

Liberal Arts Education for the 21st Century in a Research-Intensive University

Faculty of Arts
University of British Columbia

This document, initially drafted in Fall 2008 and released as a consultation draft on January 5, 2009, has been revised based on comments and feedback received since its initial release.

Preamble

To faculty, students, and staff in the Faculty of Arts:

In 2005, the Faculty of Arts began a five-year planning process that focused on the undergraduate learning experience in Arts. This document, “Liberal Arts Education for the 21st Century in a Research-Intensive University” is the fourth in a series* of this planning process. In articulating the importance of a liberal arts education in a research-intensive university, the document reveals the central role that the Faculty of Arts plays in the attainment of the University’s vision set out in its strategic plan, through its “opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life” (*Place and Promise*, 2010). It sets the Faculty of Arts on a path of becoming a leading centre of innovative research-based learning that engages all students in its influential scholarship.

Throughout the evolution of the Faculty’s planning process, many recommendations were discussed and tested through pilot stages before being fully implemented. This process continued with each planning document. Since the launch of the initial stage in September 2005, we have successfully introduced a number of significant changes to the undergraduate learning environment, including:

- (i) the establishment of the Coordinated Arts Program (CAP) which offers students an opportunity to **participate in a first-year learning community** that takes a multidisciplinary approach,
- (ii) a 9-credit Writing and Research Requirement (6 credits have been implemented) which engages students from first year to fourth year in the practices and values of research culture the establishment of the Centre for Arts Student Services (CASS) which has **improved and coordinated student services** at the departmental and Faculty levels,
- (iii) **an increased level of student engagement** through a variety of initiatives and special events such as the Arts Last Lecture, Career Expo, Graduating Leaders recognition event, and regular forum for students to meet with the Dean’s Office, and
- (iv) **better access** to high-demand majors so students can pursue their academic passions.

Although many ideas in this document have been implemented after consultation with faculty, staff, and students, several remain as “works in progress.” I hope that you will take the time to read the document and continue to provide feedback that will keep our learning environment dynamic and intellectually exciting.

Nancy Gallini
Dean, Faculty of Arts

*The earlier planning documents are: “Reaching Global Heights: Trek 2010 in the Faculty of Arts” (Sept 2005); “Reaching Global Heights in the Undergraduate Learning Environment: Trek 2010 in the Faculty of Arts – Phase II” (October 2006); “Strengthening the Core: Transforming Arts Education at a Research-Intensive University” (December 2007).

I. The Arts Mandate

The Faculty of Arts at UBC invites all students to actively participate in our dynamic community of leading scholars and creative artists. Here, they will explore cutting-edge ideas in the creative arts, humanities and social sciences, ideas that will deepen their understanding of our humanity and its central role in an age of scientific and technological discovery. Here, our students will engage in knowledge-making: through their own writing and hands-on research they will join the conversations of the disciplines as serious thinkers and effective communicators. They will experience world societies – their histories, languages, literatures and cultures – formally through study abroad opportunities and their programs of study, as well as informally through debate and friendship in their culturally-diverse Arts community. And, with the intellectual agility and engaged leadership acquired from their Arts education, they will be prepared to take their place in a world of rapid change and uncharted opportunity.

The Faculty of Arts¹ is the largest Faculty at UBC with approximately 35% of the students² and 25% of the scholars at the Vancouver campus. Every year the Arts Faculty has the privilege of welcoming over 2000 new undergraduate students to its dynamic community. The majority of these students arrive at UBC directly from high school – enthusiastic but typically unsure of what to expect – knowing that in only 4-5 years they will graduate and take their place in society. Their experiences during those 4-5 university years in their courses and conversations with new friends, professors and mentors will shape the person they will become, their talents and ambitions, and their ability to operate in an increasingly globalized, multicultural and multilingual world.

Given UBC's unique location on the traditional territory of the Musqueam people at the Asia-Pacific gateway, in one of North America's most ethnically-diverse metropolises, it is well-positioned to prepare our students for this global world of the 21st century, a century in which Asia is expected to play an increasingly prominent role.³ Within UBC, Arts is ideally poised to embrace opportunities for both Asian and Aboriginal initiatives, with its access to culturally-rich local knowledge, extensive library resources, local and world-wide ethnographic, archaeological and contemporary art collections and established community partnerships that support distinctive programs and research experiences for our students.

The Arts Faculty is also fortunate to have an ethnically-diverse student population, mirroring that at UBC, which in a recent survey revealed that nearly 80% speak two or more languages well enough to conduct a conversation and nearly 50% have lived in another country besides Canada for at least one year. Moreover, over the past five years the Arts Faculty has become a destination of choice for outstanding students around the world;

¹ See appendix for a brief profile of the Faculty of Arts.

² This is measured in full-time equivalent students taught in Arts.

³ Remarkings on migration patterns, economic growth trends and the increasing geopolitical importance of Asia, the 2006 Throne Speech to the British Columbia Legislature heralded the rise of Asia as “one of the central transformational changes of our time.” Richard Beardsley, Bruce Seney and Mike Wittingham (April 2007), “Asia Pacific Studies in the secondary schools of British Columbia: A Report to the Asia Pacific Foundation of Canada.” p. 2.

in 2009, 13% of its students (a two-fold increase since 2003) arrived from over 100 countries, bringing with them their diverse knowledge and experiences. Indeed, the Arts learning community has become a microcosm of the global world that our students will soon enter.⁴

The Arts Faculty entered the 21st century as a global research-intensive institution, with its units ranking among the very best in the world. In addition to its exceptional standing among the world's best universities in the traditional disciplines of the social sciences, humanities and the creative Arts⁵, the Faculty is home to dozens of interdisciplinary programs such as Cognitive Systems, Creative Writing, First Nations Studies, International Relations and Women's and Gender Studies. Whether Arts scholars work with Aboriginal or Asian-Canadian communities in British Columbia on local issues, or explore global topics such as climate change, world music or the current financial crisis, their research has a deep and broad impact internationally.

Research in the Faculty of Arts flourishes because it has consistently been able to attract exceptional scholars from the very best universities around the world, scholars who play leading roles on the world's stage in the discovery of knowledge, public policy, and the arts and culture. All signs indicate that this excellence will continue for a very long time. The outstanding hiring over the past decade, in which 50% of the Faculty complement has been renewed with a cohort of young professors, all who received their doctorates from top-ranked universities, augurs well for sustained quality in the Faculty of Arts and an opportunity to achieve even greater heights. They are culturally-aware and diverse, having arrived at UBC with cutting-edge research ideas, innovative pedagogy and heightened expectations of the profound impact that UBC's Arts Faculty can have in the academic and larger world.

Our students are equally ambitious, with a widening global reach. In addition to fulfilling our historic mission of bringing advanced education to British Columbia – training future businesspeople, lawyers, teachers, musicians, writers, social workers, artists, journalists, librarians, health professionals, scholars and civil servants – we educate many students who envisage wider theatres of action for themselves, ones that are national and international in scope. Arts students are increasingly restless and profoundly curious about the larger world in which they live, a curiosity that is fed by the borderless world of the internet. This connectedness has dramatically impacted what they know and what inspires them. Whether our students are sophisticated world travelers or have never been outside the lower mainland, they are anxious to learn more about their planet and its peoples, how to work between cultures, and opportunities for service and leadership through travel,

⁴ In the 2006 Census, over half the population in Vancouver was reported as a “visible minority”. Rick Beardsley, Bruce Seney and Mike Wittingham (April 2007), “Asia Pacific Studies in the secondary schools of British Columbia: A Report to the Asia Pacific Foundation of Canada”, p. 2.

⁵ For example, in the 2009 Shanghai Jiao Tong ranking of universities around the world, UBC Social Sciences ranks first in Canada, 4 among universities outside of the United States (after Cambridge, Oxford and the LSE), and 34 in the world. According to the 2009 Times Higher Education Supplement, UBC Social Sciences again ranks first in Canada and 12th in the world, and the Arts and Humanities ranks in the top 3 in Canada and 18th in the world. See <http://www.topuniversities.com/workuniversityrankings> and <http://www.arwu.org/ARWU-FIELD2008.htm>.

national and international work experience, academic exchange, and volunteerism.

As this brief account reveals, the Faculty of Arts has catapulted to international heights in its research excellence and it has renewed half of its professoriate over the past decade while becoming the first-choice university for students around the world. The Faculty is clearly at a crossroads. The time is ideal for reflection on the place where we have come to be – a renowned research-intensive institution of higher learning with a culturally-rich student body and young, vibrant professoriate – and where we would like to be ten years from now.

In this document we reflect upon our strengths and deficiencies and ask how we might build upon the former and overcome the latter in order to best serve our increasingly diverse students during their critical transformative years. Reflected in the mandate above are a set of ambitious goals, goals that *all* Arts programs should aspire to achieve. But to do so, requires more than good intentions. One must have the human and physical resources, intellectual capacity and commitment: A strong foundation to support the vision. We believe that our unique physical environment, access to diverse local communities, an ethnically-rich student population and an extraordinarily-talented group of scholars and staff give us a comparative advantage that places us at the forefront for reshaping the modern liberal arts. As we show in this document, the mandate is realistic, with modest support, because it proposes to celebrate who we are – a Faculty in a large, diverse, outstanding research-intensive University – rather than attempt to create something we are not (*e.g.*, a unit in a small Liberal Arts College).

While much has been achieved, we still have a long way to go before fulfilling the above mandate. In taking the first steps toward that goal, we unpack the mandate into six principles for a Liberal Arts education at UBC in section II, followed by a set of changes for implementation, pending consultation with members of the Arts community. Those six principles are listed below.

An Arts education should:

Principle 1: Invite students to explore a wide range of knowledge across the social sciences, humanities, and the creative arts.

Principle 2: Provide students with an understanding of science in modern societies.

Principle 3: Engage students in the University's research culture by providing opportunities for an intensive research experience in their chosen area of concentration.

Principle 4: Cultivate the art of communication through intensive writing instruction, oral presentations and debate, and the study of a second or third language.

Principle 5: Prepare students for the rest of their lives by helping them understand their roles and responsibilities as tomorrow's leaders and citizens in a culturally-diverse global world.

Principle 6: Engage students in a diverse and open community of learners.

Against this motif, we turn to the six principles that guide UBC's Arts education.⁶

⁶ The principles and discussions draw from the Faculty's strategic plans prepared over the past three years as a collaborative effort with the Dean's Office and the Heads and Directors in the Faculty. The earlier plans

II. Principles of an Arts Education

Principle 1: *An Arts education should invite students to explore diverse areas of knowledge across the social sciences, humanities and the creative arts.*

Some Arts students know precisely what they want to do in their lives before arriving at UBC; many of them do not. For both types of students, the university setting affords the time to discover their interests and latent talents; to reflect on their values and purpose; to explore diverse bodies of knowledge and methodologies; to seek answers to pressing problems. For the first two years of study, we believe that our students should be relatively unconstrained beyond the requirements set by their major field of study.

This approach departs dramatically from the liberal arts education of the early universities in which all students learned a common curriculum. In the early 19th century at Harvard University, for example, the prescribed curriculum included Latin, Greek, mathematics, English composition, philosophy, theology, and either Hebrew or French.⁷ Following the example set by German academia, North American universities evolved into research-intensive universities by the mid- to late-19th century. During this time, new disciplines and sub-disciplines such as psychology, anthropology and sociology began to detach themselves from philosophy, with their own unified fields of knowledge. Since then, there has been an explosion of knowledge, organized around distinct ways of thinking, all of which are included in the standard curriculum in the modern research-intensive university.

With a multitude of disciplines and areas of study, students were given greater choice to pursue their intellectual interests rather than follow a specified curriculum for study. Although specialization or concentration in one or more disciplines chosen by the student is central to the degree requirements of most modern universities, there still remains a common, albeit smaller, core of courses that all students are expected to take. The size of that “common core” varies considerably across universities.

In the Faculty of Arts, we adopt the view that an Arts education should give students ample opportunity to explore, typically in years one and two. In practice, they may take up to 78 credits outside of their major area of concentration.⁸ The intention behind this open choice is to give students the opportunity to discover their intellectual passion but also to experience a rich array of various areas of knowledge available in the Arts Faculty across the social sciences, humanities and the creative arts. Toward that goal, we “guide” the

were called: *Reaching Global Heights: Trek 2010 in the Faculty of Arts* (2005, 2006) and *Strengthening the Core: Transforming Arts Education at a Research-intensive University* (2007).

⁷ In the medieval universities, there were two categories of liberal arts that prepared students for rigorous study of philosophy and theology: (1) the verbal disciplines – grammar, rhetoric and logic and (2) the mathematical disciplines – arithmetic, geometry, astronomy and music. See Anthony Kronman, *Education's End: Why our Colleges and Universities have given up on the Meaning of Life* (Yale University Press, 2007).

⁸ More precisely, they are required to take at least 60 credits (2 years) outside of their Major. Since most majors have pre-requisites, students may postpone their electives until years 3 and 4.

students' choices by ensuring that they receive a broad sampling of Arts disciplines and areas of studies. In particular, toward fulfilling Principles 1 and 2, we propose that every Bachelor of Arts program⁹ includes a concentrated program of study (Major), which typically requires 42 credits, leaving up to 78 credits for elective study across the creative arts, humanities, social sciences, pure and applied sciences. Of the latter, we recommend the following "Common Core" degree requirements:

1. Common Core Pathways to Knowledge

- a) 6 credits of Literature and the Creative Arts*
- b) 6 credits of Science*
- c) Up to 12 credits of a Second or Third Language (depending on current skill level)*

Toward satisfying Principles 3 and 4, students will be expected to complete a common core of courses that develop their skills in writing, research and oral communication.

2. Common Core Writing, Research and Oral Expression in Arts:

- d) 3 credits of first-year Writing and Research*
- e) 6 credits of Advanced Writing and Research in chosen major*

The list of required courses is not prescriptive, which is consistent with the spirit of Principle 1. In practice, many of the requirements "double count" or are satisfied by other courses that the students take in the normal course of their degree. For example, only students without Grade 12 language or who do not already speak a second language (at a level equivalent to the first 12 credits of instruction in that language at UBC) will be required to take 12 credits of a language. Although all students will be required to take (d) and (e), the latter will automatically be satisfied by courses taken through their major area of concentration. Students with advanced placement in a science are exempted from the common core in science.

The common core may not constrain some students at all, either because they already fulfilled some of the requirements or because their preferred choices fit neatly into the above distributional requirement. But even if the common core does not bind, designating a set of flexible but meaningful requirements provides a useful articulation – a message – to prospective students regarding the core areas of knowledge, skills and values that we consider to be fundamental to a Liberal Arts education. This program of study appears to be unique among Arts programs in research-intensive universities in Canada in its emphasis on the value of the creative arts, science, and a second (or third) language and a research experience. Rather than a strict requirement specifying particular courses, the Science and Creative Arts/Literature requirements nudge students towards exploring the knowledge spectrum, inviting them to choose learning experiences which may lie beyond the immediate horizon of their specialty. The common core is a legacy of the traditional liberal arts structure, but offered in an environment that allows much greater choice and

⁹ The Bachelor of Music programs may follow a different path, owing to the large number of performance-based requirements.

flexibility.

Finally, if this exploration is to be meaningful, then students should not only be exposed to different areas of knowledge but also acquire an appreciation of the different ways in which knowledge is organized. Typically, first-year students take introductory courses in a variety of traditional disciplines but, in their individual classes, they do not necessarily learn how the disciplines relate to or differ from each other. We believe that a comparative perspective of the disciplines, or *multidisciplinary* learning, broadens students' intellectual scope while deepening understanding of their chosen areas of study, much like learning a second or third language sharpens one's facility in the mother tongue. How might a psychologist and economist differ in their explanations for risk-taking behaviour such as gambling with one's savings or investing in nascent technology start-ups? How would approaches toward analyzing the effects of immigration on social institutions differ between an historian and sociologist? How is Toni Morrison's novel *Beloved* or Jun'ichirō Tanizaki's novel *The Makioka Sisters* read by an anthropologist as opposed to a literary scholar?

Interdisciplinarity connects disciplines in a different way. Rather than simply viewing disciplines as alternative approaches with their own structures, methodologies and epistemologies, interdisciplinarity recognizes that some questions cannot fully be answered or cultures understood without melding the expertise of several disciplines. Here, the *complementarity* between disciplines is emphasized. "What can be done to arrest global warming?" This question cannot be answered without knowledge of science and technology for finding alternatives to fossil fuels; sociology and psychology for analyzing how behaviour could change; economics for understanding the nature of public goods and incentives for switching to more fuel-efficient technologies; political science for analyzing the influence of lobbying efforts of opposing groups; geography for studying the impact of climate change on agricultural productivity and patterns of migration; history for documenting how societies have managed their natural resources in the past; journalism for understanding how economic, scientific and geopolitical issues are communicated; the creative arts for reflecting on and exposing through different genres and media the impact of human behaviour on the environment. Some of the most important societal problems (climate change, poverty, infectious diseases, stem cell research, migration) require the rigour of several disciplines.

Multidisciplinarity and interdisciplinarity are links in the chain of knowledge, connected by the traditional disciplines: multidisciplinary studies contrast diverse and competing perspectives and methods of the traditional disciplines for answering well-defined questions. Learning about alternative bodies of knowledge helps one understand or at least appreciate how the various disciplines might work together in an interdisciplinary framework to answer a particular question. While we encourage our students to choose a major that they are passionate about, we also encourage them to learn and appreciate alternative bodies of knowledge and how they may contribute to answering the larger questions of humanity.

Consistent with this objective, we provide two first-year programs – Arts One and

Coordinated Arts – that are different in format and pedagogy but common in the number of credits (18), in building learning around a cohort community and in exploring a breadth of disciplines in the social sciences, humanities and the creative arts. Arts One, which spearheaded the concept of integrated programs in Canada over 40 years ago, is a “Great Books” program. This Program is interdisciplinary, in that it brings together knowledge and epistemologies of the humanities, especially but not exclusively in philosophy, history and literature. In contrast, Coordinated Arts is multidisciplinary in nature, in the sense of introducing students to foundational knowledge in three or more core disciplines in Arts and their relationship to each other around a theme such as global citizenship, sustainability, political economy and philosophy, and new media.

Both first-year programs introduce a cohort of students, no larger than 100, to the interaction of alternative ways of thinking, while providing opportunities for oral and written communication in small groups (as small as four and no larger than 25 students). In these small group settings, students explore the relationships between the disciplines, their differences and complementarities as applied to a variety of issues examined in the courses, and learn to write in these disciplines throughout the year.

Arts One and Coordinated Arts will be available to all first-year students who wish to enroll in a cohort program.

Although we could open the programs to all students, we recognize that these two models for learning do not suit all students. Many students need more flexibility in timetabling courses; for example, to arrange weekly schedules that accommodate commuting times, part-time work, family commitments, and other extracurricular activities. These constraints faced by our heterogeneous student body lend further support to a need for a flexible Arts education. Some students prefer to be uncommitted in their first year as they explore a wide range of subjects that maximize their contact with thousands of students in large courses.

Although students are given considerable freedom to explore their intellectual strengths and interests, they sometimes impose restrictions on themselves. Some arrive with set ideas for their future and approach their degree with efficiency, direction and purpose: a means to a career end. While having focus is to be commended, we encourage students to stay open-minded, to use the free time afforded them to better understand themselves and their opportunities so they can make informed choices upon graduation and throughout their lives.

Freedom to choose among the vast array of courses while planning for a more focused future can be both exciting and daunting. If we wish to give our students choices, then we must also guide them through the process and the occasional morass of requirements for majors, so they can discover their talents and interests. Students who receive high-quality individual mentoring in their early years will be in a much better position to choose an academic program and self-monitor their progress.

All 1st and 2nd -year students will be assigned an advisor with whom they can

discuss their academic program. Mentoring support for students will continue into the 3rd and 4th years in the department(s) or unit(s) responsible for their major area(s) of concentration.

When students are ready to choose a major, they will have dozens of disciplinary and interdisciplinary programs from which to choose. In addition, the BA in Interdisciplinary Studies is a flexible instrument in which students are asked to concentrate on three disciplines over two broad curricular divisions. Students take 18 upper-level credits in a discipline from one of the following four areas: Humanities, Social Sciences, Creative and Performing Arts, and Science. To that concentration the student must add two more 12-credit concentrations drawn from at least two of the four divisions.

The flexibility of this program permits us to identify, recommend, and widely publicize combinations of course patterns of 18-12-12 upper-level credits that are linked to particular employment areas and professions that attract BA students and then work back into the curriculum to see what combination of disciplines and courses would provide the best preparation for entry into those areas. For example, if we identify Business and Marketing as a broad employment area after degree studies, we can advise students to concentrate on three possible areas: 18 credits in, say, Economics, 12 in Commerce (minor), and 12 in Psychology. This combination of courses in Years 3 and 4 would constitute a Business and Marketing concentration that could be recognized by modifying the language of the degree parchment to read “BA in Interdisciplinary Studies with a concentration in Business and Marketing.”

Examples of other concentrations might be:

- Media and Communications (English/Creative Writing, Visual Arts, Theatre)
- International Development (Political Science, Latin American Studies, Geography, Economics)
- Legal Studies (Political Science, Philosophy, eligible Law Courses)
- Culture and Heritage (History, Anthropology, Music)

As part of the comprehensive curriculum development in this document, we propose that

The BA in Interdisciplinary Studies Program should provide a menu of pre-arranged concentrations, linked to potential career areas, in addition to its traditional self-designed program.

This expansion of the Interdisciplinary Studies program could make it an attractive alternative – a major of choice – to the more focused concentrations of courses in the traditional Majors and Honours programs. The program will continue to serve a variety of students with other circumstances; for example, students working to complete their degrees through part-time studies or upgrading and students wishing to make good use of transfer credits from institutions in Canada and abroad to finish their degrees in a timely and affordable manner.

Principle 2: An Arts education should provide students with an understanding

of science in modern societies.

While some of our students will go on to be scholars, the majority of our students will achieve a fulfilling life in society in other ways, occupying leadership positions in commerce, politics, education, the creative and performing arts, and living as responsible citizens in the community, as parents or caregivers in a household. Whatever societal role they play, they will be in positions in which their decisions will have far-reaching consequences for themselves and others. Those components of the common core that provide breadth in the social sciences, humanities/creative arts, languages and culture, depth in an area of concentration, its discourse and research will prepare them for these positions of responsibility.

However, no matter how brilliant our students are in these areas, they will be limited in their life experiences and influence if they do not understand the ways of thinking and the contributions of modern science. Active citizenship today requires higher degrees of understanding of science and technology. Leaders in business and politics must understand complex scientific and technological concepts. If Arts students are to move into positions where decisions involving science and technology must be made, they will need to be scientifically literate. To understand the scientific way of thinking, they must not only “do” some science, but also learn about the place of science in modern societies; learn how science has helped shape modernity and, hence, the experience of living in modern times. And so, six credits of science are included in the common core. Moreover, in addition to the six credits of science:

The Faculty of Arts strongly encourages students to take one or more elective courses that develop skills in analytical reasoning: concepts of probability and statistics, logic, the scientific method – its applicability and limitations to issues in the social sciences and humanities.

Several quantitative courses in the social sciences, logic and science technology studies courses in the humanities, and statistics and probability courses in the sciences would satisfy this recommendation.

Science and technology can be understood in two senses. Most commonly it refers to a particular way of understanding the world. But science and technology are also, importantly, human endeavors and social enterprises with their own value systems and institutions, and certainly with social effects and consequences. Science and technology are, in this sense, proper subjects of study for the humanities and social sciences. In order to put science and technology to better use in the future, surely we need to understand the extent to which the outcomes of science and technology are conditioned not only by the laws of physics, chemistry and biology, but also by broader values, social relationships and economics. To further this understanding of science,

The Faculty of Arts offers a Minor in Science and Technology Studies, an interdisciplinary program that studies science from a social science and

humanities perspective.

In addition to offering courses and programs in the Arts Faculty that reflect on and collaborate with those in Science, we also aim to work with other science-related Faculties in developing opportunities in which students in the Faculties of Arts and Science (and the applied science Faculties) can interact and learn from each other. In having access to an enriched selection of courses that bring together the disciplines of arts and science, students from both Faculties will gain a more complete understanding of their chosen area of study and the piece of the puzzle that it supplies to the integrated whole.¹⁰ As Jonah Lehrer stresses in his innovative book, *Proust was a Neuroscientist*, the social sciences, humanities and creative arts provide more than a service for communicating science; as complementary bodies of knowledge, they expand scientific discovery, parallel to the way that science motivates and complements the process of creativity in the arts disciplines. He reflects “We are made of art and science... We know enough about the brain to realize its mystery will always remain... Science needs art to frame the mystery, but art needs science so that not everything is a mystery... the experiment and the poem complement each other... The mind is made whole.”¹¹

The disciplines in arts and science must marshal their collective intellectual strength if society is to make progress in solving its most complex problems of the environment, poverty, health – problems that stretch beyond the capabilities of either arts or science alone. At the very least we must understand each other’s language in order to gather information on missing pieces not explained by our specialized knowledge base. This collaboration must begin at the University. Within the Arts Faculty, we need to foster a more informed response to science so as to prevent thoughtless deference or misguided obstruction to it. We need to provide an adequate level of engagement with science for our Arts students but in a wider, critical framework than we currently provide. Similarly, we must also offer students from the natural and applied sciences an opportunity to understand more clearly and critically the social and cultural consequences of their work.

Toward that goal, the Faculty of Arts will develop its comprehensive strengths in environment and sustainability, building on the research strengths and a new concentration that has been introduced in the Department of Geography, and the expertise throughout the Faculty of Arts.

In 2010-11, the Faculty of Arts will launch a new Minor in Environment in Society, which will give Arts students an opportunity to complement their disciplinary majors with an interdisciplinary minor drawing on environment-related courses from across the Faculty of Arts and other Faculties.

¹⁰ Jonah Lehrer notes in his book, *Proust was a Neuroscientist* (Houghton Mifflin Company, 2007), that scientific knowledge of the brain, however extensive, does not explain how humans experience the world: “The one reality science cannot reduce is the only reality we will ever know. This is why we need art... the artist reminds us that our science is incomplete, that no map of matter will ever explain the immateriality of our consciousness.” (p. xii)

¹¹ *Ibid.*, p. xii.

In addition to these two Arts-Science programs, four new types of courses or programs will be considered, in partnership with the Faculty of Science (all eligible for fulfilling the science requirement):

1. First-year Coordinated Arts and Science (CASP), which will bring together disciplines in Arts and Sciences in order to emphasize their relationships and complementarities.
2. A second-year joint course that examines the role of Science in Society – the social and ethical implications of the most important scientific discoveries – with rigorous instruction on fundamental concepts and methodology, the philosophical and historical roots of science. (Arts students would need to have the equivalent of a first-year science course.)
3. Continued support for the Arts-Science Integrated Course (ASIC) designation and the Terry Project's ASIC 200 course (<http://www.terry.ubc.ca/>) a second-year course that brings together an equal number of students from the Arts and Science Faculties to explore global issues from an integrated perspective.
4. A fourth-year capstone course that brings together students from different disciplines in arts and science who will apply their expert and complementary knowledge to problems of the human and physical world (advanced version of ASIC 200).

Principle 3: An Arts education should engage students in the University's research culture by providing opportunities for research in their chosen area of concentration.

As noted earlier, UBC's social sciences and humanities are ranked in international surveys among the world's finest, measured by research output and impact. It is important that we translate these achievements into opportunities for enhancing the learning environment for our thousands of undergraduate students, so that our dual responsibilities of research and teaching can become "inseparable parts of the integrated whole" (Boyer, 1998)¹². It is essential to the future of the Arts Faculty that we engage the entire community of scholars, potential scholars and future citizens in this venture of exploration and discovery. This idea is not new: Engaging students in the research enterprise was central to the philosophy of the earliest German research universities of the 19th century. Unfortunately, this goal has been abandoned in the public research-intensive universities as enrolments have dramatically increased without a commensurate increase in resources. However, if we are to sustain the momentum of discovery and creativity in the Arts Faculty, we must return to this ideal of integrating learning into the research culture.

Student-faculty interaction is essential to a vibrant education. This finding from the education literature is unassailable. While there are many ways to achieve that interaction,

¹² The Boyer Commission on Educating Undergraduates in a Research University, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, 1998.

UBC Arts students are demanding a research experience, especially during their focused study in the 3rd and 4th years. According to the UBC Undergraduate Student Survey, 48% of Arts students indicated that engaging in a research-related experience under the direction of a faculty member is important/very important; however, only 24% of respondents had worked on one or more research projects under the direction of a faculty member. This average combines some disciplines in which the majors program is defined around library research and extensive writing – where research is the rule rather than the exception – and other disciplines in which such interaction is reserved for students only in the honours programs.

As students progress onto their major area of study, an Arts education must project the benefits and excitement of studying in a research-intensive university through interactions with research faculty. One of the strengths of our Honours programs lies in the superb opportunities given to students to engage in meaningful research. This is a necessary part of their preparation to carry on advanced studies in graduate school and beyond. Students taking the regular majors and minors streams are given far fewer opportunities and yet these are the students who will find themselves in decision-making positions that will require action on policies that are often research-driven. They need to understand what research is, how to do it, and how its quality is measured.

We propose that the culture of research fostered so well in our Honours programs be extended to the whole of the student body in Arts. All students should have some exposure to research in their specializations as part of their undergraduate education. By the time they graduate they should be aware of what it means to engage in research, how it can impact society and influence their own life-long learning.

Exposing our students to unique research-based learning is at the core of our mandate. We want our students to participate in the creation of knowledge rather than simply be passive recipients of information; we want them to understand how to ask good questions, how to acquire new knowledge, how to evaluate it and how to use it responsibly. We want to impart to them the passion and skills for life-long learning as they progress to their next stages in life. By integrating research and learning, the Faculty of Arts will be a centre of excellence for creativity and intellectual discovery.

In a Faculty as diverse as ours, research can carry different meanings across the disciplines. What constitutes research in literary studies may be quite different from research in a social science such as sociology. There is no one research paradigm in Arts. What we need to create instead is a discipline-specific culture of research in our courses and programs; in a word, we need a research-across-the-disciplines strategy that has as its primary aim the confluence of research and teaching. This can be done in several ways, some traditional and others that are more innovative. Community service learning, field work activities, participation in professors' research laboratories, summer research internships, research projects with Aboriginal and other communities, international research opportunities, professional practica, research for artistic performances, co-op research, presenting a paper at a national or international conference are alternatives to the in-class seminar or honours thesis for engaging students in research. These various research activities are consistent

with our general definition of a research-intensive course: *One in which students engage with the research practices of their disciplines, working under the guidance of research faculty and producing a potential contribution to knowledge in the field.*

All Arts students will have an opportunity to engage in a meaningful research experience in their major or minor program of choice.

Toward integrating this ambitious goal in the curriculum, every department and interdisciplinary program offering a major has reworked its curriculum in order to achieve this primary mandate for an Arts education. As part of the strategic planning exercise mentioned earlier, resources have been reallocated to social science and humanities disciplines with large enrolments, which previously were not able to provide a research experience.¹³ Other units in the social sciences and humanities will continue their research opportunities of seminars, field schools, etc., as will the performing arts – theatre, creative writing, studio arts, music and film production – all of which offer research-intensive experiences through the creation and production of artistic works. Interdisciplinary programs will also be offering a research experience; for example, the First Nations Studies Program, Women’s and Gender Studies and Cognitive Systems guarantee students rich and deep research experiences, many of which are community-based.

These are ways in which units in the Arts Faculty are integrating research directly into the curriculum. Supporting these endeavours are complementary activities, which expand the opportunities for students to engage in research throughout their Arts education; for example, student-run journals, student-organized conferences, and volunteer and community service work give students additional research outlets beyond their formal academic programs.

To support faculty-student interaction in research, the AURA program (Arts Undergraduate Research Award) will provide matching funds to faculty who engage students in research through UBC’s work-study program.

As another option for students to engage in research, we are considering new fourth-year courses that will bring together students with different expertise to work jointly on a specific problem or question. These courses will serve our graduates who will find themselves in positions responsible for solving problems that cross disciplinary boundaries and that require, at the level of action and practice, interdisciplinary or multidisciplinary approaches. They will need to rely not only on their expert knowledge learned in their major area of concentration, but will also need an understanding and appreciation for how alternative approaches cast light on a particular problem or combine together to solve it. It is part of our task in educating leaders that they understand the complementary interactions of disciplines in addressing and solving real-world problems. They need to understand

¹³ For example, in addition to increasing opportunities for student work-study in their labs, Psychology has provided research tutorials in the 2nd year and more hands-on research in the 4th year of the program. History has revised its curriculum to integrate research into its major as well as honours program. The Department of Philosophy added a 4th year research course for all majors. Economics and Political Science, which already have research seminars for majors, has increased entry into their programs by 40%.

both the strengths and limitations of their area of study and how, together with cognate disciplines, they have a greater chance of solving complex problems that impact the environment, health, education and social fabric of a civil society. Incorporating multi- or interdisciplinary learning into the curriculum gives students a greater degree of intellectual amplitude in bringing new thinking to bear on contemporary problems. Toward that goal:

A series of fourth-year courses should be offered in which students with different but complementary expertise come together to address complex issues in our society.

Principle 4: An Arts education should cultivate the art of communication through intensive writing instruction, oral presentations and debate, and the study of a second or third language.

“No quality is of more vital concern...than effective communication, especially that aspect which relates to civil discussion.” Francesco Patrizi in De institutione republicae

As noted under Principle 3, the primary research experience will occur in the 3rd or 4th years of a student’s program. Prior to that time, students will need to learn how to communicate in the discipline. In addition to supporting the research activity, the ability to communicate effectively, vividly and persuasively is essential in the making of engaged citizens.

Effective communication cannot be taught to the degree required in one term of instruction in composition. It must run throughout the curriculum and it must introduce students to a wide variety of communicative genres. A new writing requirement recognizes the important principle that different disciplines call for different kinds of writing, and general rubrics do not prepare students for these differences. General, all-purpose instruction tends to repeat what students have already learned in their secondary schooling – a costly, ineffective repetition. The new Arts writing requirement takes students beyond these traditional lessons into the actuality of writing in the research disciplines of the social sciences and humanities and into research itself.

For the first-year writing (core curriculum) requirement, Arts students will take Arts Studies in Writing, which introduces students in a class of 30 to writing in “clusters” of disciplines across the social sciences and humanities. By their 4th year all Arts students will have the opportunity to take a Research-Intensive course in their major areas of study. Over the next two years we will strive to make available Writing-Intensive courses so second- or third-year students will be able to take at least one course which concentrates on the discourse of their discipline, introducing them to their major by focusing class interaction on students’ own writing, reading and reflective discussion.

This initiative, which was introduced in 2009, is part of the Faculty's larger mandate of inviting students to join the research community, as discussed above, to involve them in the research enterprise and work of the disciplines from their first year to their graduating year. Writing-Intensive courses will give students the opportunity to join the conversation of the disciplines, recognize their commonalities and differences, and identify themselves as participants in research activities through their reading and writing. These courses will be enhancements of existing courses, providing for specific attention to the discipline's discourse practices and genres (for example, literature review, proposal, presentation, as well as research report), and offering students extensive opportunity for writing, and for getting feedback on their writing. Embedded in the context of the work of the disciplines, writing will not simply be a degree requirement but a practical – indeed crucial – aspect of scholarly life, motivated by the goals and values of research activity.

The common core content requirement in Arts, outlined under Principle 1, also contributes to this Principle of developing effective communication skills in our students. In addition to breadth requirements in the social sciences, humanities and natural sciences, we require Arts students to take at least six credits in the arts and literature. This requirement provides students with fundamental knowledge about our humanity while refining their communication skills. It recognizes that effective communication encompasses more than the ability to compose short expository essays. Expository prose of the sort found in textbooks and academic articles is a powerful communicative channel, but it is limited in scope. Exposure to a multiplicity of discourses through the arts and literature requirement allows our students to unlock the power of the imaginative genres as well: literary, visual, dramatic, and musical forms of expression.

In order to prepare our students for a global world in the 21st century they need to be not only fluent writers and speakers in English, but also need competency in (at least) a second language. The global imagination of the next generation is not monolingual. Global leaders and citizens alike will require some familiarity and an understanding that comes from a close knowledge of language(s). Arts students want to learn how to navigate between and negotiate multiple cultures and we prepare them for this with a deep appreciation of other languages, histories, literatures. As noted under Principle 1:

*All Arts students will be required to achieve proficiency in a language other than English, equivalent to completion of 12 credits of university instruction.*¹⁴

In the process of learning a language, students will be exposed to the literature and culture of the countries in which the language is spoken, thus providing knowledge of another part of the world or, possibly, their own country.¹⁵ All language programs will ensure that students are placed in the appropriate level according to their ability.¹⁶

¹⁴ To satisfy this requirement, students can select from a wide range of languages, including 3 First Nations languages.

¹⁵ For example, many anglophone Canadian students study French or students can study a First Nations language, including the language of the territory in which UBC is situated.

¹⁶ Students with Grade 12 language satisfy the language requirement. All other students will take 12 credits of one and the same language unless they take a placement test that determines their required credits to be 0,

Principle 5: *An Arts education should prepare our students for the rest of their lives by helping them understand their roles and responsibilities as tomorrow’s leaders, citizens and life-long learners in a culturally-diverse global world.*

A liberal education of centuries past provided training in the arts, philosophy, the classics and mathematics, deemed necessary for successful leadership in politics, business, education and the professions. Although the modern liberal arts education is no longer defined by a set curriculum reserved for the elite, the knowledge and skills it provides are timeless in preparing students for leadership and responsible citizenry.

An Arts education alerts students to their individual and collective responsibilities to preserve our civil societies. In her Killam Speech, Martha Piper observes: *“From the study of past civilizations and the history of ideas... literature and philosophy, we derive a sense of value and tradition, and of our own place in the continuum of human history... we transform and build upon them to strengthen and improve the freedoms we have attained over many centuries. But while we pride ourselves on these freedoms, we must not be complacent, for indeed they are fragile.”*

Arts students come to appreciate the fragility of our fundamental rights and freedoms that have haunted and sustained humanity throughout the ages. They understand that society cannot be inherited from the past as an unchanging given, but must be continuously sustained or re-invented by actions informed by the most relevant knowledge. Through their research and learning, they engage in the most basic human need to know more, for its own sake, as well as for finding solutions to problems. This intellectual growth will serve our students well since the challenges they will confront – as the next generation of scholars, educators, leaders and citizens – will require fresh ideas and inspirations.

What makes an Arts education so valuable for leadership? In a recent speech, John X. Cooper argues that the answer lies in the human context in which the knowledge learned in an Arts education is placed. He notes that *“When you read a novel, you learn how human beings interact and react to each other under stress of conflicting desires, their disappointments and aspirations; what motivates them; how they use language to communicate and persuade others.”*¹⁷ For example, students (and future leaders) gain insight into the human condition through Guan Yu's moral integrity when he refuses a generalship offered by Cao Cao, the prime minister of the Han empire, so as to remain loyal to his sworn brothers in *Sanguozhi yanyi* (*Romance of the Three Kingdoms*, 14th c.), or through Raskolnikov’s struggle with his guilt over a murder he committed in Dostoevsky’s *Crime and Punishment*, or Alberta’s desire to preserve her Blackfoot traditions while living in an integrated society in King’s *Green Grass, Running Water*.

“We must learn to understand the motives of human beings, their illusions, and their

6 (one year) or 9 (a transition course + 3 more credits).

¹⁷ *The Benefits of an Arts Education*, presented at the National Counselor Conference 2005, Victoria, BC.

sufferings.” (Einstein)¹⁸ An Arts education makes that possible, through the study of literature or history, psychology or sociology, music, theatre or dozens of other Arts disciplines and areas.

In addition to providing foundational knowledge for leadership, an Arts education is a course of study that leads to the making of an active, engaged citizen. Students learn to approach their lives with a sense of where they and their generation stand in relation to history, their place and responsibilities as citizens of the world.

As citizens of the 21st century, our students must be culturally agile and well-versed in diverse cultures of the world – their traditions and beliefs, social and political systems, their geography and economy. As Lester Pearson anticipated so accurately over 50 years ago: We are moving into “*an age when different civilizations will have to learn to live side by side in peaceful interchange, learning from each other, studying each other’s history and ideals, art and culture, mutually enriching each other’s lives. The alternative, in this overcrowded little world, is misunderstanding, tension, clash, and catastrophe.*”¹⁹

We strive to create an environment in which students can freely and respectfully engage in dialogue around cross-cultural and political issues, including potentially contentious ones, with their peers and professors. While we have some distance to go in achieving this goal, recent student initiatives are showing how this can be done. An excellent example is “What I Learned in Class Today: Aboriginal Issues in the Classroom”, a courageous film project by two graduates of the First Nations Studies Program in which Aboriginal students are interviewed about their classroom experiences.²⁰ The film exposes the alienation that occurs when discussions take place in an ill-informed environment and raises awareness around the importance of nurturing a healthy classroom climate in all our courses.

In a recent speech, Professor Stephen Toope emphasized the responsibility that universities have to create an environment in which we can engage in vigorous debate over culturally-sensitive and complex issues in a productive and respectful manner:

*“I worry that Canadian universities are too often places where we shy away from social realities of deep diversity. . . where comfort is prized over robust and challenging debate. . . We are not so good at principled, but open-minded engagement with people whose values are not entirely compatible with our own. . . We like to talk about the incredible diversity of our student bodies, I must ask how much interaction there really is between groups of students from different ethnic and socio-economic backgrounds. Not just casual interaction, of course, but interaction that advances cultural sensitivity and understanding.”*²¹

Toward addressing the challenge articulated by Professor Toope,

¹⁸ Quote has been attributed to Albert Einstein but the source is unknown.

¹⁹ Quoted in speech by Gunnar Jahn, Chairman of the Nobel Committee, for Lester Pearson’s award of the Nobel Peace Prize, 1957.

²⁰ See <http://www.issuesintheclass.com> for further information.

²¹ Presidential Address to the Congress of the Social Sciences and Humanities Federation at UBC on June 3, 2008.

The Faculty of Arts is committed to working with students, faculty and staff to facilitate and support productive dialogue on contemporary and potentially culturally-sensitive issues.

In addition to creating a culturally-rich classroom environment, our Arts education also strongly encourages experiences outside of the classroom that engage students in thinking about challenging issues of social justice and inequity. The social reality of diversity within Canada and across the globe demands more than awareness of cultural difference; it requires an education that creates critical thinking and communication skills. While requiring a second language (see Principle 4) goes some distance in preparing our students for their place in a global world, communication and critical engagement with those whose values differ from our own improves with direct exposure. With so many students coming to UBC with experiences from other parts of the world, an Arts education can reinforce and intellectually enrich the students' global mobility. Travel to other countries (and provinces) for study or volunteer work help instill in students a sense of global engagement that extends beyond sightseeing. Toward this goal:

The Faculty of Arts will provide matching funds to support study and volunteer activities abroad through the ATLAAS program (Arts Travel and Learn Abroad Award for Students) in partnership with Go Global.

One need not leave the country, province or town to be a citizen of the world but active citizens must imagine the field of action in which they live in global terms. Even local decisions may have profound global implications that need to be considered. It is important that our students find a way of social imagining that positions them in complex and varied cultural circumstances, both locally and internationally. For example, British Columbia is on the cutting edge of indigenous rights and revival on a global scale, meaning that experiences here can also shed light on global patterns of human rights and social justice. Likewise, understanding the immigrant experiences in Canada highlights how global connections and movements of people become concrete local experiences and communities. An Arts education makes it possible for our students to see connections between local and global understanding.

The Faculty of Arts strongly encourages students to take at least 3 credits of the Common Core Pathways to Knowledge in the area of Indigenous Studies (particularly regarding Aboriginal cultures in Canada: First Nations, Métis, Inuit).

Whether in history or psychology, anthropology or linguistics, economics or First Nations studies and languages, hands-on experiences offer students ways of understanding cultures in diverse societies, past and present. Today's students are eager to apply the knowledge they have gained in such courses to address pressing social problems and to understand and appreciate the richness and complexity of global societies such as Vancouver and North America more generally. In support of this interest, we will encourage faculty members,

wherever possible, to imagine ways in which their courses might absorb community learning initiatives and for students to consider volunteer activities both at home and abroad. Although these learning experiences will often take place in local communities, reflection by students on these experiences ought to take them beyond the boundaries of their personal and local dimensions of meaning. The habit of thinking globally can begin right here at home. And so, over the next two years (by 2012):

The Faculty of Arts will incorporate community service learning into a wide array of courses throughout the social sciences, humanities and creative arts.

Principle 6: An Arts education should engage students in a diverse and open community of learners.

For students to achieve their full potential, they need to be active members of strong academic communities: places of belonging that enlighten them to the diversity of talents and knowledge in the Faculty. This is particularly important in large, public, research-intensive universities where students can get lost in the anonymity of large classes and campuses.

As discussed earlier, Arts One and Coordinated Arts, provide such academic communities in the first year. Both of these 18-credit programs give UBC students among the most engaging first-year experiences existing in large, research-based universities in North America. The cohort concept helps to diminish the alienation students may feel when they come to such a large university and brings about a more active engagement with their studies that lasts throughout their four years.

First-year students, opting for or constrained to choose larger classes, will not be part of the mentoring process that naturally arises in small cohort programs. Nevertheless, they too need to be part of a community that acquaints them with their new learning environment such as the principles of academic integrity, availability of library resources for research projects and the importance of time-management. This will be made possible through the first-year writing requirement.

All Arts students will be given an introduction to the university culture through their academic community of Arts One, Coordinated Arts, or the Arts Studies in Writing First-Year Course.

The most difficult group to reach are students who must spend hours on the bus each day, commuting to and from their homes. The Centre for Arts Student Services (CASS), in collaboration with the V-P Students Office, will offer a new cohort program – Faculty of Arts Academic Commuter Transition Program (FAACT) – that will support first-year commuting students in their transition to UBC by building small academic and social communities. In groups of 20, students will meet every week in a seminar with two senior student leaders who will mentor students in the cohort. In particular, they will promote a strong sense of community, acquaint them with the many opportunities offered in the

Faculty of Arts (e.g., career sessions, study abroad programs, research opportunities), and give advice on how to achieve academic success.

In addition to assigning all Arts students an advisor (see Principle 1), the Centre for Arts Student Services will work with the V-P Students Office toward growing and sustaining the cohort mentorship program for commuting students (FAACT).

To further acquaint students with the community of scholars and learners in the Arts Faculty, we will revive the *Arts Talks* lecture series:

In coordination with the Arts Undergraduate Society, the Faculty of Arts will reconsider the noon-hour informal lecture series “Arts Talks” in the Meekison Arts Student Space.

The talks, which were offered in 2005 for one year by primarily newly hired professors in the Faculty of Arts, introduced first- and second-year students each term to 10-12 different disciplines or interdisciplinary areas of study as well as to outstanding teachers and researchers. The talks were informal, giving students an opportunity to ask questions and interact with faculty outside of the formal classroom setting. In addition to inspiring students with an introduction to great ideas and professors, it served an advising function in providing an overview of the disciplines and interdisciplinary programs in the years before students declare their majors.

For students in their second and later years, CASS, in collaboration with Student Development (V-P Students Office) and the Arts Undergraduate Society, provide a series of events that mark important milestones in a student’s career. Through these events, listed below, students become part of the larger cohort that shares their same concerns and aspirations.

In 2nd year, all Arts students are invited to:

- *Imagine Your Arts Major – an event that introduces them to the tremendous range of academic disciplines in the Faculty of Arts.*

In 3rd year, all Arts students become members of their community of majors.

- *Departments engage students at the beginning of the 3rd year with the scholars, teachers, areas of study, opportunities and services available for that major. These events build community in departments and begin the relationship between students and their departments in Arts, which continue beyond graduation.*

In 4th year, all Arts students are invited to:

- *Participate in Career Expo, a professional event that engages students in the process of planning strategically for a career and acquainting themselves with the myriad opportunities available for Arts grads.*
- *Participate in the Tri-mentoring program, which connects a first/second year student with an upper-year student and an alumnus/a, who meet and communicate on areas of*

common interest including careers, academic mentoring, discussion, etc.

- *Attend the Last Lecture: A tradition in Arts where the graduating class can hear a lecture by a speaker chosen by a student committee.*
- *“The Great Arts Send-Off”: Dinner and dance for graduating students*

Finally, as members of the Faculty of Arts academic community, all students have a voice in the decision-making process in the Faculty, a voice that is listened to and acted upon by the dean’s office.

All Arts students are invited to attend monthly discussions sessions with the Dean, Associate Dean (Students), and Assistant Dean (Student Services), in the Meekison Lounge around topics related to their Arts education and undergraduate experience.

The Arts education we aspire to provide, the community we seek to create, and the principles which guide us in the process, send a message to current and prospective students about the values we uphold in a Liberal Arts Education at UBC. We want to give students who will thrive in that environment an opportunity to become engaged members of the Arts community. In doing so, we will reach beyond the single “average grade point” descriptor of prospective students and consider additional characteristics – interests values, leadership qualities among others – in the admission process for our future students.

The Faculty of Arts will adopt a Broad-Based Admissions Policy for a subset of our new students, starting with the 2011-12 admissions cycle.

III. The Arts Learning Compact of Student Engagement

Following from the Arts program developed in Section II, we present the *Faculty of Arts Learning Compact* with our students: The minimum guarantee of (i) small-class experiences, (ii) student-faculty engagement, including an intensive research experience and (iii) vibrant academic community, regardless of chosen program.

YEAR 1

- *All 1st year students will participate in at least one class of 30 or fewer in which they will learn the art of writing across diverse disciplines and receive an introduction to University culture, values and services.*
- *All 1st year students (who have not already satisfied the second language requirement) will participate in a small²² class in which they will be introduced to language and culture.*
- *All 1st year students are invited to attend Arts Talks in which they learn from*

²² MLA recommends that language classes be no larger than 24. Our current first- and second-year language courses are between 25 and 30, but we will continue to strive to achieve MLA guidelines.

award-winning scholars and teachers about the diversity of knowledge and majors available in Arts.

- *All 1st year students will be assigned an advisor (staff or faculty) who will assist them in group and individual sessions with academic planning and transition issues.*

YEAR 2

- *All 2nd - or 3rd -year students will participate in at least one small class in which they will continue to explore the role of writing in the research process, but with focus on the discipline they expect to choose as their major (or minor).*
- *All 2nd -year students (who have not already satisfied the second language requirement) will participate in a small* class in which they will gain greater knowledge in language and culture.*
- *All 2nd year students are invited to attend Arts Talks in which they learn from award-winning scholars and teachers about the diversity of knowledge and majors available in Arts.*
- *All 2nd-year students are invited to attend Beyond 2nd Year, an event that guides them in their choice of major and minor programs.*
- *All 2nd year students will be assigned to an advisor (staff or faculty) who will assist them in group and individual sessions with academic planning and choice of major.*

YEAR 3

- *All 3rd year students will be invited to an “Introduction to the Major” event, hosted by the relevant department or program, welcoming incoming majors into the academic community that they will be part of for the next two years.*
- *All 3rd year students have the opportunity to take their language training abroad through study or volunteer activities. Students without the financial means to do so can access the ATLAAS program for financial assistance.*
- *All 3rd year students will have access to their program/department for advice and mentorship as well as general access to the CASS.*

YEAR 4

- *All 4th year students will experience at least one course typically of 30 students or fewer in which they will participate actively in a research or performance experience in their discipline.*
 - *All graduating 4th year students are invited to the “Last Lecture” and “The Great Arts Send-Off”, events organized by graduating students to celebrate their achievement.*
-

- *All 4th year students are invited to attend Career Expo to prepare them for their lives beyond UBC.*
- *All 4th year students have access to their program/department for advice and mentorship as well as general access to the Centre for Arts Student Services.*

Throughout the Four Years . . .

- *All students can use their voice to affect change in monthly sessions with the Dean and Associate Dean (Students), and Assistant Dean (Student Services) in the Meekison Lounge and through their Arts Undergraduate Society.*

This list represents opportunities available to *every* Arts student. Students choosing a cohort program in Year 1 or a major in certain areas such as the performing arts or languages will have significantly more opportunities to participate in small classes.

IV. Conclusions

UBC's Arts Faculty strives to create a learning environment that feeds students' curiosity and equips them with the intellectual means for life-long learning. During the first two years in an Arts program, our students are introduced to a wide range of disciplines and interdisciplinary areas of knowledge and develop their potential as writers and speakers of English and in languages of other cultures. As our students reach more deeply into their major field or fields of study in the upper years, they continue to develop an awareness of and appreciation for other disciplines, their differences and complementarities. They engage in the creation of new knowledge through a research experience, under the guidance of a renowned scholar, and learn how to write effectively in their chosen area of concentration. They learn to work independently and in teams by building vital and lasting bonds in student cohorts as they advance through their degree. Throughout their program, our students are exposed to a range of local and world cultures and global issues, and learn to approach their lives with a sense of where they and their generation stand in relation to history, their opportunities and responsibilities as future leaders and citizens of the world.

This program of learning takes place in a vibrant and ethnically-diverse Arts community – a microcosm of the global world they will soon enter – a place where students have the opportunity to explore and challenge both mainstream and less traditional ideas. We strive to provide an environment that encourages an open, productive, and respectful dialogue around important issues, regardless of how difficult and controversial. These are precious years in which our students are afforded the time to explore their identity and purpose, and understand at a deep level the world into which they will soon step as tomorrow's leaders and citizens. The more opportunities they have to interact with their fellow students and teachers, especially those who think differently or have experiences unlike their own, the richer will be their understanding of themselves and their potential for making a difference. This is the learning community UBC's Arts Faculty seeks to provide for our students.

When our students are ready to take their place in the world, as UBC alumni, we want them to be confident and proud of their Arts education, an education that provides the critical skills and knowledge that are robust, flexible and essential for any chosen path in the world of service and work.

That certainly holds true for an Arts education in the 21st century. The world that they and their generation will inherit presents them with profoundly difficult challenges as well as breathtaking opportunities. It is a world, marked by extraordinary scientific discoveries and wealth, rivaled only by the grief of human suffering, war, and a planet in distress. Solutions to these problems will demand the collective intellectual power and leadership of the humanities, the creative arts, the social, natural and applied sciences.

Soon the torch of leadership will be passed to our students and their generation and they will be charged with writing the next chapter in the story of our humanity. We have the responsibility, as members of one of the world's best Arts Faculties, to provide them with a learning experience that will prepare them for the challenges and opportunities that lie ahead. We attempt to do so with an enriched Arts program that combines all that is good from a traditional liberal arts education – classical knowledge, critical thinking, communication skills, small learning communities – with all that is good from a large, global, research-intensive institution – research engagement with international scholars, study abroad opportunities, exposure to diverse cultures, abundant choices of programs and courses: an Arts education that, we believe, provides our students with a strong platform from which to launch the rest of their lives.

APPENDIX

Context: The Faculty of Arts in the University

UBC's Faculty of Arts is the largest Faculty on campus, with over 11,000 undergraduate FTEs and 1500 graduate students. Nearly 35% of UBC's undergraduates and over 20% of its graduates study in the Faculty of Arts. In addition to its excellent disciplinary research and teaching in the social sciences, humanities and the creative arts, the Faculty is home to dozens of interdisciplinary programs, such as Cognitive Systems, Creative Writing, First Nations Studies, International Relations and Women's and Gender Studies.

The UBC Faculty of Arts is distinguished locally, nationally and internationally by its exceptional standing among world universities. It is also distinguished by its organizational structure. The Faculty at Arts at UBC is more diverse than most other Arts Faculties in Canada. The 14 traditional disciplinary or area studies departments in the social Sciences and humanities are enriched by 3 professional Schools: the School of Social Work, the School of Library, Archival and Information Studies (graduate only), and the School of Journalism (graduate only). In addition to their research and teaching mission, they play an important outreach role for UBC, both locally and globally.

Our Faculty is unique in its comprehensive breadth of the Fine and Performing Arts: Music Performance, Theatre and Film Production, Creative Writing and Studio Arts. Like the professional schools, the School of Music is typically a separate Faculty at peer institutions and the two departments of Theatre and Film and Art History and Visual Arts tend to be organized outside of Arts, for example, in a Faculty or School of the Fine and Performing Arts.

The mix of units in the UBC Faculty of Arts is distinctive in a third way, in housing two celebrated cultural treasures: the Museum of Anthropology and the Belkin Gallery of Contemporary Art. Contributing preeminently to the University's public profile and distinctiveness, these Museums are academic units that are integrated into the teaching and research mission of the Faculty. Few Arts Faculties in Canada include museums, certainly none of comparable international prestige.

Museums, Professional Schools and the Creative Arts, missing from most other Arts Faculties, are core to the Faculty's mission. They are also distinctive activities that provide unparalleled outreach benefits to the University and local community while providing students with extraordinary choices for inspiration, study, practice and performance.

This document, initially drafted in Fall 2008 and released as a consultation draft on January 5, 2009, has been revised based on comments and feedback received since its initial release.
