korean](#)

### *Bachelor of Sustainability*

The [Bachelor of Sustainability](#) (BSust) is interdisciplinary to the core because no one academic discipline can address issues like climate change and biodiversity loss in their entirety. At the same time, it asks students to learn within select concentrations that develop the knowledge, skills, and attitudes that enable them to take action and solve problems at local to global scales.

The [Environmental Humanities](#) is a new configuration of humanities disciplines (principally literary studies, history, philosophy, Indigenous studies, human geography, and cultural anthropology) that understands environmental issues as inseparable from the specific cultural contexts in which they appear.

## Undergraduate Curriculum Renewal and Development

Over the past four years, the Faculty has been engaged in significant curriculum renewal and development at the undergraduate level, aligned with the [Provost's curriculum renewal and quality enhancement initiatives](#) and [UBC's Strategic Plan](#). This has included a revision of the [Bachelor of Media Studies](#) and [Bachelor of Arts](#) degrees, as well as new undergraduate programming in [World Literatures and Intercultural Communication](#), [Communications and Rhetoric](#), and the [environmental humanities theme within the new UBC Okanagan Bachelor of Sustainability](#). These new programs contribute to the enrolment increases noted toward the front of this document. Rather than passively accept declining enrolments in the humanities, FCCS programs have redesigned many areas to meet the interests and needs of students today.

### *Bachelor of Media Studies*

The Bachelor of Media Studies, originally a joint degree with the then I.K. Barber Faculty of Arts and Sciences, was redesigned in 2019-2020 in response to student feedback requesting clearer links between programming skills and art and design applications. Consequently, we redesigned the degree in collaboration with the UBC Okanagan Provost's office to deliver a set of media studies courses and learning outcomes that both allowed students to learn and apply media skills within the same course/ context and to develop a stronger cohort experience. The new version of the degree was approved by the Degree Quality Assurance Board of the B.C. Ministry of Education in 2020 and subsequent student retention and enrolment, measured by headcount, has increased significantly ([See Admissions and Statistics](#)).

### *Bachelor of Arts*

The Bachelor of Arts, a joint degree with the I.K. Barber Faculty of Arts and Social Sciences, underwent a thorough external review in 2016. This review led to a redesign based on, "the needs of our students, the demands from employers, UBC's Strategic Plan, and the evolution of post-secondary education over the last decade" (Revised Bachelor of Arts Proposal, 2018). The new BA is skills based and flexible, allowing students to fulfill a set of [foundational, distribution, and program requirements](#) through a range of options suited to their interests and aspirations. Launched in Fall 2021, the new BA includes progressive requirements around sustainability, Indigeneity and social justice, as well as communications and critical thinking. The development and implementation of the degree was undertaken by faculty members from both Creative and Critical Studies and the new Faculty of Arts and Social Sciences.

### *Program Development*

In addition to degree level curriculum renewal, the Faculty has received [ALT Funding](#) for two major program development projects in World Literatures and Intercultural Communication and Communications and Rhetoric. The World Literatures and Intercultural Communication major and minor is designed to develop skills in intercultural understanding through literature. It aligns with the newly updated [Languages major](#), which encourages students to develop proficiency in a third language and cultural context while specializing in French and Spanish. The World Literatures and Intercultural Communication major and minor has completed UBC curriculum processes and is currently waiting Ministry approval. The [Certificate in Communications and Rhetoric](#) was launched in Fall 2021 and offers students across campus the opportunity to develop communication skills in personal, professional, and digital contexts. One of the first academic credit certificates offered at UBC's Okanagan campus, the programming in communications and rhetoric allows students to organize elective credits in a way that will enhance their employability. Development of a minor in Communications and Rhetoric is currently underway, offering students the opportunity to pursue these skills in more depth. Both these new programs, along with individual course and content redesigns (also ALT funded in two cases), have integrated Indigenous perspectives and pedagogies in a Faculty-wide commitment to Reconciliation.

A third area of new programming, developed in conjunction with the Faculty of Arts and Social Sciences and Faculty of Science, is the environmental humanities stream within the new [Bachelor of Sustainability \(BSust\)](#). The new BSust degree focuses on learning outcomes related to sustainability knowledge, awareness and integration, acting for positive change, and holistic systems thinking, with the intent to challenge students to find solutions to the current climate crisis. One of four concentrations in the new cross-Faculty, interdisciplinary degree, environmental humanities has prompted strategic hiring in the Department of English and Cultural Studies to support this innovative cross-campus specialization. FCCS, through its Departments of English and Cultural Studies and Creative Studies, is contributing required courses (ENGL156, SUST104, SUST204) in support of the BSust degree.

These programming initiatives have been informed by course learning outcomes and quality assurance processes, both at the Faculty level and through Senate curriculum processes. The revised BA and BMS degrees, along with the Certificate in Communications and Rhetoric, were developed through aligning course, program, and degree level learning outcomes. Indeed, a faculty member from FCCS is currently working with the Provost office's team on a new [curriculum mapping tool](#) that will facilitate these processes campus-wide. Within FCCS, the Undergraduate Programs Planning and Coordination Committee looks carefully at learning outcomes when reviewing courses, and articulation decisions for transfer courses are increasingly focusing on learning outcomes rather than readings or assessment types. This aligns with processes increasingly used across the province, as noted at the recent BC Deans of Arts and Science Programs Fall 2021 meeting. Within FCCS, there is emphasis on ensuring our undergraduate curriculum process is at once thorough and efficient; external curriculum processes, however, can cause delays.

### *Undergraduate Course Outlines*

View a [sample section of course outlines](#) showing a variety of subjects and year levels.

Each year we share short descriptions of all [undergraduate courses](#) being offered for students to get an idea of what they are registering in.

## Graduate

### *Master's of Fine Arts (MFA)*

The MFA program includes state-of-the-art production with 21st-century digital, printmaking, sculpture and photography studio facilities. While in residence, each student has a studio space to work in an artistic environment to explore, share and develop their own artistic community in relationship to a dynamic cohort of fellow MFA students.

### *Master's of Arts (MA) English*

UBC Okanagan's Master of Arts (MA) degree in English is a terminal degree that provides training in the theory, methods, and practice of literary studies in English. The program emphasizes a theme of place and its importance to culture and literature in both present and historical perspective.

### *MA/PhD – Interdisciplinary Graduate Studies (IGS) –*

The UBC Okanagan campus offers interdisciplinary graduate degrees within a program (IGS) based on Themes. An IGS Theme is a defined area of interdisciplinary study supported by a group of faculty engaged in a common space of interdisciplinary, trans-disciplinary, and/or multidisciplinary research. Each Theme offers a specific group of graduate courses to advance the education and expertise of students in its interdisciplinary area, and its faculty members are available to assist and/or supervise students in their Theme-based program of master's or doctoral studies. FCCS supports the [Digital Arts and Humanities \(DAHU\)](#) theme of the IGS program, and many of its researchers supervise students enrolled in other themes, including [Sustainability](#), [Community Engagement, Social Change and Equity](#), and [Power, Conflict and Ideas](#). Please click here for a list of FCCS faculty affiliations with these themes. FCCS researchers are currently participating in the IGS as follows:

Program	Supervisor	Students Supervised in Theme
Digital Arts & Humanities	Emily Murphy	1
Digital Arts & Humanities	Michael Smith	1
Digital Arts & Humanities	Megan Smith	1
Digital Arts & Humanities	Jodey Castricano	1
Digital Arts & Humanities	Aleksandra Dulic	2
Digital Arts & Humanities	Bryce Traister	2

<b>Digital Arts &amp; Humanities</b>	Diana Carter	1
<b>Digital Arts &amp; Humanities</b>	Hussein Keshani	4
<b>Digital Arts &amp; Humanities</b>	Karis Shearer	4
<b>Digital Arts &amp; Humanities</b>	Suzanne Gott	1
<b>Power, Conflict &amp; Ideas</b>	Jodey Castricano	3
<b>Sustainability</b>	Aleksandra Dulic	1
<b>Sustainability</b>	Greg Garrard	4

FCCS faculty are teaching 60% of the scheduled IGS courses for all cohorts in 2021-22.

*Program Development: Masters of Design*

FCCS has partnered with the Faculty of Applied Science (Okanagan School of Engineering) and the Faculty of Arts and Social Science to develop a Master’s of Design professional degree program in Design, Innovation, Creativity, and Entrepreneurship. The MDes enables students to explore critical design thinking, creative practice, and engineering principles, within a culture of innovation, social, and sustainable entrepreneurship. The design culture we are building at UBCO will train students to develop human-centred creative design practices to solve real world problems across a wide range of professional career settings. The MDes engages by challenging students to design a better world. We have nearly finished the curriculum review submission to the province (it has passed our Senate review), and are hoping to launch this off-cycle degree in May 2023.

*Program Development: Low Residence MA in Performance*

Although much earlier in its design, this could be another program in which we re-direct and leverage existing expertise to develop niche programming. “Performance Devices for the Here and Now” is envisioned as a 25-month low residency MA in Contemporary Performance aimed at high school drama teachers and community artists and activists. It is designed to bring together these working professionals with leading edge contemporary performance practitioners to leverage existing resources and explore what can be done to produce innovative, relevant and regenerative creative experiences in our schools and communities.

*Program Development: MSc in Digital Arts and Humanities*

UBC Okanagan’s successful cross-campus NSERC CREATE application for training in Immersive Technologies will require a new MSc route to be added to the existing DAHU Theme. This route will enable students outside APSO and FoS to access the extraordinary training opportunity afforded by the grant.



*Program Development: MFA in Digital Media Arts*

Completing the suite of digital media graduate programs, this proposed specialization would bridge the gap between DAHU and MFA Visa/IS.

## Admissions and Statistics

The Faculty has seen both program enrolments and seat registrations rising in all subject areas between 2017-2021.

### Undergraduate Programs

Degree Program	Specialization	2017	2018	2019	2020	2021
BA-O	ARTH	6	6	10	11	12
	CRWR	29	43	40	42	48
	CULT	27	20	15	16	22
	ENGL	76	76	72	71	61
	FREN	11	13	18	26	28
	FRSP	12	15	17	11	9
	LNGS					2
	SPAN	2	2	1	1	1
	<b>BA Totals</b>		<b>163</b>	<b>175</b>	<b>173</b>	<b>178</b>
BFA-O	No Major	2	12	18	33	27
	INTP	12	6	3	3	

	VISA	93	97	100	92	101
<b>BFA Totals</b>		<b>107</b>	<b>115</b>	<b>121</b>	<b>128</b>	<b>128</b>
<b>BMS-O</b>	<b>No Major</b>	<b>21</b>	<b>33</b>	<b>23</b>	<b>32</b>	<b>57</b>
<b>Total</b>		<b>291</b>	<b>323</b>	<b>317</b>	<b>338</b>	<b>368</b>

## Graduate programs

Degree Program	Specialization	2017	2018	2019	2020	2021
<b>MA-O</b>	ENGL	7	11	13	13	
	IGSD			4	8	
	IGSP				1	
	IGSS			1		
	IGSV*	6	2	2	2	
<b>MFA-O</b>	CRWR	6	8	10	13	
	IGSV					
	INDS	11	7	4	3	
	VISA	5	7	10	11	
<b>PHD-O</b>	IGSD			5	7	

IGSI	1	1	1	1
IGSP			1	2
IGSS			2	3
IGSV	12	10	8	6
<b>Total – GR</b>	<b>48</b>	<b>46</b>	<b>61</b>	<b>70</b>

\*IGSV includes students who started their programs before the Theme-based relaunch in 2019. Most of the remaining students will defend in 2021/22.

## Students Support

### Undergraduate Student and Teaching Support

Student-facing concession, recruitment, and communications have been a focus within FCCS over the past four years, and have been a particular challenge since March 2020. In an effort to provide students with compassionate and clear communications during the pandemic, we strengthened outreach practices such as deadline reminders and support service emails. We also set up a student communications hub in Canvas with all FCCS student-related information. On the faculty side, we developed a set of discipline-related teaching resources to help faculty respond to the challenges of moving online and then returning to an uncertain campus environment.

### Faculty Teaching Awards

FCCS faculty are dedicated to undergraduate teaching as evidenced by the following campus-wide teaching awards received over the past 6 years:

- Golden Apple (student-initiated award, 2019-2021): 8
- Teaching Honour Roll (2015-2018): 9
- Provost’s Teaching Excellence and Innovation: 1

To encourage teaching excellence within the Faculty, the [FCCS Teaching Excellence and Innovation Award](#) is given out each year; the nominations for this award can only be initiated by students.

In addition to campus funding opportunities, FCCS provides a number of donor and faculty supported award opportunities for undergraduate students. Please see the [FCCS website](#) for the full list of 37 such opportunities. In September 2021, to support students returning after the pandemic, FCCS faculty also participated in a [crowd-funding initiative](#), raising \$7200 for 3 one-time undergraduate student awards.

### Graduate Student Support

UBC Okanagan is moving towards a sustainable funding model for graduate student support.

Until 2018, FCCS had fairly low, stable graduate student numbers, and a high, stable financial allocation from the College of Graduate Studies (CoGS). The Faculty budget included \$50000 per year, which was used to supplement the CoGS allocation and fund students who were rendered ineligible by CoGS rules. While relatively few faculty members had grants from which to supplement students' incomes, institutional sources were adequate to ensure basic funding packages to all students. However, the faculty did not commit to specific funding levels in offer letters, even in the year of entry, so students with better options often choose to go elsewhere.

The old IGS program was closed to new admits following a 2017 review and the MA in English had poor recruitment, which accounts for the lack of expenditure in FY19. Unfortunately, this historic nadir was used as the faculty 'base level' of graduate students in a revised funding allocation devised by a pro tem Dean of CoGS in late December 2018, only weeks before the first round of admissions to the revised IGS program. No designated funding was provided by CoGS to support this new program. At the same time, Dean Traister approved a proposal from Associate Dean of Research and Graduate Studies Garrard to guarantee funding for the first year in students' offer letters. An initial IGS funding pot secured from the IGS-supporting Deans was inadequate to fund the first year's intake, hence the doubling of the FCCS contribution compared to the previous allocation.

Following the chaos of the 2019 admissions season, a second pro tem Dean of CoGS provided a basic allocation to FCCS (MA/MFA) and IGS well in advance of admissions. The FCCS contribution declined that year despite increasing admissions across all programs, alongside growing expectations that graduate students should receive a uniform minimum income.

Although the province does not fund graduate education at UBC Okanagan – by contrast with UBC Vancouver, Simon Fraser University and the University of Victoria – the system has substantially boosted the CoGS funding envelope, and also established a minimum funding level of \$20k for PhD students. Welcome though this is, the Faculty will need to continue to contribute to graduate student support in the medium-long term. Indeed, the figures for direct support reported here leave out the massive amounts of money paid to graduate students as GTAs via departments. Limited funds and need for GTAs could be a constraint on further graduate student intake in future. The IGS program has tried to prioritize M-level admissions to reduce this pressure, but far more applicants are interested in doctoral study.

Graduate student funding at UBC is inherently complex. Fellowships come from CoGS and the Faculties. Graduate Teaching Assistants are managed by department heads and Graduate Research Assistant positions are set up by grant-holders, with no necessary reference to the Associate Dean of Research and Graduate Studies. As a cross-faculty initiative, IGS adds an extra level of complexity. With an improved, predictable institutional allocation for graduate studies, though, these challenges will be minimized and the advantages of flourishing programs – for student training, research culture, and intellectual advancement – maximized.

TOTAL	FY22	FY21	FY20	FY19	FY18
	\$36,000	\$50,267	\$17,500	–	\$50,000

		\$40,000	\$84,112	–	–
\$277,879	\$36,000	\$90,267	\$101,612		\$50,000

## Major Space Changes 2017-2021

Below are points about our space uses, challenges and changes over the last five year.

### Changes to Creative Studies Spaces

- 2018: Renovation to Head’s office into 2 offices; CCS 153/153A
- 2019: Renovation to create office from photocopier area; CCS 152
- 2019: Renovation to Film Room CCS 230
- 2021: Green Room (CCS 227) upgrades to accommodate BMS programming; removed sink, painted walls & floor and will have new computer for Virtual Reality, tethered photo/video and new surround sound system
- 2021: Computer Lab (CCS 141) received updated computers
- 2021: BMS “Media Maker Space” (CCS 122) repurposed with new mobile tables, work bench, tools, new projector and will have a new computer to accommodate BMS computational arts programming and sound system. It also houses two computers, two flat-bed scanners, and a film scanner for students in photo, and screen printing
- 2021: Spark Lab (CCS 151) contains 3 large scale printers, smaller printer, 48” vinyl cutter, 3 computers, also requiring storage of paper, film, inks and vinyl rolls. Storage of office supplies, heat presses, chairs, easels are overflowing into the hallways and in studio spaces

### Upgrades and Renovations

- 2018: Language Arts Lab (CCS 222) equipment/furnishing upgrade
- 2018: FCCS offices (CCS 323) and Boardroom (CCS 322) reconfiguration to add more desks
- 2019: Conversion of CSS 144 for CFI Research DIHU Lab
- 2020: FCCS offices (CCS 323) reconfiguration for ECS and LWL Heads and Assistants’ desks

### Recent Space Losses

- Closure of FCCS use of University House resulted in need to move 9 Grad Students to IP1 (Innovation Precinct)

### Office Shortage: 5 year comparison

2017

- 19 faculty members are using/sharing offices of others who are on leave, up to 3 per desk
- 5 Sessional instructors sharing 2 designated Sessional instructor offices (5 desks) in FCCS
- 2 Sessional instructors are sharing 1 temporary office space in the Fipke building

2021

- 24 faculty members are using/sharing offices of others who are on leave or teaching remotely, up to 3 per desk
- 5 Sessional instructors sharing 2 designated Sessional instructor offices (5 desks) in FCCS
- 14 Sessional instructors are sharing 5 temporary offices (11 desks) in the Fipke building

**ADDITIONAL CURRENT & FUTURE IMPACTS**

- 14 Sessional instructors do not have an office as they are teaching remotely
- 1 tenured faculty member hired in 2020 does not have an office due to teaching remotely
- 2 Staff members hired in 2021 sharing office space with another (4 people in 2 offices)
- 4 faculty members hired for 2022 do not have an office yet planned
- 3 more faculty hires are planned for 2022 with no office yet planned
- 11 tenured/tenure track faculty on wait list for an office with a window (the last tenured Professor waited 8 years)
- Growth of FCCS and enrolments has necessitated hiring more Sessional Lectures; increase of 87% from 2017 vs. 2021

<b>RESULTS over 5 years, FCCS increased:</b>		
Sessional instructors	Sessional instructor Sections	Lecturers
87%	44%	200%

**Anticipated Future Upgrades/Changes**

- Downtown Maker Space and Art Gallery (4000 sq ft)
- Innovation Annex 1 Media Studios (3500 sq ft)
- Repurposing of CCS 2nd floor space from the School of Nursing in 2025

**Communications, Marketing & Recruitment**

We work to enhance the reputation of FCCS and its individual programs by developing and maintaining a full range of communications tactics and assets to create a visual identity for the Faculty's internal and external communications. Our target audience consists of prospective students and their parents, current students, alumni, partners, and supporters, our campus community including faculty and staff members.

We work collaboratively with university-wide communications and marketing professionals in academic and administrative units. Our Communications and Marketing Specialist is part of a number of campus wide committees to ensure that we are part of any campus-wide processes and initiatives.

In 2018, we established the current role of Communications and Marketing Specialist as a fulltime position, which increased the Faculty's investment in work that had previously been done by staff appointed in other roles, or handled centrally by University Relations.

## Campus Wide Marketing Campaigns

Over the last five years we have worked to ensure that the liberal arts are recognized as an important part of what happens on this campus and that there is a holistic approach to communicating the work of all Faculties on this campus.

### O in UBC

The Okanagan Stories are a collection of videos and stories that focus on all aspects that make the UBCO campus what it is. The singular message these stories work to convey is: “UBC’s Okanagan campus welcomes and celebrates people who are driven by purpose and who thrive in an innovative and supportive community that empowers them to make an impact.”

#### Stories that showcase FCCS:

- **[Being Human](#)**: An academic grounding in the Humanities involves an impassioned learning about human culture that extends deep into literature, art, music, history and philosophy
- **[Media Matters](#)**: The Digital Age was created by and for inventors and designers, tinkerers and do-it-yourselfers. UBC Okanagan taps into new media's legacy, blending artistic, technical and critical-thinking skills for the next generation of creators
- **[Hive of Activity](#)**: Transforming under-utilized urban sites into scientifically viable pollinator pastures is a shining example of how UBC Okanagan champions community-based eco art
- **[A Graduate’s Path](#)**: Graduate students at UBC’s Okanagan campus benefit from a unique experience: they have access to global teaching, learning and research opportunities at one of the world’s top 20 public universities while also being part of a tight-knit, entrepreneurial community primed for growth
- **[The Reality of Sci-fi](#)**: How science fiction is providing real-world lessons and teaching opportunities for students and professors at UBC Okanagan
- **[Space to Innovate](#)**: A 21st century campus needs state-of-the-art facilities and a cutting-edge approach to solving real-world problems. The Innovation Precinct is a revolutionary new development designed to inspire creativity, test new ideas and cultivate research partnership
- **[Art Influences](#)**: How UBC Okanagan fine arts alumni are shaping the community with their unique artistic perspectives
- **[Expressions of Reconciliation](#)**: UBCO is incorporating cultural safety training into the university

### In the Field

This collection of stories focusses on faculty and students who take research and learning outside the classroom through fieldwork experiences. Often fieldwork is thought about as STEM related, however our faculty’s work shows that fieldwork and experiential learning is just as important in the humanities and fine arts.

#### Stories that showcase FCCS:

- **[Chasing the Whale](#)**: Students dive into first-ever literature course at BC’s Bamfield marine station
- **[Connecting the Yukon](#)**: UBC students trek the Yukon to examine human-environment interactions.
- **[Creativity in Tanzania](#)**: UBC students explore how creative productions can inspire social change.
- **[Living with Wildfire](#)**: UBCO researchers are working to understand our relationship with fire

## Faculty, Student & Alumni Profiles

Our faculty, students and alumni help us tell the story of the importance of studying in the humanities and fine arts. We have a collection of faculty profiles, Q & A's and videos on the FCCS web site and on the main UBCO News web page. Over the years we have worked with many of our students and alumni to produce short profile stories about them, their time here at UBCO and what they are doing after completing their program. All of these stories are shared out via our social media channels and many become part of recruitment content and digital marketing campaigns.

- [UBCO News Faculty Profiles](#)
- [FCCS Faculty Profiles / Q-&-A](#)
- [Meet our Faculty](#)
- [UBCO News Student Profile](#)
- [UBCO News Alumni Spotlight](#)
- [FCCS Student/Alumni Profiles / Q-&-A](#)

## Social Media

The use of social media helps to drive the FCCS business and communication goals allowing us to reach a wide audience and engage with our audience in a less formal way.

Our Facebook pages tend to have an older audience that does not always include our undergraduate students, but we note good engagement with our academic peers, alumni, colleagues at UBCO and UBCV and the community in general.

- [UBCFCCS](#)
- [UBCOLWL](#)
- [UBCOFrench](#)
- [ubcoenglishprogram](#)
- [CulturalStudiesUBCO](#)
- [UBCOcreativewriting](#)
- [UBCOvisualarts](#)

Our Instagram profiles are more interactive with a student audience, and have engagement with our alumni, faculty, campus partners and community contacts.

- [fccs.ubco](#)
- [ecs\\_ubco](#)

On Twitter we interact with academic peers, alumni, colleagues at UBCO and UBCV, campus partners and community contacts.

- [ubcfccs](#)
- [EcsUbco](#)

## Student Recruitment & Program Marketing

### Undergraduate

We collaborate with the Office of Student Recruitment to ensure they are aware of our program marketing needs and are able to effectively communicate our information to prospective students.

- **Digital campaigns:** We work with the Recruitment Marketing and Prospective Student Engagement office at the Vancouver campus to identify priority programs and degrees that



they then add to their digital marketing schedule. Prospective students have to go to [you.ubc.ca](http://you.ubc.ca) to apply, we ensure that our program information available through this site is reflective of what we are offering. We work with them to produce content for the [UBC Admissions Blog](#) featuring programs and students who talk about what they are doing in the program.

- **Recruitment events:** Each year the Student Recruitment office holds 2 events in the fall and 2 in the spring, both in Calgary and Toronto. Our Associate Dean of Undergraduate Studies and Communications and Marketing Specialist attend these events and interact with prospective students to give more detailed information on our programs and degrees. We have seen a benefit to being part of these events to make these connections rather than leaving it all up to the recruitment team, who promote the campus in general at these events rather than individual programs.
- **Virtual information sessions:** Due to the pandemic, all recruitment has moved online from the central office, and we now offer these program and degree specific events in a virtual format. There are challenges with this format as the connection with people becomes different than in person, but we do see an increase in the audience we can reach.

## Graduate

There is no central recruitment office for graduate program recruitment in the same way we have set up for undergraduate recruitment. We work collaboratively with the College of Graduate Studies and the communications teams from other Faculties.

- **Digital campaigns:** We work with the University Relations office at the Okanagan campus to create digital campaigns for our graduate programs. We are able to track the analytics from our web site to get a picture of our audience.
- **Virtual information sessions:** Starting in the fall of 2020, we now offer a graduate program information session in a virtual format where our graduate program coordinators give advice on the application process, funding opportunities and research pathways. Similar to the sessions for our undergraduate programs, we are able to reach a wider audience.

## UBC Okanagan Art Gallery

The [UBC Okanagan Art Gallery](#) was formed as an umbrella institution to manage the FINA Gallery, Public Art Collection and the new downtown gallery space (opening in 2025). The FINA Gallery was founded in 2001 as the Okanagan University College's art gallery, transferring to UBC in 2005. The Gallery did not have a permanent collection until 2019, when the Faculty of Creative and Critical Studies took over the management and administration of the Public Art Collection.

### Public Art Collection

The Public Art Collection contains over 750 works of art including: paintings, prints, sculptures, drawings, carvings, installation art, digital art and outdoor art. The Public Art Collection was founded by Okanagan College in 1963, since then we have collected, conserved, and exhibited artworks. UBC Okanagan Gallery, located in the Faculty of Creative and Critical Studies, manages the Public Art Collection. The collection's online database serves as a research tool for students, researchers, and the public at large.

## Projects 2020-21

- New digital database for the Public Art Collection. The Public Art Collection was migrated from a website to a functioning database and archive on cloud-based software, PastPerfect and Public Access. Making works from the Public Art Collection more accessible to the public and researchers
- UBC Okanagan Gallery website. The gallery's programming, exhibition and publications and events are more accessible, thanks to a website showcasing the gallery's activities and events.
- UBCO Okanagan Gallery Artist in Residence 2021, with the support of the BC Arts Council we hosted artist Whess Harman on campus, supported the creation of new artworks, hosted a three-month exhibition at FINA Gallery and published an artist book, which was launched at the Vancouver Art Bookfair in October 2021.
- Artist commissions and talks, we've had the good fortune to receive funding to commission new artworks from local artists. The Okanagan School of Education, the School of Engineering and the UBC Daycare have all funded new commissions by local artists that will become part of the Public Art Collection. We have also hosted public artist talks on Zoom, with artists Whess Harman and Sheldon Louis.

## Projects 2021-22

- Vernon Art Gallery, Public Art Collection exhibition, January 14 – March 9, 2022. We are also collaborating with the Vernon Art Gallery to produce an exhibition catalogue.
- The Alternator Gallery, Manuel Axel Strain exhibition, May 6 – June 25, 2022. We hope to host another BC Arts Council funded artist residency in 2022, and support the creation of new artworks and solo exhibitions at two galleries at the same time: FINA Gallery on campus and The Alternator Gallery in downtown Kelowna. We will also produce an artist book and performance piece in collaboration with the artist and the Indigenous Art Intensive.
- Artist Talks, we will continue to invite local and international artists to give talks to foster more collaboration with both the local and international arts community.

## Funds Raised and Gifts 2020-21

- UBC Excellence Fund: \$270,000
- BC Arts Council Project Grant: \$31,200
- Artwork commission donations: \$55,000
- Artwork donations: \$34,500

**Total: \$390,700**

## Development and Alumni Engagement

FCCS has had a reasonably successful fundraising track record, as outlined below. It is the holder of one of the largest single gifts to the campus, The Reichwald Endowment for Germanic Studies.

The Faculty has a large prospectus in the new capital fundraising plan currently under development. The proposal leverages the building renovation/infill project presented earlier with a high level concept for a Centre for Art and Sustainability whose activities will be housed in the new spaces the renovation will create. It's a \$10m dollar project, all in. We are not short on ambition around here.

UBC is currently in the quiet phase of a university-wide alumni engagement and fundraising campaign. Partnerships with alumni and donors will enable UBC and the Okanagan campus to lead in possibilities—to discover the unknown, to create the unimaginable, and to shape a more inclusive society.

Development is currently building a pipeline of prospective donors to support FCCS initiatives through the campaign. Priorities for the Faculty include the FCCS building renovation and expansion, the UBC Okanagan Art Gallery, student awards, experiential learning opportunities, Indigenous programming, and community engagement initiatives.

## Funds Raised

**TOTAL: \$453,379**

Designated to student awards: \$252,133

Donated by corporations: \$33,733

Donated by foundations: \$164,805

Donated by individuals: \$235,032

- From UBC faculty and staff (both campuses): \$40,839
- From UBC alumni (both campuses): \$52,999
- From other individuals: \$186,641

## Previous Reviews

The Faculty as a whole has never undergone an external review. This is due to two factors: first, because UBC Policy does not require external review of a faculty unless the Dean is being considered for renewal; and 2) no previous Dean of FCCS has been considered for renewal.

That said, there have been a number of unit level reviews.

The last review of the Department of Critical Studies (2006-2019) took place in 2014 and may be found [here](#).

As part of the re-organization of the faculty (2018-19), we undertook forward-looking reviews for the two new units, [English and Cultural Studies](#), and [Languages and World Literature](#).

# **Review of the Faculty of Creative and Critical Studies**

Andrea Davis and Jure Gantar

December 2021

This is the very first external review of the Faculty of Creative and Critical Studies (FCCS) at the University of British Columbia – Okanagan Campus, and the authors feel a great sense of responsibility in trying to fulfill this task. Fortunately, the impression of FCCS and its plans was overwhelmingly positive. The report and the recommendations below are, therefore, to a great degree a recognition of the work already accomplished rather than a reflection of the challenges still lying ahead.

## **1. Undergraduate Education and Student Learning**

As explained in the self-study, the founding vision of the Faculty of Creative and Critical Studies (FCCS) “was to co-locate the fine arts and the ‘cultural’ humanities disciplines in a single administrative unit on UBC’s newly established second campus” (4-5). At the time of the campus’s transition from the Okanagan University College to a comprehensive research campus of the University of British Columbia in the Okanagan in 2005, the bold idea was to bring those disciplines out of the humanities focussed on texts into conversation with fine arts disciplines; in other words, as one colleague explained, to take the creators and critics and house them in one place and see what would emerge out of that. This was a visionary move that not only recognized the value of locating the fine arts in a small Faculty where it could gain visibility and thrive, but also anticipated the decidedly interdisciplinary turn in humanities education and research some ten years later.

The Faculty’s initial structure, which included two multidisciplinary departments of Creative Studies and Critical Studies, did not, however, work well. The consensus was that Critical Studies was too large and unwieldy, and the FCCS was reorganized into three departments—Creative Studies, English and Cultural Studies, and Languages and World Literatures—under the leadership of Dean Traister in 2018-2019. This reorganization has been a significant achievement and there is every indication that it works. Each department can now focus on its core strengths and interests and work toward developing its own unique identity, even while exploring synergies across programs. Creative Studies, for example, has grown from a boutique program into a research-intensive interdisciplinary department that is more than just visual art. English and Cultural Studies is integrated across the campus through the revised BA degree and fulfills a major service obligation to the university. Communications requirements for the revised BA means English courses are needed throughout the system, with 40 sections of first-year English offered each term, serving thousands of students. Cultural Studies courses also share critical thinking requirements with Philosophy. While Languages and World Literatures has suffered from the closure of some programs, like Spanish, the introduction of the major in Languages has filled this gap. French has also remained robust, allowing collaboration with the Faculty of Education in French teacher training.

Under its three departments, FCCS offers a suite of undergraduate programs, including Bachelor of Arts degrees in Art History and Visual Culture, Creative Writing, Cultural Studies, French, English, and Languages; a Bachelor of Fine Arts degree in Visual Arts; and a Bachelor of Media Studies. FCCS also supports the Environmental Humanities Concentration in the new cross-Faculty Bachelor of Sustainability Degree, and students can take courses in Chinese, Communications and Rhetoric, Digital Humanities, Film, German, Japanese, Korean, Spanish (minor), Theatre (minor), World Literatures, and Medieval and Renaissance Studies. Students who wish to pursue a general liberal studies program can take a Bachelor of Arts Degree in General Studies, focussing their concentration in any of the undergraduate programs offered in FCCS or the Faculty of Arts & Social Sciences. They can also complete a double major, combining programs in FCCS and Arts & Social Sciences. This wide range of program options provides students with choice and flexibility, while exposing them to multiple approaches. From helping students develop a keen appreciation of cultural differences to the critical thinking skills needed to navigate a rapidly changing world, FCCS offers timely and responsive programs that are seeking to address the major challenges of our times. Other universities, like the University of Saskatchewan and Trent University, offer Bachelors of Arts and Science that combine the science disciplines with studies in the humanities, social sciences, and fine arts. Many Canadian universities also offer double or combined majors, but FCCS is unique in offering humanities and fine arts training in single degree programs.

Indeed, while the crisis of the humanities, precipitated by an increased focus on the utilitarian value of university degrees in career-driven economies, has led to rapidly declining enrolments in humanities and fine arts disciplines everywhere, FCCS has managed to mitigate much of this negative impact by developing new programs and revising existing ones to make them more appealing and relevant to students. As a result, while many of their degree programs are small by design (arts and language programs, for example), they are not currently experiencing enrolment decline and some programs have grown. Between 2017 and 2021, enrolment numbers in English have held steady, while the Bachelor of Fine Arts saw almost a 20% increase in enrolment, moving from 107 to 128 majors, and the revised Bachelor of Media Studies (BMS) grew from 21 to 57 majors, an increase of 171%. The actual size of BMS is not indicative of demand. In 2021, the program had 489 applicants, but could only accept 25 students. Course demand across all three departments is also high with seat registrations in World Literature increasing a remarkable 794% (from 67 to 599 seats). It is expected that a fair percentage of these seats will be converted to majors once the program in World Literatures and Intercultural Communications, which is currently under development, is approved.

An overview of the new and revised programs gives a sense of the innovative interdisciplinary work being championed by FCCS and the ways in which they respond to students' need for degrees that are relevant to their lived experiences and provide clearer pathways to careers. The program in World Literatures and Intercultural Communications will help students acquire critical thinking skills while understanding themselves as part of an increasingly interconnected world in which cultural tolerance and cross-border collaboration are required in everything from business, to science, health, and international policy. The Certificate in Communications

and Rhetoric (with plans to develop a major and minor) responds to employers' needs for university graduates with evidence of excellent written and oral communication skills by equipping students with a range of communication and rhetoric concepts, theories and skills. The Environmental Humanities concentration in the Bachelor of Sustainability is an example of FCCS's collaboration across fields to create culturally relevant curricula. The suite of courses in this concentration centers the humanities in understanding and responding to the unfolding climate catastrophe and other contemporary sustainability challenges, such as land and water use, energy transition, and social and economic inequality, by locating these challenges within their specific cultural contexts. The redesigned and relaunched Bachelor of Media Studies further leverages FCCS's interdisciplinary strengths, by including a new focus on art and design, allowing students to build competencies in digital animations, virtual and data worlds, simulations, games, interface and interactive design.

It is also important to acknowledge that this rapid growth of programs has resulted in what faculty members describe as "reinvention fatigue." FCCS is now well-positioned to consolidate its vision, allowing faculty members to focus on research and educational leadership and not just program development. In addition, resources, such as **new hires for the Bachelor of Media Studies, and in communications and rhetoric, and languages and world literatures are needed to make new and newly reinvented programs sustainable.** Support is also needed for traditional programs, like English, that bring in a lot of students. There is a feeling that resources are unequally distributed across departments, and that English is under-resourced in staffing and space. In particular, to offset the current heavy reliance on sessional instructors to meet service teaching requirements **more lecturers are needed in the English program to provide a stable and cohesive curriculum.**

The increased emphasis on community engaged or outward-facing learning in the humanities evidenced in FCCS is part of a growing public humanities approach that promotes publicly engaged knowledge creation, experiential learning, and university-community collaboration. The Public Humanities Project @ Western and Public Humanities Hub at UBC Vancouver are examples of initiatives that center public scholarship as an important mode of academic inquiry, bringing together faculty, students, staff, and public partners to address common problems through community-campus initiatives and public arts projects. Harvard University is making the humanities more visible by inviting all students to participate in humanities and fine arts programming. The new Undergraduate Scholars Initiative and Intergenerational Humanities Project launched in 2021 allow students from across the university to participate in select seminars, as well as in a rotating three-year research project designed by a cohort of interdisciplinary faculty. As Robin Kelsey, Dean of Arts and Humanities, explained in an article in the [Harvard Gazette](#), "the humanities actually happen when people come together and exchange ideas.... We want them to understand the power of those conversations with respect to pushing knowledge forward and changing our understanding of the world." **One way in which FCCS may increase its combined humanities and fine arts footprint on campus is to develop a course that brings local writers and artists into the classroom.** The Canadian Writers in Person course in the Department of Humanities at York University could be modified to

create a course that brings Indigenous writers and artists onto campus. These conversations should be open to the campus community, including students, faculty and staff.

## **2. Student Academic Experience and Support**

While we did not meet with many undergraduate students, those we met were enthusiastic and fully engaged in their programs. They found the programs in FCCS stimulating and interesting and appreciated the introduction to theory, which they have been able to apply broadly. They felt that training in the arts and humanities was indispensable not only for creating a more robust university education, but also in creating inclusive curricula in the primary and secondary school systems. Students also felt included and supported. As a small Faculty, FCCS partners closely with the AVP Students portfolio and the academic and career development office to provide strong mentorship and support for students. Art on the Line, for example, is a signature fundraising event that brings together the local community to celebrate the work of students, faculty, alumni, and community artists. Funds are used to support the fourth-year graduate exhibition, visiting artists, and art focused student trips, with 10% of the proceeds going to a local charity.

While students are largely happy with their programs, they do see room for improvement, especially in response to issues of equity, diversity, inclusion and decolonization (EDID). The student body at UBC Okanagan has become increasingly diverse and looks much different than it did 10 years ago. About 6% of students identify as Indigenous with a growing proportion of international students from across Africa and the Caribbean. This shifting student demographic is reflected in changing curricular interests among students. Students, for example, deeply appreciate the inclusion of courses on Indigenous literatures and ways of knowing, and they underscore that understanding the history, and literary and intellectual traditions, of Indigenous peoples is important to them, and that they have been moved and changed by these encounters. In particular, students appreciate the opportunity to be taught by Indigenous and racialized faculty who are able to draw from their lived experiences to extend the learning contexts of the classroom. While students were unanimous in their agreement that the Faculty should continue to diversify its teaching and student populations, they also cautioned against a rush to diversify that is performative, rather than genuine. FCCS should not invite people in without creating the spaces for them to teach in culturally specific ways that are not circumscribed by a dominant Eurocentric worldview. FCCS, in other words, should pay attention to people being invited in, so it is not just about their arrival but making sure they want to stay. Students also express concerns about the ways in which harmful ideas are circulated in classrooms, and power dynamics between professors and students that make it difficult for them to openly challenge oppressive attitudes.

In addition, students expressed the need for a curriculum that is responsive to current issues and the world around them. As one student explained, while she loves English literature and the study of classic literatures, those forms cannot stand alone. This same student described Christina Sharpe's *In the Wake: On Blackness and Being* as a revelation. Students, thus, want more opportunities to engage with a range of scholars and to consider the historical alongside contemporary political concerns in rich theoretical debate. They are also open to new

pedagogical approaches in the humanities that move projects and assignments beyond writing or essays to presentations, art works, and other creative engagements.

Continuing to improve the quality of the student undergraduate academic experience will be dependent on the Faculty's ability to respond both to increasingly diverse student populations and students' growing calls for social justice. To address concerns of underrepresentation and a largely Eurocentric curriculum, FCCS should not only continue to work with the Provost's office to recruit diverse hires but also work with its departments to **develop a readiness plan to recruit, accept and support new Indigenous and Black colleagues**. A readiness plan might assess recruitment practices and processes; revise existing recruitment plans to take into account the unique context of Indigenous and racialized scholars; include unconscious bias education for deans, department heads, and chairs of search committees; as well as detail about how Indigenous and racialized colleagues will be mentored and supported toward tenure and promotion. The reviewers also concur with the students' recommendation that **bringing in speakers to address anti-oppressive pedagogies and knowledges should take place alongside the hiring of Indigenous and racialized faculty**. Specifically, students would like to hear from people outside of academia, and in particular more local, community speakers, who have knowledges that are not easily accessible through the formal channels of the university. They would like these speakers invited into classrooms but also made accessible to all students.

Reflecting on the lack of diversity in the Kelowna region, students also offered a vision of the university as a potential cultural space and space of intersection. This idea was repeated by faculty members who felt that FCCS has an opportunity to become the cultural hub of the Okanagan campus. **Better resourcing for the theatre could lead to events that bring community partners on to campus and provide a cultural space for international students so they can begin to develop a sense of connection with the campus**. See section seven, "Community Engagement," for further discussion of FCCS as a potential cultural hub.

### 3. Graduate Education and Post-Doctoral Training

At the graduate level, FCCS offers a Master of Arts in English, Master of Fine Arts, and the MA and PhD in Interdisciplinary Graduate Studies (IGS). The Master in Design, a collaboration with Engineering, is a new professional summer program and the first professional Master's degree in FCCS. It hopes to attract business and design professionals who have ideas that can be developed and brought to market.

The MFA has historically done well with one in every four students receiving a CGS-M. The program is currently exploring low residency options for students and looking to become more cohesively cohort based so students can do their exhibitions at the same time. The MA in English, however, is underrecruiting and since their cohort is small (between 6-8 students) students struggle to feel a sense of community. Cross-listed courses that combine undergraduate and graduate students are also not ideal. The program is exploring ways to integrate their students into the IGS or MFA cohort. **FCCS should support a review of the MA English program to determine how to strengthen it.**



The MA and PhD in Interdisciplinary Graduate Studies (IGS) was revised with a new theme-based program launched in 2018. IGS now includes six themes with FCCS directly sponsoring and supporting the digital arts and humanities theme that aligns with the revised Bachelor in Media Studies. FCCS also supports faculty members who supervise students in the other five themes: community engagement, social change, equity; global studies; power, conflict and ideas; sustainability; and urban and regional studies. Each theme is supported by a unique set of courses and a professionalization seminar that all students take. Apart from some cross-Faculty degree program challenges, the IGS graduate program seems to be working well. It expands other models of graduate interdisciplinary programs at York University, X University (formerly Ryerson), and the University of Waterloo. Students come from diverse fields and include urban designers, mathematical biologists, and landscape ecologists. Despite this diversity, students have a strong sense of community because they do core courses together and are able to move through the program as a cohort. In 2021, the program received its first Killam doctoral award for a PhD student working in the sustainability theme, comparing participatory modelling and Indigenous research methodologies for multi-actor consensus building and sustainable management of Okanagan Lake. The project is supervised by a Creative Studies faculty member. Concerns, however, remain about funding. As colleagues expressed, the main thing that kills interdisciplinary programs is Faculties. **A fund should be set up (what faculty members call a “Bank of IGS”) into which all participating Faculties are required to contribute to ensure stable funding.** This collaborative funding model will emphasize that although the program’s center of gravity is in the humanities and social sciences, it really is a cross-Faculty initiative.

FCCS currently provides a range of supports for graduate students, including in-house training of TAs and help with grant writing. The Faculty also supported students with emergency RA allocations during the pandemic. The Faculty hopes to reinstate grad student presentations, as Covid responses make this possible, to get students more integrated across their programs and address some of the concerns related to community building and program identity. There is also an international partial tuition waiver for doctoral students across UBCO and **the reviewers support the proposal to add a partial tuition waiver for international MA students.** The Supporting Aboriginal Graduate Enhancement (SAGE) initiative is a partnership between the Faculty of Education at UBC and the Faculty of Graduate and Postdoctoral Studies, which provides Indigenous mentoring across all programs at UBC-Vancouver and UBC-Okanagan campuses to enhance peer mentoring for Indigenous graduate students. This program supports Indigenous graduate students in applying Indigenous knowledges and community-oriented approaches in their graduate research.

Like undergraduate students, graduate research students are intensely interested in questions of equity and justice. They are eager to engage in and learn more about creative and intellectual forms of activism. While some of the IGS themes are centered on social justice and the Faculty is looking to build research capacity in environmental humanities, climate justice and environmental racism, students expressed disappointment about the ways in which literature, for example, is narrowly defined across FCCS programs. Notwithstanding the

addition of new world literature courses, they cited the need to “de-embed eurocentrism” in assigned readings, course bibliographies, and actions in classrooms. Students in small graduate programs are also aggrieved by, but find it difficult to respond to, anti-Indigenous and racist sentiment when these are expressed by faculty members and higher administrative staff. They further expressed disappointment in not having space for what they could regard as truly confidential exchanges with the reviewers or the opportunity for follow-up conversations. A further discussion of graduate student concerns and recommendations related to these concerns are offered in section six of the review under “People, Environment, and Culture.”

#### **4. Research, Scholarly, and Professional Activity**

When the North Kelowna campus of the Okanagan University College became a part of the University of British Columbia on July 1, 2005, the assumption was that the new school would become a primarily teaching institution. Yet within a matter of years, UBCO transformed into a genuine research university. The same is true of FCCS, especially during the last few years when several emerging academics have been hired who are already quite productive. The best indication of FCCS’s success is the recent hiring of the Faculty’s first Tier Two Canada Research Chair in Eco Feminism, as well as the securing of four Canadian Fund of Innovation grants (CFI). Once the profile of UBCO within the UBC system is more fully established, it is likely that the allocation of CRCs for the Okanagan campus will proportionally increase, which could mean further CRC positions for FCCS.

One of the most commendable aspects of scholarly culture in FCCS is the Faculty’s deliberate and well justified research focus. Given its unique geographical and cultural location, FCCS’s emphasis on sustainability, the environment, climate, land and space, and digital humanities offers an ideal platform for twenty-first-century scholarship. FCCS should also be applauded for embracing collaborative research, which is often less common in humanities than in many other disciplines. FCCS is involved in several interdisciplinary clusters, for instance, in Culture, Creativity, and Well-Being and Enhancing Ecosystem Sustainability. The Faculty’s CFI applicants, on the other hand, have been very successful in combining traditional and Indigenous learning. The Department of Creative Studies has been particularly effective in overcoming the traditional division between creativity and traditional scholarship, but we have little doubt that FCCS’s other two academic units will soon reach the same level. **The reviewers sincerely hope that advocacy for creative scholarship will continue beyond the tenure of the current Dean and Associate Dean of Research.**

In general, the research productivity of FCCS’s faculty members meets national standards, especially since the criteria used for the tenure and promotion process are the same as on the Vancouver campus. While some faculty may feel their research profile is still too low, this can perhaps be attributed to the relative youth of the institution and a sizeable contingent of teaching faculty. When the recently hired research faculty approach the peak of their academic careers, the overall productivity is bound to appear higher. **In this respect, the mentorship of new faculty members to ensure they publish with high quality academic presses and avoid predatory journals and vanity presses is essential.**

We also support buyouts for scholars leading large research projects, especially for mid-career faculty members who are normally those carrying the greatest burden of administrative responsibilities, and strongly recommend that the practice of rewarding Principal Investigators of major grants with course releases at the Faculty level be continued. The other mechanism that would immediately increase the research profile of FCCS are **open-rank hires that are likely to attract academics entering the most productive phase of their careers.**

## 5. Leadership and Administration

The most unambiguous part of our review must be a universal consensus that Dean Bryce Traister has been an outstanding academic leader. His contributions are appreciated by his colleagues, support staff, and students, both undergraduate and graduate. As someone who joined a unit in flux, a Faculty which had had four deans in the first eleven years of its existence, Dean Traister has not only managed to make significant improvements to the operation of FCCS but managed to perform them in a manner that didn't alienate even those faculty members most directly affected by the changes. His administration of the Faculty has been exemplary and can be characterized by both inclusivity and transparency in decision-making. During our interviews, Dean Traister has been described as "innovative," "visionary," "champion of the Faculty," and "motivator," and seen as particularly "supportive of Indigenous and minority students" and "advocate of sessional members." He has been instrumental in community engagement and has made his mark on FCCS as a builder and not an austerity dean.

Virtually everyone we spoke to agreed that there is no point in bringing FCCS back into the fold of the Faculty of Arts and Social Sciences, despite the fact that this is a typical structure in most Canadian universities. Quite to the contrary, most interviewees, both members of FCCS and others, see the combination of languages, fine arts, and English as perhaps fortuitous but in practice well suited to each other. Even though a small Faculty with its own administration may not be financially the most efficient option, the clear academic mission of the FCCS nevertheless warrants its continuous independence. FCCS's governance appears effective, with a clear division of responsibilities and a fair distribution of workload. As the "Self-Study" points out, the introduction of "Workday – the university's new enterprise software" has not been particularly popular (8), but even this hasn't seriously affected the Faculty's ability to deliver its programs.

At the same time, most of our interlocutors also agreed that splitting the Department of Critical Studies into two smaller departments in 2019 – of English and Cultural Studies and Languages and World Literatures – has made for a better working environment and more favourable academic synergies. In this sense, there is **no need to reconsider the merger yet again, and no need for a further subdivision of the departments** that seem to function well with the administrative support attached to them. Even in the Department of Creative Studies, where the Head also functions as a producer and deals with facilities and advertising, most lingering

issues could be solved quite simply by the **hiring of an additional employee, ideally a technical director.**

The only notable challenge is the perceived lack of the Faculty's clear identity. Though FCCS is perhaps the most obviously public-facing academic unit on the campus, it could still make itself more indispensable for the strategic mandate of the campus if it had a more integral role in its makeup. As unique as its combination of academic programs is, it doesn't yet resonate either on the campus or in the community. A multi-tiered name of the Faculty that tries to capture the essence of its subunits may be an accurate reflection of its role, but it doesn't on its own serve to present its identity to an outsider.

## **6. People, Environment and Culture**

At a campus-wide level, the UBC Okanagan campus has established Indigenous strategic priorities, widening participation and access for Indigenous learners by working with Faculties to introduce different admission streams. These initiatives include the Indigenous access studies program to which FCCS contributes, as well as a collaboration with the En'owkin Center, in which some UBCO courses, including EN 114, are delivered in community. EN 114 also provides upper-level Indigenous undergraduate students with teaching assistantships with office hours held in the Indigenous Center. These students benefit from wider peer connection, as well as faculty mentorship. Indeed, FCCS has gained a reputation on the UBC Okanagan campus as a leader in Indigenous engagement both with students and at the community level. The Faculty, for example, hired two elders from the Okanagan nation as adjunct professors who have worked with Dean Traister to develop and offer cultural safety training. This has been described as a tremendous undertaking to engage FCCS faculty members in a localized cultural training program. The elders worked directly with the dean to establish a memorandum of agreement that values and honors their knowledges and the work they do, and there is every indication that the engagement FCCS has started registers a meaningful commitment to understanding Canada's colonial history and how the effects of that history continue to be felt. Both students and colleagues have also been encouraged by the growth of Indigenous faculty members in FCCS, and the consensus is that **Indigenous hires should continue**. It is important that Indigenous students see themselves reflected in the faculty cohort and the curriculum, and these hires will help to facilitate a growth in Indigenous student enrolment at both the undergraduate and graduate levels.

Despite these positive gains, there is a sense especially among students that the Faculty needs to deepen its engagement of questions of EDID. Graduate students in FCCS, for example, reported explicit racial bias against international and racialized students and noted that instructors and supervisors are primarily white. In fact, while faculty colleagues were more positive about Indigenous engagement and community-building initiatives, students tended to offer a different picture. Graduate students noted specific concerns around the Faculty's concept of "literature," particularly in the departments of Creative Writing and English, which fails to adequately take into account diverse geographic, cultural, and linguistic boundaries, as well as oral and multimodal forms of literature. They also articulated a need to dis-embed

eurocentrism as this relates to professorial knowledge, awareness, experience and interest, and as evidenced through invited speakers, assigned readings, course bibliographies, and actions in classrooms. Like undergraduate students, research students also need a process by which they can address inappropriate actions and use of power by faculty members and higher administrative staff.

This report, unfortunately, does not allow room for an extensive summary of all the thoughtful recommendations offered by students to improve the overall environment and culture of the Faculty, but the reviewers would like to include three recommendations for consideration. Students were clear in their request that FCCS **support and fund student-led initiatives and activities that recognize and demonstrate interest in the international literatures of the campus' student body**. In addition, the reviewers suggest that FCCS **consider conducting a Faculty audit that provides an overall review of equity, diversity, inclusion and Indigenization** in the Faculty's academic course offerings, content, and syllabi, and examines how racial demographics correlate to student applications, acceptances, recruitment, course enrollment, and graduation. Finally, FCCS should **introduce a functional system of accountability** that allows students to voice complaints without incurring further personal or group harm.

Other issues affecting the working and educational environment and morale of the Faculty, include an anomalous workload in Creative Studies where research-active faculty members teach a 3:2 workload, equivalent to the educational leadership stream. **The workload in Creative Studies should be consistent with the workload in the other two departments.** Lecturers and sessional lecturers expressed concern about career advancement and opportunities for upward mobility, as well as the inability to be a principal investigator on research projects and the impact of heavy workloads on research production. In addition, they articulated a **need for greater mentorship and for initiatives such as an orientation day**. While lecturers appreciate that they are eligible for merit and PSA, they also called for **more transparency in the merit and PSA process** and suggested that an independent review committee would be preferable to a committee adjudicated by their peers. Sessional lecturers are concerned that they often do not know what they will be teaching until immediately before the term starts. All faculty voiced concern over a lack of appropriate office and studio space and replacement equipment, discussed in greater detail under section nine, "Physical Infrastructure."

## 7. Community Engagement

Interaction with community is perhaps the defining feature of many creative arts programs, but it is particularly prominent in FCCS. In part this is the result of their educational objective, a combination of "creative practice research and engagement" ("Self-Study" 4), but in an equal part it is also the result of the genuine commitment by students, faculty, and staff becoming the cultural hub of the city. The major step on this journey will be undoubtedly the planned Maker Space and Art Gallery in downtown Kelowna which will host not only UBCO's permanent art collection but will also provide a venue for visiting artists and serve as the showcase the students' and faculty members' artwork. **The Art Gallery's transformational influence will be**

**even stronger if it were to be combined with an Artist-in-Residence program, possibly an endowed one.**

As a very young institution FCCS doesn't yet have its body of well-established alumni with a capacity for giving. This is likely to change in the future, especially if FCCS continues to be actively involved in the cultural life of the city. The annual Art on the Line event, for example, is already an important part of the Kelowna calendar and brings the community and students together. While neither Opera under the Stars nor the University Chorus are exclusive to FCCS, its involvement in both further demonstrates the willingness of the Faculty to act as the University's main creative catalyst and potentially explore other art forms.

Until suitable facilities are built, any future expansion of FCCS into music will have to be restricted to study rather than creation or performance of music – perhaps in the framework of a discipline such as ethnomusicology – but this shouldn't prevent the in-house artists and critics from acting as campus arts connectors. Within UBCO itself, such a broadening of FCCS's role would be further increased if the **prerequisites for some of the popular art classes were to be removed**. This would not only provide an additional stream of students from other faculties and thereby stabilize FCCS's enrolment income but would also expose the wider university community to the creative work of the Faculty.

Just as important for the core mission of FCCS is Indigenous engagement. Not only are several faculty members involved in promoting and researching Indigenous art, but one of the main functions of the downtown campus location will be to reinforce the truth aspect of the work of the Truth and Reconciliation Commission. We have heard repeatedly that the city of Kelowna is not as diverse as the student population at UBCO, and this is precisely where FCCS can perform the crucial function by bringing the two communities together in its exhibits and performances. **This could be done quite effectively through the establishment of internship programs at the undergraduate level**. Being able to contribute to local arts organizations would not only expose the students to experiential learning but may even result in their eventual employment. As the current, postgraduate and not-for-credit, internship program demonstrates, the idea of finding jobs for a group of students who are given the opportunity for community-embedded learning is invaluable. And this is even more true of students who are still trying to decide what career to pursue.

## **8. Support for University and Campus Strategic Plans**

The *Strategic Plan 2019-2024* articulates FCCS's vision "to become a premier academic and creative arts community for faculty and students seeking to work and learn in an interdisciplinary setting" (3), promoting flexible learning and interdisciplinary programming and research. In addition, the plan prioritizes an expansion of "the Faculty's engagement with indigenous peoples and cultures through curriculum innovation (including curricular decolonization), hiring practices, and respectful engagement with local elders, knowledge keepers, and self-identified aboriginal students" (5).

This vision and priorities reflect the key commitments of UBC and UBC Okanagan campus as expressed in *Shaping UBC's Next Century: Strategic Plan 2018-2028*, the *Aspire Consultation Report* and *Outlook 2040*. FCCS, by offering a suite of innovative and original programs that bring traditional humanities disciplines into rich engagement with the arts, enables the UBC Okanagan campus to deliver a comprehensive and flexible curriculum that not only includes the humanities as part of general education and service teaching, but also positions the arts and humanities as critical modes of understanding and responding to global challenges. In particular, the Faculty's focus on advancing interdisciplinary research and new collaborative approaches to curriculum and course development align directly with *Shaping UBC's Next Century: Strategic Plan 2018-2028*. The Faculty's ability to combine traditional scholarship and creation in the humanities and arts with technologies, and to respond to changing student demand with high quality programs creates a dynamic curriculum and research environment that is both cutting-edge and relevant. These research and curricular approaches recognize that "progress will require new ways of working within and across disciplines and with the community" (*Shaping UBC's Next Century* 27). These priorities and values are further reflected in UBC Okanagan's *Aspire Consultation Report*. According to the *Aspire* report, the UBC Okanagan campus aspires "to be a model of innovative and interdisciplinary programming within the UBC system, and a place that has an impact on communities both local and global" (3). *Shaping UBC's Next Century* also identifies people and places, research excellence, transformative learning, and local and global engagement as core areas of UBC's mandate, emphasizing "an enduring focus on academic excellence and Indigenous engagement, sustainability and wellbeing" (4). The bold vision of the Faculty of Creative and Critical Studies in championing interdisciplinary and collaborative teaching and research is one of the primary ways in which it extends UBC's core commitments of transformative student learning, research excellence, and community engagement.

FCCS, indeed, stands out as an exemplar in community engagement as already discussed in section six of this report. In our various consultations with faculty members, there was consensus that FCCS has outpaced other Faculties in its careful, thoughtful and collaborative approach to Indigenous engagement, a key goal of UBCO vision documents. A primary goal of the *Aspire* report is to strengthen Indigenous "access, programming, affiliations and presence on campus" (11), while *Outlook 2040*, recognizes the campus's historic partnership with the Okanagan Nation and envisions UBCO as "a leader in Canada in the proportion of Indigenous faculty and students" and as offering "a comprehensive range of academic programs across the sciences, arts, creative disciplines and professional fields." The Faculty's commitment to Indigenous engagement and anti-racism is evidenced in a number of ways, including the creation of the Indigenous Engagement Strategy Committee—the first of its kind on the campus—to promote FCCS Indigenous programming and student support initiatives; the appointment of two Okanagan Nation Alliance elders as adjunct professors; an Indigenous Art Intensive; and new Indigenous faculty hires and appointments to promote Indigenous and anti-colonial pedagogies and practices across all three departments. While there is clearly more work to be done, the Faculty is contributing significantly to UBC's goal to embed principles of "equity and diversity across the university's systems and structures" (*Shaping UBC's Next Century* 27).

Since there is no doubt that FCCS's presence is critical to fulfilling the shared mandates of UBC and UBCO, we encourage the institution to be clear and unequivocal in its recognition of the Faculty's importance both in terms of its contributions to innovative program development and delivery, interdisciplinary research, Indigenous engagement, and intercultural understanding and to provide the support needed to maintain this critical work as outlined in this report.

## 9. Physical Infrastructure

By far the most significant impediment to the successful development of FCCS is the state of its spaces. Everyone, from faculty and staff to students, reports that their facilities are in dire need of improvement. Though the Faculty's main building is comparatively new, it is very limited as a teaching space. What is even more concerning is that a relatively simple upgrade to a single classroom – the so called "Media Maker Space" (CCS 122) – that is needed for the newly developed Bachelor of Media Studies program, can't be completed because the electrical conduits don't accommodate the required wiring. The cost of this upgrade is apparently no more than \$500,000, and we urge the institution **to provide an innovative digital media program with proper network access.**

The main reason for space difficulties that affect much of the campus is the rapid expansion of UBCO's student body which far exceeded the initial estimates on the basis of which the campus was constructed. But the principal obstacle to improving the working conditions is not so much a lack of funding as the very rigid system of rules that govern when the campus can also start to grow physically. While protecting against possible dips in enrolments is indeed a fiscally prudent policy, the discrepancy between demonstrated needs over a long period of time is such that this argument seems untenable.

The litany of space issues is probably too long for the scope of our report – by some estimates FCCS is short of spaces by 45% – so we will just highlight a few of the most obvious problems. The office availability is so poor that "24 faculty members are using/sharing offices of others who are on leave or teaching remotely, up to 3 per desk" with a further 19 sessional instructors sharing 7 offices ("Self-Study" 33). Just as concerning is the lack of common student spaces, which means that no department has a real physical presence on campus. The lack of studio spaces for Visual Arts students is a problem too, with up to one third of students without a proper space. The spaces that are available are quite small and lack proper storage for student artwork and, in some cases, even ports for their computers. Innovation Precinct One is a good example of the space that FCCS could use, but unfortunately it only houses eight to ten students. There is no dedicated space for graduate students either. Individual Principal Investigators may guarantee them bench space, but not a desk.

The only true performance facility, the theatre that also doubles as a lecture hall (ADMIN 026), doesn't have a technical director attached to it, which not only makes any public performance or event difficult but also prevents possible cost-recovery rentals. The FCCS faculty and staff are keen to collaborate with other academic units on the campus, and **we encourage a closer**



**relationship with Engineering and Computer Science.** CNC machines, for instance, could be used by both sets of students. The downtown Maker Space and Art Gallery will be a great addition to the campus, but the most pressing needs should be addressed before 2025. This could perhaps be done **through renting available office space in the city**, which may be readily available considering the changed work practices due to COVID pandemic. This is certainly preferable to the use of portables classrooms that has also been suggested by some of the deans.

In light of space shortage, it is somewhat ironic that when specialized classrooms are available, for instance for language instruction, their effective use is hindered by the universal adoption of automated scheduling software. Though such systems are unavoidable on a campus struggling for space since they help to optimize the use of space, **the constraints built into the algorithm should be adjusted** to allow the relatively simple use of the only proper clients of the three classrooms: the Department of Languages and World Literature.

## 10. Infrastructure and Resources

Any university budgeting model that uses student enrolment as a basis for calculating its units' funding is often at the mercy of factors that are outside the Faculties' and even the university's control. This volatility is especially pronounced in programs that require specialized delivery and cannot compensate for potential fluctuations by expanding the size of their incoming cohort. In this respect, the decision to combine in one Faculty a program that guarantees high service-teaching numbers such as English with small-size programs such as those in Fine Arts was a prudent one. Mandating a Creativity distribution requirement for the new BA program will also enable enrolment figures to remain relatively stable.

At the same time, however, neither measure has managed to help FCCS from getting into a deficit situation four out of the last seven years, and this despite the fact that the number of FCCS's majors has increased by 40% over the last six years, while the number of tenure-track and tenured faculty has remained virtually the same (44 in 2015 and 45 in 2020). In other words, much of the burden of rapid growth has been carried by non-tenure stream faculty members. All this points to a structural deficit rather than the Faculty's financial mismanagement, which also means that **the best way of resolving FCCS's resource predicament is by adjusting the funding model and not by periodic one-time operating grant increases.**

Based on our discussions with the deans of other Faculties, it seems that they are aware that the average-delivery model, which doesn't allow for exceptions, doesn't work for Faculties with a limited capacity for growth in some of its programs. They want to cooperate rather than compete and are likely to be supportive of a move away from a one-size-fits-all approach to Faculty budgets, as long the changes were to be implemented in a collegial manner. Running expensive but essential programs needs a clear institutional commitment and is, in this sense, a collective responsibility of everyone and not just of the units themselves.

22% of last year's FCCS's revenue comes from international tuition fees. While it is unlikely that this percentage will be able to approach the rate of international tuition fee revenue in some other Faculties, a **strategic expanding of recruitment outreach to the USA, the Caribbean, and Central and South America** would almost certainly have a positive effect on FCCS's enrolment. **A further exploration of possible articulation agreements**, such as the one with the Thompson Rivers University, may also be an effective way of shoring up the Faculty's bottom line. FCCS's decision to increase the enrolment cap in first-year English classes and its willingness to experiment with teaching writing in large-enrolment classes will also help, but only if it is accompanied with additional hires, otherwise the growth curve will soon flatten.

When new hires are made, **FCCS should avoid the overdependence on sessional instructors, especially in first-year classes which are crucial for attracting potential majors**. As effective and committed as some of the part-time faculty members may be, the students need continuity and professors need stability. If extra capacity in teaching is needed, the educational leadership stream hires are preferable to sessional instructors, as long as the balance between these and research professors remains even.

## 11. Future Development

According to one of the people we interviewed, the morale among faculty members in FCCS has never been higher. Not only is the Faculty happy with the direction in which it has been moving under Dean Traister's leadership, but everyone, including the University's leaders, agrees that a rich cultural humanities curriculum is an essential ingredient of a comprehensive research university such as UBCO. It should come as no surprise then that time has come to consolidate the vision rather than risk what someone called "reinvention fatigue." FCCS's momentum is currently strong and positive and worth maintaining.

The breadth of programs in FCCS is impressive as well, and **we recommend against expanding for its own sake, at least until new facilities are available**. We do, however, **recommend strengthening ties with the most natural of campus allies, FASS**. In the future, when current program needs have been backfilled, **FCCS should also explore new possibilities for collaboration with Engineering and Medicine, where interest in collaboration remains high**. This will not only serve to foster potential research ties but may also result in the additional enrolment of students who will find interdisciplinary connections in their professors' work inspiring. **We also encourage the further strengthening of FCCS's relationships with the Okanagan School of Education and with the School of Social Work** where many of FCCS's graduates may continue after the completion of their BA and BFA degrees.

## Summary of Recommendations

1. Undergraduate Education and Student Learning
  - 1.1 New hires are needed to make new and newly reinvented programs sustainable.
  - 1.2 More lecturers are needed in the English program to provide a stable and cohesive Curriculum.
  - 1.3 Formalize community-engaged learning by developing a course that brings Indigenous writers and artists on to campus.
2. Student Academic Experience and Support
  - 2.1 Develop a readiness plan to recruit, accept and support new Indigenous and Black colleagues.
  - 2.2 Bring in speakers to address anti-oppressive pedagogies and knowledges.
  - 2.3 Provide better resourcing for the theatre to build a cultural hub for the campus and international students.
3. Graduate Education and Post-Doctoral Training
  - 3.1 Faculty should support a review of the MA English program to determine how to strengthen it.
  - 3.2 A fund should be set up for the IGS graduate program into which all participating Faculties are required to contribute.
  - 3.3 Add a partial tuition waiver for international MA students.
4. Research, Scholarly, and Professional Activity
  - 4.1 Continue the advocacy for creative scholarship for the foreseeable future.
  - 4.2 Set up mentorships of new faculty members to ensure they publish with high quality academic presses and avoid predatory journals and vanity presses.
  - 4.3 Pursue open-rank hires which are likely to attract academics entering the most productive phase of their careers.
5. Leadership and Administration
  - 5.1 Discontinue any discussions about the merger of FCCS with another Faculty and its further subdivision.
  - 5.2. Hire a technical director.
6. People, Environment and Culture
  - 6.1 Indigenous hires should continue combined with the readiness plan identified in 2.1.
  - 6.2 Support and fund student initiatives and activities that recognize and demonstrate interest in the international literatures of the campus' student body.
  - 6.3 Conduct a Faculty audit that provides an overall review of equity, diversity, inclusion and Indigenization.
  - 6.4 Introduce a system of accountability that allows students to voice complaints.
  - 6.5 Make the workload in Creative Studies consistent with the workload in the other two departments.
  - 6.6 Create mentorship opportunities for lecturers and sessional lecturers.
  - 6.7 Provide a review of the merit and PSA process with a goal to creating more equity and transparency.

## 7. Community Engagement

- 7.1 Combine the establishment of the Art Gallery with an Artist-in-Residence program, possibly an endowed one.
- 7.2 Remove the prerequisites for some of the popular art classes to enable students from other programs to access them.
- 7.3 Develop undergraduate internship programs.

## 9. Physical Infrastructure

- 9.1 The University should provide the digital media program with proper network access.
- 9.2 Build a closer relationship with Engineering and Computer Science programs.
- 9.3 Consider renting available office space in the city.
- 9.4 Adjust the constraints built into the automated scheduling algorithm to allow a better use of the three language classrooms.

## 10. Infrastructure and Resources

- 10.1 Adjust the funding model to account for the differences between various programs.
- 10.2 The recruitment outreach should be strategically expanded to the USA, the Caribbean, and Central and South America.
- 10.3 Explore the possibility of further articulation agreements.
- 10.4 Avoid the overdependence on sessional instructors, especially in first-year classes which are crucial for attracting potential majors.

## 11. Future Development

- 11.1. Avoid expansion for its own sake, at least until new facilities are available.
- 11.2 Strengthen the ties with FASS, the Okanagan School of Education, and the School of Social Work.
- 11.3 When resource and facilities needs are met, FCCS may explore future possibilities for collaboration with Engineering and Medicine, where interest in collaboration remains high.