Appendix A: Survey 1 Summary

New Arts Faculty: What We Heard

An overview of survey feedback from FASS and FCCS

September 2026

In July 2026, faculty and staff in the Irving K. Barber Faculty of Arts and Social Sciences (FASS) and Faculty of Creative and Critical Studies (FCCS) were invited to participate in the first survey supporting the development of UBC Okanagan's new Arts Faculty.

The survey gathered perspectives on the creation of the new Faculty, including opportunities and concerns associated with the transition, and invited respondents to rank potential names for the new Faculty.

The feedback reflects a range of perspectives. While more respondents expressed support than opposition to the creation of the new Arts Faculty, many remained neutral and identified areas requiring further consideration as the design process continues. Open-ended responses identified positive opportunities to strengthen collaboration, improve student navigation and advance organizational renewal, alongside concerns related to workload, resources, disciplinary identity and implementation.

QUICK STATS

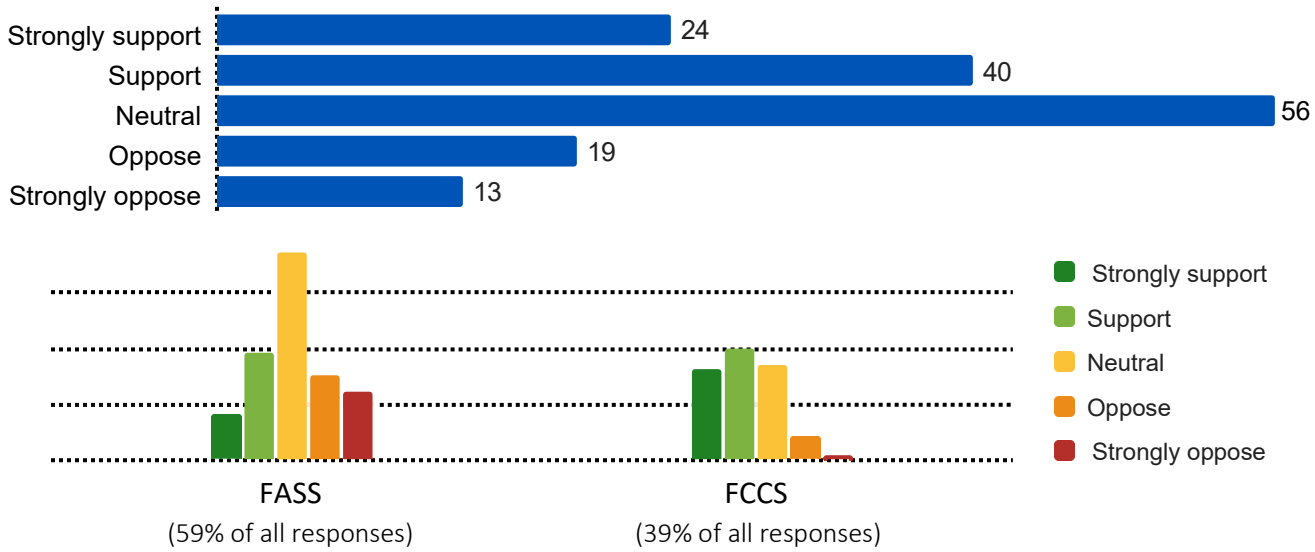
165
Total responses received

103
Open-ended comments

76%
Faculty responses (126)

24%
Staff responses (39)

LEVEL OF SUPPORT FOR THE CREATION OF A NEW FACULTY



OPPORTUNITIES EMERGING FROM THE RESPONSES

Code	Frequency	Notes
Collaboration and interdisciplinary teaching	22	• 14 Respondents identified opportunities for greater collaboration across disciplines • 8 highlighted stronger connections and coordination among related programs • 5 identified opportunities to expand or strengthen academic offerings
Operational efficiency	20	• 12 saw an opportunity to increase operational efficiency • 8 believe that there will be improved support and the opportunity to adopt best practices from both Faculties and create more consistent processes
Student experience and the Bachelor of Arts	20	• 10 felt the merger would simplify the administration of the Bachelor of Arts Degree • 10 felt it would enhance the student experience
Stronger collective identity and visibility	10	• 8 see potential for greater visibility for Arts disciplines on campus and beyond. • 2 identified opportunities to strengthen academic leadership through a larger pool of candidates for Head and Associate Dean roles.

OPPORTUNITIES: FEEDBACK HIGHLIGHTS

- Collaboration and interdisciplinarity emerged as the clearest opportunities, with respondents highlighting stronger connections across disciplines, interdisciplinary teaching and research, and greater opportunities for co-teaching and joint academic work.
- Program development and academic renewal were also seen as potential benefits, including opportunities to strengthen existing programs, create new academic pathways and improve coordination across related areas.
- Respondents identified opportunities to simplify processes and improve operational consistency, including reducing duplication, adopting effective practices from both Faculties and creating clearer administrative processes.
- Improving the student experience was another recurring theme, particularly through simpler navigation of the Bachelor of Arts, more consistent advising and clearer program structures.
- A single Arts Faculty could strengthen the visibility, coherence and external profile of Arts disciplines by creating a clearer and more recognizable identity for students, partners and the broader community, and providing a stronger collective voice across campus.

Notable Keywords: Collaboration, Interdisciplinarity, Student Experience, Program Development, Efficiency, Renewal

CONCERNS EMERGING FROM THE RESPONSES

Code	Frequency	Notes
Workload, Staffing and capacity	35	• 13 worried about job security and potential position losses • 16 concerned about staff workload and whether sufficient capacity exists to undertake the transition • 6 wondered about the support that will be made available after the merger
Budget and resources	32	• 18 asked about resource allocation and program funding • 14 wondered whether restructuring would address underlying financial pressures, including existing deficits
Disciplinary identity and program preservation	30	• 18 expressed concerns about the survival of smaller departments • 12 comments emphasized the need to preserve disciplinary differences, program identities and approaches to teaching
Rationale, transparency and communications	27	• 15 concerned about the clarity of communication and the consultation processes • 12 questioned the rationale for the change and whether the intended outcomes of the restructuring had been clearly articulated
Faculty size and leadership	22	• 16 expressed concerns about the size of the new Faculty, administrative complexity and decision-making • 6 raised concerns about leadership structure, continuity, representation and decision-making during the transition.

CONCERNS: FEEDBACK HIGHLIGHTS

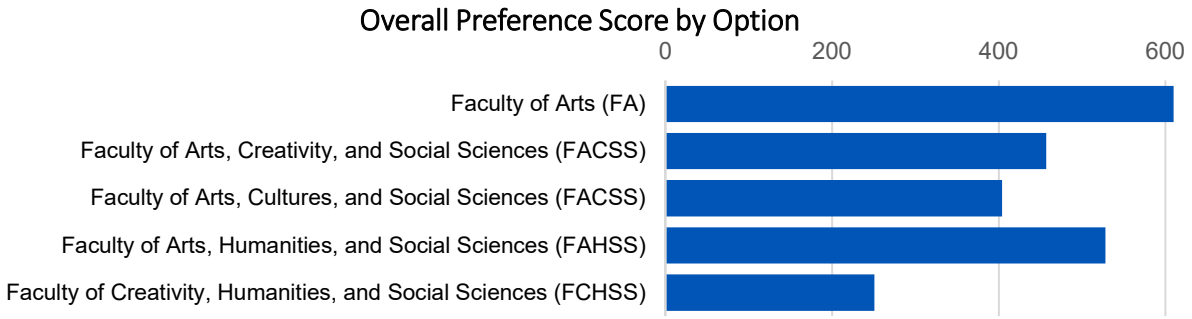
- Workload, staffing and capacity were the most frequently raised concerns, particularly the ability of faculty and staff to manage the transition alongside existing responsibilities, as well as questions about job security and administrative volume.
- Budget and resource allocation were also prominent themes, with respondents questioning how existing financial pressures and differing program needs would be managed within the new Faculty.
- Preserving disciplinary identity and autonomy was a recurring concern. Respondents emphasized that programs across FASS and FCCS have different academic, pedagogical and operational requirements that will need to be recognized in the new structure.
- Uncertainty about implementation contributed to hesitation, including questions about departmental structure, governance, leadership, timelines and how decisions will be made.

Notable Keywords: Workload, Resources, Identity, Governance, Transparency, Implementation

NEW FACULTY NAME

The table below shows the number of respondents who assigned each ranking. Rankings were converted to points (1st place = 5 points, 5th place = 1 point), and points were summed across all responses. Higher scores indicate stronger overall preference.

Rank	1	2	3	4	5	Score
Faculty of Arts (FA)	81	31	19	5	14	610
Faculty of Arts, Creativity, and Social Sciences (FACSS)	19	34	42	45	10	457
Faculty of Arts, Cultures, and Social Sciences (FACSS)	8	25	57	33	27	404
Faculty of Arts, Humanities, and Social Sciences (FAHSS)	39	48	22	34	7	528
Faculty of Creativity, Humanities, and Social Sciences (FCHSS)	3	12	10	33	92	251



NEW NAME: FEEDBACK HIGHLIGHTS

- Faculty of Arts was the most strongly supported naming option. Respondents frequently cited its simplicity, clarity, broad recognition, and alignment with naming conventions used at other universities. Many felt that "Arts" functions as an established umbrella term that is easily understood by students, external audiences, and academic partners.
- Faculty of Arts, Humanities, and Social Sciences also received substantial support. Respondents who preferred this option often emphasized the importance of explicitly recognizing the Humanities and Social Sciences within the faculty name, ensuring visibility for these disciplines and reflecting the breadth of academic approaches represented in the new faculty.
- Alternative name suggestions also highlighted interest in retaining explicit reference to Social Sciences in the faculty name. Several respondents proposed alternatives such as Faculty of Arts and Social Sciences (FASS) or similar formulations that would explicitly recognize the Social Sciences.