




MEMORANDUM

Date: June 3, 2024

To: Irving K. Barber Faculty of Arts and Social Sciences, faculty and staff.

From: Rehan Sadiq, Provost and Vice-President, Academic 

Re: **External Review of the Irving K. Barber Faculty of Arts and Social Sciences**

As part of UBC's standard practice under the [Senate policy on Reviews of Administrative Units](#) and in alignment with the [Principles, Procedures and Guidelines for External Academic Unit Reviews](#), the Irving K. Barber Faculty of Arts and Social Sciences will undergo an external review in January 2025.

The purposes of the upcoming review of the Irving K. Barber Faculty of Arts and Social Sciences are to:

- determine the effectiveness of the Irving K. Barber Faculty of Arts and Social Sciences in supporting high-quality graduate training;
- evaluate the Irving K. Barber Faculty of Arts and Social Science's leadership and administration;
- advise on the future development of the Irving K. Barber Faculty of Arts and Social Sciences and
- prompt the development of reflective self-study documents and engage in a process to appraise, as appropriate, the Irving K. Barber Faculty of Arts and Social Science's scholarly, pedagogical and professional activities.

Over the next few months, the Irving K. Barber Faculty of Arts and Social Sciences will prepare a self-study report of its operations, including its facilities and resources, administrative structure, and the unit's and internal and external linkages. The self-study process will include a broad consultation with students, faculty and staff, as well as external communities/organizations engaged with the Irving K. Barber Faculty of Arts and Social Sciences. I encourage you to participate.

In January 2025 an external review committee will conduct an in-person site-visit, which includes interviews with UBC Okanagan students, faculty, leadership, staff and other individuals and groups that may interact with the Irving K. Barber Faculty of Arts and Social Sciences. Following the site-visit, the external review committee will provide a report outlining their learnings and recommendations. Information about the terms of reference, external reviewers and the site-visit will be made available in the coming months.

Unit members have the opportunity to suggest external review committee members. Recommendations, including contact information, academic rank, synopsis of academic qualifications, field(s) of expertise, and any perceived conflicts of interest, must be submitted via email to [Laura Prada](#), Senior Manager, Academic Programs, Teaching and Learning, by June 24, 2024. The final selection of external review committee members will be decided by the Provost, in consultation with the Dean.

Please visit [the Office of the Provost website](#) if you would like to learn more about the external review process. Additional questions can be directed to [Laura Prada](#).



External Review of the Irving K. Barber Faculty of Arts and Social Sciences: Terms of Reference

Purpose of the Review

To review the strength and balance of the unit's teaching and research activities, academic programs and service; to evaluate the Faculty's leadership and administration, and to advise on the future development of the unit and its programs.

Background Materials

- [UBC's Strategic Plan](#)
- [UBC Okanagan Outlook 2040](#)
- [UBC's Indigenous Strategic Plan](#)
- [UBC's StEAR Framework](#)
- The unit's self-study report

Mandate

Without limiting its overall mandate, the External Review Committee should address the following:

1. **Undergraduate Education and Student Learning:** Review and evaluate the quality, extent, format, organization, and enrolment of the unit's academic programs, the quality of teaching, and to compare its performance in these areas to that of its national and international peers.
2. **Graduate Education (and Post-Doctoral Training):** Review and evaluate the quality, extent, format, organization, and enrolment of the unit's graduate programs, and compare its performance to that of its national and international peers.
3. **Continuing and Professional Education:** Review the current and future opportunities for continuing and professional education (CPE) provided by the unit, including non-credit micro credentials and professional programs.

4. **Student Academic Experience and Support:** Assess the satisfaction and quality of the students' academic experience from first contact upon admission, through to alumni status. How is the unit supporting the academic success of historically, persistently or systematically marginalized students?
 - a. Are undergraduate students well advised and supported? Consider student morale, strength of student retention, experiential learning opportunities, co-curricular opportunities, and career preparation. Are graduates demonstrating the outcomes set out by the unit?
 - b. Are graduate students well advised and supported by their supervisor(s)? Consider student morale, strength of student retention, and opportunities for professional and career development, networking, and assistance with publications.
5. **Research, Scholarly, (Creative) and Professional Activity:** Review and evaluate the quality, extent, range, and balance of the scholarly and teaching activities of the unit, with particular attention to the impact of these activities in academic and non-academic venues, including innovation and knowledge translation. Assess the overall leadership of the faculty members within their communities-of-praxis, their granting/funding success, and the quality and impact of their scholarly contributions.
6. **Leadership and administration:** Review and evaluate the governance, organizational structure, leadership, planning, and administration of the unit, including:
 - a. Is the unit's leadership inclusive, responsive, transparent and representative of the diversity of the faculty members?
 - b. Is the unit's governance inclusive, response, and transparent?
 - c. How is the unit supporting succession planning through the development of future leaders?
7. **People, environment and culture:** Consider and assess the working and educational environment, morale, and institutional culture of the unit, as reflected in the experiences and perceptions of faculty members, sessional instructors and staff. The review should take into account support for career advancement, professional development, advising, and balanced workloads and give special attention to the unit's performance relative to the University's employment and equity policies.
8. **Community Engagement:** Assess the nature, scope, and effectiveness of the unit's outreach activities and the communities' levels of satisfaction with them.
 - a. How is the unit engaging with schools, Indigenous communities, professional organizations, alumni, government agencies, other post-secondary institutions, and the overall external and UBC community to inform its educational programming?

- b. How is the unit engaging with schools, Indigenous communities, professional organizations, alumni, government agencies, other post-secondary institutions, and the overall external and UBC community through its research activities?
- 9. **Support for the University's and Campus Strategic Plans:** Determine the extent to which the unit reinforces through its programs and activities, the key commitments of UBC and UBC Okanagan strategic plans, notably UBC's commitments to [People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement](#).
- 10. **Physical Infrastructure:** Assess the range and quality of the teaching and research facilities at the unit's disposal, and to determine whether the unit is appropriately housed and equipped to meet its teaching and research goals.
- 11. **Financial Planning and Resources:** Review and evaluate the financial resources of the unit, 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.
- 12. **Future development:** Review and comment on the unit's strategic and academic plans for the next five years and identify its challenges and opportunities, including the unit's breadth of programing. To make recommendations about possible directions for its future growth and development.



IRVING K. BARBER FACULTY OF
ARTS AND SOCIAL SCIENCES

SELF-STUDY REPORT 2024

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Overview

We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

The [Irving K. Barber Faculty of Arts and Social Sciences](#) is one of the two most recently established Faculties at UBCO. FASS came into being when members of the former School of Arts and Sciences voted in 2018 to separate into two Faculties: The Faculty of Science and the Faculty of Arts and Social Sciences. On July 1, 2020, the two Faculties were formally set up as independent entities.

Both Faculties continue to be named after a generous donor, [Dr. Irving \(Ike\) K. Barber](#) BSF, RPF, LLD. Dr. Barber graduated from the University of British Columbia with a Bachelor of Science in Forestry. In 2004, Barber donated \$10 million to establish the Irving K. Barber School of Arts and Sciences and the Irving K. Barber Learning Centre Interface Program at UBC Okanagan.

To this day, the Irving K. Barber Endowment supports many important initiatives in FASS and FOS, including the Distinguished Speaker Series, the International Education Travel Subsidy program for students, Curricular Innovation Awards to encourage innovative approaches to learning and pedagogy,

the Undergraduate Research Awards program, which provides opportunities for undergraduates to pursue innovative and original research, and any initiatives that directly support students and improve their learning experience. The inaugural Dean [Dr. Silvia Tomášková](#) was recruited in December 2020. FASS has been on an upward trajectory since, with an urgent need to recruit additional faculty in all departments, as by 2020 FASS enrolled the largest number of students. It continues that trend still today. The past four years can therefore be described as years of growth, but also building capacities and growing strengths.

All that we do in FASS is rooted in the firm conviction that arts and social sciences are the essential tools for analyzing, knowing and understanding societies. World problems and their solutions, historically, at present, and in the future, are first and foremost social problems. Research and teaching in FASS programs are framed by this approach. We affirm the core belief in the value of arts and social sciences for the betterment of the world.

Faculty of Arts and Social Sciences At a Glance



18

Undergraduate Programs



2

Graduate Programs



6

Degrees



135

Faculty



2,336

Undergraduate Students



147

Graduate Students



4

Departments



27.5

Staff

Faculty vision, values and goals

The Faculty of Arts and Social Sciences operates within the wider UBC Okanagan campus and the UBC system as a whole.

Our strategic plan is therefore articulated through the lens of the wider UBC Strategic Plan.

As one of the largest Faculties operating in the Interior of BC, FASS has an opportunity and obligation to bring the benefits of the UBC system to the communities of the Interior in as responsive and effective a manner as possible.

Our core responsibilities are shaped by substantive areas that we teach and research, our partnerships both local and global, and the place the campus occupies in the life and aspirations of the region.

Vision

- Inspiring people, ideas and actions for a better world

Purpose

- Pursuing excellence in research, learning and engagement to foster global citizenship to advance a sustainable and just society in the Central Interior, across British Columbia, Canada and the world

Values

- Excellence. A profound and aspirational value: the quality of striving to be outstanding
- Integrity. A moral value, the quality of being honest, ethical and truthful
- Respect. An essential value, regard felt and shown towards different people, ideas and actions

- Academic freedom. A unique value of the academy, a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure
- Accountability. A personal and public value, being responsible for our conduct and actions and delivering upon our respective and reciprocal commitments to the society in which we reside/are members of.

Goals

- Build a diverse culture that integrates innovation, collaboration and inclusion, and fosters authentic partnerships with the communities we serve.
- Inspire and enable our students through excellence in transformative teaching, mentoring, advising and the student experience. Inspire and enable indigenous-settler reconciliation, and community partnerships in the region to reinforce local connections and facilitate global engagement.
- Lead to build research excellence, discovery, and scholarship in and across our disciplinary areas in the Central and Southern Interior of British Columbia and adjacent regions, globally and locally in sustainability and wellbeing across our campus and communities.
- Partner with Indigenous communities in our region to address the legacy of colonialism and to co-develop knowledge and relationships. Partner with communities in the Interior BC whose aspirations align with our expertise and skills. Partner globally in learning and research with a direct community impact.

Leadership and governance

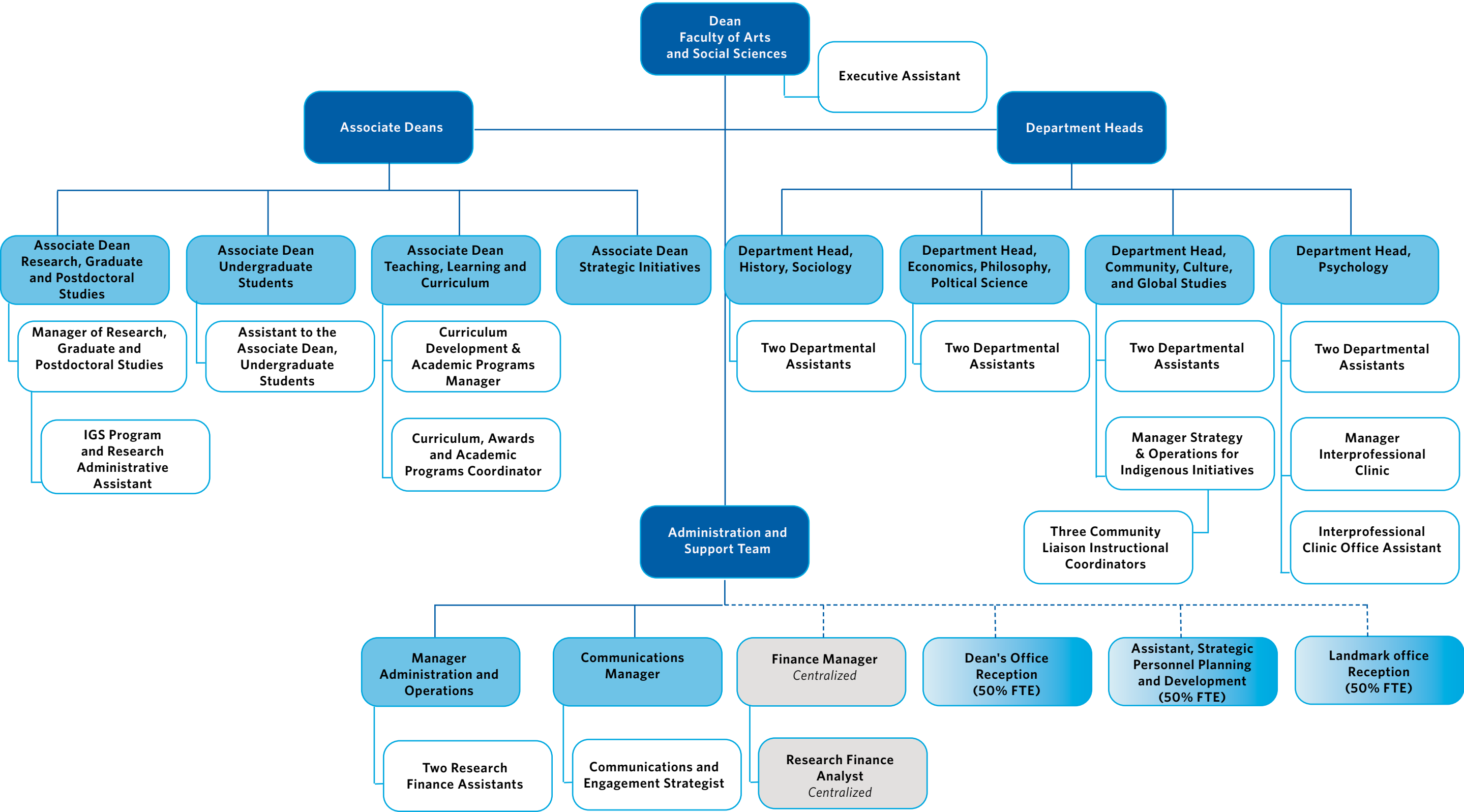
At the heart of the Irving K. Barber Faculty of Arts and Social Sciences is a group of dedicated and supportive staff and accomplished faculty here to help students make the most of their UBCO experience



The academic, fiscal and overall governance of the Irving K. Barber Faculty of Arts and Social Sciences is provided by the Dean's Office, led by Dean [Dr. Silvia Tomášková](#), and assisted by four Associate Dean portfolios. Each Associate Dean is supported by several staff, allocated depending on the complexity of the portfolio and the volume

of tasks. The entire Faculty is supported by the Administrative and Support Team, who serve all four Departments and the Dean's Office by providing administrative services in Communication, Research Finance, and Budget and Finance (a dedicated role administrated from Central, see FASS Organizational Chart).

Chart 1: FASS Organizational Chart



Associate Deans

The Associate Deans support the academic goals of the Faculty. Each portfolio supports individual faculty members within departments in their research and teaching in a complementary way, in addition to providing guidance to undergraduate and/or graduate students.

The Strategic Initiatives portfolio is the most recent addition to the administrative structure. Its establishment was necessitated by the growth in numbers and complexity of the Faculty and our deep involvement with communities in the BC Interior, particularly with our Indigenous partners.

Chart 2: Associate Dean Portfolios			
<p>Associate Dean, Teaching, Learning and Curriculum - <u>Dr. Julien Picault</u></p> <p>Provides leadership for the development, implementation, and sustenance of a strategic approach to teaching, learning, and curriculum.</p> <p>Faculty Support:</p> <ul style="list-style-type: none">▪Manages curriculum submission and related consultation, approval, and implementation processes;▪Monitors curriculum effectiveness;▪Coordinates formal, regularly-scheduled self-studies and external reviews of academic programs;▪Supports innovative teaching and learning initiatives. <p>Student Support:</p> <ul style="list-style-type: none">▪Coordinating undergraduate awards and recognitions unrelated to research.	<p>Associate Dean, Undergraduate Students - <u>Dr. Donna Senese</u></p> <p>Provides leadership to develop, implement and sustain a strategic and holistic framework that ensures undergraduate students are successful throughout their life-cycle – from prospective students to graduates.</p> <p>Faculty Support:</p> <ul style="list-style-type: none">▪Coordination of undergraduate enrolment planning and management;▪Facilitation of student communications to access relevant services, including academic and non-academic services and support. <p>Student Support:</p> <ul style="list-style-type: none">▪Facilitation of access to relevant academic and non-academic services and support;▪Provision of effective and efficient student recruitment activities;▪Facilitation of admission and registration of high-quality students;▪Provision of excellent educational experiences, both curricular and extra-curricular;▪Promotion of community, affinity, and supportive peer networks.	<p>Associate Dean, Research, Graduate and Postdoctoral Studies - <u>Dr. Alison Conway</u></p> <p>Provides leadership and oversight for the Faculty’s research, scholarly activities, and collaborative initiatives and partnerships. The portfolio is also responsible for the recruitment, retention, career advancement, recognition, and ongoing success of an excellent and diverse community of colleagues.</p> <p>Faculty Support:</p> <ul style="list-style-type: none">▪Provides leadership for designing, reviewing, and implementing a Faculty research plan;▪Explores, promotes, and facilitates research and funding opportunities for faculty members;▪Provides overall coordination of Interdisciplinary Graduate Studies (IGS) themes; creates IGS course schedule; plans IGS budget;▪Provides guidance for the management of post-doctoral fellowships and fellows. <p>Graduate Student Support:</p> <ul style="list-style-type: none">▪Advocates for both disciplinary and interdisciplinary pedagogy and curriculum for graduate studies; explores, promotes, and facilitates research and funding opportunities for faculty members;▪Chairs the FASS Graduate Awards committee;▪Addresses complaints and concerns about graduate student academic and non-academic misconduct; appeals of grades and academic standing; and supervision.	<p>Associate Dean, Strategic Initiatives - <u>Dr. Mike Evans</u></p> <p>Provides leadership and support to the Faculty in strategic planning and program development.</p> <p>Faculty Support:</p> <ul style="list-style-type: none">▪Facilitates strategic development, assessment, and implementation of initiatives to set up and advance research and community engagement including both domestic and international partners;▪Helps guide the development of strategic initiatives that are complex in scope, impact, and engage diverse partners to develop and nurture relationships in support of the Faculty’s strategic priorities;▪Fosters relationships with key individuals and stakeholders to enhance alignment and integration of the Faculty activities with other Faculties and units at UBCO and UBCV and with regional institutions of higher learning; develops and maintains relationships with current and new community partners and consortia, including domestic and international leaders, government offices, Indigenous communities/ governments, and civil society;▪Oversees the development of a strategic framework and, in collaboration with the Dean and the Leadership team, drafts the Faculty’s strategic plan, within the context of the larger strategic priorities of UBCO;▪Provides leadership in program building and development of professional degrees, certificates, and responds to external demands in the changing landscape, as appropriate and relevant to strategic priorities of the Faculty.

Departments



Academically, the Faculty is organized into four departments with multiple programs/disciplines in each unit. The Department of Psychology is the only single discipline department. Each department, besides a Head and Associate Head, has a program coordinator and advisor.

[Community, Culture and Global Studies \(CCGS\)](#) - Head - [Dr. Jon Corbett](#)

- Anthropology
- Geography
- Gender, Women's and Sexuality Studies
- Indigenous Studies
- Indigenous Language Fluency Program

[Psychology \(PSYO\)](#) - Head - [Dr. Elena Nicoladis](#)

- Clinical Psychology
- Psychological Science

[Economics, Philosophy and Political Science \(EPP\)](#) - Head - [Dr. Noriko Ozawa](#)

- Economics
- International Relations
- Philosophy
- Political Science
- PPE (Philosophy, Politics and Economics)

[History and Sociology \(HISO\)](#) - Head - [Dr. Ben Nilson](#)

- History
- Sociology

Each department is currently supported by two administrative staff. Additionally, CCGS has four staff members (One [Manager](#) and three community and instructional liaisons) who work solely in the Interior Salish Language Fluency program.

The Department of Psychology operates a [Psychology Clinic](#) that has a Manager and an Office Assistant, due to its separate location from the department and its distinct function on campus.

Faculty numbers and demographics

In total, FASS has 102 tenure stream faculty members, 29 Full Professors (28 research stream, one educational leadership stream), 32 Associate Professors (29 research stream, three educational leadership stream), 41 Assistant Professors (37 research stream, four educational leadership stream) in 2024.

FASS also employs Lecturers on three- and

five-year contracts and Sessional Lecturers who are hired to teach individual courses (in 2024 there were 17 Lecturers and 10 Sessional Lecturers).

The trend shows a significant growth of tenure stream faculty over the past four years, since FASS was established, as the growth was at the Assistant Professor rank (see Chart 3).

Chart 3: Faculty Numbers/Headcount

Job Category	Rank	2020-2021	2021-2022	2022-2023	2023-2024
Tenure Stream Faculty	Full Professor	22	26	29	28
	Associate Professor	30	27	27	29
	Assistant Professor	20	31	32	37
	Professor of Teaching	-	-	1	1
	Associate Professor of Teaching	4	4	3	3
	Assistant Professor of Teaching	1	1	2	4
	Total	77	89	94	102
Non-Tenured Stream Faculty	Lecturer	11	11	15	17
	Sessional Lecturer	10	18	19	10
	Assistant Professor without review	1	1	1	-
	Assistant Professor of Teaching without review	1	1	-	-
	Adjunct Faculty	2	1	1	2
	Total	25	32	36	29
Postdoctoral Fellow/ Research Associate	Postdoctoral Research Fellow	3	2	5	4
	Postdoctoral Teaching Fellow	1	1	-	-
	Total	4	3	5	4
Grant Total		106	124	135	135

* The report includes retirement, resignation and all other termination reasons

These headcounts do not directly translate into FTE, for detailed breakdown by department and FTE count see Chart 4.

Chart 4: Faculty of Arts and Social Sciences Faculty Numbers By Department FTE (2024)

Department	Employee Category	Job Category	Faculty Rank	Total
Community, Culture and Global Studies	Faculty	Tenure Stream Faculty	Full Professor	9.5
			Associate Professor	9
			Assistant Professor	11
			Associate Professor of Teaching	1
			Assistant Professor of Teaching	3
			Total	33.5
		Non-tenured Faculty	Adjunct	0.3
			Lecturer	3.8
			Sessional Lecturer	4
			Total	8.1
		Postdoctoral Fellow Research Associate	Postdoctoral Research Fellow	1
Economics, Philosophy & Political Sciences	Faculty	Tenure Stream Faculty	Full Professor	8
			Associate Professor	6.5
			Assistant Professor	11.7
			Associate Professor of Teaching	1
			Assistant Professor of Teaching	0
			Total	27.2
		Non-tenured Faculty	Emeritus Faculty	0.3
			Lecturer	4
			Sessional Lecturer	0.3
			Total	4.7
		Postdoctoral Fellow Research Associate	Postdoctoral Research Fellow	1
History and Sociology	Faculty	Tenure Stream Faculty	Full Professor	2
			Associate Professor	6.5
			Assistant Professor	8
			Total	16.5
		Non-tenured Faculty	Lecturer	2.5
			Sessional Lecturer	0.3
			Total	2.8
Psychology	Faculty	Tenure Stream Faculty	Full Professor	7
			Associate Professor	7
			Assistant Professor	3
			Associate Professor of Teaching	2
			Assistant Professor of Teaching	1
			Total	20
		Non-tenured Faculty	Lecturer	3.5
			Sessional Lecturer	0.7
			Total	4.2
		Postdoctoral Fellow Research Associate	Postdoctoral Research Fellow	3.0
			Postdoctoral Teaching Fellow	0.3
			Total	3.3

CCGS is currently the largest department within FASS with 33.5 FTE faculty. This growth is a reflection of the recently (2022) launched Interior Salish Language Program, with three Bachelor in Indigenous Language Fluency degrees: Bachelor of Nsyilxcn Language Fluency, Bachelor of St'át'imc Language Fluency and Bachelor of Nl̓eᓃkepmx Language Fluency. Additionally, lecturers and sessional lecturers in the department support the new graduation requirement of Indigenous content required for all BA students, and as of 2024, also BSc students. The Geography program is well positioned to play a major role in the recently launched Bachelor of Sustainability going forward. The geography group also excels in research productivity and external funding, with a Principal's Research Chair, Tier 2 held by one of its members.

EPP is the second largest department with 27.2 FTE in faculty and 4.7 FTE in lecturers and sessional lecturers. This is mainly driven by demands in Economics, though Political Science, which includes International Relations, has also experienced growth in recruitment as well. The department holds one Principal's Research Chair, Tier 1 (Political Science) and one Canada Research Chair, Tier 2 (Philosophy).

Psychology, despite its significant student enrollment numbers (see Chapter 3 for details), has only 20 FTE and 4.2 FTE lecturers and sessional lecturers. An investment in new faculty lines in this department is urgently needed as the demand far exceeds the current capacity of the department. Most recently, international partners in India expressed interest in Psychology. Strengthening both the psychological science group and the clinical psychology program is one of FASS' top priorities, if "resilience" is one of central

UBCO's priorities. Resilient people and societies must be rooted in wellbeing and resilient mental health of our population at every age. The department is research active and holds one Principal's Research Chair, Tier 2, and two Michael Smith Foundation Health research chairs.

History and Sociology is the smallest unit with 18.0 FTE and 3.3 FTE lecturers and sessionals. While this may be a small unit, it is doing very well in terms of course enrollments (particularly Sociology) and in numbers of Majors in History (see Chapter 3 for details).

FASS continues to strive to recruit a diverse faculty complement and has made significant progress since its establishment as a separate faculty in 2020. However, differences still remain between departments and programs, with room for improvement in some areas to reflect the diversity of our province, Canada, and our global world. Currently, FASS has 49 tenure stream faculty self-identified as male or female and three self-identified as non-binary. Among the lecturers and sessional lecturers, the ratio is equally balanced between men and women, and one sessional lecturer identified as non-binary. FASS has made a conscious and successful effort over the past four years to recruit minority and Indigenous faculty. There are 13 faculty members who self-identify as ethnic/racial minorities and nine faculty who identify as Indigenous (out of a total of 102 faculty members in FASS). While the numbers are still below the national average and are not representative of overall population, FASS, due to its Indigenous Studies program and the Interior Salish Language program, has the highest number of Indigenous faculty and staff on the UBCO campus and in the UBC system (Eight residing in one department: CCGS).

Staff numbers and demographics

FASS is, in our estimation, a tight and well-run unit with appropriately allocated staff whose portfolios are structured in a manner that prevents duplication of each other's work

There are currently 27.5 staff supporting the four departments and the Faculty (with 135 faculty and postdocs, 3,646 undergraduate and graduate students). Additionally, FASS agreed in 2022 to participate in a joint project with central advising, where we have three FASS dedicated advisors whose salaries we pay at 50% (see undergraduate student section for more detail).

Our staff demographic is reflective of most higher education trends, the overwhelming majority are female (Three staff are male identified, 25.5 are female identified). This reflects the labour market and career choices, when the sector is not well compensated for the level of educational background that all staff currently have – the majority have at minimum a BA level degree. FASS administration is aware of issues in the staff envelope and is consciously working to address concerns, needs, and provide a range of professional and personal opportunities.

The Administrative Manager, Michele Bjornson, who started in the position in 2022, takes an active role in regular all-staff meetings and retreats that address work/life balance, provides growth and professional development opportunities, and creates a sense of FASS staff community. FASS social events include an end of term lunch hosted for all staff at a local venue and a monthly "cake day" celebrating all birthdays of the month. The staff also initiated a self-directed Social Committee which organizes events, group

walks and exercise opportunities such as yoga at the campus gym.

In the most recent work experience/satisfaction survey (administered in October 2024), 88% of respondents (out of a total of 24 respondents in FASS) "strongly agreed" or "somewhat agreed" that their "work is meaningful and valued" and the same number felt "satisfied in my current role". In addition, 79% felt that they "receive recognition from my accomplishments at work".

FASS leadership aspires to be as transparent and forthcoming about UBCO changes, and their impact on the Faculty and our employees, as possible. It is reflected in a relatively high trust among staff, since 80% of respondents agreed that they feel "well informed about changes and development in FASS".

However, reflective of the compensation structure, only 53% of respondents agreed that "UBC offers a competitive pay and benefits package". The area of future improvement, since FASS does not set compensation, is professional development.

We intend to consider a broader range of specific skill development opportunities going forward, and tailor those to future skills that staff may benefit from. Overall, the FASS staff survey was encouraging as 92% of respondents felt that "they work as a team", which these days is a major accomplishment in most workplaces. We intend to pay close attention to opportunities in professional development and work and life balance going forward. (See the entire survey and results in Appendix).

Discover, engage, inspire

Overview

The Faculty of Arts and Social Sciences offers UBC Okanagan students a wide range of undergraduate and graduate programs, exemplifying the diversity of topics and methodologies students can engage with in pursuit of their degrees.

We are particularly proud to be the home of the Interior Salishan Language Fluency Degrees, programs currently unique in BC, Canada, and in North America.

These efforts stand as a testament to our contribution to UBC's ongoing commitment to Truth and Reconciliation with Indigenous Peoples.

The undergraduate education portfolio is overseen in the Dean's Office by the Associate Dean Undergraduate Students (currently Dr. Donna Senese) who facilitates recruitment, retention, and success for FASS students, as well as enrolment planning and admissions, registration and communications in the faculty.

Facilitation of student success has been a complex undertaking in unprecedented times that overlaps with the official beginning of the Faculty in 2020/21 (the formal split from the Faculty of Science in 2018 took two years of decoupling).

To negotiate a pathway to success for undergraduates, the portfolio has focused on building a community of collaboration

across the campus with numerous offices and personnel involved in the provision of resources required for academic excellence and wellbeing.

Undergraduate Headcount

Next to the Faculty of Science, the Faculty of Arts and Social Sciences is the second largest Faculty on campus.

Enrollment has seen steady growth, reaching its peak during the pandemic in the 2021/2022 academic year.

However, student numbers have declined in 2022/23 and 2023/24, due to the post pandemic era of inflation, the sudden decrease in online instruction, and decreasing enrollment of new undergraduate international students.

Decreasing enrollment is expected to continue for at least the next two years as the current larger 3rd- and 4th-year undergraduate students' cohorts are replaced by smaller incoming cohorts.

The Faculty of Arts at UBC Vancouver has also seen a decline in international enrolment, significantly impacting FASS, which relies on international applicants who choose it as a second option after Arts Vancouver.

Going forward, FASS would prefer a more collaborative solution to international student recruitment.

Chart 5: FASS Undergraduate Headcount by Degree, Domestic & International Status

Degree	International / Domestic	Session Year					
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
BA-O	Domestic	787	857	965	1,023	1,071	1,047
	International	125	186	228	246	213	187
BA-O Undeclared	Domestic	756	876	973	942	830	814
	International	300	347	375	316	266	253
BNLF-O	Domestic	-	-	-	9	18	16
BNLK-O	Domestic	-	-	-	-	-	6
BSTA-O	Domestic	-	-	-	-	-	13
FASS Undergraduate Total		1,968	2,266	2,541	2,536	2,398	2,336

Bachelor of Arts

FASS offers a four-year degree program leading to the [Bachelor of Arts \(BA\)](#). Students can complete the program with one of more than 15 majors or with a General Studies degree. Disciplines within the Bachelor of Arts program are varied and allow for a large selection of courses. The BA is offered jointly with the Faculty of Creative and Critical Studies.

The BA underwent a major redesign that was implemented in 2021. Program redesign and educational renewal are at the heart of the transformative learning objective of the [UBC Strategic Plan](#). The redesign seeks to not only cultivate students' intellectual ability and practical skills, but also their imaginations and creativity.

The new BA structure is built on a set of foundational, distribution, and program requirements, all of which are outlined in the [Okanagan Academic Calendar](#). The foundational and distribution requirements include categories with distinct learning outcomes.

To assign specific designations (e.g., critical thinking or sustainability) to courses, the Bachelor of Arts Standing Committee (BASC) was formed, along with a submission process.

The Teaching, Learning and Curriculum (TLC) Office is responsible for administering the BA and managing the ongoing submission and review process for designated courses under each of the eight foundational and distribution categories. In addition, the TLC Office coordinates the administration process for any student transfer credit requests seeking to fulfill the BA requirements.

In November 2024, the BASC initiated a full review of all courses currently listed under the foundational and distribution categories. The purpose of this review is to ensure all courses, and their learning outcomes are still aligned with the category learning outcomes. FASS plans to review the new BA in 2026 to inform potential improvements.

As outlined in Chapter 2's discussion on FASS' organizational structure, the Faculty comprises four departments offering Major, Minor, and Honours degree programs.

Academic Programs

Degree Programs

Bachelor of Arts
Bachelor of Nłeʔkepmx Language Fluency (B.Nłek.)
Bachelor of Nsyilxcn Language Fluency (B.N.L.F)
Bachelor of St’át’imc Language Fluency (B.St.Lg.)
Bachelor of Secwépemc Language Fluency (B.Secw.) ¹

Interdisciplinary Degree Programs

Bachelor of Sustainability

Degree Programs

Anthropology	Major, Minor
Computer Science (BA)	Major, Minor, Honours
Economics (BA)	Major, Minor, Honours
Gender, Women and Sexuality Studies	Major, Minor
General Studies	Allows concentrations in two or three disciplines
Geography	Major, Minor
History	Major, Minor, Honours
Indigenous Studies	Major, Minor
International Relations	Major
Mathematics (BA)	Major, Minor
Philosophy	Major, Minor
Philosophy, Politics and Economics (PPE)	Major, Honours
Political Science	Major, Minor
Psychology (BA)	Major, Minor, Honours
Sociology	Major, Minor

Graduate Programs

Psychology	MA/PhD, PhD
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Interdisciplinary Graduate Studies

Community Engagement, Social Change, Equity	MA, PhD
Global Studies	MA, PhD
Indigenous Knowledges: iʔ sqilx ^w aʔ cmiy t smypnwíłnsəl̓x	MA, PhD
Sustainability	MA, MSc, PhD
Urban and Regional Studies	MA, MSc, PhD
Digital Arts and Humanities	MA, PhD

1 A fourth Indigenous Language Fluency Degree is pending approvals with a planned start date for Fall 2025.

BA students can also complete a double major in two disciplines, including select programs offered by the Irving K. Barber Faculty of Sciences (IKBFOS) and the Faculty of Creative and Critical Studies (FCCS). BA students can also complete minors in select disciplines offered by IKBFOS, FCCS, and the Faculty of Management (FoM). Students can elect to enroll in the dual degree Master of Management. An interdisciplinary degree is offered by the Irving K. Barber Faculty of Arts and Social Sciences, Irving K. Barber Faculty of Science, and Faculty of Creative and Critical Studies. Students take a set of core integrative courses specific to sustainability along with a set of advanced courses in one of four concentrations.

Degree trends (Majors, Minors and Honours) in specific programs generally follow those observed across the Faculty of Arts and Social Sciences as a whole. Psychology (BA and BSc) remains the largest Major, with about 64% of all FASS students. The program has grown significantly over the past six years, currently 1,072 BA and BSc students, driven primarily by domestic enrollments with minimal reliance on international students. Other programs are comparatively smaller. The decline in international student enrollment

Chart 6: FASS Undergraduate Headcount by Degree and Primary Field of Study

Degree	Primary Field of Study ¹	International/ Domestic	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
BA-O	Anthropology	Domestic	60	79	76	64	48	52
		International	6	9	9	9	3	5
	Economics	Domestic	33	25	20	15	16	14
		International	53	59	56	64	42	40
	Gender,Women and Sexuality Studies	Domestic	7	12	14	11	5	10
		International	-	-	-	-	1	-
	General Studies	Domestic	39	38	41	46	41	54
		International	10	14	28	23	15	12
	Geography	Domestic	35	41	40	51	45	37
		International	3	3	6	5	5	6
	History	Domestic	71	70	77	80	83	81
		International	1	7	9	8	6	4
	Indigenous Studies	Domestic	12	23	22	20	26	27
	International Relations	Domestic	37	37	37	44	45	33
		International	9	12	19	22	17	18
	ECON/PHIL/POLI	Domestic	17	15	12	14	10	14
		International	3	6	6	12	8	3
	Philosophy	Domestic	15	17	19	18	28	25
		International	-	4	3	3	4	4
	Political Science	Domestic	41	41	39	40	41	43
		International	2	1	4	5	6	4
	Psychology	Domestic	424	465	566	613	660	657
		International	46	81	109	111	117	100
	Sociology	Domestic	35	32	43	53	64	54
		International	2	4	7	7	4	3
BNLF-O		Domestic	-	-	-	9	18	16
BNLK-O		Domestic	-	-	-	-	-	6
BSTA-O		Domestic	-	-	-	-	-	13
BSCO-O	Economics	Domestic	18	11	6	8	12	20
		International	15	16	17	18	14	10
	Psychology	Domestic	161	163	185	217	266	270
		International	15	19	26	38	48	45
Total			1,170	1,304	1,496	1,628	1,698	1,680
¹ Primary Field of Study is a Combined Major, Major, or Honours for Undergraduate students.								

¹ Primary Field of Study is a Combined Major, Major, or Honours for Undergraduate students.

has affected programs unevenly. Economics (BA and BSc) has seen a 39% drop in international students over the last two years, representing the largest revenue loss among programs, as most students in this program are international. This is a contrasting demographic

compared to Psychology, where 87% of students are domestic. Similarly, international students in PPE, Sociology, or Anthropology dropped significantly (75%, 57%, and 44% respectively). Other programs were less affected by the decline in international students, either due to already low international student numbers, or because they maintained or increased their domestic enrollments. The History program deserves to be highlighted for stable numbers over the years (85-90 Majors).

in class sizes later in the period is mostly due to the hiring of additional teaching staff. Programs like Anthropology, Economics, Geography, and Indigenous Studies have seen class sizes return to levels close to those of 2018/19 (pre-pandemic) by 2023/24, while other programs, such as Gender, Women and Sexuality Studies, History, Philosophy, Political Science, and Sociology, have experienced significantly smaller class sizes in 2023/24 compared to the

beginning of the period.

This trend reflects several factors: stagnating or declining student numbers, coupled with increased teaching staff, enabling special topics and smaller seminars that greatly enhance student learning.

FASS administration, conscious of post pandemic student challenges, promoted smaller classes and engaged learning, with a focus on retention and student body diversity.

Class size and section count

Over the six-year period, three of the four departments have seen a significant increase in the number of course sections offered. This growth was driven by a rise in student enrollment during the first part of the period, the introduction of the new Bachelor of Arts program requirements, and the addition of courses taught by newly hired faculty members. However, the number of sections is expected to decrease as fewer sessional lecturers will be hired in the following years. The number of Psychology courses offered has remained relatively stable throughout the period. Increases in student enrollment in Psychology were largely accommodated by increased class sizes. The slight reduction

Chart 7: Section Count by Department

	Section Count by Department					
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
CCGS	73	73	79	104	117	119
EPP	85	90	88	106	111	105
HISO	50	50	48	59	61	70
PSYO	42	42	41	44	47	44
Total Section Count	250	255	256	313	336	338

Chart 8: Average Class Size by Program

By Program	Average Class Size by Program					
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
ANTH	61	60	68	72	57	62
GEOG	36	45	52	39	35	36
GWST	42	49	56	45	50	34
INDG	39	40	47	43	39	42
ECON	91	95	97	82	75	90
PHIL	72	69	74	60	64	65
POLI	87	78	84	53	54	58
HIST	45	46	46	46	45	36
SOCI	70	82	86	79	63	57
PSYO	141	162	203	193	174	176
Average Class Size	69	73	81	71	66	66

Sessional Evaluation and Academic Performance

Sessional evaluations and undergraduate student performance show distinct variations throughout the last five years.

During the pandemic (2020-2022), the number of students added to the Dean's List (GPA \geq 85%) rose significantly, while paradoxically, the number of students in

Failed Standing (GPA $<$ 50%) also increased substantially. The number of academic misconduct reports among FASS students grew during the same period.

While causation is not established, the return to in-person instruction has coincided with a decline in reported academic misconduct, a trend observed in other faculties and institutions nationally.

Chart 9: Sessional Standings Summary (FASS only)

Degree Program Code	Sessional Standing	Evaluation Decision 1	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BA-O	Academic Probation	Eligible to Continue	-	-	-	-	-	-	-
	Dean's Honour List	Eligible to Continue	5	4	4	1	-	-	-
	Dean's List	Eligible to Continue	139	147	196	342	344	279	279
	Dean's List, Missing ENGL	Eligible to Continue	21	24	21	68	32	82	117
	Total Dean's List		165	175	221	411	376	361	396
	Failed Year	Eligible to Continue					2		
		Not Eligible to Continue				1			
		Permitted to Continue	2	2	2	3	5	20	6
		Required to Discontinue from Faculty	36	27	21	20	53	27	17
		Required to Withdraw	9	7	3	6	2	3	5
	Failed Year, Missing ENGL	Permitted to Continue		2	1	2	2	6	4
		Required to Discontinue from Faculty	51	47	42	65	33	31	28
		Required to Withdraw	6	5	2	4	3	2	5
	Total Failed Year		104	90	71	101	100	89	65
	Passed	Eligible to Continue	1181	1336	1554	1474	1773	1430	1175
		Permitted to Continue	1	1	2		1		
		Year Level							1
	Passed, Missing ENGL	Eligible to Continue	376	383	455	628	319	553	703
	Review	Outstanding SD							0
	Total	Total	1,831	1,987	2,304	2,617	2,574	2,441	2,347

Undergraduate research and student success

Student Awards

There are a total of 15 different awards available to FASS students, ranging from \$800 to \$10,000. Awards are split into start-of-term and

year-end for adjudication. The awards are either determined by department recommendation or student applications. For a full description of each award, please use the [awards search](#).

Chart 10: Awards by Department

Award Name	Amount by Year (Winter terms only; Start-of-Term and Year-End)					Discipline	Adjudication
	2020	2021	2022	2023	2024		
Daniel Lovegrove Memorial Award	\$1,500 ¹	\$1,500	\$1,500	\$1,500	TBD	PSYO	Department recommendation
Farris, Vaughan, Wills & Murphy LLP Award in Legal Studies	\$1,250	\$1,250	\$1,400	N/A	N/A	EPP	FASS ARC
Peter and Claire Harnetty Prize in History	\$1,100	-	-	\$1,150	TBD	HIST	Department recommendation
Henderson Award in International Development	-	-	\$3,600	-	-	Campus-wide	Enrolment Services
HSBC Bank of Canada Prize	\$1,250	-	-	-	-	Campus-wide	FASS
International Student Faculty Award ²	\$120,000	\$137,700	\$66,000	\$65,000	\$65,000	FASS	Dean's Office
Margaret Evangeline Mahon Award	\$1,200	\$2,400	\$2,400	\$3,000	TBD	PSYO	Department recommendation
Doug and Deborah Oworm Scholarship	\$2,950	\$3,550	\$3,750	\$3,850	TBD	ECON, POLI, PHIL	Department recommendation
Pushor Mitchell Prize	-	-	\$10,000 ¹	\$10,000 ¹	TBD	FASS/FoS	FASS/FoS
Wells Gray Tour Scholarship	\$800	\$800	\$900	\$1,000	TBD	GEOG	Department recommendation
Petraroia Langford LLP Award in Legal Studies	N/A	N/A	N/A	\$1,350	TBD	FASS	FASS ARC
Maury and Linda Williams Travel Award in History ³		\$1,300			TBD	HIST	Department recommendation
Head of Graduating Class	Medal only					FASS	Dean's Office
The Joseph Zagrodnezy Prize	N/A	\$1,000	\$1,000	\$1,000	TBD	PSYO	Department recommendation
Walley Lightbody Award in Law	N/A	\$4,000	\$4,000	\$4,000	TBD	FASS	Department recommendation

¹ Awarded to BSc PSYO

² Includes Start-of-Term Awards only; Year-End awards will not be available until W24 T2 (March 2025)

³ Non-cyclical; can be awarded outside the award cycle deadlines

N/A - Award not available

Undergraduate Research Awards (URA)

The Undergraduate Research Awards (URA) and International Undergraduate Research Awards (IURA) program offer awarded students an opportunity to conduct innovative, original research of their choice over a summer term, guided by a faculty supervisor. The program is coordinated by the Associate Dean of Research, Graduate, and Postdoctoral studies, with support from a faculty member (the URA Coordinator).

Recipients receive \$10,000 for the summer and can access up to \$1,500 for research-related expenses. Open to both domestic and international students, it primarily targets those in their third year of study. Over the course of the summer, students participate in regular mentorship sessions on research methodologies and scholarly communication, facilitated jointly by the URA Coordinator and library staff. Additional information on the URA and IURA can be found [here](#).

Chart 11: URA Data

Award Year	Number of Applicants	Number of URA Awardees	Number of IURA Awardees	Total
2020	18	7	1	8
2021	12	8	3	11
2022	9	5	1	6
2023	19	6	1	11 ¹
2024	23	7	3	10

¹ Includes 3 NSERC USRA Students

Honours thesis/directed studies projects

Faculty in most programs regularly supervise students in honours theses or directed studies courses. Between 2019 and 2024, 532 students engaged in such research experiences.

Psychology stands out numerically from all other programs due to its size. History, despite being a smaller program, has a significant number of Honours' Theses as they have dedicated a concerted effort to this endeavour.

Chart 12: Honours and Directed Studies*

		W2019	W2020	W2021	W2022	W2023	W2024	Total per discipline
Honours	Economics	2	2	4	2	10	0	20
	History	2	2	4	1	5	5	19
	Psychology	8	9	27	18	33	31	126
Directed Studies	Anthropology	3	0	0	1	0	4	8
	Economics**	1	1	5	4	1	4	16
	Geography	4	4	6	3	5	4	26
	Gender, Women and Sexuality Studies	1	0	1	0	2	0	4
	History	1	0	1	0	0	0	2
	Indigenous Studies	0	0	0	1	2	3	6
	Philosophy**	0	0	0	0	1	0	1
	Psychology	18	25	57	67	73	47	287
	Political Science**	1	2	9	5	3	4	24
	Sociology	0	3	1	1	3	2	10
Total per year		41	48	115	103	138	104	

* Includes programs that are also offered in the BSc (ECON, PSYO); includes Summer terms

**Includes DS completed for the PPE Major

Co-op education

The co-op education program offers students a valuable opportunity to gain experiential learning in their field of study by working with companies, NGOs, and government agencies for up to three terms.

It provides a unique chance to gain hands-on, practical experience, put classroom learning into action, and explore different career paths.

Since 2019, the co-op program has attracted students from various disciplines, with participants from 12 different programs.

It has been especially popular among students majoring in Psychology, Computer Science, Philosophy, Politics and Economics (PPE), and Economics.

Between September 2019 and August 2024, FASS students completed 193 co-

op terms, including 96 completed by international students, demonstrating the program's appeal and accessibility. The co-op education program offers students a valuable opportunity to gain experiential learning in their field of study by working with companies, NGOs, and government agencies for up to three terms.

It provides a unique chance to gain hands-on, practical experience, put classroom learning into action, and explore different career paths.

The co-op office is proactive and develops partnerships with a wide variety of companies and institutions.

Our students have had co-op experience at Ubisoft, Interior Health, Executive Aviation, the City of Edmonton, the BC Public Service Agency, the Royal Bank of Canada, and Indigenous Services Canada.

Student hires

FASS offers a wide range of research and work experience opportunities to students. From 2020 to 2024, a total of 513 paid positions were given to undergraduate and graduate students. Currently, there are seven different kinds of positions available to students. Graduate Teaching Assistant positions are part of the financial support students receive when they enter the graduate program.

Chart 13: Student Employees

Job Title	2020/21	2021/22	2022/23	2023/24
Undergrad Research Assistant	14	10	13	11
Undergrad Academic Assistant	-	2	4	6
Undergrad Teaching Assistant	33	39	41	41
Graduate Academic Assistant	1	1	4	7
Graduate Research Assistant	21	13	15	24
Graduate Teaching Assistant	37	64	51	51
Work Study/Work Learn	1	4	-	5
Total	107	133	128	145

Student Directed Seminars

The Student Directed Seminars (SDS) program provides upper-year undergraduate students the opportunity to propose, coordinate, and lead their own three-credit seminar class with a small group of peers on a topic not currently offered at UBC Okanagan.

In 2022, FASS was the first Faculty at UBCO to identify SDS as an ideal opportunity for learning and community building, aligned with UBC’s strategic goals and launched the program.

The SDS program is currently in its third year, with plans to conduct a comprehensive evaluation in Summer 2025.

Each seminar brings together a group of highly motivated students to explore and investigate a topic through various learning

activities, such as group discussions, research papers, presentations, guest lectures, applied problem-solving, and community service learning. The seminars are a great way to enhance student learning experience while gaining facilitation and leadership skills.

Student Coordinators collaborate with a Faculty Sponsor to develop the course proposal and syllabus.

The Office of the Provost at UBCO and other Faculties across campus have expressed strong interest in evaluating the program’s outcomes and assess the feasibility of expanding the SDS program to a campus-wide offering, similar to UBCV.

Additional information, including the various roles and application process, can be found on the [Student Directed Seminars website](#).

Chart 14: Total Number of Student Directed Seminars

Year	# of Applications	# Approved	Program
2022W - Year 1	1	1	Psychology
2023W - Year 2	3	1	Political Science
2024W - Year 3	3	2	Psychology Gender, Women and Sexuality Studies

Chart 15: Seminar Topics Proposed

Year	Program	Topic
2022*	Psychology	Queering Psychology from an Intersectionality Lens
2023	Gender, Women and Sexuality Studies	Femtech: Gendered and Intersectional Health Disparities and Technology
2023*	Political Science	Liberation Studies
2023	Psychology	Psychology of Sustainability and Changing Behaviours
2024*	Psychology	Brains, Bodies and Society: An Introduction to Eating Disorders
2024*	Gender, Women and Sexuality Studies	Growing up Queer
2024	Philosophy	Philosophy of Psychoanalytic Theory

* Seminar topics that were selected by the SDS Advisory Committee

Community engaged and immersive learning in departments

Community, Culture and Global Studies Department

The [Community, Culture and Global Studies](#) department has made a significant contribution to experiential learning opportunities for students.

Recipients of the FASS Curriculum, Teaching and Innovation Grant, two faculty members in Anthropology developed a Public Anthropology course that included a [Public Anthropology Speaker Series](#). The Gender, Women and Sexuality Studies program has developed a student journal, titled [That's What We Said](#).

Over the past four years, at least 30 students have contributed, while learning editorial and feminist publishing skills, event organizing, and working at the intersection of academia, activism and public scholarship. Human Geography offers a range of geography field courses. In addition to multiple offerings through the campus Go Global program, Geography integrates local field trips in various courses across the program, demonstrating the local and global outlook of the geography discipline and program at UBCO.

The Indigenous Studies program has made a significant contribution to student learning in FASS, as multiple faculty members increase the capacity to deliver courses to fulfill the BA Indigenous Content Requirement for all UBCO students. In addition, the Indigenous Studies program has contributed to the new Indigenous Knowledges Theme, offered through the Interdisciplinary Graduate Studies program. This theme now provides a pathway for Indigenous Studies students to transition into a graduate program.

Indigenous Language Fluency Degrees

Housed in CCGS, the [Interior Salishan Language Fluency Degrees](#) are unique programs in FASS, at UBCO, in UBC, in Canada and in North America. Pioneered by Dr. Jeannette Armstrong, who received the Order of Canada for her accomplishments, the program now offers three degrees, with a fourth one joining in 2026 (see below). While Indigenous languages are now taught at institutions across the country at a growing rate, no other university offers a Bachelor degree in an Indigenous Language Fluency.

The Interior Salish language-specific programs emphasize immersion-based language learning and community engaged partnerships for Indigenous language revitalization. These degrees are a block-transfer program where the Department of Community, Culture and Global Studies provides the third and fourth years of the four-year degree program. Admission is based on previous completion of a two-year Diploma at the Nicola Valley Institute of Technology.

Students take intensive immersion language courses, language courses focused on domain specific language acquisition, language-informed culture courses, and language-revitalization courses. The curricula are highly structured and language specific.

- [Bachelor of Ntəʔkepmx Language Fluency \(B.Ntək.\)](#)
- [Bachelor of Nsyilxcn Language Fluency \(B.N.L.F\)](#)
- [Bachelor of St'át'imc Language Fluency \(B.St.Lg.\)](#)
- Bachelor of Secwépemc Language Fluency (B.Secw.) *Pending Approvals*

Economics, Philosophy and Political Science Department

The [Economics, Philosophy and Political Science department](#) has developed several opportunities for community engagement, with participation from students, faculty, and the public.

The [Roger W. Gale Symposium](#) is an annual event focusing on a current issue overlapping with the department's interdisciplinary expertise. The symposium brings various parts of the academy and the public into fruitful dialogue with a wide range of experts. The [Roger Watts Debate](#) is a partnership of the EPP and a community advisory committee. The debate provides a public forum to debate important issues of the day, showcasing top UBC student debaters, who compete for a cash prize. A community event, adjudicated by members of the local legal profession, it is held in the Mary Irwin Theatre downtown Kelowna. [Minds and Music](#), coordinated by a Philosophy faculty member, is an ongoing concert series that started in 2006. This concert series features the finest classical music performed by renowned musicians, with informal lectures by faculty and artists providing contemporary context. A Political Science faculty member has organized a series of public talks on free speech and academic freedom for the past two years. Multiple faculty members from the department have received the FASS Curriculum Innovation and Teaching Grant to develop new courses that offer engaging interdisciplinary and collaborative learning experiences for upper-level students. Additionally, a faculty member from the Economics program has been working with colleagues in Indigenous Studies to develop a new course on Indigenous Economic Development.

History and Sociology Department

The [History and Sociology department](#) offers students intensive research experience

opportunities through History's Honours program and Sociology's directed studies courses. In addition to course offerings under the BA requirements, History and Sociology contribute to the Bachelor of Sustainability degree. A History faculty member recipient of the FASS Curricular and Teaching Innovation Grant developed an experiential learning course in podcast production to engage with the history of reproductive technologies.

Over the last four years, new hires in both programs have contributed to an expansion of course offerings in new academic areas, including Asian history and Indigenous history of Canada. A 300-level Sociology course, Drugs and Society, includes a Drug Policy Forum where students join a group to represent a particular stakeholder group with an interest in drug policy (i.e. people who use drugs, frontline workers, or public health, etc.).

Students then identify policy issues, or gaps in policies, and develop an actionable policy initiative to address it. The high numbers of majors, particularly in history, is evidence of high student engagement in HISO programs.

Psychology Department

The [Psychology department](#) has worked on many curriculum projects over the last four years, creating their own Teaching and Learning Committee, which focuses on active projects and discussions of teaching excellence. In response to UBCO's commitments to Truth and Reconciliation, Psychology has developed a Reconciliation in Action Committee, which focuses on teaching and curriculum development. Psychology has active projects and discussions about supporting equity in all the department's activities as part of their Psychology Allyship, Community and Equity group. In anticipation of the FASS Program

Learning Outcomes Project, the department took the initiative to finalize its program learning outcomes early. After completing a first analysis of its curriculum by mapping, the program decided to make changes to remove its long-term course numbering system and instead focused on updating and enhancing its breadth areas. Junior faculty from Psychology have been extremely active in support of the new [FASS Student Directed Seminars](#) program.

Bachelor of Sustainability

The [Bachelor of Sustainability \(B.Sust.\) degree](#) is a four-year direct-entry interdisciplinary program blending practice, theory, and research methodology in participating concentrations. The degree is offered and shared by the Faculty of Arts and Social Sciences, Faculty of Science, and Faculty of Creative and Critical Studies. Students take a set of core integrative courses specific to sustainability along with a set of advanced courses in one of the concentrations:

- Environmental Analytics
- Environmental Conservation and Management
- Environmental Humanities
- Green Chemistry

The curriculum consists of 39 credits from core integrative courses, along with a minimum of 42 credits from concentration courses. The remaining credits will be chosen from relevant elective courses in consultation with a program advisor to enable students to achieve the necessary breadth to become well-versed in sustainability matters on a local-to-global scale. FASS faculty and staff have been making significant contributions to the B.Sust. degree, from development to delivery, since FASS faculty members currently teach 50% of the core integrative courses. The required Community Service-Learning courses are delivered and coordinated by a FASS faculty member.

Additionally, FASS courses make up over 30 different course requirement options available to students in the Environmental Humanities Concentration. FASS courses are also offered in the Environmental Analytics and the Environmental Conservation and Management Concentrations.

Go Global

Internationalization and global citizenry are both important foundations in the FASS educational experience. FASS faculty and students have been instrumental in the success of Go Global as participants and leaders. There are two types of Go Global opportunities provided to students: Outbound Exchange programs where students take one or more courses at specific partner institutions abroad; and Outbound short-term global seminars and research abroad that are between two to 12 weeks in duration. Exchange and short-term programs were halted during the pandemic, however, in the years prior to the pandemic and since a return to international travel, more than 90 FASS students participated in exchange between 2021 and 2023. Top destinations include the United Kingdom, Netherlands, Australia, and China. FASS faculty have also been prominent in leading Go Global Seminars since 2012, providing 28 international seminar experiences in countries such as Romania, Tanzania, Portugal, Italy, Brazil, and Australia for more than 400 students.

Chart 16: Go Global Exchange Numbers

Year	ARSC	FASS
2019	40	-
2020	-	1
2021	-	9
2022	-	51
2023	-	32
Total	40	93

Notes: ARSC® (Arts & Sciences) numbers only account for BA-O students)



Student-led Course Unions and Clubs

Many departments and degree-programs have student-run clubs and Course Unions. These groups offer various academic and non-academic activities including tutoring,

workshops, organized trips to conferences, fundraising, and social events. A faculty member in the department or program typically liaises with their Course Union. Course Unions in FASS include:

Department	Course Union
Psychology	Psychology Course Union
	Psychology Graduate Student Association
	Mental Health Awareness and Advocacy Club
Community, Culture, and Global Studies	Geography Course Union
	Lesbians For Livable Futures
	Anthropology Course Union
History and Sociology	Historical Arts and Combat Club
	Sociology Course Union
Economics, Philosophy, and Political Science	Philosophy, Political Science, Economics Student Association
	International Relations Student Association

Faculty Awards

Curriculum, Teaching and Innovation Grant

The [FASS Curricular and Teaching Innovation Grant](#) encourages creativity and innovation in teaching and curriculum development within our faculty.

This grant provides faculty members with

resources to design, implement, and refine their curricular and pedagogical innovations.

The grant offers flexible support for recipients to acquire and utilize resources as needed. It covers costs such as hiring research assistants, purchasing software and tech equipment, bringing in guest speakers, or arranging course

buyouts. Past recipients have created a range of impactful innovations, including open-access and course-

specific digital platforms, interdisciplinary teaching pedagogies, and methods to engage students with public

and civil dialogue, discourse, and debate—an essential component of our democratic society.

Chart 17: FASS Award Recipients

Award Year	Recipient(s)	Department	Amount	Topic Description
2020 ¹	Julien Picault	EPP	\$15,000	This project proposes the creation of a platform dedicated to selecting, providing, de-jargonizing, contextualizing, decrypting and explaining some current economics and political news to economics students. This platform will provide students with necessary real-life examples of economic concepts, but it will also show students how to make sense of current economics and political news.
2021	David Geary, Fiona McDonald	CCGS	\$15,000	This CTI-grant will directly support the design and implementation of a new foundational undergraduate course that seeks to address these issues and provide meaningful pathways for students to engage with matters of public importance and generate ethical projects based on community needs and shared values.
	Jamie Piercy, Shirley Hutchinson, Maya Libben, Maya Pilin, Jan Cioe	PSYO	\$11,845	The aim of this project is to design and execute curriculum mapping of the UBCO Psychology program. A curriculum map, or the visualization of elements of the curriculum, will allow for a better understanding of our program's curricular gaps and provide a framework to revitalize our program to reflect a learning-outcome model. This will allow us to systematically collect data to investigate the learning outcomes and themes of the current program to ensure students are achieving desirable competencies central to a career in psychology in line with our program outcomes.
2022	Madeleine Ransom, Julien Picault	EPP	\$26,000	This project will support the development of a new collaborative team-taught upper-level interdisciplinary seminar for majors in Philosophy, Politics, and Economics (PPE), International Relations (IR), Economics, Political Science, and Philosophy. This seminar course will become part of the regular course offerings of our department. In addition, it will serve as a model for developing similar collaborative seminars across disciplinary boundaries in the Department of Economics, Philosophy and Political Science.
	Brad Epperly, Geoffrey Sigalet	EPP	\$20,200	The Curricular and Teaching Innovation Grant will allow the design of a full-year two-course sequence on the normative and empirical dimensions of democracy during an age of democratic backsliding. The course sequence will teach students how normative ideals concerning legislative deliberation, direct democracy, constitutionalism, etc. connect to empirical challenges such as gridlock, partisanship, polarization, populism, and colonialism. In addition, it will actively engage students in projects and simulations that model these connections from regional, Indigenous, and comparative perspectives.
2023	Margaret Carlyle	HISO	\$11,080	This grant will support the design of a new single-semester upper-level course for History students and non-majors. Delivery methods will focus on experiential learning through hands-on knowledge creation and simulations, leading to tangible outputs beyond the classroom. Course work will focus on an immersive exercise in technology-as-pedagogy, in which students will use the medium of podcast production in order to engage with the central course theme: the history of reproductive technologies.
2023	Natalie Forssman, Astrida Neimanis	CCGS	\$30,000	This CTI Grant will strengthen place-based learning across at least four FASS undergraduate programs, and build educational leadership impact of FASS place-based pedagogy by creating a community of practice, supported via prototyped modular toolkits and an open-access digital platform to share strategies and knowledge with both UBCO and international audiences.
2024	Ben Ramirez, Corinna Netherton, Evan Habkirk, Shawn Wilson	CCGS	\$30,000	This project focuses on a multi-phase innovative revision that (1) supports faculty capacity and sustainability for course growth, (2) builds consistency across course sections, (3) decreases undue burden for Indigenous voices in the classroom, and (4) encourages student engagement and meaningful feedback opportunities.

¹ Pre-Faculty split; also awarded to COSC and CHEM recipients

Provost Teaching Awards

The Office of the Provost and Vice-President Academic grants three teaching awards to faculty members on our campus: the Killam Teaching Prize, the Provost’s Award for Teaching Excellence and Innovation, and the UBC Okanagan Outstanding Instructor Award. Over the past two years, several faculty members from FASS have received these awards.

Provost’s Award for Teaching Excellence and Innovation

The Provost’s Award for Teaching Excellence and Innovation aims to recognize faculty members who exemplify a commitment to teaching excellence and innovation, serving as exemplary role models through their dedication and pedagogical creativity. To be eligible, candidates must exhibit excellence in two of the three following categories: educational leadership, excellence in teaching, and a commitment to educational innovation. This award may be presented to a faculty member only once while at UBC Okanagan.

UBC Okanagan Outstanding Instructor Award

The UBC Okanagan Outstanding Instructor

Award is the newest teaching award presented by the provost's office, first awarded last year.

This award honours the top 5% of instructors within each Faculty who have demonstrated exemplary teaching and dedication to educational excellence. Dedicated solely to teaching, this award highlights instructors who have provided outstanding, student-centric learning experiences. Instructors are eligible for this award only if they have not received it in the previous two years.

Killam Teaching Prize

The Killam Teaching Prize is the highest teaching honor on the Okanagan campus. Although UBC grants several Killam Teaching Prizes yearly, only one is awarded on the Okanagan campus.

This prize recognizes faculty members who make a substantial impact on the teaching and learning culture at the Okanagan campus and beyond. To be eligible, candidates must exhibit educational leadership, excellence in teaching, and a commitment to educational innovation. This award may be presented to a faculty member only once while at UBC Okanagan.

Chart 18: Provost Awards

Award	Recipient(s)	Department
Killam Teaching Prize	Christine Schreyer (2023/2024)	CCGS
Provost Award for Teaching Excellence and Innovation	Fiona McDonald (2022/2023) Julien Picault (2023/2024)	CCGS EPP
Outstanding Instructor Award	Adam Jones, Eva-Marie Kovacs-Kowalke, Heather Latimer, Tim Paulson, Julien Picault, Jamie Piercy, Christine Schreyer (2023/2024)	All four FASS departments
Provost Award for Teaching Assistants & Tutors ¹	N/A	N/A
¹ No Provost award recipients prior to 2022 (and post-Faculty split)		

Student support, from start to finish

Recruitment

Since 2021W, FASS ACA have participated in orientation events, such as Jump Start for first year students before the commencement of classes, the welcoming FASS Block Party held the first week of classes, Experience UBC for visiting high school students, and Discover UBC for candidate first year students in May.

FASS ACA used the recruiting events to inform students about advising supports available through FASS and the Advising office.

The Associate Dean for Students regularly travels to recruitment events in Ontario, Alberta and Lower Mainland BC. In the Fall of 2024, the FASS ACA Team Lead also presented programming opportunities to the Ontario Association of Guidance Counselors in Toronto.

In the future, we plan to engage in a much more proactive recruitment of international students, focusing on specific regions of the world and niche markets with a potential interest in small campus learning environments.

We have been in conversation with several international institutions that identified specific programs of interest, specifically Economics, International Relations and Psychology.

FASS also plans to get more involved in the sustainability program and recruit students through the geography program. An outreach to high-school councillors in regions in the US is the next step we plan to take. We recognize that international student recruitment requires multiple strategies, and we are now also active

in signing block transfer agreements with colleges in BC and Alberta. The size of our campus and our ability to adjust to changing conditions is to our advantage, as the impact of a relatively small number of new students would be significant.

Academic and career advising

Academic Advising for FASS students is provided through two key supports that collaborate and intersect:

- Academic & Career Development Office (ACD) administered centrally under Student Services in the portfolio of the Vice President Students at UBC Okanagan
- Faculty Program Advisors

ACD is a central unit that provides service to all UBCO undergraduate students. Within this unit, Academic & Career Advisors (ACA) provide advising for students in degree progression; career planning and goal setting; understanding and navigation of UBC policies and systems.

In 2020 FASS recognized a need for closer collaboration with ACA and has made several investments in the central advising team to increase retention, tailor student support, and improve post-graduation career outcomes.

These investments include appointment of 1.5 FTE staff members: an ACA focused on the Psychology undergraduate program where retention is most problematic; a general ACA to support overall advising; and joint contribution between FASS and ACD for a Team Lead & FASS Advising Specialist.

The FASS Specialist ACA role was introduced in 2020W as an enhancement of student advising and a direct communication link

between FASS and ACA.

The Team Lead is responsible for overseeing the FASS Advising team, managing complex student cases, supporting administrative tasks such as graduation adjudication, and driving continuous improvements to ensure advising excellence for undergraduate students.

In addition to the centralized support provided by ACD, each FASS specialization is supported by a Program Advisor (PA).

These are faculty members who offer guidance to students on course selection, choosing a specialization, ensuring degree requirements are met, navigating complex student records, and planning for careers after graduation within their area of expertise.

The FASS ACA Team Lead collaborates with these PAs to ensure seamless support for students across the faculty.

Academic advising

Since 2021, the volume and types of student advising, as well as advising contact have significantly increased.

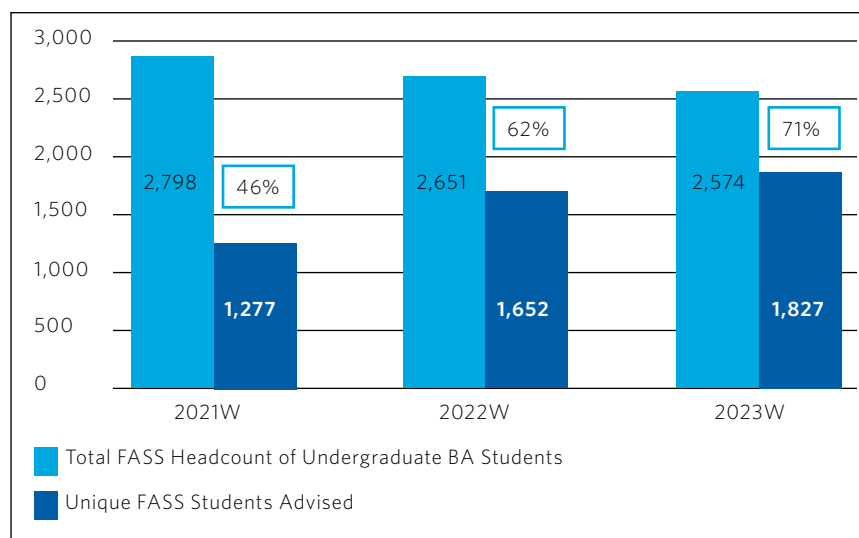
Points of Contact between the ACA and students include email, phone, pre-booked and drop-in appointments.

The data below are specific to FASS students, extracted from the broader ACA dataset for all undergraduate students.

On average, students typically have 5-7 points of contact with an Advisor, therefore, the total points of contact are much higher than shown in the following chart.

Overall, the rising trend of student points of contact since the improved collaboration between FASS and ACA began in 2020 is notable and positively impacting student performance and retention.

Chart 19: Headcount vs. Unique Student Points of Contact with ACD Advising Services



Special projects and advising

Since 2020, additional staffing has allowed for a focus on enhancing specialist advising, improving retention, strengthening recruitment efforts, and supporting post-graduation outcomes.

To achieve these goals, the FASS Advising team has prioritized a number of initiatives to increase advising support for FASS students and improve recruitment and retention. For a full list of the FASS Advising Team special projects and planned projects, please refer to Appendix Charts 23 and 24.

Student learning hub and academic integrity matters program

The UBC Okanagan Student Learning Hub is a resource centre located in the library that offers a range of supports from peers and educational professionals to assist students in building skills, strategies, and behaviours essential to successful, confident, and independent learners.

Tutoring in math, sciences, languages and writing is provided and helps with study skills and learning strategies. A Learning Strategist who is available to students at the Learning Hub uses educational, diagnostic and interview data to understand students as individual learners.

FASS works closely with the Learning Hub to provide restorative and foundational educational support for students. Since 2020, all FASS at risk (probation) and returning Failed Standing Students have been required to access specified resources in the Learning Hub. From 2023, all returning Failed Standing Students in FASS are required to register in a new restorative and foundational learning program, Thriving in Action (TIA). FASS

agreed to be the test case of this pilot project, and we are delighted with the initial outcomes.

The program is now slated to be expanded to all UBCO faculties. TIA is a 12-week program that forms a bridge into a sustainable, healthful, and hopeful academic journey that addresses community belonging through positive psychology and practical learning strategies in time management, note-taking, studying and exam writing. In its inaugural run with 12 FASS students, early results indicate success among this cohort of returning Failed Standing students. From a record high of 101 Failed Standing students in the faculty in 2020/21, Failed Standing Students have been reduced to 55 in 2023/24. Based on this success, FASS is currently working with the Learning Strategist and the Learning Hub team to develop a foundational course in University Success.

The Academic Integrity Matters (AIM) program provides UBCO students with educational support to learn and apply best practices for academic integrity. The program is available to all students, but FASS uses it as diversionary practice and intervention for students who have allegations of academic misconduct against them in FASS courses.

Specified AIM programs for misconduct students are assigned and must be completed before any decision about punitive action is taken. Given the increased propensity of academic misconduct during the pandemic and complexities added to opportunities for misconduct by Artificial Intelligence, the Associate Dean Undergraduate Students worked with the AIM in 2022 to design and implement AIM courses specific to the use of online curriculum and artificial intelligence. Also, instructors were given the opportunity

to assign AIM course work to students for credit.

After peaking in 2022 at 104 incidents, academic misconduct among FASS students has fallen dramatically in 2023 to 67, while uptake in the AIM program as a diversionary practice also peaked in 2023 and has fallen off since that time.

Disability resource centre

The Disability Resource Centre (DRC) advances access and inclusion for students with disabilities to ensure educational equity.

The DRC works closely with the FASS Associate Dean Students to determine and facilitate reasonable accommodation and provide an inclusive university experience.

The DRC has witnessed exponential growth in the number and complexity of requests for accommodation. In 2019, there were 126 DRC registered students in FASS, while there were 416 registered in 2023.

At press time (WT1 2024), there are 350 registered FASS students in the DRC, with many more awaiting the registration process.

Chart 20: Academic Integrity

Academic Integrity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Total
PACSD Cases Initiated	-	-	2	2	-	-	4
Warning Letters	1	12	3	3	1	1	21
Misconduct Checks by Faculty (Unofficial)	-	45	21	84	58	9	217
Integrity Plans Reported to the PACSD	-	-	-	1	2	-	3
Faculty Report Interview Warning	-	-	23	104	67	1	195

Chart 21: AIM Program

Subject	2019/20	2020/21	2021/22	2022/23	2023/24	Total
ANTH	23	2	1	4	3	33
ECON	-	22	1	1	2	26
GEOG	-	-	-	7	-	7
GWST	-	1	-	-	-	1
HIST	-	3	2	2	-	7
INDG	-	2	2	8	-	12
PHIL	-	1	3	3	-	7
POLI	-	2	-	-	1	3
PSYO	-	4	3	34	11	52
SOCI	-	1	2	3	-	6
Total	23	38	14	62	17	154

Chart 22: DRC registered students in FASS

	2019	2020	2021	2022	2023	2024
Domestic	114	191	257	325	378	-
International	12	28	44	32	38	-
Total	126	219	301	357	416	350

Notes: DRC registered student in FASS from 2019 to October 16, 2024

Indigenous programs and services

The primary goal of Indigenous Programs and Services (IPS) is to provide culturally appropriate services and support to First Nations, Metis, and Inuit students.

For advising support, IPS has a team of Indigenous Student Advisors who offer holistic advising from the time of application to graduation for First Nation, Métis and Inuit undergraduate and graduate students, including students in Bachelor of Arts, Bachelor of Nsyilxcn Language Fluency, Bachelor of St'át'imc Language Fluency and Bachelor of Nt̓eʔkepmx Language Fluency programs.

Advising support includes course advising, degree planning, housing and funding resources, and orientation and transition discussions. IPS also has a team of peer mentors and tutors who offer social, transitional and academic supports to Indigenous students at UBC Okanagan.

From 2020 to 2024, over 30 students in FASS programs have been employed by Indigenous Programs and Services in Tutor and Mentor roles.

UBC Okanagan offers an entrance program Aboriginal Access Studies, which prepares and transitions Indigenous learners into degree programs at UBC.

Through IPS, this entrance program combines both academic and non-academic activities to form a rich, full-time schedule in a supportive university setting.

A dedicated Indigenous Student Advisor works closely with these students to offer weekly workshops and individualized

advising. Since the 2020 Winter session, 30 students have successfully completed Aboriginal Access Studies and been admitted to a degree program in FASS.

In terms of undergraduate research experience, IPS offers the Indigenous Research Mentorship (IRM) Program, which gives Indigenous undergraduate students the opportunity to gain research experience in their area of interest while working alongside a faculty mentor.

While working under the guidance of their mentors, the students also attend additional programming including workshops, social gatherings and a conference experience.

The IRM Program started in 2016. Since then, 20 students in FASS programs have participated in the program, many working under the mentorship of FASS faculty members.

Undergraduate retention

Beginning in 2022W, after reviewing alarming rates of FASS students' Failed Standing, a new effort has been made to improve retention by the office of the Associate Dean Students, Dr. Senese and her team.

In collaboration with FASS Academic Advising, they provide personal outreach to FASS students assigned this academic standing, to provide personalized support, outline next steps to create a plan for success and return to studies, and conduct well-being check-ins.

This initiative was expanded in 2023 to include enrollment in Thriving in Action (TiA), a Student Learning Hub program to support university reintegration, skill development,

and overall wellbeing. In 2024W, the office of Academic Career and Development (see below for more detail on the work) extended outreach to 98 FASS students, who had been admitted but had not registered, to assist with course registration and attendance at UBCO.

Of the students contacted, 59 students registered and 7 opted for deferral. As data on retention among undergraduate students is not yet available for the 2023/2024 academic year, it is difficult to know if improved student evaluations and performance have also improved rates of retention.

However, we feel encouraged by the positive change in student interactions when they were individually contacted and expressed desire to remain in FASS and at UBCO. Individualized assistance by the FASS dedicated Academic Advisors has had a tangible and meaningful effect.

Overall, student retention in FASS has remained more or less stable since 2018/19 (slightly above 80%). Nevertheless, the retention rates have remained lower than campus wide rates (at or 85%) throughout the period, suggesting more attention needs to be paid to the issue.

Retention rates of FASS domestic students has been higher and more stable than among international students.

The rates among FASS domestic undergraduate students who identify as female continue to be higher than those who identify as male.

However, the opposite trend is observed

among FASS international students who identify as female who have a slightly lower retention rate than those who identify as male.

Domestic FASS students who transferred to UBC Vancouver were most commonly undeclared (38%), with the second largest group being Psychology students (35%).

International students who transferred from FASS to UBC Vancouver show a similar pattern as 44% were Psychology students and 40% were undeclared students.

Students who leave FASS and stay at UBC Okanagan move to FOS, and in smaller numbers to the FOM. However, as large a number of students transfer from FOS to FASS.

Retention of Psychology Majors into second and third year of study has been lower than other programs in FASS, as they transfer to UBC Vancouver.

There are several explanations for this trend. The Psychology department at UBCV is significantly larger with 64 Core Faculty FTE, while the UBCO Department has 20 Core Faculty FTE. Consequently, the UBCV program offers a much wider choice of courses, research foci, and opportunities that a department of a much smaller size cannot offer.

Similarly to other programs, FASS is hoping to focus on several core strengths of the unit, rather than cover all aspects of the discipline.

Nevertheless, additional new faculty lines would certainly increase student retention on the UBCO campus.

Chart 23: Table 1: BA student retention by domestic/international status

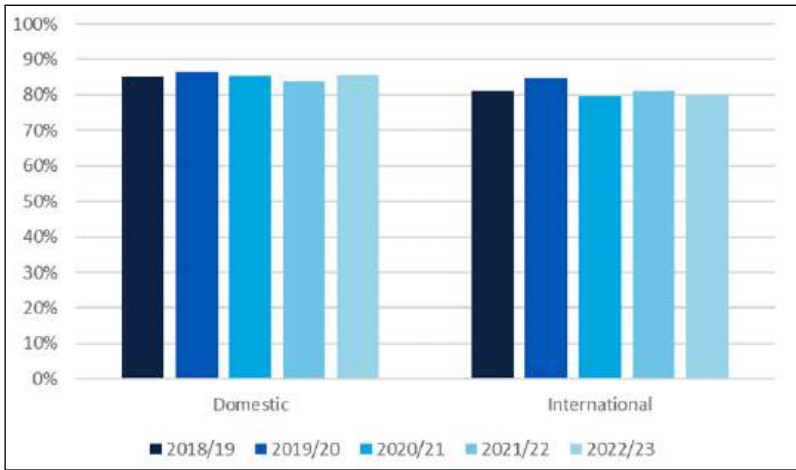


Chart 24: Table 1: BA student retention by gender and domestic/international status

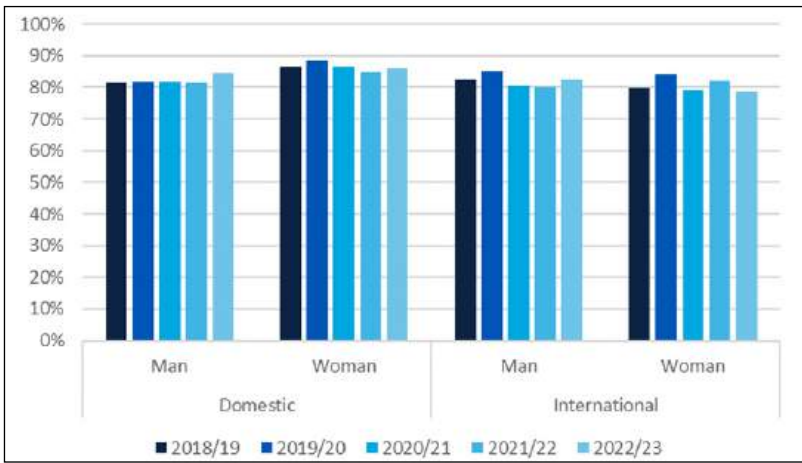
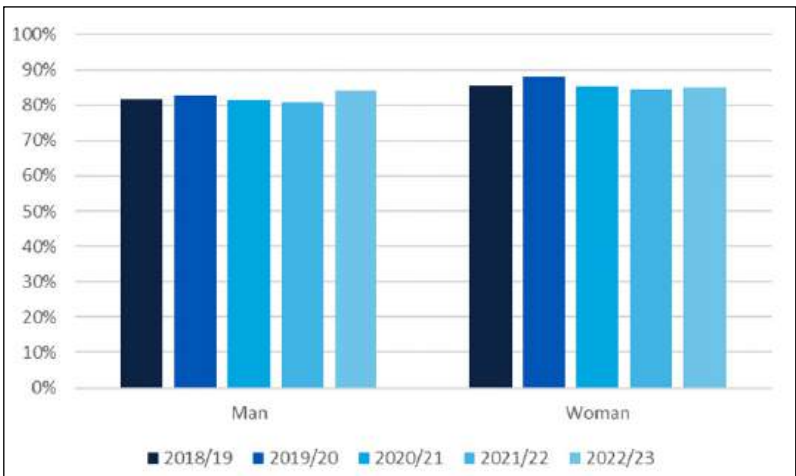


Chart 25: Table 1: BA student retention by gender



1. The figures to the left display campus-level retention of Okanagan Bachelor of Arts (BA) students (i.e., Okanagan BA students retained at the Okanagan campus the following year)
2. A student is considered retained at the campus level if in the following year they:
 - continued to be enrolled in the same degree program;
 - enrolled in another degree program offered by the Okanagan campus; or
 - graduated from their program
3. Due to small cohort sizes, the additional gender categories of "Non-binary" and "Unknown/Choose not to disclose" are excluded from Tables 2 and 3

Undergraduate students experience survey

UBC administers surveys to current and new undergraduate students on a range of topics to provide a picture of the educational experience at UBC. Among those surveys, the Undergraduate Experience Survey (UES) contains relevant data pertinent to the FASS undergraduate experience. The New to UBC survey offers a snapshot of students' academic as well as community experience. Overall, domestic and international students in FASS have been very satisfied or satisfied with the experience, ranging from 69% (2021) to 70% (2024) for domestic students, and between 76% (2021) and 77% (2024) for international students. Very high rates of pride in attending UBC are seen for both international and domestic students (between 85% and 95%). However, the sense of being welcome at UBC declined quite significantly in 2024 especially for new international students (73%).

This is a serious sign of a need for greater engagement with our international students, especially since this is reflected in rising rates of discrimination and harassment (28% respondents) and worries about "making friends", a concern of 47% of international students, while only 26% of domestic students. Academic concerns (achieving a high GPA, being overwhelmed with work) were more prominent among both domestic and international students (41% and 49% respectively) than were financial concerns, particularly in their first year at UBC (financial worries between 21% of international and 11% domestic students).

Post-graduation outcomes

FASS is aware of the changing perceptions of an arts or social science degree in the current climate.

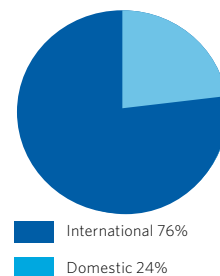
At the same time, we strongly believe in the value of such a degree, and in our responsibility to contribute to an educated and forward-thinking population in the BC Interior, in Canada and globally. The faculty and staff in FASS share the perspective that all local and global problems are foremost social problems. With our guidance, UBC Recruitment created and distributed a short video on ['the Value of a BA'](#) in 2023, a video that captured our positive view of an "arts degree". All FASS orientation and welcome events provide opportunities for students to explore career options with the ACA and ACD teams.

Additionally, in 2024W, an online module dedicated entirely on career exploration was added to all first year Psychology courses. ACD hosts an annual Career Fair on campus for all students. Significant effort by ACD ensures employers attending are suitable across disciplines. There were upwards of 2,000 student visits to the Career Fair in 2024, and other dedicated FASS employer events with several employers that FASS students were drawn to, including:

911 Dispatchers	OzTREKK Educational Services
Access Human Resources	RBC
Agents of Discovery Inc.	The First Nations Health Authority
BGC Okanagan	Tourism Kelowna
Canadian Red Cross	Westbank First Nation
Canucks Autism Network	RCMP
First West Credit Union	The Bridge Family Services
Interior Health Authority	Official Languages Canada
Jealous Fruits Ltd.	Integrus Consulting
Kaigo Senior Living	Innovate Design Sustain
Mark Anthony Group	MNP
Okanagan Young Professionals	BDO
Central Okanagan Development Commission	PMI Institute
Interior Health Authority	CIBC
Disney	Okanagan Nation Alliance
Ministry of Transportation and infrastructure	Government of Canada

Chart 26: Total PoC by Year Level and Student Demographics

Year Level	International				Domestic			
	Unique Students	% Unique Students	Total Points of Contact	% Points of Contact	Unique Students	% Unique Students	Total Points of Contact	% Points of Contact
1	149	34%	1,924	35%	337	23%	3,271	19%
2	91	21%	784	14%	326	22%	4,417	26%
3	109	25%	1,144	21%	445	30%	4,119	24%
4	158	36%	1,623	30%	600	40%	5,302	31%
Total	434	100%	5,475	100%	1,493	100%	17,109	100%



International student support for immigration and post-graduation work is prioritized and uniquely offered at UBCO through the [Global Pathways program](#) that focuses on providing comprehensive career advising, immigration support, and career connections with local and global industries. In 2023W, 111 BA students accessed career and immigration support through this program.

Post-Graduation paths

The most recent Post-Graduation Educational Trajectory and Labour Market Outcomes Report for FASS 2017-2021 was presented to the Faculty on October 23, 2024, by Okanagan Planning and Institutional Research.

The lengthy report details the most recent survey of Labour Market Outcomes for FASS graduates by program.

It is notable that response rates to the survey are at or above the university's five-year average at 40%, while response rates are even higher, close to or exceeding 50% for Sociology, International Relations, Political Science and Philosophy.

The key findings and highlights from the report:

- **Further Education:** All disciplines, except Computer Science and Economics,

have further education rates above the university's 5-year average of 54%. Sociology, Geography, Psychology, Political Science, Anthropology, International Relations, and Philosophy show similar rates, around 60%. History graduates stand out with a significantly higher rate, closer to 75%, while Computer Science (BA) is significantly lower, below 10%.

- **Graduate Studies:** Among graduates pursuing further education, most opt for graduate studies, primarily master's degrees, or additional undergraduate programs, which include education, law, and medicine.
- **Employment Rate:** Employment rates across all disciplines indicate high levels of employment, with average rates above 80% for every discipline. Every discipline has at least one individual yearly cohort between 2017 and 2021 of 100% employment rate. While there is some variation across disciplines, the overall trend reflects positive employment outcomes for graduates.
- **Employment Link to Academic Program:** Graduates working in jobs related to their degree vary significantly, most falling between 40% and 65%. Computer Science graduates report a 100% match. This also highlights the versatility of graduates' skills, which can be applied



broadly across different industries.

- **Salary:** Median salaries show considerable variation, with most fields falling between \$40,000 and \$60,000 adjusted for inflation. Political Science graduates report the highest median salary, nearing \$60,000, followed by Geography and Sociology.
- **Graduates Working Jobs that Require Post-Secondary Education:** Graduates' current occupation skill levels reveal strong alignment with broader trends across disciplines. For most fields, graduates range from 80% to 100% in terms of employment in Skill Level A roles which require specialized training or college education. This highlights that most graduates are securing positions reflecting advanced education and skills.
- **Industries Where Graduates Work:** For the majority, graduates work in two or three industries:
 1. Education, law and society, community, and government services
 2. Business, finance, and administration
 3. Sales and service.
- **Graduate Locations:** The majority of FASS graduates remain in the Thompson-Okanagan region where the university is located. This demonstrates active participation in the local economy and workforce and reflects strong retention of graduates in the area, especially among

History and Anthropology graduates. The second most common destination is the Mainland/Southwest BC region where graduates successfully find opportunities in the largest metropolitan area of the province.

The only other recent data available regarding post-graduation outcomes is the BC Student Outcomes Data from 2021-2023.

This outcomes survey follows BA post-secondary students at UBC Okanagan (which includes BA students in FCCS).

The survey shows exceedingly high satisfaction rates (93%) among those surveyed. 95% of survey respondents indicated the quality of instruction was very good and 56% were employed in jobs related to their program.

Respondents indicated that the most valuable skills learned in the BA at UBC Okanagan was Critical Thinking (93%) and Independent Learning (89%). Of those surveyed, 88% were actively in the labour force, 80% of them working full time, earning a median annual salary of \$45,725. Of those surveyed, 79% indicated the knowledge and skills gained in the BA were useful in performing their jobs and 56% were in a job related to their program.

Research excellence in FASS

Our faculty are nationally recognized and highly regarded leaders in social science and humanities scholarship covering a broad range of disciplinary and interdisciplinary areas of study.

As described in Chapter 2, FASS is organized into four departments, with multiple programs and disciplines in each unit.

The Department of Psychology is the only single discipline department, all other departments are multi- and inter-disciplinary.

All departments and programs are research active. The emerging central strategic themes of FASS, *indigeneity, interdisciplinarity, and resilience* are put into conversations and action in each department in a distinct way.

Faculty members in FASS are nationally recognized and highly regarded leaders in social science and humanities scholarship, inhabiting a broad range of disciplinary and interdisciplinary areas of study.

Grants and Awards

Since 2020, FASS has housed eight *Canadian Foundation for Innovation* (CFI) research programs in Anthropology, Indigenous Studies, and Psychology.

Additionally, FASS faculty currently hold two *Canada Research Chairs* (CRC) in Philosophy (Dr. Ransom) and in Indigenous Studies (Dr. Ferguson), as well as a CRC in Environmental Humanities (Dr. Neimanis), jointly held with the Faculty of Creative and Critical Studies. FASS holds three Principal Research Chairs, supported by UBC Excellence Funds, in

Geography (Dr. Sloan Morgan), Psychology (Dr. Human), and Political Science (Dr. Wong).

In 2023/24, two FASS faculty members were named Researcher of the Year by UBCO, Dr. Lutes (PSYO) and Dr. Wong (EPP). Dr. Wong is a [Member](#) of the Royal Society of Canada's College of New Scholars, Artists and Scientists. Dr. Jeanette Armstrong FRSC (CCGS) was invested as an Officer to the Order of Canada on October 3rd, 2024, in recognition of her contributions to Indigenous research, teaching and language revitalization in BC.

Researchers in FASS consistently succeed in attracting internal and external funding (see below). FASS faculty are consistent winners of SSHRC Connection, Insight, Insight Development, Partnership and Partnership Development grants.

Currently, 35 FASS faculty hold SSHRC grant awards in their capacity as Principal Investigator, co-PI, or collaborator/team member.

Additionally, three members of the Psychology department hold NSERC grants (Drs. Gabora, Kraeutner, and Nicoladis), two psychologists hold the prestigious Michael

Smith Foundation in Health Research Scholar awards (Drs. Kraeutner and Lougheed).

FASS faculty also hold three Canadian Institutes of Health Research (CIHR) grants (Dr. Krank, Psychology, and Drs. Ferguson and Legault, CCGS).

Other external funding has been awarded by agencies including MITACS, the Regional Socio-Economic Development Institute of Canada (RSEDIC), Innovation, Science and Economic Development Canada, and Interior Health. In 2024/25 the most recent hire in Anthropology, Dr. Haruyama (CCGS), was awarded two prestigious fellowships: the ACLS Yvette and William Kirby Centennial Fellowship in Chinese Studies, and the SAPIENS Public Scholars Training Fellowship from *SAPIENS Magazine*, funded by the Wenner-Gren Foundation.

Additional [Wenner-Gren Foundation](#) scholars include anthropologists Drs. Meek and Tomášková (CCGS). In November 2024, the geographer Dr. Asiyanbi (CCGS) was awarded a prestigious [Carnegie African Diaspora Fellowship](#) for a summer research program in Ghana. Dr. Wong (Political Science, EPP), won in November 2024 the \$60,000 [Balsillie Prize for Public Policy](#) for her book *We, the Data: Human Rights in the Digital Age* (MIT

Press, 2023). Internally (UBC funding), FASS research excellence has been supported by Eminence funding, which supports research clusters. FASS is participating in two important Eminence projects. Dr. Legault (Indigenous Studies, CCGS) is currently a cluster lead for a project titled, “Urban Indigenous Wellbeing,” with team members Dr. Wilson, Dr. Hutchinson, and Dr. Ferguson (all Indigenous Studies, CCGS). The “Living with Wildfire in Southern BC” Eminence Cluster, led by Dr. Greg Garrard (FCCS), includes FASS researchers Dr. Asiyanbi (CCGS), Dr. Janmaat (EPP), and Dr. Paulson (History).

All newly hired faculty are supported in collaboration with the VPRI office through the Aspire program, which provides start-up funding for the first five years at UBCO.

The Aspire-2040 Learning Transformations fund (ALT) supports research in the areas of pedagogical research and development. ALT grants won by FASS faculty over the past five years include one in 2025 (CCGS), two in 2024 (CCGS), two in 2023 (CCGS), and a further grant in 2021 (PSYO). These achievements reflect the faculty’s commitment to educational leadership, supported by research-informed program development.

Chart 27: Research Statistics

	2019/20	2020/21	2021/22	2022/23	2023/24
Tri-Council	\$1,111,708	\$771,409	\$1,135,739	\$1,218,197	\$1,405,384
Other External	\$257,685	\$268,321	\$648,689	\$1,163,610	\$1,074,869
UBC Internal Funding	\$771,257	\$1,166,871	\$1,049,197	\$1,038,004	\$1,019,376
Total	\$2,140,651	\$2,206,601	\$2,833,625	\$3,419,811	\$3,499,629

Chart 28: Research Funding by Award Category (2018-2023)

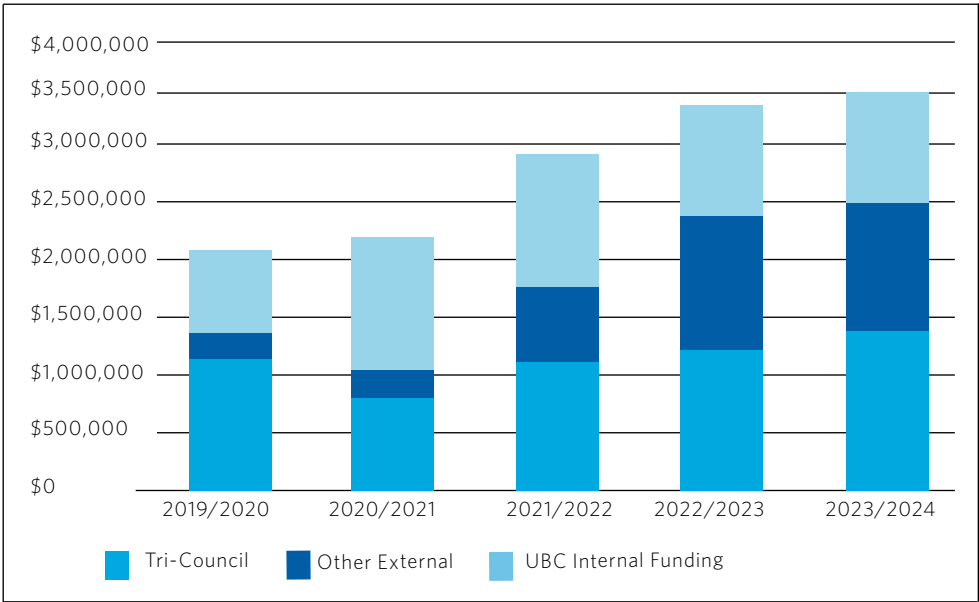


Chart 29: SSHRC Grant Success (2018-2023)

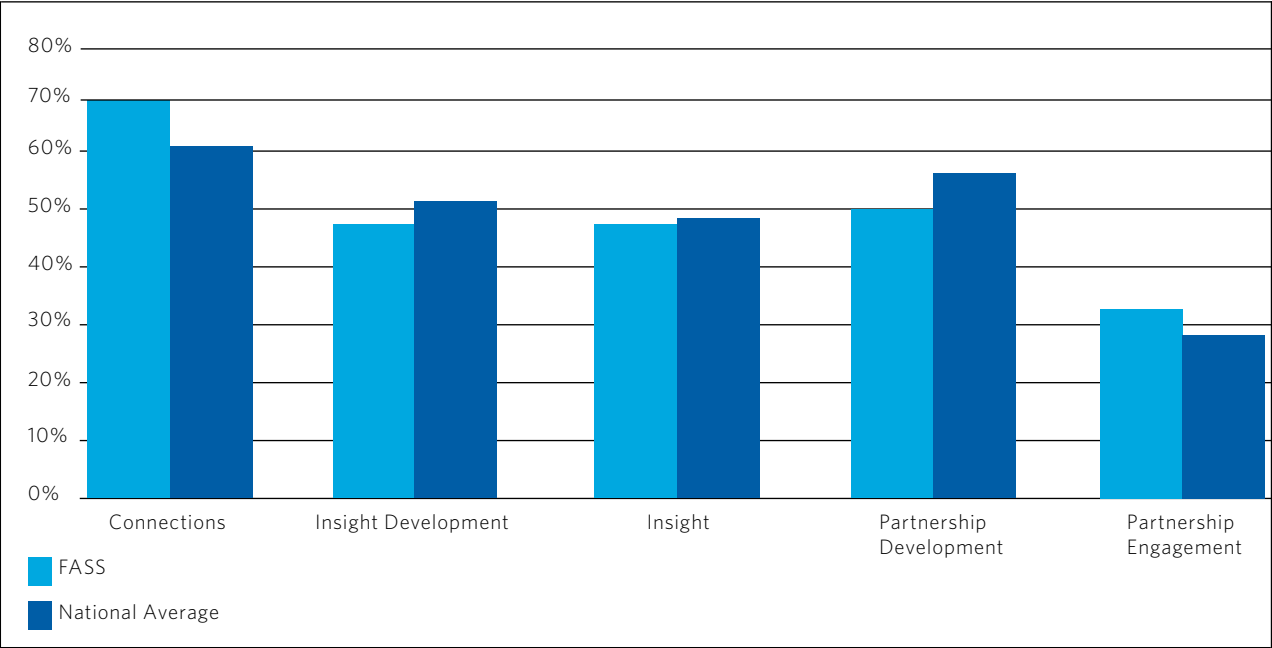


Chart 30: Grant success by Department

Department	Award Category	2019/20	2020/21	2021/22	2022/23	2023/24
Community, Culture and Global Studies	Tri-Council	\$403,562	\$374,322	\$463,502	\$435,527	\$576,332
	Other External	\$82,137	\$82,137	\$134,098	\$282,652	\$285,565
	UBC Internal Funding	\$408,497	\$573,540	\$460,002	\$606,923	\$494,233
	Totals	\$894,196	\$1,029,999	\$1,057,603	\$1,325,103	\$1,356,130
Psychology	Tri-Council	\$283,550	\$156,049	\$429,069	\$464,851	\$403,607
	Other External	\$148,616	\$104,384	\$484,391	\$843,108	\$739,304
	UBC Internal Funding	\$125,110	\$298,763	\$377,142	\$112,890	\$276,484
	Totals	\$557,276	\$559,196	\$1,290,602	\$1,420,849	\$1,419,395
History & Sociology	Tri-Council	\$246,923	\$157,337	\$138,706	\$171,524	\$156,955
	Other External	\$6,000	\$0	\$0	\$7,850	\$0
	UBC Internal Funding	\$133,372	\$138,434	\$89,148	\$114,290	\$85,824
	Totals	\$386,295	\$295,771	\$227,854	\$293,664	\$242,779
Economics, Philosophy, Political Science	Tri-Council	\$190,478	\$93,693	\$114,462	\$160,294	\$295,268
	Other External	\$20,931	\$81,800	\$30,200	\$30,000	\$50,000
	UBC Internal Funding	\$91,474	\$146,141	\$112,905	\$189,901	\$136,058
	Totals	\$302,883	\$321,634	\$257,567	\$380,195	\$481,326
Total		\$2,140,651	\$2,206,601	\$2,833,625	\$3,419,811	\$3,499,629

Research Strengths

FASS is committed to developing research excellence that is interdisciplinary and collaborative. Currently, the university is building *ñel sic snpañwix^wtn*, a new on-campus research centre and space committed to interdisciplinary and innovative research.

Five of the nine research clusters to be housed in the new building include FASS faculty leaders and team members: “**Communications and Language Lab**,” “**Indigenous Knowledges**,” “**Watershed Ecosystems**,” “**Sustain and Create**,” and “**Climate Action Hub**.”

These clusters combine FASS expertise in social science and humanities research under the central themes that define FASS priorities: indigeneity, interdisciplinarity, and resilience. They bring the collective expertise into dialogue with other research strengths on campus. An area of particular strength in FASS is health. Faculty members’ expertise

spans the health dimensions of social science and humanities.

This is particularly true of the work of scholars in Indigenous studies. Research in health studies is reinforced by FASS commitment to community-engaged research.

The [Institute of Community-Engaged Research](#) (ICER), overseen by the Office of the Vice-Principal, Research and Innovation, has close and long-lasting relationships between disciplines and members of other Faculties at UBCO.

ICER was developed out of an earlier research centre built from successive CFI initiatives by Drs. Berg, Corbett, and Evans; the current Director, [Dr. Schreyer](#), as well as the previous Director Head Dr. Corbett, and the past and founding Director, Dr. Evans, all of whom are from CCGS. Since 2015, ICER has fostered

interdisciplinary studies across the entire campus, demonstrated a clear commitment to developing and nurturing community ties, and expanded the reach of UBCO research throughout the region.

[ICER researchers](#), support socially engaged research with communities internationally, nationally, and in the Okanagan Valley.

Sharing a commitment to research that supports diversity, equity, and social justice, the Institute facilitates the participation of community members, organizations, students, and academics as co-researchers.

ICER is a hub for building relationships, collaboration, and effective knowledge creation and exchange through research clusters operating across disciplinary and institutional boundaries.

In 2022, ICER hosted a symposium on Regional Food System Networks held in collaboration with the University of Exeter.

ICER also hosts its own publishing house, [ICER Press](#), dedicated to open access publishing to community partners, non-academic communities, and participating institutions.

FASS faculty members (Drs. Frohlick, Meek, Neimanis – all CCGS and Dr. Stites Mor, History) were active in the [Public Humanities Hub](#), hosted at UBCO from 2018 through 2023.

Participation in this initiative led to the development of an [institutional research relationship](#) with the University of Exeter in the UK. In 2024, two FASS faculty (Drs. Jones and Wong, both EPP) were awarded Exeter grants for collaborative projects with Exeter

team members. Besides the interdisciplinary and innovative research and engagement described above, FASS faculty members actively participate in scholarly output in the form of books, peer reviewed articles, conference presentations, multimedia work, and reports.

The scholarly output is of global, topical, and historical scope in the best tradition of a research-intensive university. Some notable monographs since 2020 include:

- Dr. Jeannette Armstrong (ed), *Okanagan Women's Voices: Syilx and Settler Writing and Relations 1870s to 1960s* (Theytus Books, 2021)
- Dr. Alison Conway, *Sacred Engagements: Interfaith Marriage, Religious Toleration, and the British Novel, 1750-1820* (Johns Hopkins University Press, 2023)
- Dr. Manfred Elfstrom, *Workers and Change in China: Resistance, Repression, Responsiveness* (Cambridge University Press, 2021)
- Dr. Brad Epperly, *The Political Foundations of Judicial Independence in Dictatorship and Democracy* (Oxford University Press, 2020)
- Dr. Sue Frohlick, *Bloom Spaces: Reproduction and Tourism on the Caribbean Coast of Costa Rica* (University of Toronto Press, 2024)
- Dr. Adam Jones, *Genocide: A Comprehensive Introduction* (3rd edition. Routledge, 2023)
- Dr. Ilya Parkins (ed) *Fashion and Feeling: The Affective Politics of Dress* (Palgrave MacMillan, 2023)
- Dr. Jessica Stites Mor, *South-South Solidarity and the Latin American Left* (University of Wisconsin Press, 2022)
- Dr. Wendy Wong, *We, the People: Human Rights in a Digital Age* (MIT Press, 2023).
- Dr. Mike Zajko, *Telecom Tensions* (McGill Queens Press, 2021).

Research overview of individual departments

The [scholars in Psychology](#) work in multiple labs and centres that carry out research on a range of human behaviours in different contexts, providing individuals, families and society at large with tools to thrive.

The Department exemplifies focus on resilience in paying attention to resilient individuals, generations, social settings, and approaches to better health outcomes. There are many streams of research in the Department of Psychology, including :

- Cannabis use
- Cognition and substance use
- Cognitive psychology
- Computer mediated communication
- Creativity
- Health psychology
- Human sexuality
- Language learning
- Laterality and brain hemisphere interactions
- Positive psychology, happiness and well-being
- Psychopathology
- Rural mental health
- Social psychology and personality
- Statistic and research methods

Graduate students are usually associated with one faculty member's lab to support their research, although collaboration across labs is highly encouraged. Some currently active research labs and centres are:

- [The Centre for the Study of Services to Children and Families](#) led by Dr. Sarah Dow-Fleisner and Dr. Barbara Lee (both School of Social Work)
- [The Centre for Obesity and Well-being](#)

[Research Excellence \(The CORE\)](#) led by [Dr. Lesley Lutes](#)

- [The Cognition and Substance Use Lab](#) led by [Dr. Marvin Krank](#) (emeritus)
- [Emotion Dynamics Lab](#), led by [Dr. Jessica Lougheed](#)
- [Gesture, Language, And Development Lab](#) led by [Dr. Elena Nicoladis](#)
- [Health Psychology Lab](#) led by [Dr. Susan Holtzman](#)
- [The Human Sexuality Lab](#) led by [Dr. Jan Cioe](#)
- [The Neuroplasticity, Imagery, and Motor Behaviour Lab](#) led by [Dr. Sarah Kraeutner](#)
- [Psychopathology Lifespan and Neuropsychology \(PLAN\) Laboratory](#) led by [Dr. Maya Libben](#)
- [The Social, Emotional, and Equity Development Lab \(SEED Lab\)](#) led by [Dr. Kalee De France](#)
- [Social Interaction and Perception Lab](#) led by [Dr. Lauren Human](#)
- [The Therapeutic, Recreational and Substance Use Lab](#) led by [Dr. Zach Walsh](#)
- [Truth and Trust Lab](#) led by [Dr. Leanne ten Brinke](#)

In addition to the above research labs, the Department also runs a [Psychology Clinic](#) led by [Dr. Harry Miller](#).

The Clinic is an integral component of the clinical psychology graduate training program while serving the UBCO community.

The purpose of the Clinic is to provide training opportunities in psychological assessment and intervention for the graduate clinical students in the program, while presenting low cost, affordable psychological, psychodiagnostic, and neuropsychological

services to students, staff, faculty, and the community at large. The following tables

provide a snapshot of the numbers of clients seen through the Psychology Clinic for 2021-2024.

Chart 31: Clinical Activity within the Psychology Clinic 2020-2024 - Appointment Type

	Clients Seen			
	2020/21	2021/22	2022/23	2023/24
Psychology Clinic Services				
Psychological Assessment Basic	53	44	N/A	N/A
Comprehensive Psychological Assessment	N/A	N/A	108	111
Psychological Intervention	N/A	N/A	631	756
Psychological Assessment Treatment	56	54	118	23
Child and Youth (Assessment)	27	39	16	23
Child and Youth (Treatment)	11	15	96	34
Problematic Substance Use Service	7	8	110	117
Disability Resource Centre Assessments	13	3	7	N/A
Healthy Weight Specialty Service	22	12	7	N/A
Walk In Wellbeing Service	159	185	124	157
Total Clients Seen	348	360	1,217	1,221

Chart 32: Clinical Activity within the Psychology Clinic 2020-2024 - Waitlist

	Number of People on the Waitlist			
	2020/21	2021/22	2022/23	2023/24
Waitlist Service				
Psychological Assessment Basic	91	114	N/A	N/A
Comprehensive Psychological Assessment	N/A	N/A	110	110
Psychological Intervention	N/A	N/A	47	47
Psychological Assessment Treatment	56	51	52	52
Child and Youth Assessment and Treatment	36	45	27	35
Problematic Substance Use Service	0	0	3	5
Disability Resource Centre Assessments	0	0	N/A	N/A
Healthy Weight Specialty Service	44	N/A	N/A	N/A
Walk In Wellbeing Service	N/A	N/A	N/A	N/A
Total Waitlisted	227	210	239	249

The Psychology faculty currently hold a Principal's Research Chair, Tier 2 (5-year funding, Dr. Human, recruited from McGill University where she was a CRC holder), and two BC Michael Smith Foundation Health Research holders (5-year funding, Dr. Kraeutner and Dr. Lougheed).

[Dr. Walsh](#) is a nationally and internationally recognized expert on mental health and pain management with psychedelic substances, specifically cannabis and psychedelic mushrooms.

His work has spanned cannabis use among athletes, adolescents, individuals with mental illness, and Indigenous people.

Dr. Walsh has been extremely productive as a researcher, having published over 100 peer-reviewed publications and chapters (over 40 as a first or senior author), with several appearing in high impact journals (e.g., *Nature: Scientific Reports*, *PLoS Medicine*, *Canadian Medical Association Journal*, *Addiction*).

He is the recipient of numerous competitive grants, most recently from the Melissa Etheridge Foundation, totaling over \$6 million.

The department of [Community, Culture and Global Studies \(CCGS\)](#) is actively involved in research in all three themes: indigeneity, resilience and interdisciplinarity.

The Department consolidated faculty from four programs (Anthropology, Gender and Women's Studies, Human Geography, and Indigenous Studies) into a multi-disciplinary unit in 2005 during the transition from Okanagan University College to UBC Okanagan. In 2021 a fifth program - Indigenous Language Fluency, pioneered by Dr. Armstrong, was built out of the original Indigenous Studies group.

Faculty members are deeply engaged in a broad range of research and scholarly activities, diverse areas of expertise and critical inquiry, generally related to social, cultural, environmental, political, historical, and social-justice issues.

Broadly, faculty employ qualitative, quantitative, critical, feminist, digital, textual, narrative, ethnographic, community-engaged, and multi-modal methodologies, from western, decolonizing, and Indigeneity frameworks, as well as theoretical and applied forms of scholarship.

As clearly seen in Chart 29, CCGS faculty have significantly increased their research funding support over the past four years, reflected in their productivity and impact locally and globally.

The following categories describe broadly research expertise in CCGS:

- Community-Engaged Research (most of the faculty)
- Digital/Media (Corbett, Evans, Gupta, McDonald, Parkins)

- Environment/Anthropocene (Armstrong, Asiyanbi, Corbett, Evans, McDonald, Senese, Sloan Morgan, Wagner)
- Feminist Theories and Interventions (Conway, Cho, Frohlick, Latimer, Meek, Neimanis, Parkins, Tamez)
- Health, Wellbeing, Biopolitics (Cho, Cinnamon, Ferguson, Latimer, Legault, Meek, Senese)
- Indigenous Knowledge and Philosophy (Armstrong, Evans, Ferguson, Legault, Tamez, Wilson)
- Language, Revitalization, and Decolonization (Armstrong, Evans, Lyon, Schreyer, Wagner, Ward, Wilson)
- Postcolonialism, Decolonization (Asiyanbi, Cinnamon, Evans, Ferguson, Haruyama, Meek, Sloan Morgan)
- Religion in a Global and Postcolonial Context (Geary, Haruyama)
- Tourism, Migration, Mobilities, and Urbanism (Berg, Frohlick, Geary, Momer, Senese, Teixeira)

CCGS places a high value on Indigenous engagement in research and scholarship as well as in teaching.

The number of Indigenous faculty hired in the past four years who conduct research with Indigenous communities and on Indigenous issues is a testament to the conscious and concerted effort by the department to invest in the next generation of scholars and teachers connected to place and land.

The most recent among them is the CIHR Tier 2 Canada Research Chair in Indigenous Youth Mental Health and Wellness Dr. Alanaise Ferguson. CCGS is committed to Indigenous research partnerships and collaborations; currently, 11 CCGS faculty conduct award winning research with Indigenous

communities on a range of topics and issues.

Clusters of Research Excellence awarded by the Office of the Vice-Principal Research and Innovation include Dr. Armstrong, the lead of “Enhancing Ecosystem Sustainability,” addressing ecological disruption and climate change through co-production of Western and Syilx knowledge, with CCGS team members Dr. Evans and Dr. Corbett.

Dr. Legault is the Co-Lead on the “Urban Indigenous Wellbeing Research Cluster”, which includes CCGS colleagues Dr. Ferguson and Dr. Wilson.

Of major significance in BC, as well as Canada is the Indigenous Language Fluency program with a robust cohort of researchers, instructors and community support staff.

The degree is described in greater detail in the next Chapter, but warrants a mention as a research focus of prominent scholars in the field, led by Dr. Armstrong, working with colleagues on revitalization of Interior Salish Languages.

The group includes Nt̓əkepmx, Syilx, and St’at’imc language experts: Dr. John Lyon, Dr. Kerrie Charnley, Mandy Jimmie (MA), Helen Copeland, Dallas Good Water, Shanny Nuyens (community liaisons and instructional coordinators) and Sue Sterling-Bur (Manager of Indigenous initiatives).

The department of [Economics, Philosophy and Political Science \(EPP\)](#) was created in July, 2012 out of a previous larger unit.

There are currently 27.2 FTE tenure track faculty members and four FTE Lecturers, a significant growth over the past four years

that allows the group to carry out research and teaching in the distinct programs – Economics, Philosophy, Political Science, as well as offering degrees in International Relations, and Politics, Philosophy and Economics (PPE).

Research expertise in EPP is best described by generational cohorts. Pre-tenure faculty in all programs, hired in 2020 or later, are research active, working at intersections of the three disciplines.

Their research focuses on health and inequality in access to care and services (Drs. Hu, Shen), labour (Dr. Elfstrom’s work in China and Dr. McDonald’s comparative work in Canada and Europe), the impact of infrastructural developments on economic outcomes, be they more recent (Dr. A. Craig’s work in BC) or historical (Dr. Shen’s research in NYC), with a particular emphasis on the well-being of vulnerable populations. Drs. Heroux-Legault, Sigalet, and Epperly conduct research on legal systems both in Canada and internationally, with specific attention to democracy and constitutional arrangements.

A number of faculty members in EPP offer innovative and highly creative insights into “political behaviour” in public and private domains, the discourse that unites different groups, the persuasiveness of arguments in these distinct spaces, and voting patterns that may result.

The work of Drs. C. Craig, Epperly, Garner, Heilke, Heroux-Legault, and Sigalet may fall into this broad description, addressing resilience of political systems and cultures, perceptions of justice and the rule of law.

For example, Dr. Craig laid this argument in

her first monograph *Memory and Politics in Plato's Statesman* (Lexington, 2023), shortly after she was recruited to the department. Other colleagues regularly publish in highly respected peer reviewed journals, participating in scholarly debates on a regular basis.

Additionally, the department has strength in the philosophy of science, particularly the intersection of ethics, cognitive science, perception, and moral claims. This research is best exemplified by the work of Dr. Andreas whose monograph *Dynamic Tractable Reasoning* (Springer 2020) offered new ways of thinking about logic and perception.

Similarly, the most recent UBCO CRC (awarded October 2024), Dr. Ransom has expertise in the newly emerging field of AI and ethics, while she pays attention to perception bias.

Dr. Robinson, a recent hire, strengthens this cohort with similar research interests in ethics and AI, with attention to normative uncertainty. Her recent, highly read article on [Moral Uncertainty and AI](#) (2023) points out the necessity to pay attention to “moral risk”.

Two political scientists, Dr. Jones and Dr. Wong, complete this interdisciplinary group with research on human rights, international law, and supranational organizations. [Dr. Jones'](#) acclaimed and highly cited work addresses genocide, war crimes, and unlawful violence in times of conflict.

[Dr. Wong](#), a recent recipient of the [Balsillie Prize for Public Policy](#) for her book *We, the Data: Human Rights in the Digital Age* (MIT Press, 2023) researches human rights in the context of multinational organizations,

market forces, and focus on profits over privacy. [Dr. Janmaat](#), an economist, is the PI in the department and at UBCO of several interdisciplinary teams in sustainability. He is the Leading Edge Endowment Fund ([LEEF](#)) BC Regional Innovation Chair in Water Resources and Ecosystem Sustainability. His work aims to understand the drivers of human choices that impact on, and are impacted by natural systems, and identify interventions that can move to a more sustainable relationship with the non-human world.

Dr. Janmaat specializes in the use of models that integrate biophysical and/or social processes with economic models of behaviour and analysis of data collected through surveys and related approaches. He is an active lead in one of the UBCO research clusters on [Sustainability](#).

Drs. [Yanacopulos](#) and [Rochlin](#) are well known experts on global political economy, migrations, human rights with research that bridges several disciplines, and serves well in training graduate students in the Global Theme of IGS (Interdisciplinary Graduate Studies).

In addition to a standard research track for faculty, UBC has an innovative “[educational leadership](#)” stream that promotes research in the area of pedagogy and teaching. FASS currently has eight colleagues in this stream.

[Dr. Julien Picault](#) exemplifies this research path the best. An active research economist, he challenges the education of economics, and advocates for an interdisciplinary approach to the field.

His “[economics education toolbox](#)” is the gold standard for all practicing economists.

One of EPP's major initiatives is the establishment of a Statistics Canada Research Data Centre (RDC) in 2021 to help strengthen Canada's social research capacity and to support the policy research community.

The Centre provides researchers with access, in a secure university setting, to microdata from population and household surveys, administrative data holdings and linked data.

Faculty and graduate students in the department of [History and Sociology](#) are active in research projects that engage with local and global issues, ranging from human rights to cybersecurity, and the impact of migration.

They share a common commitment to social justice, community engagement, to "truth before reconciliation," and to understanding "the past for the purposes of the present with a view to managing the future."

Historians and sociologists in the department engage in collaborative projects in the Faculty of Health and Social Development, the School of Nursing, the Faculty of Critical and Creative Studies, the Faculty of Science and the Faculty of Management.

The department continues to expand the scope of its research programs and the amount of associated research funding. This has furthered the goals of UBCO to develop a research-intensive profile and further support the growth of the signature IGS graduate program. Four of the current faculty were hired in 2005 when UBCO came into existence; the remaining faculty (currently at 16 FTE tenure track, and 2.5 FTE lecturers) were hired since then.

A separate Department of History and Sociology was set up in 2012, and a new Head (Dr. Higgs) was hired in 2015. The research foci of the scholars in the department align along several intersecting topics:

History and Sociology faculty research interests by topic and geography:

- Crime, punishment and the law: Drs. [Buffam](#), [Carlyle](#), [Simonetto](#), [Snyder](#), [Zajko](#)
- Environmental history and sociology: Drs. [Park](#), [Paulson](#)
- Gender: Drs. [Carlyle](#), [Higgs](#), [Frost](#), [Simonetto](#), [Snyder](#)
- Globalization: Drs. [Aguilar](#), [Higgs](#), [Nejatie](#), [Stites Mor](#)
- History and sociology of religion: Drs. [Buffam](#), [Nilson](#)
- Indigenous history and sociology: Drs. [Osmond](#), [Snyder](#)
- Labour, history and sociology: Drs. [Aguilar](#), [Higgs](#), [Osmond](#)
- Migration, transnationalism (Asia, Africa, Latin America): Drs. [Nejatie](#), [Higgs](#), [Stites Mor](#)
- Politics & culture: Drs. [Carlyle](#), [Stites Mor](#)
- Qualitative and quantitative methods: Drs. [Nejatie](#), [Simonetto](#), [Zajko](#)
- Science and technology: Drs. [Carlyle](#), [Doll](#)
- Social justice and economic inequality: Drs. [Snyder](#), [Stites Mor](#)
- Sport: Dr. [Simonetto](#)
- Surveillance: Dr. [Zajko](#)

With several recent hires in the past three years, researchers in the department have a variety of emerging strengths.

These concentrate in clusters that are relevant to pressing issues in societies today, globally and locally, yet have clear antecedents in the past. It is this interdisciplinary dialogue that makes the

department a newly vibrant hub of research. Besides gender, crime and punishment are the obvious strength and a future concentration.

Dr. Zajko's monograph *Telecom Tensions* (McGill Queens Press, 2021) exemplifies this type of work, when he argues that science and technology may serve important technological roles in society, but they also enable new forms of governance, surveillance and punishment. This work resonates with others in the department, for example Dr. Carlyle's research on medical technologies of women's ailments in early modern France.

Several faculty members participate in the campus-wide sustainability initiative; Dr. Paulson with research and teaching on North American environmentalism, land management and ranching as a cultural tradition in dealing with land. Dr. Park's work similarly queries attitudes towards nature in her work on suburban landscapes and on seasonality as an affect.

The department recently strengthened its profile in the indigenous space with hires of sociology and history faculty members. Both Dr. Snyder and Dr. Osmond are deeply embedded in the Indigenous communities, which are their partners and collaborators in research on labour, legal matters that govern everyday lives of these communities, as well as challenges to rights in land disputes or gender-based violence cases.

Besides BC, Canada and North America, the department has a solid representation of scholars who attend to global flows and changing dynamics, current and historical, on all continents.

Dr. Stites Mor is a recognized scholar of Latin America and political alliances in south-to-south contexts. Her monograph *South-South Solidarity and the Latin American Left*, (University of Wisconsin Press, 2022) reveals political solidarities through close readings of cultural production such as film and digital media.

Dr. Higgs' work in Southern Africa resonates with several of her colleagues (Drs. Nejatie, Osmond, Snyder, Stites Mor) who focus on the many forms of the aftermath of colonialism, be that in Asia, Canada or Latin America. Dr. Higgs' book *Sisters for Justice: Small Acts in the Transformation of Apartheid South Africa* (University of Wisconsin Press, 2025) exemplifies the work of the department in its topical treatment of religion, gender and political regimes as stages of society and history.

Methodologically, faculty members in both History and Sociology rely on digital, audio and video recordings, photography, with attention to preservation and archiving, text encoding, data mining, and interactive mapping. Several scholars collaborate extensively with colleagues in other departments and faculties through research networks: Eminence Clusters, Dr. Paulson, and Institutes: Public Humanities, Dr. Stites Mor; Institute of Community-Engaged Research (ICER), Dr. Aguiar, Dr. Buffam, Dr. Paulson, Dr. Simonetto, Dr. Stites Mor.

Graduate Programs

FASS maintains graduate studies in two programs: the Interdisciplinary Graduate Studies program (IGS) and Psychology.

The College of Graduate Studies establishes

the minimum admission requirements common to all applicants and informs them about the general process in both the IGS and Psychology programs.

Additional requirements are required by Psychology applicants. Those interested in the MA program are expected to have an honours degree in psychology (or equivalent) or a related field, as well as coursework in statistics and research methodology. Applicants to the PhD program are expected to have a BA or BSc and MA (or equivalent) in Psychology or a related field, with clear evidence of research ability or potential. International students to all MA and PhD programs must also demonstrate English-language competence with minimum TOEFL scores. All graduate

students, MA and PhD, are fully funded. The average PhD funding is \$34,241/year for four years and the average MA funding package is \$23,667 for each of two years. The majority of funding for IGS MA and PhD supervised by FASS faculty comes from graduate teaching assistantships, in addition to stipends from the College of Graduate Studies and research assistantships with faculty supervisors.

In Psychology, most funding for MA students comes from graduate teaching assistantships, while the majority of funding for PhD students comes from external awards. Like IGS students, Psychology students receive additional support in the form of stipends provided from the College of Graduate Studies.

Chart 33: FASS Graduate Applications and Admissions

	2019			2020			2021			2022			2023		
	Apps	Offers	Admits	Apps	Offers	Admits	Apps	Offers	Admits	Apps	Offers	Admits	Apps	Offers	Admits
Psychology MA	73	5	5	74	2	1	129	8	7	208	9	7	207	10	8
Psychology PhD	38	7	7	24	5	5	32	6	6	47	2	1	41	7	6
IGS MA/ MSc	88	17	15	119	21	14	153	22	17	161	35	26	153	27	17
IGS PhD	59	8	5	94	12	9	97	10	6	67	11	9	65	9	7
Totals	258	37	32	311	40	29	411	46	36	483	57	43	466	53	38

Chart 34: FASS Headcount by Degree and Primary Field of Study

Student Level	Degree/ Program/Code	Major/Honours/ Specialization	Domestic/ International	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Graduate	MA-O	IGS	Domestic	32	29	30	31	31	39
			International	5	6	12	23	24	20
		Psychology	Domestic	11	7	6	11	14	16
			International	-	-	3	4	3	1
	PHD-O	IGS	Domestic	17	21	24	22	24	23
			International	7	11	8	15	18	22
		Psychology	Domestic	27	27	27	21	17	20
			International	2	2	2	2	6	6

The [graduate program in Psychology](#) provides exposure to ongoing research projects in a variety of areas of specialization including abnormal psychology, clinical psychology, cognitive psychology, creativity, cultural evolution, forensic psychology, happiness and well-being, health psychology, personality psychology, and social psychology.

The MA and PhD degrees are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality. Clinical practicums for clinical students are supervised by Registered Psychologists from the clinical area faculty, as well as adjunct faculty and lecturers. Students enrolled in the MA program learn about methods and acquire skills that enable them to undertake practical research on real-world problems in academic and non-academic contexts. Graduates are prepared for employment opportunities in teaching and research institutions, private-sector organizations, and corporations, for public-sector governmental

and non-governmental organizations, as well as PhD-level study. Milestones for the program include completing coursework; preparing a research proposal; engaging in independent research; collecting and analyzing data; writing and defending the thesis; and publishing research results. Most students become teaching assistants (TAs) for at least one semester in order to gain valuable teaching experience and to learn effective communication strategies. The PhD is an advanced research degree that requires original and substantive contributions to the advancement of knowledge.

Formal milestones for the program include: completing coursework; passing a candidacy examination that demonstrates breadth and depth of knowledge in the chosen field and specialization; preparing and developing a research proposal for approval by the supervisory committee; and completing and defending a dissertation. PhD students are also expected to communicate research results via conference presentations and publications in scientific journals. Most PhD students, similarly to MA students, become TAs in order to fund their studies.

Chart 35: M.A. Psychology admission requirements

	MA Clinical	MA Psych Sci
Minimum GPA in last 60 credits	A- (80%)	A- (80%)
Other	Criminal record check for working with vulnerable populations	At least 12 credits in third- and fourth-year classes in their intended field of study with a minimum of A- (80%) grade; significant background preparation

Chart 36: Psychology Graduate Program Admissions 2020 - 2024

	2020	2021	2022	2023	2024	Total
Psychology: Science (Master's/PhD)	0/2	1/2	2/0	3/2	1/0	13 (7/6)
Psychology: Clinical (Master's/PhD)	1/3	6/4	5/1	5/4	7/0	36 (24/12)
Total (Master's/PhD)	6 (1/5)	13 (7/6)	8 (7/1)	14 (8/6)	8 (8/0)	49 (36/25)

Clinical practicum

Clinical practicums for clinical students are supervised by Registered Psychologists from the clinical area faculty, as well as adjunct faculty and lecturers:

- Psychological Assessment and Treatment (initial, in-house clinic)
- Anxiety Clinic (advanced general, in-house clinic)
- Healthy Weight Specialty Service (advanced specialty, in-house clinic)
- Youth Forensic and Treatment Practicum (advanced specialty, community)
- Substance Use Treatment Service (advanced general, in-house clinic)
- Neurological Practicum (advanced specialty, Kelowna General Hospital)
- Adolescent Psychiatric Clinic (advanced specialty, inpatient, Kelowna General Hospital)
- Interior Health (advanced general, outpatient/community)
- Mental Health and Substance Use Clinic (advanced general, inpatient, Kelowna General Hospital)
- Adult Forensic Assessment Practicum (advanced specialty, community)
- Disability Resource Centre (advanced specialty, UBCO campus)
- Bill Nelems Pain and Research Centre (advanced specialty, outpatient/community)
- Walk-in Wellbeing Clinic (advanced general, in-house clinic)
- iCBT-BC Kelty's Key (advanced general, virtual clinic)

Graduate student extracurricular activities:

- Psychology Graduate Student Association (PGSA). The association liaises with undergraduate students, by hosting graduate school workshops, connecting incoming graduate students with mentors

- Action for Inclusion, Diversity, and Equity (AIDE) Committee. The committee works toward addressing EDI issues in academics generally and psychology specifically. Of particular concern is ensuring equal opportunities for psychology students (see blogs.ubc.ca/aide)
- Mental Health Awareness and Advocacy Club (MHAAC). The club is composed of a group of graduate students in Clinical Psychology. They promote mental health awareness and advocacy on campus and in the community.

Interdisciplinary Graduate Studies (Degrees offered: MA, MSc, PhD)

Since 2018, [IGS](#) has evolved into a dynamic, engaged graduate program organized around six core Themes.

By 2024/25 IGS enrolled 221 students, 156 MA students and 77 PhD students. Eighty-six faculty members participate in the program. Of these, 31 are currently using external grants to support student research. IGS is a cross-campus program, of which FASS is the lead faculty, presently supporting students from the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, Education, Health and Social Development, Management, and Science. IGS underwent its first external review in 2023.

Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. The IGS programs are greatly facilitated by the UBCO small campus size, which allows students to work more intimately with faculty across a

variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses.

The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

The program has made great strides towards realizing its goal of becoming a leading example of interdisciplinary graduate study in Canada that consistently attracts strong and unique Canadian and international students.

Themes are areas of research and study without their own degree programs, but they are specific enough to warrant concentrated and defined areas of study. At present, the following themes have been identified as part of the IGS program:

- [Community Engagement, Social Change and Equity](#)
- [Digital Arts and Humanities](#)
- [Global Studies](#)
- [Power, Conflict and Ideas](#)
- [Indigenous Knowledges: i? sqilxw a? cmiy' t smypnwitnselx](#)
- [Sustainability](#)
- [Urban and Regional Studies](#)

Chart 37: Interdisciplinary Graduate Studies Program Admissions 2020 – 2024

	2020	2021	2022	2023	2024	Total
CESCE (Master's/PhD)	6/5	6/3	8/5	4/6	6/2	51 (30/21)
PCI (Master's/PhD)	5/4	6/1	8/2	3/0	8/0	37 (30/7)
GLOB (Master's/PhD)	3/4	4/2	4/1	8/0	3/1	30 (22/8)
SUST (Master's/PhD)	5/1	3/4	5/4	5/2	7/4	40 (25/15)
DAHU (Master's/PhD)	5/2	4/3	2/1	8/3	4/1	33 (23/10)
URS (Master's/PhD)	0/3	3/3	5/0	0/1	-	20 (8/7)
IK (Master's/PhD)	-	-	-	-	5/4	9 (5/4)
Individualized (PhD only)	0	2	3	1	0	6
Total (Master's/PhD)	42 (23/19)	44 (26/18)	49 (32/17)	41 (28/13)	45 (33/12)	221 (156/77)

Chart 38: Time to Degree for FASS Administered Graduate Programs

	Degree Average Time to Degree (years)	
IGS	MA	2.4
	PhD	4.8
Psychology	MA	2.3
	PhD	5.7

IGS funding, MA and PhD students

Currently, the B.C. Ministry of Education provides funding for only a small portion of graduate students on the Okanagan campus (137 in 2023).

Okanagan Graduate Research Scholarship stipends are made possible by a combination of UBCO base budget funds, TREK funds (provided by UBC-V), and Excellence Funds.

Faculties that are participating in the IGS program provide additional funding to increase stipend amounts provided by the College of Graduate Studies.

Additionally, students are supported by RA and TA funding to bring them to the minimum amount per year (\$17,500 for MA and \$22,000 for PhD students).

Since the 2021 academic year, doctoral students in the IGS program have received a minimum funding support of \$20,000, inclusive of internal and external awards, grants, fellowships, research and teaching opportunities.

Since the 2023 academic year, this has increased to a minimum funding support of \$24,000.

Chart 39: Average PhD Student Funding by Academic Year

2020	2021	2022	2023
\$24,167	\$31,488	\$37,025	\$32,194

MA students in the IGS program are not included in the UBC minimum funding guarantee. However, the IGS program aims to provide a minimum of \$17,500 per year for the two years of each program.

Chart 39: Average MA Student Funding by Academic Year

2020	2021	2022	2023
\$26,046	\$22,197	\$25,207	\$22,252

The bulk of student awards funding comes from the College of Graduate Studies, with participating faculties contributing a portion of student support.

The awards come to students in the form of Okanagan Graduate Research Scholarships (OGRS, previously the Graduate Dean's Entrance Award, or GDES, and the University Graduate Fellowship, or UGF).

Since 2019, students in the IGS program have received a range of noteworthy Tri-Agency and other awards to support their studies:

- 30 Canada Graduate Scholarships – Master's,
- 10 Canada Graduate Scholarships – Doctoral,
- 11 SSHRC Doctoral Fellowships,
- Three Killam Awards,
- Two Vanier Awards,
- One Trudeau Foundation Scholarship,
- And one Bertram Scholarship.

Additionally, IGS students are supported by the following internal awards:

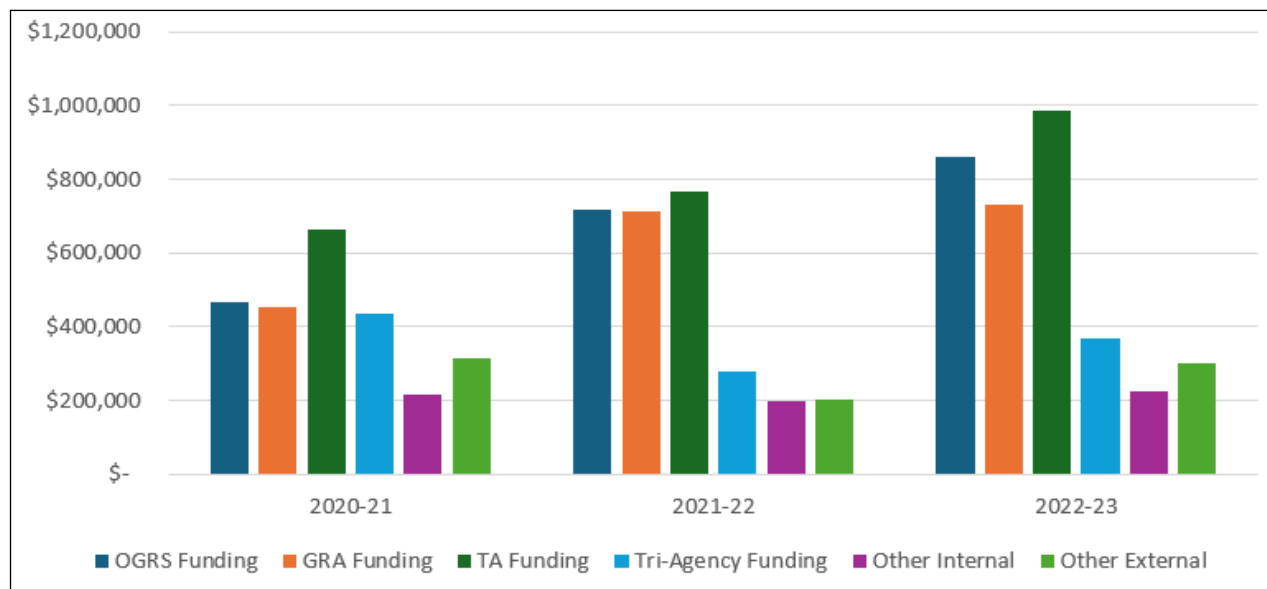
- Okanagan Graduate Research Scholarship (OGRS)
 - Awards Per Year: Since the 2020 academic year, 89% of students on average have received OGRS funding in a given year
 - Value per award for master's students: \$10,000 (total)
 - Value per award for doctoral students: \$27,000 (total)
- IGS MA Entrance Award
 - Awards per year: One award per IGS theme (6 total)

- Value per award: \$10,000
- Roger Gale Entrance Award
 - Awards per year: One
 - Value per award: \$12,000
- Distinguished Doctoral Scholar Award
 - Awards per year: Two awards for IGS program
 - Value per award: \$80,000 + tuition
- Faculty of Arts & Social Sciences Entrance Award
 - Awards per year: Two
 - Value per award: \$15,000
- Indigenous Graduate Fellowship
 - Value per award: \$10,000/year, up to two years
- Graduate Dean's Thesis Fellowship
 - Awards: faculties receive differing number to allocate
 - Value per award: \$6,000
- Faculty of Arts & Social Sciences Graduate Student Travel Award: Conferences
 - Up to \$1,000 for master's students and \$1,500 for doctoral students
- Faculty of Arts & Social Sciences Graduate Student Travel Award: Workshops
 - Awards per year: Five
 - Value per award: \$2,500
- Faculty of Arts & Social Sciences Field Research Award
 - Awards per year: Two
 - Value per award: \$6,500

Postdoctoral Fellows

FASS Postdoctoral Fellows have been successful

Chart 40: Funding Total by Source



over the past five years in securing external funding through SSHRC, Mitacs, Killam, the Stober Foundation, and the Heart and Stroke Foundation. Two additional postdoctoral fellows, in EPP and CCGS, were supported by supervisor funding (LEEF Chair) and Excellence Funds.

We are working with the College of Graduate Studies to find ways to recruit and support postdoctoral fellows on the UBCO campus. The College of Graduate Studies provides workshops relating to career development and networking, as well as other resources. Dr. Janmaat (EPP) hosted several postdocs, all working on sustainability and water issues, related to his LEEF Chair. Dr. Zabid Iqbal was part of Dr. Janmaat's research team in 2019-21, Dr. Joanne Taylor in 2020-22, on a SSHRC Partnership Development grant in collaboration with the BC Agricultural Climate Action Research Network. Dr. Alberto Ceccacci, a MITACS funded scholar (2024-26), is currently working with him on food security and irrigation research. Dr. Corbett supervised two SSHRC funded post-doctoral fellows 2019 - 2020. Dr. Geneviève Reid was working on issues of Indigenous spatial data sovereignty, Dr. Natasha Jankovic (co-supervised with Dr. Brigitte LeNormand) was working on developing a form of participatory augmented reality.

In 2021, FASS hosted a first Killam funded postdoc: Dr. Roberto Filippello, who worked with Dr. Parkins in CCGS (2021-23) on a project Queer Threads: Critical Fashion Practices in Contemporary Palestine (2010-2022).

In 2023/24, FASS, with support from the Provost Office, hosted a Diversity Postdoc, Dr. Justin Haruyama in CCGS. Dr. Haruyama works on a research project about migration, recent global flows in extractive industries, specifically Chinese mining workers in Zambia, their engagement with local religious communities, and the resulting complicated kinship relations.

New UBC Okanagan Postdoctoral Fellowships were established in 2023 to attract and retain top-tier talent to UBC Okanagan. Initially funding a salary of \$50,000 per year (plus \$10,000 per year in benefits), the Fellowships are now valued at \$60,000. The appointment duration is up to two years, and the UBCOPFs are awarded to two successful candidates each year: one is awarded to an applicant from STEM disciplines, and a second UBCOPF is awarded to an applicant conducting research in the Arts, Humanities, or Social Sciences. Dr. Susan Reid was the first recipient of this fellowship, working with Dr. Astrida Neimanis (CCGS). FASS has to date (2024) seven postdoctoral scholars.

Chart 41: FASS Postdoctoral Fellows, 2020—present

Name	Department	Supervisor	Funding Source	Start Date	End Date
Iqbal, Md Zabid	EPP	Janmaat	Grant	September 2020	August 2021
Kaseweter, Kimberley	PSYO	Holtzman	Mitacs	September 2020	November 2022
Filippello, Roberto	EPP	Janmaat	Killam Award	September 2021	August 2023
Shay, Matthew	PSYO	Holtzman	Stober	December 2021	April 2023
Taylor, Joanne	EPP	Wagner	SSHRC	February 2022	April 2025
Haruyama, Justin	CCGS	Evans	Excellence fund and grant	July 2022	June 2024
Hinnell, Jennifer	PSYO	Nicoladis	Nicoladis grant	September 2022	August 2023
Argento, Elena	PSYO	Walsh	Mitacs	September 2023	August 2025
St. Pierre, Michelle	PSYO	Walsh	Mitacs	September 2023	August 2025
Magnuson, Justine	PSYO	Kraeutner	Michael Smith	March 2024	August 2025
Ceccacci, Alberto	EPP	Janmaat	Mitacs	September 2024	August 2026

Fostering relationships

Undergraduate Programs

As an Institution situated on Syilx Okanagan territory, UBC Okanagan has been proactively engaged with local nations and guest communities since its inception. The Departments constituting FASS, and particularly CCGS which houses the Indigenous Studies and Interior Salishan Languages Programs, have been amongst the most proactive units at UBC Okanagan in this regard. UBC’s relationship with the Syilx Okanagan Nation is formalized through an MOU with the Okanagan Nation Alliance first signed in 2005, and an MOA with [En’owkin Centre](#) developed shortly after.

These documents express our mutual desire for respectful engagement, recognize the Intellectual Property Rights of the Okanagan Nation, and commit to partnerships patterned accordingly. More recently UBC Okanagan made a series of commitments in response to [The Truth and Reconciliation Commission of Canada Calls to Action, Canada 2015](#). In addition to an undertaking to foster Indigenous teaching and research is a specific set of priorities linked to language revitalization. There are several programs focused on Indigenous topics¹, with one additional Language program currently moving through Senate for approval (in Secwepemctsin).

¹ Our practice at UBC Okanagan is to use the terms “Aboriginal” and “Indigenous” as synonymous. In some contexts this means the inclusion of people from Indigenous communities outside of Canada who would not be included in the general use of the term “Aboriginal”; these students do not make a substantive difference in the relevant statistics, they do however contribute to a wider conceptualization of Indigenous peoples globally (both past and present), and our overall approach.

Chart 42: Indigenous Program Names and Types

Program Type	Degree
Major	Indigenous Studies (BA)
B.Nłek	Interior Salish Languages—Nłeʔkepmx
BNLF	Interior Salish Languages—Nsyilxcn
BSTLG	Interior Salish Languages—St’át’imc
Minor	Indigenous Studies (BA)
MA	Indigenous Knowledges: iʔ sqilxw aʔ cmiy t smypnwłnsəlɁ

These programs are overwhelmingly populated by Indigenous students. While the Major and Minor have modest numbers, and the new Interior Salishan Language programs are also quite small and specialized, FASS courses now provide training in Indigenous Issues and Perspectives to large numbers of undergraduate students across the campus.

Chart 43: Undergraduate Indigenous Studies Conferrals by Major and Minor

Degree Code	2019	2020	2021	2022	2023
Major	1	7	6	6	6
Minor	11	5	5	5	5
Total	12	12	11	11	11

Chart 44: Course Enrolments in Indigenous Languages at UBC Okanagan

Course Department	Session Year		
	2021/22	2022/23	2023/24
Indigenous Language	18	27	40
Nłeʔkepmx Language	-	-	22
Nsyilxcn Language	36	53	42
St’át’imc Language	-	-	52
Total	54	80	156

Indigenous language enrolments almost tripled at UBCO from 54 in 2021/22 to 156 in 2023/24. Thus far, two cohorts of the BNLF have graduated (eight students in 2023 and five in 2024), with the first cohorts of the BNLEK graduating this year, and the BSTLG next. Several of the graduating students have gone on to post-baccalaureate programs (e.g. Education) and graduate programs. The Interior Salishan Language Fluency programs are patterned on the degree framework developed though the Indigenous Language Proficiency/Fluency Degree Framework BC, a province-wide effort in which UBC Okanagan colleagues figured prominently (materials arising from this work are available on request). The degrees also rest on proactive partnerships with the [En'owkin Centre](#), the St'át'imc Education Institute, the [Lillooet Tribal Council](#), [Chief Atahm School](#), and the [Nicola Valley Institute of Technology](#) (NVIT), the latter of which offers/administers the Language certificates and diplomas that ladder into the UBC Okanagan Degrees. The institutional relationships that underpin the Language programs map closely to the Interior Salishan region, and reflect again the FASS attention to Indigenous protocol. This place-based strategic framework echoes throughout our Indigenous initiatives across teaching, research, and community engagement, and increasingly into our relationships with settler institutions as well. For example, we are now proactively seeking more robust partnerships with Interior BC colleges as part of a collaborative regionally framed way of meeting our obligations as the premier research-focused publicly funded post-secondary institution in the Central/Southern Interior.

Indigenous Student Participation

The campus as a whole and FASS in particular has notable Indigenous student participation

rates, as demonstrated in the following tables. These numbers reflect the proactive recruitment and support of Indigenous students, with numbers of Indigenous students increasing slightly even as overall numbers decline.

Chart 45: BA and MA Resident Program Enrolment and Indigenous Breakdown at UBCO

Degree	Indigenous Identity Code	Session Year				
		2019/20	2020/21	2021/22	2022/23	2023/24
BA-O	No	2,297	2,558	2,553	2,415	2,326
	Yes	196	240	245	236	248
MA-O	No	78	77	91	101	105
	Yes	7	8	12	15	15
BA-O	No	92%	91%	91%	91%	90%
	Yes	8%	9%	9%	9%	10%
MA-O	No	92%	91%	88%	87%	88%
	Yes	8%	9%	12%	13%	13%

Indigenous students have increased from 8% of BA students in 2019/20 to 10% in 2023/24. Indigenous students have increased from 8% of MA students in 2019/20 to 13% in 2023/24.

Chart 46: Indigenous Proportion of Students per Session Year

Type	Session Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
Undergrad	7.7%	7.8%	8.0%	7.8%	8.1%
Masters	7.4%	7.8%	8.6%	9.9%	9.5%
PhD	5.0%	5.9%	8.4%	11.8%	12.6%
Average	7.6%	7.8%	8.1%	8.0%	8.3%

Indigenous students have gone from 7.6% of the resident UBCO student body in 2019/20 to 8.1% of the student body in 2023/24. In particular, indigenous PhD students have gone from 5.0% of resident PhD candidates in 2019/20 to 12.6% in 2023/24.

Chart 47: Degrees Conferred to Indigenous Resident Graduates by Year and Student Type

Type	2019	2020	2021	2022	2023
Undergrad	89	81	120	139	123
Masters	9	13	12	18	11
PhD	1	2	-	-	3
Total	99	96	132	157	137

Chart 48: Proportion of Degrees Conferred to Indigenous Resident Graduates by Year and Student Type

Type	2019	2020	2021	2022	2023
Undergrad	6.8%	2020	7.4%	8.6%	7.8%
Masters	5.0%	5.7%	5.9%	9.1%	5.9%
PhD	3.3%	6.3%	0.0%	0.0%	10.3%
Average	6.5%	7.7%	7.1%	8.4%	7.6%

Over 2019 to 2023, the proportion of degrees conferred to Indigenous resident graduates has risen from 6.5% to 7.6%; in the BA and MA programs (i.e. those where FASS is the primary contributor) that proportion is now over 10%.

While an exhaustive comparison with other Canadian institutions is difficult, not least because the data can be quite challenging to access (for example, a figure for the University of Toronto was not readily accessible), some comparisons are in order¹.

The University of Saskatchewan, serving an area with one of the highest proportions of Indigenous people (17% in the 2021 Canada Census) [reported](#) 14% of their undergraduate student body was

Indigenous in the 2023/24 school year.

The University of Alberta, which is another suitable comparator in size and the composition of the areas it serves (with 6.8% of the Alberta population identifying as Aboriginal in 2021), had an Indigenous Student participation rate in 2022 [reported](#) at just under 5%.

These figures must be read in the context of an Aboriginal population in BC of 5.9%, although we must also recognize that the Central Interior region of BC has a proportionally larger Aboriginal population².

Nonetheless UBC Okanagan in general, and FASS in particular, have made notable gains in the space and are comparable to the most successful universities, notably the University Saskatchewan.

Undergraduate Student Access to Indigenous content and perspectives

While the commitment to decolonization and Indigenization is widely held across the campus, the Indigenous Studies program has the primary role on campus in delivering Indigenous content.

These numbers will continue to rise as both the BA and BSc programs have "Indigenous Content" requirements and INDG 100 "Introduction to Decolonization: Indigenous Studies" is the single largest enrolment course and the primary vehicle through which this [BA](#) and [BSc](#) foundational requirement is met.

¹ Statistics drawn from the 2021 Canada Census data as at <https://open.alberta.ca/dataset/487a7294-06ac-481e-80b7-5566692a6b11/resource/257af6d4-902c-4761-8fee-3971a4480678/download/tbf-2021-census-of-canada-indigenous-people.pdf> and university websites.

² That is, drawing on the [Interior Health Authority figures](#) (a reasonable geographic proxy), 9%.

Postdoctoral Fellows

In 2019/20, 39 active courses with Indigenous content had 2,459 enrolments, and in 2023/24 74 courses with indigenous content had 3,677 enrolments, a 50% increase over 2019/20. FASS courses are highlighted in the table below.

Chart 49: Course Enrolments with Significant Indigenous Content

Course Code	Session Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
ANTH	26	97	53	28	41
APSC	254	302	339	343	327
ARTH	61	33	42	52	26
BIOC	124	66	73	91	96
BIOL	291	239	280	293	283
CORH	-	-	-	28	-
CCS	31	38	29	37	26
CULT	42	8	34	33	14
EESC	317	354	612	552	410
EDUC	38	30	22	18	34
ENGL	66	30	113	127	106
GEOG	174	166	155	116	108
HES	-	-	236	298	282
HINT	28	-	-	-	-
HIST	84	90	105	-	193
INLG	-	-	18	27	40
INDG	680	713	893	1055	1218
IGS	-	-	-	-	7
MATH	47	18	16	7	12
NLEK	-	-	-	-	22
NSYL	-	-	18	35	29
NRSG	152	143	150	158	166
SOCW	29	29	59	87	98
SOCI	-	28	26	25	23
STMC	-	-	-	-	52
THTR	15	20	18	19	19
WRLD	-	22	57	50	45
Total Enrolments	2,459	2,426	3,348	3,479	3,677
# distinct Courses	39	34	53	63	74

Graduate Studies

As the tables above indicate, the participation of Indigenous Students in graduate studies at UBC

Okanagan is robust. Up to this point a main vehicle for this has been the IGS program, which is expected to continue and grow with the newly developed Indigenous Knowledges: i? sqilx^w a? cmi? t smypnwíłnsəl x (IK) theme in the IGS program.

This builds on the existing undergraduate programs, proactively recruiting Indigenous graduate students to work within the context of Indigenist research. Launched with its first full cohort in 2024, we have recently created a “capstone pathway”, the first of its kind in the IGS program, to provide a low-residency option suitable for mid-career professional community members.

The pathway combines evening online classes with intensive summer residency. It substitutes the 12-credit thesis option for a 6-credit capstone course; our objective is to provide significant research training and experience while diverging from the traditional thesis format with a much wider scope for the capstone projects. The first cohort entering this pathway is planned for Sept 2025.

Our capacity to offer the IK theme option is based on the flexibility of the IGS program, and the suitability of interdisciplinary framing that forms much Indigenous research. Not only is FASS the leading proponent



consistent with Indigenous protocols. Senior Indigenous faculty (e.g. Drs. Jeannette Armstrong, Alanaise Ferguson, and Shawn Wilson) contribute widely and effectively to the Institution in general as well as FASS programming; recent hires at the assistant professor ranks in the Indigenous Studies program (e.g. Peter Hutchison, Mandy Jimmie, Gabriel Legault, and Ben Ramirez) and elsewhere (e.g. Bill Cohen in Education, Tania Willard in Creative Studies, and Kerrie Charnley in English) are growing into their own contributions and provide the basis for a sustainable future.

The instructional programs described above and research entities like ISSC and the Institute for Community Engaged Research (or ICER – discussed elsewhere in this study) provide a similarly robust basis for the coming years.

By way of conclusion, Appendix Chart 28 provides a glimpse into research projects led by FASS members relevant to the Indigenous space. FASS colleagues also participate as co-investigators and collaborators on projects across the campus. The diversity of the work as well as the relevance and intersection with the teaching foci are plainly apparent.

Please see Appendix Chart 28, which presents research projects on Indigenous topics funded between 2018 and the present (over 4 million \$ in funding), the vast majority of which pertain to Indigenous communities in the Okanagan, BC, and Canada (in that order).

The chart is not exhaustive, as colleagues participate in projects and in other Faculties and through other institutions. Nonetheless, the table evokes a research scope that includes significant local/regional focus as well as international activity. There is a preponderance of health and well-being work, notable and relevant language revitalization related research, and significant digital mapping / geospatial and “Web 2.0” oriented projects represented in this list.

The overwhelming majority of the work is at least participatory, and most is also informed by Indigenous methodologies and an Indigenist research lens. That is, the Indigenous research profile of FASS, like the faculty undertaking the work, is consistent with participatory approaches to Indigenous community engagement – the same basic orientation that textures our efforts to create relevant and impactful teaching programs.

Embracing community



As is appropriate in this era of decolonization and reconciliation, many of FASS' most robust partnerships are with Indigenous communities/institutions (these are discussed in Chapter 5).

In Chapter 3 of this study, undergraduate teaching that supports student learning is discussed in detail; graduate student opportunities, which are prominent in FASS, are discussed in Chapter 4.

Wider community engagement is present throughout the Faculty and also realized through research relationships and participation in wider research units like the [Institute for Community Engaged Research \(ICER\)](#).

The ICER website provides great detail, and reviewers can access their [2022-23](#) and [2023-24](#) annual reports easily. Not only do FASS colleagues form a plurality of ICER members, the Institute grew out of a previous

FASS associated Centre, and has been led by FASS colleagues since its inception (Evans, Corbett, and now Schreyer) as described in Chapter 4. The [Public Humanities Hub](#) (now in hiatus) has also been a source of support for FASS-led research. UBC also has some limited system-wide research funding opportunities available through the [Community-University Engagement Support Fund](#) and the [Indigenous Strategic Initiatives Fund](#).

A great many FASS colleagues proactively engage community in various ways in their research, some through community-based participatory frames, and others in a manner more tied to traditional disciplinary practices.

At the risk of excluding relevant work, Chart 49 provides a few (indicative, not definitive) examples of contracts and grants that have been led by FASS researchers in collaboration with community partners (active since March of 2019).

Chart 50: Contracts/grants led by FASS researchers in collaboration with community partners

Aguiar, Luis LM	Understanding Precarity in BC (UP-BC)
Asiyanbi, Adeniyi	Investigating shared responsibility for wildfire security in Whistler, British Columbia
Asiyanbi, Adeniyi	Local perspectives on carbon offsetting in Cross River
Cho, Song Pae	Rainbow Parents: the Transnational Activism of Parents of LGBTQ-Identified Children in South Korea and its Diasporas
Corbett, Jon	Design and Delivery of Grand Council Treaty #3 Geospatial Portal
Corbett, Jon	Impact for whom? Exploring the influence of participation on the outcomes of participatory mapping research and practice smypnwifnselx
Ferguson, Alanaise	Canada Research Chair in Health, Healing, and Community Revitalization: Indigenous Approaches to Overcoming Intergenerational Trauma and Loss
Ferguson, Alanaise	Indigenous Community-Based Participatory Research Communication Centre for Health and Cultural Revitalization
Gupta, Neha	Syilx Digital Heritage Governance and Public Engagement through an Interactive Web map
Higgs, Catherine	Engaging Osoyoos' Past and Present: Land, People, Industry
Janmaat, John	LEEF Chair at UBC Okanagan campus (BC Regional Innovation Chair in Water Resources and Ecosystem Sustainability)
Legault, Gabrielle	The Strength of Our Ancestors: A Youth-led Investigation of Urban Indigenous Identities
Legault, Gabrielle	Urban Indigenous Wellbeing Cluster
Lougheed, Jessica	Supporting Mental Health in Adolescents and their Parents: Using Developmental Science to Refine and Promote the Uptake of a Local Community Intervention
Lutes, Lesley	Integrating Mental and Behavioural Health Services within UBCO Student Health Clinic
Lyon, John	St'a t'imcets Stories from Sam Mitchell: Wa7 Sqwe qwel' sSam
Nicoladis, Elena	Language et Pouvoir/Language and Power
Schreyer, Christine	(Anand) Vile Biimo Le'shaha (We Share The Same Understanding): Inspiring Healing Through a Conlang
Schreyer, Christine	Collaborative Food Planning in Canada's North: Supporting Wild Food Harvest and Community Identity in Whitehorse, Yukon
Schreyer, Christine	The Tlingit Language and Land App
Senese, Donna	Regenerative Tourism Strategies within Kelowna BC to Promote Destination Development and Environmental Sustainability
Sloan Morgan, Onyx	Inheritors of the Future: Rural and Northern Community-Driven Voices of Youth Contemplating Resource Extraction in Indigenous and Northern Geographies
Sloan Morgan, Onyx	Tasii?akqin ?uyaqhmisukqin (Our Journey, Our Story): Huu-ay-aht Perspectives on Modern Treaty Implementation
Stites Mor, Jessica	Feminist Horror Festival
Te Hiwi, Braden	Patient-engaged priority setting and mental health data in the Okanagan Nation
Teixeira, Jose (Carlos)	(Hini) Female and Homeless: Exploring the Barriers and Coping Strategies of Homeless Women in Kelowna
Wagner, John	A new model of transboundary water governance for the Columbia River Basin
Ward, Shannon	Language Documentation through Family Folktales: A Preliminary Examination of Endangered and Vulnerable Languages
Wilson, Shawn	Promoting and Protecting Sacred Indigenous Knowledge

The contributions of the Psychology clinical services programs have been described elsewhere (Chapter 4) and represent a major asset to the University and community.

This is an effort integrated and aligned with our core teaching and research agendas.

The research highlighted in the table above is primarily researcher-driven and reflects a general orientation towards community-engaged research shared by many FASS members.

The community partnerships here are

varied, including both settler and Indigenous partnerships.

These include participation in a large collaboration organized through the Canadian Centre for Policy Alternatives (Dr. Aguilar, [Understanding Precarity in BC](#)), a partnership with the City of Kelowna (Dr. Senese, Regenerative Tourism Strategies within Kelowna BC, a partnership with the Osoyoos Museum (Dr. Higgs, Engaging Osoyoos' Past and Present: Land, People, Industry), and the work of Dr. Janmaat ([BC Regional Innovation Chair in Water Resources and Ecosystem Sustainability](#)) are exemplars of locally relevant community-engaged work.

Public Engagement and Events

Our dissemination of research and scholarship is undertaken in traditional scholarly forms, including Speakers' series, and more public-facing efforts as well. The [FASS Events Calendar](#) for the past 15 months is indicative of the scope and intensity of activities that engage the wider Faculty, the campus, and the community. Our highest profile event – the [Irving K. Barber Faculty of Arts and Social Sciences Distinguished Speakers Series \(DSS\)](#) is held in large venues downtown, and regularly attracts several hundred Kelowna community members.

Another impactful annual event is the [Roger W. Gale Symposium](#) in Philosophy, Politics and Economics, which focuses on a current issue overlapping with the EPP department's interdisciplinary expertise.

The symposium brings various parts of the academy and the public into fruitful dialogue with a wide range of experts from across Canada, US, and in some instances where delivery of sessions was done virtually,

internationally. In addition, each Department regularly presents speakers and organizes events, and faculty members sponsor unique events with colleagues in one or more Departments and/or community partners.

At the FASS level, aside from our Indigenous community partnerships, community-engagement remains driven by researcher's interests and commitments.

Institutional engagements tend to be centralized through the VP Research and Innovation (VPRI) and the Office of Research Services (ORS), which has the advantage of providing a university-wide lense for community members seeking collaboration, but also some distance from faculty members and departments.

FASS has recently appointed an Associate Dean who has relevant experience developing and maintaining relationships with Indigenous partner institutions with a mandate to foster a wider range of community relations; these efforts are nascent, and intra-campus cooperation in the space remains underdeveloped. FASS has recently started to organize efforts in a more place-based manner, emphasizing regional priorities and partnerships.

An existing example of this is Dr. John Janmaat's Regional Innovation Chair in Water Resources and Ecosystem Sustainability, which is overseen by regional stakeholders and the Okanagan Basin Waterboard. Dr. Sarah Breen (also a research chair from nearby Selkirk College) recently gave the DSS talk for example, and the Faculty has begun to develop structured relationships with other PPSI beyond those we already cooperate with in the Indigenous space.

Financial overview, trends



FASS, similarly to all other Faculties at UBCO, has several sources of revenue.

Tuition, domestic and international, are currently the largest source, with a much smaller contribution from graduate tuition, especially compared to other Faculties that have professional graduate degrees.

The other sources of revenue are a recurring operating grant from the government, and special initiative funds from the Excellence Fund.

Additional funds come from external sources, such as CRC and the Michael Smith Foundation fellowships. The operational grant – a block grant from the government per domestic student – was allocated to each Faculty in 2015 using disparate per-student amounts, which was then recalculated in 2018, and continues to this date the same. It is not based on student course full-time equivalent (FTE) or headcount, and FASS

currently receives the lowest share per domestic student among all Faculties.

The Tuition Allocation Model (TAM) was adopted in 2015. Today, the Faculty receives 33% of international tuition and 55% of domestic tuition, with the remainder going primarily to Central, Student Financial Aid and the Excellence Fund.

The ratio for international student tuition changes every fiscal year, provided that there is a change in the international student tuition rate.

The ratios are different on the Vancouver campus which is more decentralized (44% international and 69% domestic tuition stays with the Faculty).

As a consequence, the Faculty is far more dependent on international tuition and suffers greater losses with the decline in international tuition (see Chart 50, page 70).

Chart 51: Irving K. Barber Faculty of Arts and Social Sciences Operating Statement - April 1, 2020 to March 31, 2025 (In thousands)

		Actual FY21	Actual FY22	Actual FY23	Actual FY24	Forecast FY25
Revenues	Domestic tuition	5,236	5,871	6,037	6,028	6,218
	International tuition	6,914	7,300	6,728	5,864	5,221
	Graduate	263	305	377	451	472
Total Tuition		12,413	13,476	13,142	12,343	11,911
Revenues	Recurring	7,457	7,735	7,867	9,778	10,473
	One-Time	(221)	89	(196)	169	(90)
Total Operating Grant		7,236	7,824	7,672	9,947	10,383
Other Revenues		6	171	181	228	161
Interfund Transfers In		46	444	700	892	697
Total Revenue & Interfund Transfers In		19,700	21,915	21,696	23,410	23,152
Expenses	Salaries - academic	11,844	13,961	14,345	16,776	17,690
	Salaries - staff	929	1,110	1,487	1,835	2,091
	Salaries - student services	1,128	1,390	1,485	1,768	1,825
Total Salaries		13,902	16,460	17,318	20,379	21,607
Expenses	Employee benefits	2,314	2,659	2,893	3,451	3,090
Total Salaries and Benefits		16,215	19,119	20,211	23,830	24,696
Expenses	Operational Expenses	309	296	561	424	702
	Capital expenses	45	23	23	14	30
	Interfund Transfers Out	380	510	295	453	410
Total Expenses & Interfund Transfers Out		16,949	19,949	21,090	24,721	25,838
Net Surplus (Deficit)		2,751	1,967	606	(1,311)	(2,686)
	Accumulated Reserves - opening	2,074	4,825	6,792	7,397	6,087
Accumulated Reserves - closing		4,825	6,792	7,397	6,087	3,401

* Fiscal Year runs from April 1 - March 31

**FY25 has actuals to September 30, 2024 with forecast to March 31, 2025

*** Operating Funds (General Purpose Operating and Excellence Fund) only

**** Does not include externally restricted gifts, endowments, or research

Financial Overview and Trends

The Faculty's financial position shows concerning trends, with declining surpluses leading to projected deficits.

The net surplus has decreased from \$2.75M in FY21 to \$606K in FY23, turning to a deficit of \$1.31M in FY24 and a projected deficit of \$2.69M in FY25.

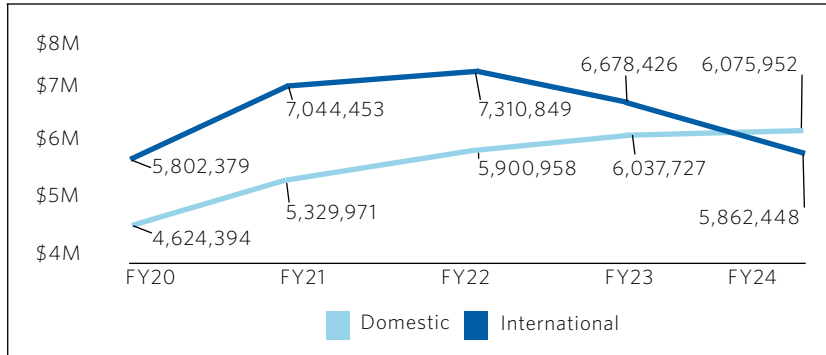
While accumulated reserves of \$3.4M provide some buffer, the current trajectory is not sustainable.

Revenue Trends

- **Tuition Revenue:** Total tuition revenue has been declining since FY22, dropping from \$13.48M to a projected \$11.91M in FY25. This decline is primarily driven by:
 - Decreasing international tuition revenue (from \$7.3M in FY22 to \$5.22M projected in FY25).
 - Relatively stable domestic tuition (\$5.87M in FY22 to \$6.22M projected in FY25). Domestic undergraduate tuition revenue surpassed international undergraduate tuition revenue in FY24 (see Chart 51).

- Modest growth in graduate tuition (\$305K in FY22 to \$472K projected in FY25).
- Operating Grant: The operating grant has shown positive growth, increasing from \$7.24M in FY21 to \$10.38M projected in FY25. The increase is primarily driven by General Wage Increase (GWI) funding to offset some of the salary and benefit expense increases.

Chart 52: Domestic Undergraduate Tuition Revenue vs. International Undergraduate Tuition Revenue in FY2024



Expenditure Patterns

Expenses have grown significantly, particularly in salaries and benefits:

- Total salaries increased from \$13.9M in FY21 to \$21.61M projected in FY25.
- Faculty salaries represent the largest component, growing from \$11.84M to \$17.69M. Many net-new faculty members were hired over the last 5 years, outpacing faculty retirements.

- Staff and student salaries have also seen substantial increases.
- Of all the different types of salary increases, only GWI receives funding. The other types of salary increases need to be funded internally with tuition revenues.

Departmental Analysis

- Psychology (PSYO) is the largest department by revenue (\$4.54M); the majority of students (86%) are domestic.

- EPP (Economics, Philosophy, Political Science) shows declining revenues but remains significant, due to larger international student enrollments compared to domestic students.
- CCGS (Community, Culture & Global Studies) demonstrates growth in both revenue and enrollment.
- HISO (History & Sociology) maintains stable operations despite some fluctuations.

Chart 53: Undergraduate Tuition Revenue Allocated to the Faculty by Department - May 1, 2019 to April 30, 2024

Department	Tuition Allocated to Faculty					Year-Over-Year Change			
	FY20	FY21	FY22	FY23	FY24	FY21	FY22	FY23	FY24
CCGS	1,632,068	1,693,097	2,135,852	2,426,282	2,481,319	61,029	442,755	290,430	55,037
EPP	3,950,288	4,528,481	4,525,986	4,241,753	3,522,625	578,193	(2,495)	(284,234)	(719,128)
HISO	1,498,800	1,484,510	1,743,901	1,367,916	1,391,784	(14,289)	259,391	(375,985)	23,868
PSYO	3,345,618	4,668,335	4,806,068	4,680,202	4,542,672	1,322,718	137,733	(125,866)	(137,530)
Total	10,426,773	12,374,424	13,211,808	12,716,153	11,938,400	1,947,651	837,384	(495,655)	(777,753)

Chart 54: FASS Domestic and International Undergraduate Tuition Revenue by Department in FY2024

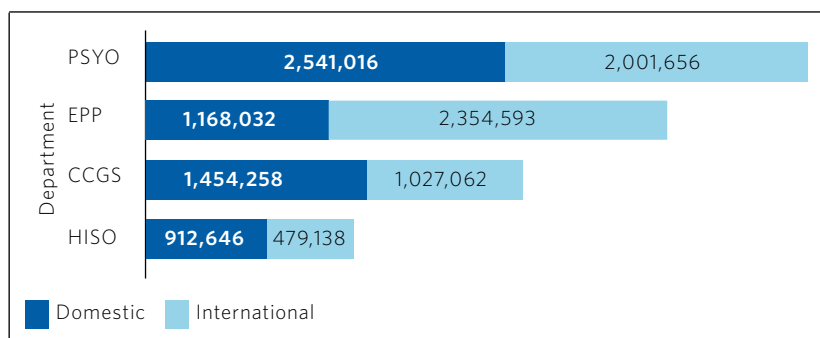


Chart 55: FASS Domestic and International Undergraduate Tuition Revenue for Top 10 Subject Codes by Revenue in FY 2024

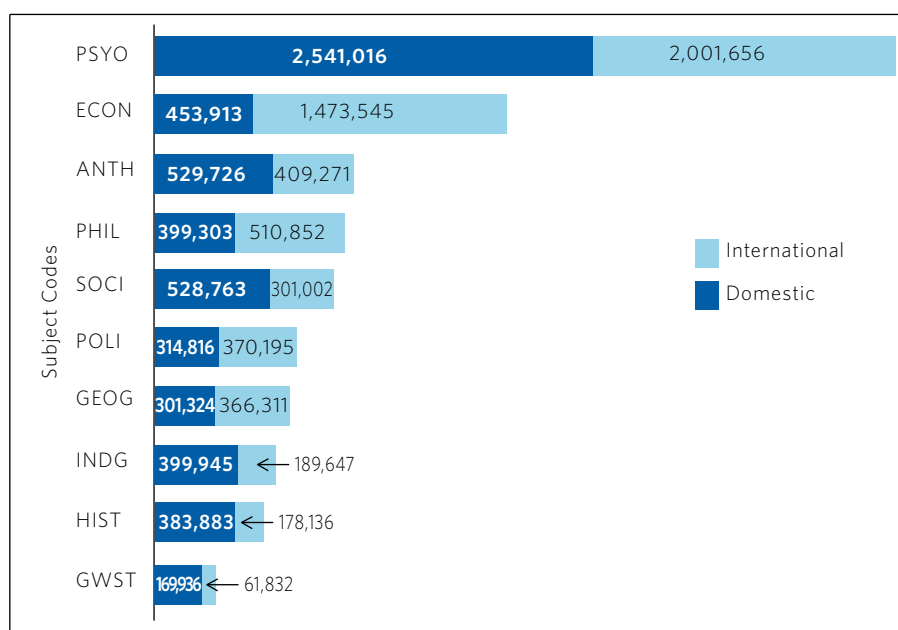


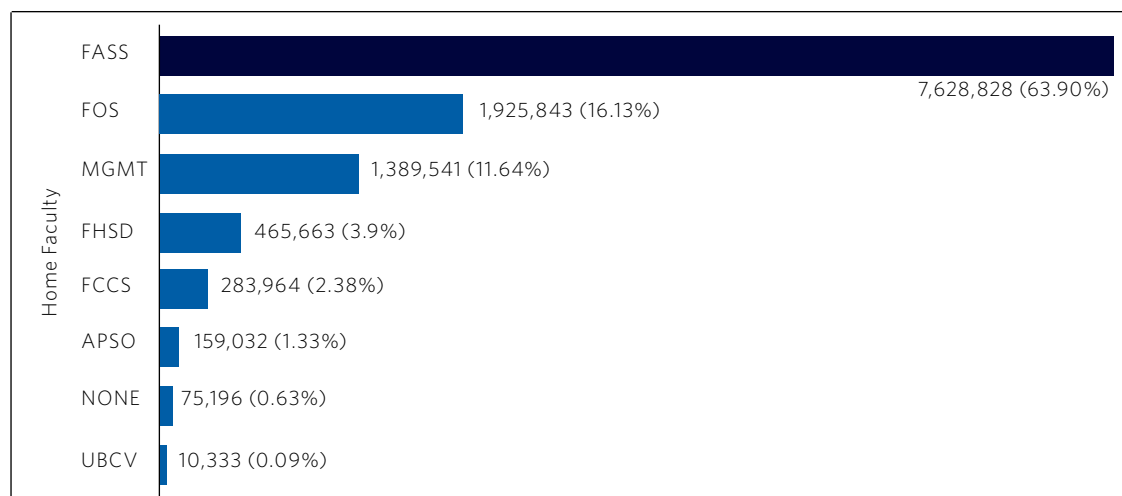
Chart 56: Number of Registered Undergraduate Students by Department - May 1, 2019 to April 30, 2024

Department	Tuition Allocated to Faculty					Year-Over-Year Change			
	FY20	FY21	FY22	FY23	FY24	FY21	FY22	FY23	FY24
CCGS	3,639	3,742	4,598	5,050	5,218	103	856	452	168
EPP	5,438	6,076	6,274	6,097	5,237	638	198	(177)	(860)
HISO	3,258	3,011	3,579	2,956	3,138	(247)	568	(623)	182
PSYO	7,410	9,746	9,741	9,606	9,219	2,336	(5)	(135)	(387)
Total	19,745	22,575	24,192	23,709	22,812	2,830	1,617	(483)	(897)

Chart 57: Undergraduate Tuition Revenue Allocated to the Faculty by Subject Code - May 1, 2019 to April 30, 2024

Department	Tuition Allocated to Faculty					Year-Over-Year Change			
	FY20	FY21	FY22	FY23	FY24	FY21	FY22	FY23	FY24
ANTH	786,561	746,450	893,477	773,488	938,997	(40,112)	147,028	(119,989)	165,509
ECON	2,505,279	2,959,418	2,682,639	2,392,630	1,927,459	454,139	(276,779)	(290,008)	(465,172)
GEOG	424,041	392,543	521,889	747,151	667,635	(31,499)	129,346	225,262	(79,516)
GWST	180,112	218,568	258,512	340,009	231,769	38,456	39,944	81,497	(108,240)
HIST	514,084	575,097	641,361	550,529	562,019	61,013	66,264	(90,832)	11,490
INDG	241,353	335,537	449,005	539,808	589,592	94,184	113,468	90,803	49,784
INLG	-	-	4,323	7,244	12,207	-	4,323	2,921	4,963
NLEK	-	-	-	-	7,067	-	-	-	7,067
NSYL	-	-	8,646	18,582	17,347	-	8,646	9,936	(1,235)
PHIL	768,492	821,993	1,016,602	1,079,264	910,155	53,502	194,609	62,662	(169,109)
POLI	676,517	747,070	826,746	769,859	685,012	70,553	79,676	(56,887)	(84,847)
PSYO	3,345,618	4,668,335	4,806,068	4,680,202	4,542,672	1,322,718	137,733	(125,866)	(137,530)
SOCI	984,716	909,413	1,102,540	817,386	829,765	(75,302)	193,126	(285,153)	12,378
STMC	-	-	-	-	16,705	-	-	-	16,705
Total	10,426,773	12,374,424	13,211,808	12,716,153	11,938,400	1,947,651	837,384	(495,655)	(777,753)

Chart 58: FASS Undergraduate Tuition Revenue by Home Faculty in FY2024



Notable Trends

- Enrollment patterns show a peak in FY22 (number of registered students - 24,192) followed by declines, returning to FY21 levels in FY24.
- 36% of undergraduate tuition revenue comes from students outside FASS.
- International undergraduate student revenue exceeds domestic in only one department (EPP).

Strategic Considerations

- The declining international enrollment and revenue require immediate attention.
 - Dissatisfaction with the recruitment process, operated centrally from UBCV, has led FASS to take on its own recruiting initiatives.
 - Block transfer agreements have now been struck with a number of colleges

- in the Interior to enable easier transfer of students, international and domestic, to FASS.
 - International partnerships with FASS are actively sought for specific subject matters. Economics, International Relations and Psychology are of the greatest interest.
 - Communication with high-school counsellors in the Inter-mountain West of the US is in the planning stage.
 - Growing operational costs, particularly salaries, need careful management.
 - Currently a hiring freeze is in place, in anticipation of retirements.
 - While operating grant increases offset the impacts of General Wage Increases, they do not offset other salary increases (e.g. merit, PSA) nor do they offset tuition revenue declines.
 - The rapid depletion of accumulated reserves requires significant strategic intervention.
 - The Indigenous Language Fluency program is a strategic commitment of UBC and UBCO and will never generate revenue to cover costs (projected to cost around \$1M per year). A significant cost recovery from mixed sources – federal and provincial governments, private donors – is urgently needed.
 - A more equitable redistribution of both the block grant funding allocations between UBCO faculties and the TAM allocations between Faculties, Central, SFA and Excellence Fund that comes closer to the ratios used on the Vancouver campus would result in a balanced budget without the current threat to our academic mission.
- The current FASS financial situation suggests the need for both revenue enhancement strategies and cost containment measures to ensure long-term sustainability.

Chart 59: Number of Registered Undergraduate Students by Subject Code

Department	Tuition Allocated to Faculty					Year-Over-Year Change			
	FY20	FY21	FY22	FY23	FY24	FY21	FY22	FY23	FY24
ANTH	1,763	1,592	1,889	1,669	1,927	(171)	297	(220)	258
ECON	2,875	3,352	3,124	2,872	2,415	477	(228)	(252)	(457)
GEOG	850	786	1,041	1,279	1,187	(64)	255	238	(92)
GWST	379	487	560	766	571	108	73	206	(195)
HIST	1,198	1,183	1,350	1,248	1,311	(15)	167	(102)	63
INDG	647	877	1,066	1,254	1,367	230	189	188	113
INLG	-	-	14	23	38	-	14	9	15
NLEK	-	-	-	-	22	-	-	-	22
NSYL	-	-	28	59	54	-	28	31	(5)
PHIL	1,321	1,364	1,732	1,853	1,590	43	(15)	167	(102)
POLI	1,242	1,360	1,418	1,372	1,232	118	230	189	188
PSYO	7,410	9,746	9,741	9,606	9,219	2,336	(5)	(135)	(387)
SOCI	2,060	1,828	2,229	1,708	1,827	(232)	401	(521)	119
STMC	-	-	-	-	52	-	-	-	52
Total	19,745	22,575	24,192	23,709	22,812	2,830	1,617	(483)	(897)

Looking ahead



Considering that FASS has been an independently existing Faculty for only four years, we are proud of the accomplishments in research, teaching, and the strong partnerships that we have developed.

The established scholars in the departments, together with the newly hired generation of educators and researchers, have much to contribute to the Interior of British Columbia, as well as to larger communities of scholars in Canada and around the world.

The next steps in the coming years of FASS are to focus on emerging strengths and to develop them in a strategic way. Interdisciplinary programs that provide students with breadth of education, while teaching applicable skills, be they quantitative, experiential or creative are already signature trademarks of the Faculty.

These should be strengthened and expanded at the undergraduate and graduate levels. Resilience and sustainability will be in high demand in the future, if not already in the present. We must equip the next generation with deep historical understanding of the roots of crises, and with tools to deal with them.

Knowledge of natural, social, political and personal resilience will serve our students better than any professional training. As stated throughout this report, we provide students with excellent and well-grounded education in “liberal arts” as the foundation of informed, critically thinking, creative and compassionate members of society.

Interdisciplinarity will also enable faculty to collaborate in new ways. We plan to support faculty in building networks that expand and

encourage innovation in social science and humanities teaching and research.

At the undergraduate level we will look to new programs and opportunities building on our existing majors and degrees to shape structured interdisciplinary responses to contemporary challenges.

The Interdisciplinary Graduate Studies program already provides FASS graduate students and supervisors pathways to innovative thinking and community engagement, and it will form a key component to the success of the work that will be undertaken in the coming years. Research excellence, combined with, rather than separate from teaching, is the path forward in FASS.

Conclusion

There are certainly challenges in the coming years, most immediately financial uncertainty and the resulting unpredictability of the operating budget and reserves.

Unique programs, such as Indigenous Studies and the Indigenous Language Fluency degrees that have taken a decade to build, must be protected and placed into a much more secure funding environment.

The commitment to reconciliation and partnerships with Indigenous communities in the Interior are at the core of FASS, UBCO and UBC's academic mission.

These are programs that will never be revenue generating but are a historical (and campus-wide) obligation.

While this is not the vehicle for wider

critical comment on institutional budgetary processes, the present leadership is unable to support short-term cuts that damage our capacity for longer-term success in our core mission - pursuing excellence in research, learning and engagement to foster global citizenship to advance a sustainable and just society in the Central Interior, across British Columbia, Canada, and the world.

FASS leadership recognizes the need for a much more active role in fundraising, be that from provincial and federal governments, foundations, industry, or private donors.

Given current contexts, alternative approaches to revenue generation and creative thinking about fundraising are essential going forward; nonetheless, a robust and effective undergraduate teaching profile for the Faculty remains foundational.

FASS is already working on our own recruiting strategies, to prevent relying on the fluctuations of the market and the current centralized recruitment processes that are delivering uneven and unpredictable results.

We believe that our road to sustainability is a place-based one, linked inevitably to our ability to respond to the needs of the communities we serve, both Indigenous and settler.

With just under 20 years in the Interior of BC the UBC system has made good progress in this regard.

FASS has been an essential partner in this, and is relatively well positioned to continue to be so in spite of the external perturbations we face.



THE UNIVERSITY OF BRITISH COLUMBIA

Irving K. Barber Faculty of Arts & Social Sciences
Okanagan Campus

fass.ok.ubc.ca

External Review of the Faculty of Arts and Social Sciences

University of British Columbia - Okanagan

Submitted by: **Dr. Anne Bowker**, Dean of Arts and Social Sciences, Carleton University; **Dr. Lois Harder**, Dean of Social Sciences, University of Victoria; **Dr. Kriston Rennie**, Dean of Indigenous Studies, Social Sciences and Humanities, University of Northern British Columbia

Site visit: January 20-23, 2025

EXECUTIVE SUMMARY

The Irving K. Barber Faculty of Arts and Social Sciences (FASS) was established on July 1, 2020, following the division of the Faculty of Arts and Science into two separate organizational entities. Led by their inaugural Dean, Dr. Silvia Tomášková, who was recruited in December 2020, the Faculty has experienced significant faculty growth in the first four years of its existence. Offering 18 undergraduate programs and 2 graduate programs to approximately 2,817 students¹, the Faculty is largely responsible for administering the renewed Bachelor of Arts, the Interdisciplinary Graduate Studies and Psychology graduate programs, the Indigenous Language fluency programs, in addition to a wide range of disciplinary degrees. The Faculty's educational and research activities are governed by a structure of four departments of varying size, and a wider complement of Faculty and central support offices and roles.

INTRODUCTION

Over the course of three days, the three external reviewers met with a wide range of stakeholders and partners including: the Dean & Associate Deans of FASS; the Provost & Vice-President Academic; the Vice-Chancellor & Principal; other UBC-O Deans and Directors; Human Resources; the College of Graduate Studies; FASS Department Heads; Program Coordinators & Advisors; members from the Student Support and Curriculum team; faculty (professors, associate professors, assistant professors, Educational Leadership professors, lecturers); Faculty Managers and Communications; the Okanagan Nation Alliance, the En'owkin Centre, and Senior Advisor on Indigenous Affairs & Director of Indigenous Programs and Services; the Finance Office; Domestic and International recruitment; IGS Theme Coordinators; Alumni; the External Engagement, Alumni & Development team; Student Services and Support; a small group of undergraduate students & graduate students; the Dean's administrative staff & Department Office staff; members

¹ Includes 1750 FASS students, as well as 1067 BA undeclared students who have not yet officially selected a major.

of the Research and Innovation, Graduate and Postdoctoral Studies teams; Community-Engaged researchers; and, Indigenous partners for the language fluency programs.

The reviewers' visit also included tours of the Psychology clinic, select Administrative Offices, and the Institute of Community-Engaged Research (ICER).

Overall, the reviewers were impressed by the significant efforts undertaken over the past four years in establishing a new Faculty, implementing new organizational and support structures, the investment in faculty hiring across several departments and academic units, the development of new academic programming, and the management of undergraduate and graduate degrees.

Notwithstanding these achievements, tensions clearly exist around: the responsibility and agency for international recruitment; lack of transparency and control over certain budgetary matters; scheduling software and its application in practice; succession planning for leadership roles within the Faculty (e.g., Department Chairs, Associate Deans); oversight and interactions with the UBC-Vancouver campus; the current tuition allocation model between both campuses; onboarding, mentoring, and leadership training opportunities; communications and culture within and outside the Faculty; the function of central vs. Faculty support in key areas; low levels of donor engagement and fundraising success; disconnection between faculty and diminishing levels of engagement; and, challenges with current organizational structures that introduce questions around essential duties and responsibilities.

One over-arching observation (addressed in more detail below) concerns the absence of a clear Faculty vision and direction, and the obscured consideration of students in all matters determining Faculty governance, decision-making, and future direction.

UNDERGRADUATE EDUCATION AND STUDENT LEARNING

FASS consists of 1750 students (1614 UG; 136 G). The undergraduate students are distributed across 18 undergraduate programs, recently organized into 4 departments: 1) Psychology, 2) History and Sociology, 3) Economics, Philosophy and Political Science (EPP) and 4) Community, Culture and Global Studies (CCGS), consisting of Anthropology, Geography, Gender, Women and Sexuality Studies, Indigenous Studies and the Indigenous Language Fluency Programs. The Faculty saw steady growth from 2018, although recent drops in international student enrolments have resulted in reduced numbers this year.

Responsibility for the BA degree is shared between FASS and the Faculty of Creative and Critical Studies (FCCS), which includes Art History, Communication, Creative Writing, Cultural Studies, English, French, Languages, Media Studies and Visual Studies. FASS and the Faculty of Science also share several programs, with BSc and BA options offered in Computer Science, Economics, Mathematics and Psychology.

Departments vary in size, with Psychology being the largest (N=757). The total number of psychology students is 1072 (757 BA students; 315 BSc students). Honours degrees are offered in Economics, History and Psychology.

A further complication regarding enrolment numbers are the undeclared students. Students at UBC-O start as undeclared students, declaring a major after their first year, as they move through their degree. There are 1067 students currently registered as BA students, and although many of them will declare a major in FASS, they are not counted by the University as FASS students until doing so. These undeclared students, however, are counted as FASS students in the recent FASS self-study.

In 2020, a BA re-design introduced a series of required courses for BA students across both FASS and FCCS, with more of the required courses being in the latter Faculty. Concerns were raised about the availability of these courses, particularly for transfer students. Given these issues, fourth-year students may be taking first-year required courses in their final year of study.

The most recent programs are those in Indigenous Language Fluency. These three language programs are offered in conjunction with the Nicola Valley Institute of Technology (NVIT) and elders/knowledge keepers in the local communities. Students complete the first two years of their program in their respective communities and then transfer to UBC-O to complete their final two years. The Faculty is extremely proud of these programs, feeling a moral and ethical obligation to encourage and support Indigenous students who want to become fluent in their languages. According to Adrienne Vedan, Senior advisor on Indigenous Affairs and Director of Indigenous Programs and Services, the Language Fluency degrees have been transformational for the campus as well as the community partners.

Concerns were nevertheless raised with respect to ongoing funding for the Language Fluency degrees (see Financial Planning and Resources, below) as there appears to be a lack of confirmed base funding going forward. In fact, there is no clear strategy as to where priorities are with respect to program development, and a lack of consensus with respect to FASS strengths and what might be important to highlight or focus on, given the need for financial exigencies going forward.

FASS' retention numbers are lower than other faculties (slightly above 80%), particularly with respect to international students. These numbers seem to be lower in Psychology. A specific Psychology advisor has been added to provide more personalized support for this department.

Average class sizes have remained consistent, even with increases in student numbers, however average class size in Psychology has risen to 176, which is relatively high for such a small Faculty/University. Courses are offered in a variety of formats (in-person and on-line), and numerous experiential opportunities are also currently available. FASS programs have a strong inter-disciplinary focus, which students appreciated.

UBC-O offers support for teaching innovations/excellence through FASS teaching awards, highlighting the importance of teaching quality to the faculty. We did not, however, receive any information with respect to the quality of teaching in the Faculty.

GRADUATE EDUCATION AND POST-DOCTORAL TRAINING

FASS has two graduate programs. Psychology awards MA and PhDs in both experimental and clinical psychology. There are currently 17 MA students and 26 PhD students, with most of those students being in the clinical stream. We were particularly impressed with the breadth of the clinical practicum offerings and the fact that the psychology clinic serves both the University and the community. There is a close partnership with the local hospital and the clinic offers drop-in clinical supports for students, staff and faculty. Practica cover a wide range of services including forensic treatment for youth and adults, substance use treatment, and neurological assessment and treatment. This appears to be a strong program, limited largely by the number of faculty and a lack of available space.

The second graduate program housed in FASS is Interdisciplinary Graduate Studies (IGS), organized around six core themes (Community Engagement, Social Change and Equity; Digital Art and Humanities, Global Studies, Power, Conflict and Ideas, Indigenous Knowledges, Sustainability and Urban and Regional Studies). Students can complete both an MA and a PhD in any of the core themes. Approximately half of the graduate students are supervised by FASS faculty. Currently there are 59 MA students and 45 PhD students registered in IGS.

With regard to recognizing and advertising the Faculty's graduate programs, IGS would benefit from some creative thinking around promotion, to ensure that its distinctiveness is properly appreciated by prospective students. With regard to the Psychology graduate program, its scope is clear, although its impressive strengths could use greater amplification.

Graduate students are funded primarily through teaching assistantships, stipends from the College of Graduate Studies and research assistantships from their supervisors. (Minimum funding amounts: MA = \$23,667; PhD = \$34,000 (avgs).

With respect to IGS graduate students, MA students in the IGS Program are not included in the UBC minimum funding guarantee; however, there is funding available from participating Faculties, as well as the College of Graduate Studies.

The IGS is a unique program, and we would encourage both FASS and the College of Graduate Studies to work on additional promotion of the program, across BC and Canada.

With regard to post-doctoral students, most have been funded by individual faculty research grants, the majority in Psychology. However, there are two recently developed post-doctoral fellowships,

each valued at \$60,000, one in natural sciences, one in social sciences and humanities. FASS has forwarded 5 files for consideration for the 2025/26 academic year.

CONTINUING AND PROFESSIONAL EDUCATION

Discussion about these opportunities was limited. While there was some mention of the possibility of a professional program for Economics, there was also some resistance to professional programs, with a concern about insufficient resources available. If the University is committed to such program development, they may want to consider some incentives to encourage this work.

There was no discussion about micro-credentials, although we saw some possible opportunities with respect to the Language Fluency programs, particularly with respect to training others in ways to develop similar programs.

STUDENT ACADEMIC EXPERIENCE AND SUPPORT

The undergraduate students we met with (N=6) reported positive experiences during their degrees. Several were participating in Co-Op and all commented on how enthusiastic and positive their professors were. They noted that FASS programs have a strong interdisciplinary focus which they appreciated, and from which they benefited. They also appreciated the diversity of students, from across all the FASS departments, in many of their classes.

Students noted some concerns about the length of time to access advising (which is largely centralized) and being able to find courses (particularly the required ones) to take. In addition to a centralized model of advising, there are several advisors who focus specifically on FASS programs, with a recently appointed advisor for Psychology students to help improve student retention.

Department program advisor roles are filled by faculty members at the department level. Concerns were raised by the main advising group with respect to the high turn-over rate of these advisors, with limited opportunities for the required training.

The Faculty is in the process of developing learning outcomes for each undergraduate program and ensuring that course outlines include links to reflect these improvements.

The addition of the Indigenous Language Fluency programs has helped make education more accessible for Indigenous students, increasing diversity on campus. In addition, the recent introduction of mandatory Indigenous course requirements across the campus has helped support the Indigenous Studies program in FASS.

At the graduate level, faculty spoke of cohort building within IGS, developing core courses for each of the themes offered, as well as offering a professionalization seminar for all the themes. It was noted that the most recent iteration of IGS, which introduced the six themes, began in 2018, with a first cohort in 2019. Given COVID constraints, it was difficult to develop a real community among the graduate students in the program.

RESEARCH, SCHOLARLY, CREATIVE AND PROFESSIONAL ACTIVITY

FASS – across all its departments, programs, and disciplines – presents a strong record of active and supported research. The consistent growth of internal and external funding is one indicator of research capacity, productivity, impact, and recognition at the national and international level. As evidenced in the self-study, and from speaking with various stakeholders working to support faculty in their research endeavors, there is a strong culture and expectation of scholarly activity, grant applications, and productivity in its various forms of knowledge creation, translation, and dissemination.

The Faculty also embraces the ethos of interdisciplinarity. There is an obvious and distinguishable strength in FASS towards community-engaged research, not least because of the existing Institute for Community-Engaged Research (ICER), including its past and current leadership, and mandate. The Faculty's emphasis on interdisciplinary and collaborative research is highlighted also in relation to the new building; reference was made in the self-study to FASS expertise and possible contributions to five of the nine research clusters to be housed in the new centre (once built), though the committee did not get a strong sense of communications, strategy, or alignment, particularly as to how this forthcoming organizational structure might benefit faculty and students alike. There is a clear opportunity in this new physical space to reinforce the socially-engaged research already being done within the Faculty, and its explicit contributions to the institutional priorities of indigeneity, interdisciplinarity, and resilience. The potential impact on the Interdisciplinary Graduate Studies (IGS) program is evident in this regard, creating more opportunities for students to pursue graduate studies across disciplinary boundaries, in a Faculty that understands, promotes, and supports scholarship of this nature.

While the committee heard some concerns about protecting (or fleeting) research time, faculty are automatically provided with one instruction-free day per week. To better enable and support researchers, however, and in recognition of the diverse nature of applied, community-based, and curiosity-driven work undertaken within FASS, the committee recommends as much flexibility as reasonably possible in the planning of teaching throughout the full calendar year to facilitate opportunities for greater research success. An intentional and potentially uniform approach across the four departments might be considered in this regard, as one way to address a perceived imbalance of available research time.

The committee understands the impact of declining international tuition on the availability of internal research funds (e.g., Aspire-2040) and, given this reality, would recommend that the Faculty continues to diversify its strategy beyond internal and Tri-Council Agency grant applications to broader, international opportunities to support research and researchers. A formal plan should be developed and implemented to ensure that diminishing international enrolments do not, in turn, diminish research opportunities, incentive, and momentum – particularly for early-career researchers who seem most affected by the recent government and policy changes. The support network within the Faculty (and centrally) should ideally be focused on fostering the desired research climate, manifest in terms of adequate research time and opportunities, grant writing support, recognition and celebration, and any additional resources that are deemed necessary to maintain a high level of productivity and success.

LEADERSHIP AND ADMINISTRATION

In our welcome meeting with Principal and Deputy Vice Chancellor, Dr. Lesley Cormack, she expressed her desire for FASS to be a leader on the UBC-O campus. As one of the largest Faculties on a campus that can strategically distinguish itself among BC post-secondary institutions as offering a broad-based liberal arts education in relatively small classes with outstanding faculty, we can certainly see the logic in this aim. Additionally, the Provost indicated his desire for the Faculty to devise an over-arching strategy to ensure its financial sustainability through innovative programming across the units, and a strong focus on student experience. In this section of the report, we offer our observations on the possibilities and challenges in realizing this ambition.

FASS will celebrate its fifth anniversary in 2025. The Faculty has emerged in a tumultuous period. The shocks of COVID and the rise and demise of international student enrolments have put the Faculty (and all Canadian post-secondary institutions) on the backfoot. That said, we have identified three areas of strength (both explicit and latent), that can propel the Faculty's future work.

1. To its credit, FASS has seized the opportunity created by years of Indigenous activism, the TRC, DRIPPA and UNDRIP to launch and build significant Indigenous programming. The Language Fluency programs housed in the Department of Community, Culture and Global Studies (CCGS), as well as the Indigenous course requirement and the Indigenous Studies program provide a foundation for campus leadership in UBC-O's strategic priority area of relationships with Indigenous nations and place.
2. We were also impressed by the Faculty's (and the University's) investment in community-based research and community-engaged teaching. We regard this element of strength as a

distinguishing feature of the Faculty that can also assist the University in its efforts to reinforce its value to the local community and to prospective students.

3. There is also an incredible opportunity in the energy and talent of the Faculty's new hires, as well as the emerging ambitions of more senior scholars who may be looking for fresh opportunities as their careers advance. We encourage the Dean and Faculty leaders to explore the interests of their people to identify areas of strength and potential collaboration that can enhance, revise, or develop new ideas for student programming and research collaborations. Having identified key themes, we suggest developing some light-touch institutional support to test and implement new ideas. The merit and assessment process would also need to be revised to recognize and reward these kinds of initiatives.

On the basis of these strengths, and what might emerge from a concerted effort to engage FASS faculty members, a clear-eyed assessment of the current fiscal and political context, and the new realities of international recruitment, we encourage the Dean to develop a strategic plan and an inclusive vision for FASS as it now finds its footing (see Support for the University's and Campus Strategic Plan).

We also offer some observations about specific information and issues that arose during our visit.

From the evidence provided in the self-study and in our meetings, it appears that the Dean's Office is functioning well, that staff are mutually supportive and highly committed to their work. We did hear concerns about the workload and need for additional supports for the Associate Dean Undergraduate Students, as well as more generalized concern around succession planning by both academic personnel and staff. Indeed, the terms of two Associate Deans are coming to an end in July, yet, at the time of our visit, they were not aware of efforts to seek their replacements. The transient nature of academic leadership is a feature of University governance at all institutions, of course. Knowing this, the Faculty should devise appropriate processes and procedures to manage these transitions in a timely way in order to ensure the smooth functioning of the Dean's office (and department heads as well), and to maintain momentum for key initiatives.

Although we heard from the Dean and Dean's office staff that their team is 'lean,' the Office does seem to be comparatively well staffed. We certainly heard that the Associate Dean Undergraduate Students was overburdened and in need of additional support. It is not clear, however, whether all that work lies most appropriately in the purview of an academic administrator, or whether additional staff supports would ensure greater efficiency. As such, we suggest reviewing the division between the Associate Dean Undergraduate Students and the Associate Dean, Teaching, Learning and Curriculum – and whether those responsibilities might be combined, with some of the more administrative tasks delegated to staff. We were also unclear on the purpose and tasks of

the Associate Dean Strategic Initiatives. It may be that there is a significant mandate in this position, however we were not apprised of it.

At the level of FASS Departments (see also People, Environment and Culture), we were also struck by what we perceived to be a significant under-investment in the Department of Psychology. With 64 percent of the Faculty's student enrollments it is difficult to understand why the Department did not receive a greater proportion of new faculty positions that were established over the last five years. The self-study notes that faculty hirings in Psychology are a key strategic priority. Yet, given the current budget situation it is highly unlikely that additional appointments are going to be forthcoming. Instead, the Dean and the Provost could explore opportunities for greater collaboration between the Okanagan and Vancouver campuses to enable UBC-O Psychology students to enjoy a wider range of course offerings and address the retention challenges that have arisen in the Psychology undergraduate program. The graduate clinical psychology program is also a gem. The program's critical role in meeting community needs presents an opportunity for the Faculty to attract provincial resources and should be a focus of the Faculty's and the University's government relations efforts. We were certainly impressed with the clinical director's efforts in this regard.

As noted earlier in the report (see Student Academic Experience and Support), we were also made aware of several challenges arising from the significant role of academics in providing advising support to students. While there is certainly a role for academics in advising, it is preferable that the technicalities of students' programs are managed by professional advisors, while academics focus on the course requirements within specific honors, majors and minors and career paths. The Faculty's investment in a joint project with central advising is a positive initiative and we recommend that it be regularized.

More generally, when it comes to relationships with student services and supports, FASS is recognized as a strong supporter and a willing innovator.

We were also made aware of two key sites of friction between the Dean's office and central offices: Recruitment, and Development/University Relations. We were informed that the relationship with the UBC-O recruiters is irreparable. FASS feels that they are not being appropriately supported, that there is an over-reliance on India and China in international recruitment and that UBC-O recruiters are insufficiently attentive to the potential in the American market. For their part, UBC-O recruiters feel that FASS is ill-informed about the broader context in which international student recruitment is happening, that FASS' efforts to undertake recruitment themselves is ultimately undermining recruitment initiatives as school counsellors are uncertain about who they're dealing with and what they're offering. Whatever the personal dynamics that might be involved here, we did feel that the recruiters' advice to FASS to articulate a clear sense of the Faculty's distinctiveness

and appeal to undergraduate students – domestic and international – will be essential for attracting students. It will be a matter for the Provost and Principal to address the breakdown in the relationship. While the relationship was less fractious between FASS and Development/University Relations, it was clear that these offices are eager to promote FASS contributions and would like to see attention to developing strategic fund-raising priorities, and FASS support for Departments' community outreach initiatives.

PEOPLE, ENVIRONMENT AND CULTURE

As signalled in the previous section, in order for FASS to assert its leadership within the University, we urge the Dean and her leadership team (including Department Heads), to undertake a collective project of priority setting that would have the added, and much needed, benefit of community building within the Faculty. We understand that the Faculty does not yet have a strategic plan nor an articulated vision. As such, the Dean has an important and timely opportunity to engage colleagues in articulating their ambitions and strengths and to inform their objectives in light of the contemporary budgetary and political context. FASS has welcomed 24 new faculty members since its establishment (an increase of 25 percent in faculty complement). This is a significant injection of new talent that offers real opportunities to set FASS on a path of dynamism and creative responses to student demand, research innovation, and community need.

Both the newness of the Faculty and its significant growth necessitates a strong program of culture-building. We encourage the Dean's office (working with the Provost and Human Resources) to develop a staged on-boarding program that acquaints new faculty with processes, expectations and supports for their work. Learning collectively, across the Departments, will also enable faculty members to find colleagues beyond their home units, creating opportunities for collaborative research and graduate supervision, as well as alternative ways of understanding how unit governance can be undertaken, and how relationships between departments and the Dean and between units and the 'center' are understood and managed.

The project of culture building also needs to be future focused. We urge the Faculty to consider the kinds of knowledge, ways to acquire knowledge and skills that current students will need to meet the opportunities and challenges of the future. Critical thinking, curiosity, respectful exchange of ideas, AI and other forms of digital literacy are all within the wheelhouse of FASS. Their articulation in the interdisciplinary program environment of UBC-O could be used to develop distinctive and compelling learning opportunities for students.

Over the course of our visit, we became aware of some significant friction between the Dean and several offices (see Leadership and Administration section). Within the Faculty, the most serious challenge lies between the Dean and the Department of Economics, Philosophy and Political

Science. Given the apparent lack of trust between the parties, efforts to address this fracture will require the intervention of HR and the Provost's office. We are particularly concerned about the impact of this dynamic on junior faculty members in the Department, and what they are learning about professional decorum and respectful disagreement.

More generally, and perhaps understandably, we were struck by the extent to which people on the UBC-O campus feel diminished by the University's main campus. If FASS and UBC-O more generally are going to thrive, the focus needs to be on what can be done in-house. Undoubtedly there are issues that require negotiation with Vancouver (like poaching students when enrolments are down), but there are real benefits as well to the affiliation with a well-resourced and prestigious main campus. Much attention seems to be pulled westward when it would be more productively centered on the possibilities and distinctiveness of UBC-O. This is a critical task of culture-building.

COMMUNITY ENGAGEMENT

FASS is an exemplar of successful and meaningful community engagement, both in its education programming and research activities. The committee heard only positive feedback from faculty and the few community partners with whom we spoke about the nature and impact of their work. The Indigenous Language Fluency programs are a good example of building strong and successful relationships with educational and community partners – ongoing efforts framed by clear strategy and vision that transcends disciplinary and Faculty boundaries. Similarly, the Psychology programs – while somewhat underrepresented in the self-study in terms of impact and contributions – demonstrate excellent relations with key professional partners, governing bodies, and government. The mere existence of ICER, moreover, including its current mandate and philosophy of practice, embodies the ethos and values of community-engaged research that represents a hallmark for UBC-O and the Faculty of Arts and Social Sciences.

One recommendation is to highlight more explicitly the work being done in this space by faculty members in FASS, particularly as it helps to broadcast and foster learning experiences and opportunities for undergraduate and graduate students, as well as building and strengthening relationships with local, provincial, national and international partners. The more explicit translation of work being conducted inside FASS stands to benefit all stakeholders, in turn strengthening the Faculty's visibility and impact while also widening the awareness and communications around ongoing and innovative projects whose reach extends well beyond the Okanagan campus.

SUPPORT FOR THE UNIVERSITY'S AND CAMPUS STRATEGIC PLAN

The Faculty's alignment with existing strategic plans needs improvement and reinforcement. Given the existence of an overarching UBC Strategic Plan, Indigenous Plan, UBC Okanagan Outlook 2040, and StEAR, the Faculty's contributions, communications, and commitments remain unclear and implicit. This is a missed opportunity, especially given the existing academic and research strengths and activities within the Faculty that could be leveraged to define its contributions and unique value proposition to current and future students, faculty, staff, and the wider UBC-O community.

Notwithstanding the Faculty's many strengths in research excellence, local and global engagement, and peoples and places, there is a notable absence of strategic framing in core areas of academic and research planning. There appears to be very little familiarity or direct engagement with the vision, purpose, values, and goals that were presented in the self-study. Without a clear, intentional, and defined Faculty vision, many questions were raised – and will continue to linger – around Faculty direction, principles, and values, particularly as they relate to matters of collegial governance and decision making. As noted above, the hiring of twenty-four faculty members over the last five years is a prime example of investment that appears dislocated from strategy; consequently, as also mentioned in this report, the prevailing argument for new faculty lines in the Department of Psychology to meet its significant student numbers begs the question of alignment and focus over the past five years. Similarly, the commitment to Indigenous Language Fluency programming is an enormous strength, yet its future depends on precarious understandings and resourcing within the Faculty, and across the Okanagan campus more broadly. There is an opportunity for greater responsibility and accountability across the larger institution, in which FASS plays a central and innovative role, to deliver more sustainably on this moral, cultural, and social imperative.

The absence of clear Faculty direction is also impairing culture and identity (see People, Environment and Culture), which is particularly acute given the Faculty's infancy and the evolutionary need to define its commitments and priorities. There is a clear opportunity here for the Faculty to lead across the campus, not only in its delivery and administering of the renewed BA, but in several strategic areas that establish its rightful and central place within the Okanagan campus. Doing so requires the acknowledgement and recognition of existing academic and research strengths that align with institutional and Faculty-specific plans, which in turn serve to position the Arts and Social Sciences disciplines on the Okanagan campus more firmly at the centre of university operations.

PHYSICAL INFRASTRUCTURE

The current organization of physical infrastructure is clearly impacting FASS. The limited availability of suitable classrooms, and associated scheduling conflicts, were repeatedly explained

as a product of rapid enrolment growth across the Okanagan campus. It is unclear, however, how this current reality might be affecting FASS units, courses/classes, faculty, and students, and how the issue might be rectified to satisfy all stakeholders.

A more notable issue concerns office space – both faculty and staff. The historic division of the Faculty of Arts and Science has had some lingering effects, especially in terms of office co-location and potential functionality, but more so in terms of culture, identity, and morale. The departmental staff appear content with their allocations and proximity to each other and their faculty, as do those working in the impressive Psychology facilities, though the current arrangement of Dean's staff appears less optimal in terms of available space.

While some members seem content with being located off-campus in the Landmark Building, there is a clear division of academic units resulting in a dislocation of colleagues. The potential impact on students is problematic, particularly as some individuals with front-facing duties (e.g., IGS Coordinator) are located off-campus. This physical assignment or adoption of space presents an obvious barrier to student accessibility, experience, availability, and support that should be addressed as a matter of urgency.

The ʔəl sic snpaʔnwix^wt centre was heralded as a partial solution to the above concerns, though obvious constraints in available space – and proximity of colleagues – will remain once the building is opened.

There is no obvious or immediate solution to these concerns other than to reinforce the need for a principled approach to space allocation, one which privileges flexibility and proximity. On this matter, which is likely beyond the Faculty's direct control, the University needs to implement a strategy/policy on shared space, on-campus and remote work expectations, and particularly unused office space to optimize available rooms. More consideration should be given to student needs in these deliberations.

FINANCIAL PLANNING AND RESOURCES

The committee heard about challenges and disappointment in development opportunities and outcomes. Without dedicated and strategic projects, the Faculty is not well-positioned to benefit from existing (central) support in development or advancement. There is a strong desire among many interested parties for the Faculty and Dean to develop a coherent and strategic plan for fundraising, which seems especially prudent given the current and projected budget situation in FASS.

While department heads appear to have the right levers to support their respective budgets, it is unclear to what extent that they are aware of specific enrolment goals, and the incentives for meeting strategic targets that might help generate revenue which, in turn, might see a dedicated reinvestment into their programs. The committee noted a dislocation of accountability in this critical space for making sound and responsible financial decisions that impact the entire Faculty and its direction. There is an opportunity here for empowering department heads with more budget responsibility through greater transparency, agency, communications, and trust. Integration of all key players in strategic enrolment management plans would better assist with setting realistic and measurable targets at both the undergraduate and graduate levels, which would seize upon the Faculty's inherent ability and capacity to deliver their core academic mission.

Some serious thought needs to be given also to the reliance on international students to address the current fiscal crisis. On this note, the existing tuition allocation model was presented as a problem in need of immediate resolution. The intricacies and realities of the current (and historic) arrangement appear to be poorly understood, which presents an opportunity for better communications to overcome the prevailing deficit argument that is paralysing strategic decision-making, necessary change, and response. Acknowledging the impact of fluctuating international student enrolments especially, and an over-reliance at the Faculty level on soft-funding, the committee recommends that hard decisions be made around existing resources and their current allocations in order to optimize and deliver on the core academic mission in FASS. These critical and difficult conversations, and their ensuing decisions, should be data-informed, respectful, and collaborative, engaging all stakeholders.

There is an urgent need for UBC-O to invest in the sustainable offerings of the Faculty's three (soon-to-be four) Interior Salish Language Fluency programs, for reasons clearly outlined in the self-study. While the cultural and financial complexity of place-based learning is appreciated by the current leadership, the administration of the degrees resides with the Department of CCGS and will presumably remain their core responsibility. Whatever the budget constraints within the Faculty, ensuring the continuation and success of these language programs should be a top UBC priority – both in the Okanagan, and in Vancouver. This responsibility and commitment must be borne by the institution writ-large, not by one Faculty or department alone, and not through a future hope of government support or intervention. To this end, the committee recommends a strategic investment of the required \$1M per annum to eliminate external reliance on private donors or fickle government resources. The immediate goal is to sever any reliance on 'soft' funding and private donations, and to ensure that the ongoing financial support of Indigenous languages does not come at the expense of other academic programs in the Faculty.

FUTURE DEVELOPMENT

The formal review of FASS is a timely exercise. Entering its fifth year as an organizational structure, in a University that has experienced rapid growth in the first two decades of its existence, the Faculty is well-poised to realize and assume a central role in UBC-O's broader mission and mandate – to the benefit of faculty, students, staff, and wider community. Its distinct strengths should be made explicit, better communicated, supported, and aligned with over-arching FASS and central strategies, which need attention and development. Commitment to a defined set of priorities, with the right investments and resources, will also prove critical in shaping and strengthening the Faculty's true culture, environment, and identity. Opportunities for interdisciplinarity abound at both the undergraduate and graduate levels, in teaching and research activities across all academic programs, and across Faculties within UBC-O; resistance to, misunderstanding of, and/or disengagement with these possibilities risks undermining the Faculty's core responsibilities in delivering its degrees. Much of this vision has been evolving since foundation, and ideally for the broader institution should not be defined by a fluctuating budget model; rather, the Faculty's future development is dependent on optimizing existing resources to deliver a host of educational needs in the Okanagan.

CONCLUSION

The committee enjoyed their time on campus, particularly the opportunity for learning more deeply about the Faculty's existing work and potential in the years ahead. There are obvious strengths in both teaching and research activities, dedicated and competent leadership, a sufficient and supportive administrative team, and an overall appreciation for the value of Arts and Social Sciences across the campus – a strong foundation on which to continue building.

SUMMARY OF RECOMMENDATIONS

Undergraduate Education and Student Learning

- Provide better clarity with respect to how programs are shared/administered between FASS and the Faculty of Science.
- Re-examine the recent changes to the BA requirements to ensure that these core course requirements are more available in sufficient numbers for students to easily complete them.

Graduate Education and Post-Doctoral Training

- Consider new ways to promote the Interdisciplinary Graduate Studies program.

- Encourage greater participation in existing programs and supervisory opportunities within and across UBC campuses.

Continuing and Professional Education

- Explore opportunities for professional programs and/or micro-credentials.

Student Academic Experience and Support

- Provide additional training experience for faculty serving as program advisors.
- Develop a strategic plan for improving student retention in FASS.

Research, Scholarly, Creative and Professional Activity

- Adopt and apply a flexible approach to the planning of teaching throughout the full calendar year to facilitate opportunities for greater research opportunities and success.
- Diversify the Faculty's strategy beyond internal and Tri-Council Agency grant applications to broader, international opportunities to help support research and researchers.
- Develop and implement a formal plan to ensure that diminishing international enrolments do not, in turn, diminish research opportunities, incentive, and momentum – particularly for early-career researchers who seem most affected by recent government and policy changes.

Leadership and Administration

- Identify academic strengths and collaborative opportunities through faculty engagement, followed by implementing pilot institutional support programs for promising initiatives. This approach should be coupled with updates to the merit and assessment criteria to properly recognize these collaborative efforts.
- Develop a strategic plan and an inclusive vision for FASS that employs a clear-eyed assessment of the current fiscal and political context, and the new realities of international recruitment.
- Develop processes and procedures to manage succession in academic leadership in a timely way.
- Review the division between the Associate Dean Undergraduate Students and the Associate Dean, Teaching, Learning and Curriculum, considering whether those responsibilities might be combined, with more administrative tasks delegated to staff.
- Explore opportunities for greater collaboration between the Kelowna and Vancouver campuses to enable UBC-O Psychology students to access a wider range of course offerings and address retention challenges.
- Include increased funding for the clinical psychology program in the University's government relations efforts.

- Regularize the Faculty's joint project with central advising.
- The Provost and the Principal should address the relationship between FASS' Dean's office and Recruitment. There is significant institutional risk in the lack of a co-ordinated recruitment strategy.
- Develop strategic fund-raising priorities and support Departments' community outreach initiatives.

People, Environment and Culture

- Undertake a collective project of priority-setting that would have the added, and much needed, benefit of community-building within the Faculty.
- Develop a staged on-boarding program for new faculty.
- The Provost's Office, in partnership with Human Resources, should develop and implement a structured mediation process to address and resolve the broken relationship between the Dean's Office and the Department of Economics, Philosophy and Political Science and restore effective academic governance.

Community Engagement

- Highlight more explicitly the work being done in this space by faculty members in FASS, particularly as it helps to strengthen learning experiences and opportunities for undergraduate and graduate students, as well as building and strengthening relationships with local, provincial, national and international partners.

Support for the University's and Campus Strategic Plan

- Align more clearly and explicitly with existing UBC and UBC-O strategic plans, as a mechanism for reflection (and action) on priorities, direction, culture and identity.
- Seize the opportunity for greater responsibility and accountability, striving to position FASS more concretely at the centre of university planning and operations.

Physical Infrastructure

- Develop a principled approach to space allocation, one which privileges flexibility and proximity.
- Implement a strategy on shared space, on-campus and remote work expectations, and particularly unused office space to optimize available rooms.
- Prioritize student needs in all deliberations around space and space needs.

Financial Planning and Resources

- Invest the required \$1M per annum as base-funding to support the institution's Indigenous Language Fluency programs.
- Adopt a more transparent budget planning process that empowers all responsible stakeholders, namely department heads, and which ultimately serves the Faculty's diverse needs.
- Support Deans to develop their financial acumen.
- Incent innovative revenue-generation efforts.
- Develop clear and equitable budget principles.

Fass response to the “External Review of Arts and Social Sciences”. Winter 2025.

Summary of Review Report

A full reproduction of the review’s detailed recommendations is provided in *Table One* at the end of this response. Overall, the reviewers note “significant efforts undertaken over the past four years in establishing a new Faculty, implementing new organizational and support structures, the investment in faculty hiring across several departments and academic units, the development of new academic programming, and the management of undergraduate and graduate degrees”. Further, the report also states that “FASS – across all its departments, programs, and disciplines – presents a strong record of active and supported research. The consistent growth of internal and external funding is one indicator of research capacity, productivity, impact, and recognition at the national and international level. As evidenced in the self-study, and from speaking with various stakeholders working to support faculty in their research endeavors, there is a strong culture and expectation of scholarly activity, grant applications, and productivity in its various forms of knowledge creation, translation, and dissemination”. In a more critical vein, the reviewers also highlight concerns around student recruitment, donor engagement and fund-raising success, centralized scheduling processes, and budget matters including both internal Faculty and wider campus processes and decisions, leadership succession planning, faculty mentoring and engagement, relations between units and campuses, as well as overall communication and the apparent absence of a clear strategic vision for the Faculty.

Overview of the Response

This response is structured as a general treatment of three general areas of note raised in the review (budget, strategic planning and vision, and Faculty culture or “developing a culture of collaboration”). We appreciate the many positive observations in the report, but for the most part will not reiterate them here. The document concludes with a table of specific recommendations from the report and our intended actions in response.

Budget

The reviewer’s note:

Some serious thought needs to be given also to the reliance on international students to address the current fiscal crisis. On this note, the existing tuition allocation model was presented as a problem in need of immediate resolution. The intricacies and realities of the current (and historic) arrangement appear to be poorly understood, which presents an opportunity for better communications to overcome the prevailing deficit argument that is paralysing strategic decision- making, necessary change, and response. (p.14)

The reviewers’ attention to the impact of the budget model and recent shortfalls in projected revenues is particularly appreciated. FASS receives the smallest per student FTE contribution from the provincial grant of all the UBC Okanagan Faculties and is the Faculty most dependent on its share of direct student tuition, and thus the most susceptible to fluctuations in enrolments –especially international enrolments.

Faculty budgets are primarily dedicated to staffing (i.e. continuing faculty salary lines and administrative staffing costs), with most other expenses covered through various mechanisms in the campus budget. On the Okanagan campus currently just over half of domestic tuitions and just under 1/3th of international tuitions are retained by the Faculties, with the lion's share of the international tuitions going into the Excellence Fund, and then redistributed to various initiatives (some at the Faculty level). For FASS recent shortfalls in international student enrollments have transformed what appeared to be a small ongoing surplus to a small operating deficit (beginning FY24), resulting in significant pressure to curtail spending. Not only has the budget pressure disrupted current Faculty operations, it is potentially crippling to our responses to the review. Because the overwhelming majority of our costs are fixed, short term solutions to the fall in international tuitions have been extremely disruptive in particular areas – e.g. the number of teaching assistantships -- and have caused considerable concern amongst colleagues.

The budget situation has a direct impact on the FASS – Student Recruiting relationship that the reviewers also note, though this is not an issue specific to FASS. Consequently, the Dean's office has been taking direct action to try to increase recruitment in lieu of changes in the central recruiting strategies that are demonstrably falling short of FASS expectations and requirements. The situation adds tension to the relationship with the development office as well, with alternative sources of revenue (or their absence) coming increasingly into focus. FASS welcomes efforts to deal with the root causes of the tensions between FASS and these central units from any quarter. Mediation, however, may not be the solution, as the tensions in the relationships are not a result of interpersonal style or personality differences, but rather immediately consequential economic pressures. To this point budget issues have been treated as “made in FASS” problems while our attempts to act are also viewed as problematic by centrally funded support units (like Student Recruiting). From our perspective, many of the fiscal challenges we face are the result of structural issues resident primarily in the overarching campus budget and budget model.

For these reasons we call for a comprehensive review of the UBC Okanagan budget model, a reassessment of the distribution of the provincial grant between Faculties, and adjustments to the tuition allocation model. That model has centralized all but instructional expenses, exacerbating the uneven distribution of funds between Faculties from the provincial grant, and effectively subsidizing space intensive disciplines with tuitions from lecture-based programs, and research in disciplines with modest infrastructural demands. A quick assessment of the distribution of research funds through the VPRI administered “[Eminence Program](#)” operated with resources from international student fees is similarly skewed. While in some instances these patterns reflect overt campus strategies (e.g. the campus commitment to the TRC commitments), in others the strategic priorities are less clear. Indeed, one of the structural reasons for the challenges around space distribution (also raised by the reviewers) is that faculties do not pay for basic infrastructural costs associated with space and thus have no reason to limit their consumption of this pooled (i.e. common property) resource. Having Faculties retain a larger portion of tuitions (as is the case at UBCV) and then pay for operational costs for the space they use, would necessarily lead to Faculties rationalizing their space demands. At present the budget model obscures a non-trivial cross-subsidy to space intense disciplines and provides no incentives to steward or rationalize space. Not coincidentally such a change would more accurately reflect costs and revenues for

the arts, social science, and humanities programs currently under extraordinary pressure, and provide some fiscal space for productive strategic planning. While we appreciate the concerns of the reviewers regarding the “budget acumen” in the Faculty, the challenge is rather more the receptiveness of senior budget holders to actively adjust the budget model than the FASS capacity to understand the model.

Strategic Plan and Vision

The reviewers note that there are no publicly available strategic planning documents specific to the Faculty (FASS has a document, still in draft form, developed too late to be included in materials for the reviewers to read). The wider context for this is the strategic planning cycle at UBC and events leading up to the split of the previous Arts and Sciences Faculty (2018-2020), and the absence of leadership for the new Faculty until the actual split occurred (Acting Dean Traister appointed in July of 2020) and Dean Tomášková arrived in December of 2020. Circumstances arising from COVID and its ongoing aftermath were such that the decision to pursue a focused strategic planning process was paused until the later spring of 2024, when a one-day planning session was held to gather feedback from a widely representative group of Faculty leaders. This process was structured by the decision to embed the FASS plan into a template formed from the UBC Strategic Plan (in a draft form now), and was paused again as the new UBC President launched a “refresh” of that UBC plan shortly after. We made a decision to focus on the self-study and review process that commenced at the same time instead, with the intention of picking the formal planning process up following the review. While it may be premature to align directly under the current system-wide refresh or recent priority setting efforts by the DVC’s office, FASS level processes can be helpful internally and should inform these wider efforts as they unfold.

FASS does have a strategic direction, as is plainly evident in our actions, and recounted in the self-study and in the external review itself. To summarize these:

- 1) FASS colleagues and programs have been at the center of efforts to proactively participate in activities aimed at Indigenous – Settler reconciliation through the Indigenous Studies program, the Interior Salishan Languages programs, the revision of the BA to include relevant competencies, and a series of faculty and staff hires (primarily but not exclusively in Indigenous Studies). While the most fiscally impactful of these efforts – the Language programs – are as campus wide priority, FASS has contributed key faculty to the work.
- 2) FASS is demonstrably committed to interdisciplinarity through our leadership in the (re)development and operation of the IGS program, several of our undergraduate programs (e.g. Philosophy, Politics, and Economics; Gender, Women and Sexuality Studies; FASS contributions to the Bachelor of Sustainability), and the disciplinary diversity within three of four Departments.
- 3) FASS has an oversized presence in the community engagement space, with significant contributions to community engaged research through ICER, and a proactive and well-resourced clinical psychology program, both training students and supporting mental health and well-being interventions on campus and in the wider community, and a small but notable public policy presence through the Roger Watts Debates, the Roger Gale Symposium, the IK Barber Distinguished Speakers series, and a wide range of public facing Departmental events.

All of these efforts are understood and enacted within the Faculty in the context of a broad commitment to place – that is the Central Interior of British Columbia – nested in wider ecological and geo-political dynamics, and our commitment to service and the public good through teaching and research. The review does an excellent job of reflecting on these efforts.

While the strategic plan refresh currently underway at the system level has not yet concluded, and a similar campus-wide initiative is just getting underway under the auspices of the DVC, the FASS reviewers are clear that they believe a proactive approach at the Faculty level is required. As a result, and with all due caveats around budgetary conditions, we are now undertaking a strategic planning process to render more legible current priorities and accomplishments in the Faculty, as well as re-engaging faculty and staff in the proactive process to identify new opportunities within the Faculty, with colleagues across the campus, and in conjunction with the Vancouver campus.

This renewed strategic planning process commenced with a series of Faculty-wide discussions in April and May 2025 framed by the draft plan developed from preliminary discussions in the spring of 2024. These meetings were intended to frame goals and strategies for the Faculty, in the context of the wider UBC system. Conversations were informed by four basic commitments: 1) a commitment to place-based thinking which finds expression in concern for teaching and research that is relevant to our communities and the wider national, global, and geo-political contexts in which we are all embedded; 2) a commitment to robust disciplinary foundations and a fulsome scope of programs in the Arts and Social Sciences for our students, and 3) interdisciplinarity, multidisciplinary, trans-disciplinarity approaches to knowledge generation facilitated by partnerships in the Faculty, University, region, Province, Canada, and beyond; and 4) a commitment to student and community engagement across the teaching, learning, and research spaces, with particular concern for Indigenous-settler reconciliation, a robust and healthy civil society, global citizenship, and ecological sustainability.

Faculty culture: developing a “culture of collaboration”

Current budget conditions have exacerbated pre-existing tensions and created new ones in FASS¹. The strategic planning process provides opportunities to re-articulate the FASS commitment to providing access to diverse disciplinary knowledge, research and training, as well as fostering a culture of collaboration in teaching and learning, research, and community engagement. Such collaborations operate within departments, within the Faculty, across campus, across the UBC system, with institutional partners in the wider post-secondary sector, and through other partnerships informed by a common goal of enhancing civil society and the public interest.

¹ Note, one key tension raised in the report, that between the Dean’s office and some colleagues in EPP, predates the current Dean stretching well back over the last decade. We welcome opportunities for productive dialogue, and re-iterate our basic commitment to a diverse and inclusive faculty serving the similarly diverse communities of the Central Interior and British Columbia.

FASS also welcomes renewed conversations with central units (i.e. enrolment services/scheduling, student recruiting, and development) to better respond to the key challenges we face. A wider culture of accountability is paramount in renewing these key partnerships.

In addition to seeking better budget conditions at the campus level, it is clear that some of the recent internal budget cuts driven by deficits projected due to revenue shortfalls should be revisited by the leadership team. We agree that departments and their Heads must have greater agency within Faculty-wide processes. Finally, and fundamentally, fostering a successful integration of new and recent appointees – including both mentorship and ensuring their opportunities to weigh in on Faculty priorities – is vital. COVID has transformed governance processes in their most fundamental forms, moving almost all governance related meetings to virtual settings. A more strategic and effective approach to relationship building through face-to-face interactions at departmental, Faculty, and campus levels is required; FASS is strongly in support of such efforts, and will be taking a proactive stance going forward.

We are also encouraged by elements of the UBC plan refresh that highlight the mutually beneficial and generative potential of better inter-campus collaborations at all levels. Research collaborations are already supported to a degree and have been taken up in various way; more and better student-oriented initiatives would be timely. For example, both recruitment and retention on the Okanagan campus are sensitive to processes unfolding primarily in Vancouver; greater dialogue between campuses would be helpful in mitigating unintended consequences in the Okanagan. Likewise, the development of structured pathways for students into the more specialized professional and graduate programming available on the Vancouver campus has tremendous potential for UBC Okanagan undergraduates (and, not coincidentally, the communities from which these students come). In the FASS spaces law and public policy are most obvious, as are all the relevant disciplinary graduate programs. A system-wide framework for supporting the required inter-campus conversations to create structured partnerships would be potentially transformative.

Table 1: SUMMARY OF RECOMMENDATIONS AND ACTIONS

Undergraduate Education and Student Learning	Actions	Timeline	Responsible office
<ul style="list-style-type: none"> •Provide better clarity with respect to how programs are shared/administered between FASS and the Faculty of Science. 	Comprehensive review of FASS/ FOS shared resources.	Underway and ongoing	Dean's office
	Review and reorganization of BA in Geography under FASS.	Ongoing - to be complete by Sept 2026	CCGS Head
<ul style="list-style-type: none"> •Re-examine the recent changes to the BA requirements to ensure that these core course requirements are more available in sufficient numbers for students to easily complete them. 	Collaborate with FCCS, CTL & Provost Office to revise the BA.	2025-26 curriculum cycle	Deans' and Provost offices, Faculty councils & Senate
	Ensure flexible and available course selection.	Ongoing	Dean's Office, AD Curriculum & AD Students
Graduate Education and Post-Doctoral Training	Actions	Timeline	Responsible office
<ul style="list-style-type: none"> •Consider new ways to promote the Interdisciplinary Graduate Studies program. 	Convene recruitment strategy conversation with IGS themes (and CoGS); part of the wider budget re-evaluation and deliberations.	No later than the 2026 recruitment cycle	AD R&GS, AD CoGS, IGS coordinator and IGS themes
<ul style="list-style-type: none"> •Encourage greater participation in existing programs and supervisory opportunities within and across UBC campuses. 	Explore collaborative avenues in conjunction with UBC strategic plan refresh; Greater collaboration from UBCV is welcome.	ASAP, with possible pilot initiatives for the 2026 or 2027 recruitment cycle	AD R&GS / AD SIP / CoGS
	Explore additional interdisciplinary program development involving FASS faculty.	Ongoing in the context of strategic planning consultations	FASS departments
Continuing and Professional Education	Actions	Timeline	Responsible office
<ul style="list-style-type: none"> •Explore opportunities for professional programs and/or micro-credentials. 	Invite departments and programs to make proposals.	Ongoing	Provost's office

Student Academic Experience and Support	Actions	Timeline	Responsible office
•Provide additional training experience for faculty serving as program advisors.	Articulate and enact strategy for closer collaboration and training between AD students, Academic Advising, and department advisors.	September 2025	Academic Advising, AD Students, Program Coordinators and Department Heads
•Develop a strategy for improving student retention in FASS.	Articulate and enact strategy for closer collaboration and training between AD students, Academic Advising, and department advisors, and OPAIR.	Ongoing	AD Students, OPAIR, VP Students, Academic Advising; Program Coordinators and Department Heads.
•Regularize the Faculty's joint project with Academic Advising.		Complete	AD Students & VP Students
Research, Scholarly, Creative and Professional Activity	Actions	Timeline	Responsible office
•Adopt and apply a flexible approach to the planning of teaching throughout the full calendar year to facilitate opportunities for greater research opportunities and success.	Investigate practices across campus and at UBC Vancouver; Explore a shared teaching related decision-making framework for FASS departments.	September 2025	Dean's office; Heads
•Diversify the Faculty's strategy beyond internal and Tri-Council Agency grant applications to broader, international opportunities to help support research and researchers.	Ensure information sharing between faculty members and ORS / VPRI.	Ongoing	ORS/VPRI ADR&GS
•Develop and implement a formal plan to ensure that diminishing international enrolments do not, in turn, diminish research opportunities, incentive, and momentum – particularly for early-career researchers who seem most affected by recent government and policy changes.	Consolidate and ensure equity in distribution of central research dedicated funds; part of the wider budget re-evaluation and deliberations.	Ongoing	Dean's office, Provost's Office, DVC, VPRI
Leadership and Administration	Actions	Timeline	Responsible office
•Identify academic strengths and collaborative opportunities through faculty engagement, followed by implementing pilot institutional support programs for promising initiatives. This approach should be coupled	Integrate into strategic planning initiative.	Immediately and ongoing, to conclude Fall 2025.	AD SIP

with updates to the merit and assessment criteria to properly recognize these collaborative efforts.	Convene inter-departmental merit review alignment conversation.	For the 2026 merit review cycle	Dean, Heads, and Departments
•Develop a strategic plan and an inclusive vision for FASS that employs a clear-eyed assessment of the current fiscal and political context, and the new realities of international recruitment.	Integrate into strategic planning initiative, but also dependent on wider budget related conversations.	Underway through May 2025, to conclude Fall of 2025	All FASS stakeholders
•Develop processes and procedures to manage succession in academic leadership in a timely way.	Re-organize (combine) AD R&GS and AD SIP portfolios. Articulate general processes.	Complete (to take effect January 2026) Ongoing	Dean Dean and Heads
•Review the division between the Associate Dean Undergraduate Students and the Associate Dean, Teaching, Learning and Curriculum, considering whether those responsibilities might be combined, with more administrative tasks delegated to staff.	Review	Ongoing – to be complete by Sept 2025	Dean's office
•Explore opportunities for greater collaboration between the Kelowna and Vancouver campuses to enable UBC-O Psychology students to access a wider range of course offerings and address retention challenges.	Such collaborations have been touted as part of the system refresh, hence relevant more widely. Also relevant are mechanisms for Okanagan undergraduates to access UBC Vancouver professional programs.	ASAP, with possible pilot initiatives for the 2026 or 2027 recruitment cycle	Relevant Heads, AD R&GS / AD SIP / CoGS UBC senior leadership on both campuses
•Include increased funding for the clinical psychology program in the University's government relations efforts.			Clinical Psych stakeholders and DVC's office
•The Provost and the Principal should address the relationship between FASS' Dean's office and Recruitment. There is significant institutional risk in the lack of a coordinated recruitment strategy.	Convene conversation among relevant leadership.	In conjunction with the Strategic Planning process	Provost
•Develop strategic fund-raising priorities and support Departments' community outreach initiatives.	Convene conversation among relevant leadership.	In conjunction with the Strategic Planning process	Dean's office and Heads, Development

•Assess staffing in clinical training program and ensure sufficient human resources and manage shortfall in supervisory capacity arising from study leaves.	Articulate new staffing strategy and identify required resources.	Fall 2025	Dean and Head
People, Environment and Culture	Actions	Timeline	Responsible office
•Undertake a collective project of priority-setting that would have the added, and much needed, benefit of community-building within the Faculty.	Convene intra and inter departmental meetings to feed ideas into the Strategic planning process.	Underway, to conclude Fall of 2025	AD SIP
•Develop a staged on-boarding program for new faculty.	Develop a six-month program integrating existing resources with face-to-face workshops.	Ongoing	Dean's office, HR
•The Provost's Office, in partnership with Human Resources, should develop and implement a structured mediation process to address and resolve the broken relationship between the Dean's Office and the Department of Economics, Philosophy and Political Science and restore effective academic governance.	Convene relevant conversations.	Ongoing and in conjunction with the Strategic Planning process.	Provost's office, HR
Community Engagement	Actions	Timeline	Responsible office
•Highlight more explicitly the work being done in this space by faculty members in FASS, particularly as it helps to strengthen learning experiences and opportunities for undergraduate and graduate students, as well as building and strengthening relationships with local, provincial, national and international partners.		In conjunction with the Strategic Planning process.	Dean's office
Support for the University's and Campus Strategic Plan	Actions	Timeline	Responsible office
•Align more clearly and explicitly with existing UBC and UBC-O strategic plans, as a mechanism for reflection (and action) on priorities, direction, culture and identity. (See section above)		Ongoing, in conjunction with the Strategic Planning process.	Dean's office, AD SIP
•Seize the opportunity for greater responsibility and accountability, striving to		Ongoing, in conjunction with	All

position FASS more concretely at the center of university planning and operations.		the Strategic Planning process.	
Physical Infrastructure	Actions	Timeline	Responsible office
•Develop a principled approach to space allocation, one which privileges flexibility and proximity.	Review space planning and allocation processes.	In conjunction with a rationalized campus space allocation process	UBCO Strategic Space Committee in collaboration with the Dean's Office, Heads and FASS Space Committee
•Implement a strategy on shared space, on-campus and remote work expectations, and particularly unused office space to optimize available rooms.	Review space planning and allocation processes.	In conjunction with a rationalized campus space allocation process	UBCO Strategic Space Committee in collaboration with the Dean's Office, Heads and FASS Space Committee
•Prioritize student needs in all deliberations around space and space needs.	Review space planning and allocation processes.	In conjunction with a rationalized campus space allocation process	UBCO Strategic Space Committee in collaboration with the Dean's Office, Heads and FASS Space Committee
Financial Planning and Resources	Actions	Timeline	Responsible office
•Invest the required \$1M per annum as base-funding to support the institution's Indigenous Language Fluency programs.		In conjunction with campus budget measures	DVC and Provost
•Support Deans to develop their financial acumen.		See comments in the budget section above	
•Adopt a more transparent budget planning process that empowers all responsible stakeholders, namely department heads, and which ultimately serves the Faculty's diverse needs.	Explore a shared teaching related decision-making framework for FASS departments.	See budget section above	Dean's office and Heads
•Incentivize innovative revenue-generation efforts.		ongoing	Provost's Office