

THE UNIVERSITY OF BRITISH COLUMBIA

EXTERNAL REVIEW OF THE FACULTY OF ARTS

REPORT OF THE REVIEW COMMITTEE

by

Professor Elizabeth Cole
Professor, Women's Studies, Psychology, and Afroamerican & African Studies
Associate Dean for Social Sciences
University of Michigan College of Literature, Science, and the Arts

Professor Lesley Cormack
Dean, Faculty of Arts
University of Alberta

Professor John Osborne
Professor of Medieval Studies
(Dean of Arts and Social Sciences, 2005-2015)
Carleton University

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EXTERNAL REVIEW OF THE FACULTY OF ARTS UNIVERSITY OF BRITISH COLUMBIA

We were very pleased to have been offered the opportunity to participate in this review of the Faculty of Arts, and much enjoyed our time on campus, which allowed us to better understand this vibrant Faculty and University. The report which follows has been organized around the headings set out in the terms of reference which were provided to us by the Office of the Provost.

ACADEMIC PROGRAMS AND TEACHING

During our visit we saw ample evidence of the many strengths of the Faculty's academic programs and teaching, including commitments to excellence, innovation, and ongoing reflection on and assessment of curriculum and pedagogy, across the Faculty.

One such innovation is the establishment of teaching stream faculty. These relatively new positions are a way for the Faculty to attract and retain excellent teachers who contribute to the educational mission not only through their teaching, but also educational leadership, and curriculum development.

Learning outcomes. Another exemplar of the Faculty of Arts' leadership in academic program development is the learning outcomes initiative. These outcomes, identified with specificity at the level of the department or program, are now being taken in up in different areas of the Faculty. For example, representatives from the Arts Coop program told us learning outcomes can be used as a tool to help students reflect on what they've learned outside the classroom. The self study dossier indicates that the next step is reconsideration of the breadth requirements for the degree in light of these outcomes, with consideration being given to devolving the degree requirements down to departments and programs so they may be tailored to better fit the majors.

***Recommendation:* While we applaud the willingness of the Faculty to critically consider the current utility of longstanding requirements, we urge them to also be mindful of the ways that changes might create inflexibility and delayed time to degree for Arts students who are accustomed and even encouraged to explore different options before settling on a major. Further tailoring the majors could also introduce challenges to advisors, who must be familiar with all the requirements, as well as registrars' software systems, which may not be agile enough to easily record the new pathways to the degree. For these reasons, any dramatic changes to the curriculum should be made with extended consultation with all the stakeholders.**

The Faculty counts a large number of interdisciplinary programs among its majors, and indeed, after the last review they moved to sunset and combine some of these programs. We agree that it is important to continually review these programs for relevance, strength, and viability and we think the external review planned for them in 2016-17 is wise. Majors with fewer than 15 students have opportunity costs that may well be under-estimated. We were surprised that we

heard relatively little about the new Bachelor of Media Studies program, although faculty in one meeting did comment they felt there had been insufficient transparency in the program's development. We speculate that if true, there could be a lack of buy-in and awareness of the new major's existence among faculty members.

Revitalizing the Arts Narrative. The materials in the external review dossier make a persuasive case that the Faculty has revitalized the Arts narrative for higher education. This vision manages to incorporate some of the appeal of professional programs to students and parents – sense of cohort, focus on professionalization, and greater preparation for the world of work beyond the university – while retaining Arts' traditional values of breadth, critical thinking, and other “non-consumerist values of higher education.” Our visit persuaded us that the Faculty's innovations in curricular development, and its support of experiential learning opportunities (such as Arts Co-op) and student learning (such as E-portfolio) do reflect this vision as well as offering Arts students new learning opportunities in the face of changing social expectations. Yet our conversations with students and the staff who work closely with them suggest that this new narrative has not yet taken hold.

Recommendation: The Faculty should explore ways to better communicate the new vision and the excellent academic and teaching work that supports it. This must go beyond branding.

STUDENT ACADEMIC EXPERIENCE AND SUPPORT

The Faculty of Arts at UBC has a huge and diverse student population. With 12,000 undergraduates, 23% of whom are international, there are many issues that can develop and many demands on Faculty time and resources.

International Students. The number and relative proportion of international students in the Faculty have both increased greatly in a few short years, changing the balance of majors and student needs. The Faculty of Arts is to be commended that they have been able to attract students from a variety of countries, but it remains the case that the majority of international students are of Asian origin. This means that language issues are often important. UBC is to be commended for initiating an interesting approach to foundation year teaching through the development of Vantage College. It is too early to tell how successful this College will prove to be, and we look forward to hearing more about it in the coming years.

International students have more needs than simply language instruction, however, and they should have full support available to them, particularly because they pay a premium tuition rate. They often suffer from economic and mental health issues, and have fewer places to which they can look for support.

Recommendation: UBC and the Faculty of Arts should work to ensure that international students are well supported academically, socially, and psychologically, through focused and appropriate services designed for their needs.

Experiential Learning Opportunities. We were very impressed by the range and depth of such opportunities available to Arts students at UBC. The co-op program is robust and well run. The international opportunities are very good. The Faculty could work to increase student participation in the latter. The Community Service Learning (CSL) program is a great resource, although it did not seem to be well coordinated with credit Arts courses. This represents a lost opportunity. Students did not seem to know as much about these opportunities as would have been hoped, so they all require better internal publicity.

Recommendation: The Faculty of Arts should develop better internal communications for experiential and other learning programs, to encourage greater participation.

Advising and Student Mental Health. We found that advising in Arts is handled well, particularly given such a large and varied set of programs and students. We were surprised to find that students did not declare a major until third year, however, and wondered whether Arts should consider encouraging students to commit earlier. It was particularly interesting that the new direct entry programs seemed to have high demand, which might argue for the attraction to students of committing to a course of study earlier in their programs. We also wanted to emphasize the importance of mental health issues for students, and to recommend training for instructors to insure consistency in handling these issues.

Recommendation: The Faculty of Arts should investigate the desirability of encouraging students to declare majors in second year or earlier.

Recommendation: The University should provide training for instructors to deal with mental health issues in a consistent and timely fashion.

First Nations Programs. We commend the Faculty of Arts for the important work that has been done in encouraging and stabilizing First Nations and aboriginal learning and research. This was a recommendation of the last Review, namely that “UBC should continue to build on its success in First Nations scholarship”. The bringing together of the First Nations and Indigenous Studies Program and the First Nations and Endangered Languages Program, as well as some excellent hiring, has been a great first step and we encourage Arts to continue this important work. We encourage the hiring of more Aboriginal faculty in these programs. We also believe that it may be time to think about whether there should be some requirement in Aboriginal Studies for the BA as a whole, or even for the larger campus.

Recommendation: Arts and UBC should explore the possibility of required courses in Aboriginal studies or language for all students in Arts and other undergraduate programs.

Learning Outcomes. As we said in the previous section, we are impressed with the curricular work being done on learning outcomes for the various programs in Arts. From the point of view of Student Experience, we urge Arts to think about how best to use these learning outcomes to help students articulate their experience at UBC, both while they are moving through their degrees and as they move into the world of work. We are interested in the E-portfolio pilot project and commend Arts for the efforts they are making to ensure that students understand the skills and competencies they are learning.

GRADUATE PROGRAMS

The Faculty of Arts has a significant number of graduate programs, including research based masters and PhD, professional masters, and Fine Arts graduate degrees. By and large, the review committee felt that these programs were going well, although we did not feel that we received enough information to know for sure. Given that the graduate programs are managed through the Faculty of Graduate and Postdoctoral Studies (FG+PS), there is a distancing of the Faculty of Arts from the administration and oversight. Several department heads and faculty members suggested to us that FG+PS created an extra layer of administrative complexity that was inefficient and unnecessary.

***Recommendation:* UBC should consider whether the Faculty of Graduate and Postdoctoral Studies is the best structure for the administration of graduate programs, or whether it might be better to move that administration into the disciplinary Faculties. If it is decided to preserve FG+PS, the relationship between that Faculty and Departments/Programs needs to be clarified and simplified.**

Graduate Placements. The largest question facing graduate programs in Arts has to do with the lack of academic placements for PhD graduates. This is particularly true in the Humanities, but applies across the Academy. Given the stagnation or contraction of universities, combined with the end of mandatory retirement in many jurisdictions, there will simply not be enough tenure-stream positions available for graduates. So what is to be done? One choice is a contraction of student numbers. Another is to consider different training and orientation, with a view to equipping graduates for a variety of non-academic careers. This has been started at UBC and should definitely continue. We especially commend the Co-op PhD stream that has been piloted in English. Fundamentally important is good data, and the work that has begun in Arts to track career outcomes for graduates needs to continue, both to understand the situation better and to provide models for successful alternative careers.

***Recommendation:* The Faculty of Arts should look at the sizes of its programs, to determine whether some would benefit from slightly smaller numbers and therefore more supervisory resources; they should continue with and expand the alternative career work; and they should develop full data on placement of graduates, for all programs.**

Masters in Public Policy and Global Affairs. The Review Committee felt that this was a very exciting initiative. It makes sense to capitalize on the Asian expertise of UBC and thus create a niche in the world of Public Policy degrees. We were very impressed with the number of Faculties interested and involved in this initiative. Of course, it has just admitted its first cohort, and so Arts will need to monitor the program and student placements for the first few years to make sure that it has strong student interest and high quality. All the signs are good for a strong and popular program.

RESEARCH AND SCHOLARLY, CREATIVE AND PROFESSIONAL ACTIVITIES

While the review team did not receive much specific documentation for individuals or units, we were advised that faculty members in Arts had been very successful in Tri-Council (and especially SSHRC) grant applications, exceeding the “per capita” success rate of other comparable institutions in Canada. The Dean noted some resistance on the part of faculty members in the Humanities to embrace a research environment focused increasingly on clusters, but this is a universal problem, by no means unique to UBC. He was also keenly aware of the need to find a fine balance between internal and external support, so that the seeking of external support is encouraged. If too much internal support is provided, many faculty members will see no need to invest the time and effort required to apply externally. On the other hand, we are all too aware that Tri-Council success rates do not provide sufficient support for all active researchers.

All that said, however, a number of those whom we met felt that more could be done, particularly in two areas: (1) in working with faculty members to develop competitive grant applications (we were told that there was a single staff resource person currently assigned to this task); and (2) in the provision of ongoing support for the management of large grants when received (and specifically CFI grants). Applications for CFI grants in the humanities are apparently also disadvantaged by the refusal of the provincial government to consider awarding its “match”, as required under the CFI regulations. Finally, as is often the case elsewhere, there was a widespread impression that the Arts generally, and even more specifically the Humanities, were missing from the senior administration’s reporting on the university’s successes, for example from reports from the Office of the Vice-President Research. We note that the achievement of the university’s national and international goals will require a strong contribution from the Faculty of Arts, and this in turn requires a strong promotion campaign at an institutional level.

***Recommendation:* The Faculty of Arts and the Office of the VP Research should provide additional support to faculty members developing Tri-Council and other external grant applications, ideally through assigning at least one additional staff person to this task.**

***Recommendation:* The Faculty of Arts and the University should review what continuing support is provided to those who do succeed in acquiring large external grants, including CFI awards. Some consideration should also be given to the more robust provision of seed money to assist in the development of larger partnership grants.**

***Recommendation:* The University should lobby the provincial government to change its position on providing matching funds for successful CFI applications in the Humanities.**

***Recommendation:* The University should ensure that Arts research is given equal prominence to that of other Faculties in all reports and external communications, and in general be a “champion” for research, creative, and professional activities, in the Faculty of Arts.**

GOVERNANCE, ORGANIZATION, AND ADMINISTRATION

The Faculty of Arts is large and diverse, comprising a great many disciplinary departments and professional schools, a world-renowned museum and an art gallery, and a sizeable number of interdisciplinary programs that engage faculty members from multiple units. The sheer size of the faculty creates both advantages and disadvantages. For faculty and students, the array of offerings creates an exceptionally rich academic environment creating the possibility for substantial intellectual growth. The Dean's Office plays a central and vital role in this process, and does so very effectively. Indeed, the reviewers heard nothing but positive comments regarding the Dean's leadership in this regard. It must be noted, however, that the number of "direct reports" to the Dean is well beyond any optimal figure, and at the same time there are units whose faculty complements fall below the normal threshold for independence, leaving them and their programs highly vulnerable.

The previous external review (October 2009) recommended that the Dean and Provost "continue to reconsider the current configurations within the Faculty in consultation with individual Departments, Schools, or Programs". A great deal has been accomplished over the last six years, including the creation of the Vancouver School of Economics (and the acquisition of the Iona Building to house it), the "decanting" of units in the former College of Interdisciplinary Studies, and the addition of three institutes and the Chan Centre for the Performing Arts. A variety of other possibilities are at various stages of consideration.

The reviewers commend the Dean and Provost for the excellent progress that has been made, and urge that efforts in this direction be continued. Some specific suggestions and comments follow.

Recommendation: The Dean and Provost should continue to examine the organization of the Faculty of Arts with the goal of establishing an administrative structure that is practical and sustainable, while also making sense from an academic perspective.

Language Programs. At the moment, the teaching of modern languages is broadly divided among three departments: Asian Studies (ASIA); Central, Eastern, and Northern European Studies (CENES); and French, Hispanic, and Italian Studies (FHIS). Some thought has already been given to combining the latter two units, something described by one department head as inevitable in the longer term. But to accomplish this successfully, it will be necessary to present a compelling "academic" case ... something that we believe can be done, albeit carefully and with full consultation. Language and literature programs everywhere are feeling threatened, and thus faculty members are extraordinarily sensitive to what they may perceive as disguised attempts to close programs down. Accordingly, discussions should be predicated on the Faculty's deep commitment to language teaching, an essential component of the stated goal to foster intercultural understanding and enable students to "excel in international work" (Faculty of Arts 2011 Strategic Plan). Investment in a new "state of the art" language-teaching facility might serve a useful purpose in this regard. Some consideration should also be given to moving Asian languages into this new unit, given that language pedagogy is not geographically-specific. A "global" unit might also facilitate the eventual expansion to include languages not currently on offer for degree credit, for example American Sign Language (being taught only through Continuing Studies, but for which there is dynamic student interest at other institutions).

***Recommendation:* The Dean’s Office should initiate a broad discussion of the future academic structure for language and literature programs, drawing on all appropriate existing expertise, with the aim of developing an integrated framework for the delivery of language training to the Faculty and the larger university.**

Religious Studies. UBC has considerable strength in the teaching of world religions, and such teaching comprises an important element in the internationalization of the curriculum and the preparation of students for global engagement. At present, the teaching of religion is again divided primarily between two departments: Classical, Near Eastern, and Religious Studies; and Asian Studies. This appears to be a rather arbitrary and artificial distinction in an era in which Islam is also a major faith in many Asian countries, and presumably represents modes of thinking about the study of religion that have little to do with global realities of the 21st century. Students and faculty will both be much better served by an interdisciplinary program in Religious Studies that spans these existing units.

***Recommendation:* Strong consideration should be given to the development of an interdisciplinary program in Religious Studies. (This would presumably also necessitate some re-thinking of the current name and/or configuration of the current Department of Classical, Near Eastern and Religious Studies.)**

First-Year Programs. It is recognized that the current mixture of specialized options for first-year students is slightly awkward and presents some structural difficulties; for example, the Department of English teaches language and composition (ENGL 112: “Strategies for University Writing”) to all university students *except* those in Arts, with the needs of the latter served by the ASRW program managed from the Dean’s Office. This would seem to defy logic, not to mention creating the anomaly of having some tenure-track faculty, 12-month lecturers, and numerous sessional instructor appointments all reporting directly to the Dean’s Office rather than to an academic unit. Given the need to reduce the workload for the Dean, a different organizational structure would seem to make sense. Precisely what that structure would look like is not immediately apparent, however, and will require extensive discussion. The ENGL 112 program works well, and while providing basic writing skills also serves to introduce students across the university to the Faculty of Arts. In a similar fashion, the ASRW and Coordinated Arts Program (CAP) both foster intra-Faculty collaboration and integration. The Arts One program has also served students well, although some thought might be given to the truly extraordinary investment of faculty resources that this necessitates, given the small number of students that it can accommodate (two groups, each capped at 100). Ideally, some way can be found to house these programs in a single administrative unit. With that goal in mind, the Faculty is urged to include in any discussion the faculty and staff in both the Creative Writing program and the Department of Linguistics, both of which have relevant expertise in the teaching of writing.

***Recommendation:* The Dean’s Office should undertake a broad review of First-Year programs, including service courses offered to other Faculties, with the aim of facilitating better coordination of programs and their delivery, and ensuring that all full-time and part-time faculty have an appropriate academic “home” unit.**

Arts & Culture District. The incorporation of the Chan Centre into the Faculty of Arts has prompted the vision of an area of campus devoted primarily to “arts and culture”, and Dean Averill is to be commended for this singular and potentially transformative initiative. The Museum of Anthropology (MOA) is, and will continue to be, a significant “draw” to both the university and the Faculty of Arts, attracting broad national and international attention. It is truly a “world class” facility. Careful thought needs to be given to maximizing this important asset through a greater integration of MOA into the Faculty’s activities and programs, and through the Faculty with UBC programs and activities more generally. The Chan Centre also has an important role to play, in terms of both serving the Faculty and its programs, as well as engaging the larger Vancouver community. Given its recent move into Arts, the time is probably ripe for a thorough review of its mandate, aimed in part at clarifying its relationship with the Faculty’s performing arts programs.

***Recommendation:* The Faculty of Arts is encouraged to continue its efforts to establish an “Arts and Culture District” on campus, while seeking to promote increased programmatic integration of both academic and non-academic units through a review of the “mission” of the latter.**

Professional Schools. The 2009 review noted that “the bridges between departments within Humanities and Social Sciences and the professional schools are not as strong as might be desirable”, and that “many obvious links (such as between Social Work, First Nations Studies, and Psychology) are absent”. We commend the exciting discussions now in progress between the School of Journalism and the iSchool, and encourage this collaboration to continue. While some might think that the School of Social Work would be better placed elsewhere in the university’s structure, we echo and endorse the view of the 2009 review team, and urge that ways be found to better integrate this School within the Faculty. As noted in the previous document, there is a “lost opportunity” here.

***Recommendation:* The Dean of Arts is encouraged to continue to seek opportunities for increased integration of the professional schools into the Faculty.**

Decision-making Issues. The 2009 review recommended that greater efforts should be made towards the goal of budgetary transparency, and that Heads should “make a greater effort to understand the technicalities of the budgeting process”. We are pleased to note that enormous progress has been made in this regard, and the Heads to whom we spoke appeared to have a good understanding of how the Faculty’s funds were generated and distributed. There is a general sense that things are working well, despite numerous challenges. We note, however, that some members of the Management and Professional Staff group expressed the hope that they could be more broadly included in discussions of any potential changes to programs and structures, as the burden of implementing these changes “on the ground”, so to speak, would fall largely to them.

***Recommendation:* The Dean and department heads are encouraged to maintain the atmosphere of transparency regarding budgetary processes and administrative decisions, and where appropriate to expand the opportunities for management and professional staff**

to participate in planning processes, given their significant levels of knowledge and experience.

Cross-appointments. The 2009 review noted that “There are surprisingly few cross appointments between one Faculty and another”, to which we might add that there are surprisingly few cross-appointments within the Faculty itself. Cross-appointments, even of a “100-0” nature, serve to foster the integration of relevant programs and a culture of interdisciplinarity, both for faculty and students.

***Recommendation:* The Faculty of Arts is encouraged to explore a greater use of cross-appointments, including those at “100-0” which have no budgetary implications, with the aim of fostering greater engagement between and among disciplinary units and interdisciplinary programs.**

ENVIRONMENT AND CULTURE

In general we noted good morale among the staff with whom we met. Representatives of the Faculty Association and CUPE reported in separate meetings that Dean Averill’s administration has been a good partner to them.

In several different meetings staff mentioned that lean budgets and shrinking staff size had created some challenges as they endeavored to continue to provide the high level of service that students and faculty expect. While it seemed that to some degree they accepted these conditions as a feature of the current budget climate for higher education, some expressed a desire for faculty members to be more sensitive to how curricular changes can further tax advising and registrar functions and thus the implementation of such changes requires enhanced communication and lead time.

Human Resource Management. The reviewers heard some concern that not all procedures were being followed with regard to hiring non-academic staff. We were also surprised that the Dean’s office had very little to do with HR issues, relying on academic units to comply with university policies. While we do not think there are major issues of non-compliance (note the positive conversation with the CUPE president), it would be sensible for the Dean’s office to have more oversight and to ensure compliance with university policies and procedures.

***Recommendation:* The Dean’s office may wish to develop some mechanism to ensure that units comply with university HR policies and procedures.**

Pre-Tenure Mentoring. We met with a small group of tenure-track assistant professors who described several programs through which they had received mentoring and career advising. They noted the existence of a university-level mentoring program for women, and that the Faculty Association has held workshops. They also reported they had participated in a program pairing assistant professors with shared mentors to assist them during their first year, and although they felt this experience had been beneficial, it was less clear to them how to obtain

ongoing mentoring from senior faculty in their own disciplines. Moreover, all concurred that some career advice they had received was inconsistent, and sometimes even contradictory.

***Recommendation:* The Faculty should provide clear guidance to assistant professors about the expectations for tenure and the process for tenure reviews. To reduce the uncertainty that can result when information is received from different sources, there should be opportunities for representatives from the Dean’s office to present information about tenure procedures to all assistant professors, and to respond to their questions. Department heads should be encouraged to set up mentoring procedures within their units to ensure that assistant professors receive career advising from senior faculty in their discipline about how their work will be evaluated in their field.**

Contingent Faculty. In several different meetings it was noted that Dean Averill has taken steps to reduce the number of contingent faculty in favor of 12-month lecturer positions. This change was intended to provide stability of employment and instruction, and includes a system for regular teaching review. However, in our meeting with term-limited faculty we learned there is some unevenness across the departments and programs in procedures for these reviews, and some 12-month lecturers feel this is unfair. There was concern that student evaluations were used in these evaluations even in cases in which the response rate was very low. Some also expressed a desire for greater representation in faculty meetings, particularly those in which decisions are made that will affect their teaching and evaluation.

***Recommendation:* We urge the Faculty to provide best practices for continuing reviews for 12-month lecturers with an eye to consistency and fairness. Ideally, the lecturers should have representation on the committee that identifies these practices. We also suggest that consideration should be given to opportunities for term-limited faculty to participate in shared governance as appropriate.**

INTERACTIONS AND SERVICE OUTSIDE THE FACULTY

In the last unit review, the review team recommended that “UBC and the Faculty of Arts should develop mechanisms or models that will better encourage and reward teaching across Faculties”. While this remains an issue (as it does in many universities), Arts has developed a number of interesting programs that span two or more Faculties. Of special note is the development of the Masters in Public Policy and Global Affairs, which has tremendous potential to develop good connections across the Faculties. We were impressed by the enthusiasm of Faculty Deans, Institute Directors, and Program Heads with involvement in this program. Above, we have also suggested a cross-appointment model that might help create some of those synergies.

We believe that UBC and Arts could make stronger connections with the colleges and universities in the lower mainland. For example, with such a strong visual arts program at Emily Carr, it might make sense to promote a joint degree, with each institution contributing in the area of greatest strength. Likewise, collaborating in language areas might actually expand student interest and the ability to offer more languages across the sector.

Recommendation: The Faculty of Arts should explore the possibility of partnering with other universities and colleges in the region.

Advisory Board. The last unit review recommended that “the new Dean review all membership in the Advisory Board and maintain membership for those who have previously functioned effectively in whatever manner, adding to the group persons of his or her choosing.” This did not happen, in part because Dean Averill jumped into a fundraising campaign as he started, and so used the existing Board. He has suggested that now would be a good time to reconsider the Board, and ensure it has the right make-up. We would also suggest that the Dean consider carefully what role the Advisory Board should have. If it is to be advisory, it should discuss things of substance that can be enacted. If not, the mission should be clearly stated, so that members know what is expected of them.

Recommendation: The Dean should develop new terms of reference for the Faculty of Arts Advisory Board, and work to develop the right mix of members to fulfill its mandate.

Alumni Relations. We found that alumni relations seemed under-developed in the Faculty of Arts. Only one alumnus came to the session, and had little knowledge of whether there were events or activities for alumni. Another (a staff member) was appreciative that Dean Averill spoke publicly about the importance of Arts, but this alum also had little connection with the Faculty. This is always a difficult task for Faculties of Arts, since our alumni are disparate, and do not identify in cohorts. Equally, they identify more with departments and programs than with the Faculty. But Vancouver and beyond has huge numbers of alumni who can be ambassadors, host work placements for students, provide mentorship, and ultimately donate to the Faculty. Therefore, it behooves the Faculty to have a strong alumni plan and good connections. It is possible some of this exists, but it was not visible to us.

Recommendation: the Faculty of Arts should develop a strong alumni strategy and program.

SUPPORT FOR THE UNIVERSITY’S STRATEGIC PLAN

Both the materials in the self-study dossier and our on-campus meetings suggest that the Faculty of Arts shares many of the goals in the University’s strategic plan, which it furthers through activities based in different departments and programs.

In terms of aboriginal engagement, we noted the strength of First Nations programs, including the recent investments in new hiring in the First Nations and Indigenous Studies program, the partnership between the First Nations and Endangered Languages program and the Musqueam people which allows students to study languages in aboriginal communities, and the exciting work of the Xwi7xwa Library, including the use and development of the Brian Deer (Aboriginal) classification system. The Faculty of Arts is also home to the Museum of Anthropology, which showcases its incredible collection in an impressive architectural setting, offering rich opportunities for research, pedagogy and community outreach concerning indigenous cultures and arts.

Regarding international engagement and opportunities for students to develop as global citizens, we note that the Faculty of Arts sends more students to study abroad than any other UBC Faculty, and also educates the largest number of international students. The Faculty offers a dual degree with the prestigious Sciences Po, and the competitive nature of this program attracts top students. We do note that programs at the three campuses of Sciences Po are not equally successful, and we suggest that this should be the subject of ongoing evaluation. The Faculty also includes a strong program in Asian studies that offers many sections of language instruction. Finally, the robust support across different Faculties and several different departments within the Faculty of Arts for the new Masters program in Public Policy and Global Affairs, demonstrates the Faculty's leadership on these issues, as well as their commitment to prepare students to deploy the subject knowledge and skills of an Arts education to address social problems on a global scale.

***Recommendation:* As the Faculty of Arts considers ways to hone and highlight their messaging about the value of Arts education, we suggest that the University could partner with them by emphasizing the centrality of Arts to the University's overall mission.**

INFRASTRUCTURE AND RESOURCES

While the significantly decentralized funding model at UBC allows individual Faculties to address some of the pressing concerns regarding infrastructure and resources, there are some issues that require the attention of more senior administrators and/or those outside the Faculty of Arts. It is worth noting that the general budget model generated absolutely no concern among the department heads, many of whom noted that Dean Averill had done an excellent job of helping them to understand it.

Library. Department heads and faculty members expressed some grave concern regarding the declining acquisitions budget in the Library. This is particularly relevant to the Humanities, where much current scholarship continues to be published in monographs, and is thus not readily available in electronic format. Acquiring new titles from all major university presses is essential for the maintenance of excellent graduate programs, not to mention research activity. The recent decline in the value of the Canadian dollar has served to exacerbate this situation significantly. While not an issue unique to UBC, we note that many other Canadian universities have made a conscious decision to protect the Library acquisitions budget.

***Recommendation:* The University Librarian, in consultation with the Dean and Provost, should examine ways in which the Library's acquisition budget can be used to best advantage with a view to offering the highest possible level of support for research activities and graduate programs in the Faculty of Arts. In particular, the acquisition of monographs in the Humanities requires protection.**

Research Facilitation. As noted above (Research and Scholarly, Creative and Professional Activities), additional support may be required to assist individual faculty members in the

development of external research grants. One single individual is insufficient for a Faculty of this size and complexity.

Fundraising. Development activities are vital for all post-secondary institutions in the 21st century, and there is no doubt that the Faculty of Arts, including the department heads, understand and embrace this reality. We noted with approval the culture of philanthropy that seems to exist within the Faculty and its constituent academic units. The number of staff assigned to fundraising activities appears to be adequate, and indeed was the envy of some of the reviewers. That said, some units believe they have little or no access to the Faculty's development staff, and would welcome greater transparency regarding the determination of fundraising priorities.

***Recommendation:* Given the importance of development activities to the future of the Faculty of Arts, it is recommended that the Dean aim for increased clarity and transparency regarding the process of determining priorities for fundraising. We encourage the Dean to offer opportunities for academic unit heads to learn more about advancement activities in Arts, so they have appropriate expectations for fundraising and can become effective partners and allies in these efforts.**

IT. A number of those whom we met voiced some concern that the university's provision of IT infrastructure and resources was not keeping pace with changing needs, and that some desired innovations could not be implemented for this reason.

***Recommendation:* That the University review its IT infrastructure to ensure that it meets the needs of the users, and that it assists, rather than impedes, the development of new academic programs and continuing efforts to enhance the learning experience for students.**

Equipment and Space. A number of units raised issues regarding the adequate provision of equipment and space, but noted that their requests had always been heard, and that the Dean's Office had made, and was continuing to make, very significant advances in addressing their needs. A concern was expressed regarding the ability of some Arts buildings and facilities to withstand a major earthquake.

***Recommendation:* The University should assess the seismic fitness of all Arts buildings and facilities, and develop plans for physical upgrades as needed.**

In closing, we would like to reiterate the view that this is an outstanding Faculty, and one which richly merits the confidence and support of the UBC administration. We hope that these suggestions will be useful to the university and the Faculty in the coming years. The reviewers also would like to offer their very special thanks to Dr. Herbert Rosengarten, who went well above and beyond any call of duty to ensure that our visit to UBC was thoroughly enjoyable.

Sincerely,

Elizabeth Cole
Lesley Cormack
John Osborne