

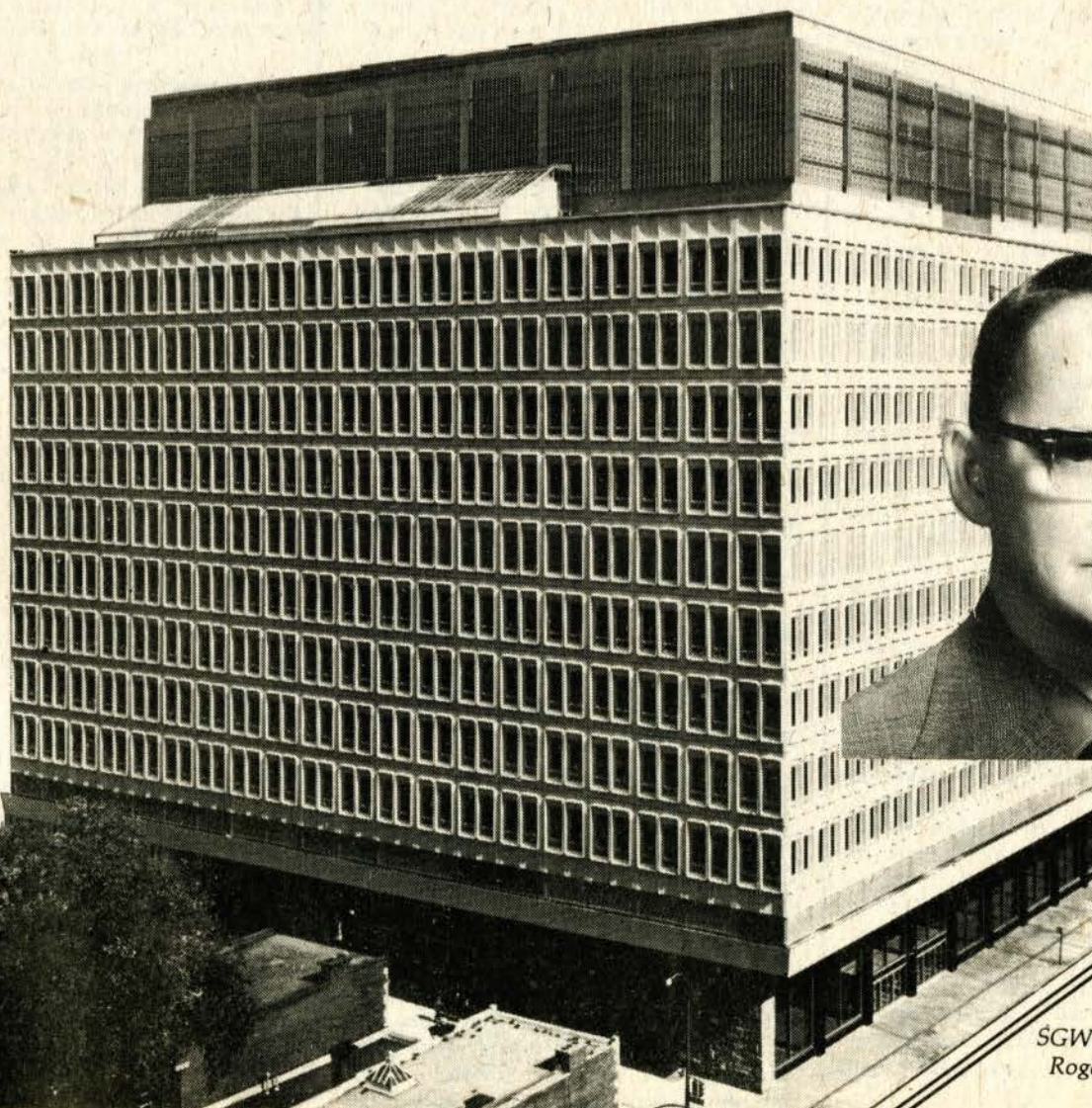
# FYI

CONCORDIA UNIVERSITY

*FYI this week suspends publication of usual story material to devote this issue to various responses to the proposals concerned with merging science units at Concordia.  
This issue contains five documents in slightly edited form.*

Volume 3, number 7  
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1. SGW Science Response to Merger Proposals
2. SGW Arts Response to Breen, Bordan Reports
3. SGW Arts APC Comment on Merger Proposals
4. SGW Arts Students Comment on Merger Ideas
5. CUFA Comment on Merger Discussions



SGW Science Dean  
Roger Verschingel

# 1.

## Recommendations from the Council of the Sir George Williams Faculty of Science on The Future of Science at Concordia

*Ed. note: Dean Verschingel has repeatedly emphasized that any statement from the Science Faculty would be a collective undertaking of the Council, not a statement of the Dean, passed by Council. It is important to note then that it is the SGW Science Faculty Council's response to merger proposals before the University, prepared by a Council-appointed group.*

### I. INTRODUCTION

Concordia University is currently facing an important set of decisions concerning the future of its science operation. Not only will these decisions strongly affect the students and faculty members of Science departments, but ultimately they will have a great impact on the future of the University as a whole.

It is our belief that, in considering the reorganization of Science at Concordia, the following strategy be adopted:

1. The academic objectives of Science should be clearly stated.
2. The organizational structure which would best serve these objectives should then be determined.
3. The structure agreed upon should be given the mandate to achieve these objectives, and be assured of the proper resources to fulfill this mandate.

We have pursued the above approach paying careful attention to the needs and interests of the University community and of the community the University serves. Below we present our analysis, along with our recommendations.

### II. THE MISSION OF SCIENCE

In delineating the objectives of science, we must keep in mind the diverse interests and aspirations of the 120 faculty members and the thousands of students involved. The typical science student comes to Concordia for diverse reasons, which may be to obtain knowledge sufficient for industry, for research, for higher professional aspirations, or for a humanistic education. The concerns of faculty members range from pedagogy to scientific research, from interdisciplinary programs to specialized

professional ones. A science operation can attain its full potential for success only by encouraging the development of these manifold activities. Accordingly, we have divided the objectives into the following categories.

#### Objectives.

1. Excellence in undergraduate teaching.
2. Growth of quality graduate programs.
3. Vitality of research activities.
4. Strengthening of applied programs.
5. Encouragement of interdisciplinary studies.
6. Development of teacher training and "perfectionnement".
7. Continued leadership in part-time education.

Let us examine each of these areas in turn, stressing past accomplishments as well as future potential. It is essential to realize that the evolution of major orientations amongst these objectives will depend on the interest and the enthusiasm of students and the dedication of faculty members, not merely on an *a priori* decision.

#### 1. Excellence in undergraduate teaching.

Undergraduate education has been a traditional strength and major concern of both Sir George Williams University and Loyola College. Excellence in this area has been cited by the OSF and the Council of Universities as a valid objective for Concordia University, particularly since it does not seem to be emphasized in other institutions. It is undeniable that science professors on both campuses are prepared to commit themselves wholeheartedly to this challenge.

Not of least importance is the responsibility of the science operation to offer relevant service courses of high quality to students of all other Faculties.

#### 2. Growth of quality graduate programs

The Council of Universities, in defining the mission of Concordia, states that we have a definite role to play in the 2nd and 3rd cycles, complementing those of McGill. Science programs at the master's level have been very successful, and have been recognized to play an important role in Quebec education. During 1975-76, there were 51 full-time students, 250 part-time students and 55 B.M.R. (beyond minimum requirements) students enrolled in these programs, attesting to their viability. In the future, we should continue to improve the quality of these programs, emphasizing their unique accessibility to part-time students as well as their applied and professional orientation.

The complementarity with McGill at the master's level should be extended to the doctoral level, providing the opportunity

for a small number of qualified students to carry on their graduate studies. The OSF recommendation to phase out some doctoral programs at Concordia University is based on the fallacy that significant research is only done by large groups of faculty members working in related areas. Furthermore, the existence of doctoral programs enhances the excellence of science offerings in programs of the 1st and 2nd cycle. Quantity should not be confused with the quality of graduates. Rather than phasing out Ph.D. programs, we should enable any Science faculty member active in research to direct Ph.D. students. This would be of service to students and greatly benefit the professional development of faculty members involved.

#### 3. Vitality of research activities

In recent years, Concordia scientists have made significant contributions to research in various fields. Biological Sciences' research in Water Pollution, Molecular Biology and Botany has developed to the point where the University accepts it as a major program of research. In Chemistry, the University has noted that the emerging Analytic and Biochemistry research will be of parallel importance within approximately a year. We read in Cahier IV, Chapter 19, Section 2.4:

...the main research sectors at Concordia are Engineering, Psychology, Mathematics, Biology, Computer Science and History. The vitality of a university, including the effectiveness of its teaching, depends upon its commitment to scholarly activities and ongoing research.

The first rule of teaching is to know what you are supposed to teach. The second rule of teaching is to know a little more than what you are supposed to teach.

G. Polya, "How to Solve It", Doubleday, p. 173.

As to the future, a strong research policy will have to be established and implemented, strengthening all of our teaching activities.

#### 4. Development of teacher training and "perfectionnement"

We have developed recognized graduate and undergraduate programs for teachers: Master in the Teaching of Mathematics; M.Sc., Option B in both Biology and Chemistry; Diploma and Certificates in the Teaching of Mathematics, Elementary and Secondary Levels. Approximately seventy-five students graduate each year from these programs. Although the above "perfectionnement" programs have a limited life-span, they will be required for at least ten years (OSF, Chapter 7, Section 7.6). Moreover, they have laid the groundwork for the

creation of permanent teacher training programs in the first and second cycles. We cannot underestimate the importance of acting as soon as possible upon the OSF recommendations, (Chapter 7, p. 215-248, in particular recommendation 7.2-7.5). In addition, the Science Specialists, Education Officers and Consultants of Metropolitan Montreal have requested that we initiate a program for the Training of Science Teachers.

We have received a positive response to our initial efforts to create courses which stress the existence, availability, and utilization of modern communications and audio-visual media in teaching of science subjects as well as to our development of the fields of computer-aided instruction and laboratory course testing.

Already, a definite commitment exists on the part of some faculty members to expand in the areas of teachers' programs in both mathematics and general science.

#### 5. Encouragement of Interdisciplinary Activities

Aside from the teacher training programs, which are by nature interdisciplinary, there has been considerable interest among Science faculty members in the creation and development of interdisciplinary programs of study and research. Some examples of this type of co-operation at Sir George are in the areas of: Biomathematics, Biochemistry, Physics-Marketing, Geography and Science, Psychology and Science, Science and Urban Studies, Mathematics and Engineering, Mathematics and Commerce. The new science operation must take advantage of these interests, together with the long interdisciplinary tradition of the Loyola science departments, to encourage interaction between the science departments as well as between Science and all other Faculties of the University. More has to be done to make quality science courses part of the liberal education of non-science students.

#### 6. Strengthening of applied programs

We have already pointed out our success in applied fields at the graduate level; undergraduate applied programs can contribute to and gain from these graduate programs.

Undergraduate programs, complementary to those of other universities, have been created in **Biology**: Ecology and Water Pollution; **Chemistry**: Analytic and Biochemistry; **Mathematics**: Applied Mathematics and Statistics; and **Physics**: Certificate in Scientific Measurement with options in Biology, Chemistry and Physics. Geology has continued to develop its applied programs.

The growing demand for career-oriented education, especially by part-time students, makes it essential that we concentrate upon strengthening these programs.

Many of our graduates plan professional careers in Quebec. It is therefore essential that our students continue to graduate with the professional, in depth preparation necessary for accreditation by appropriate professional bodies.

#### 7. Continued leadership in part-time education

The Council of Universities makes the following statement with regard to Concordia's mission in part-time education:

Il ressort de ces caractéristiques que l'Université Concordia s'est donnée comme mission fondamentale de desservir les besoins de la communauté anglophone de Montréal en services éducatifs d'enseignement supérieur à temps partiel, et cela à tous les cycles de formation universitaire.

Le Conseil des universités entérine cette mission de l'Université Concordia dans le réseau des établissements d'enseignement supérieur québécois.

This mission has been assigned to us because of our historical leadership in the field of part-time studies. It was a raison d'être for Sir George Williams University, and it is incumbent upon Concordia to continue our role of leadership and innovation, as stated by the Council of Universities:

Toutefois, la mission implique que cette université doive, par l'innovation, continuer à jouer son rôle de chef de file en éducation permanente et que tous les programmes qu'elle offre, qu'il s'agisse des 1<sup>er</sup>, 2<sup>e</sup> ou 3<sup>e</sup> cycles, s'adressent en priorité à cette partie de la communauté anglophone du Grand Montréal qui souhaite poursuivre des études à temps partiel.

The development of graduate programs for science teachers in Mathematics, Biology and Chemistry, as well as the modular studies program in Mathematics, the shift schedule in Biology and the certificate programs in Physics are all examples of recent successful innovations.

The Council of Universities encourages Concordia to establish part-time programs for the training of researchers. Science has been heavily involved with part-time graduate studies and is anxious to extend this involvement in co-operation with industry. We appreciate the stated need for a systematic analysis of the performance of students doing part-time research. (Cahier IV, p. 287, Chapter 19, Section 5).

We have always offered *all* our programs

to part-time students, and we should continue to make these available in the future.

To summarize, it is important to maintain a full complement of meaningful university activities outlined in the above objectives. Even if the most pessimistic predictions concerning declining student enrolments are realized, large numbers of students with diverse educational goals will still look to Concordia for a complete range of science offerings. Therefore it is our continuing obligation to make these available.

### III. ORGANIZATIONAL STRUCTURE OF SCIENCE

There is general consensus that the present science departments should be fused to form a single set of science departments. We will therefore address ourselves solely to the issue of the Faculty structure. We make the following recommendations.

**Recommendation 1:** That a single University Faculty of Science with its own Dean be established. This Faculty should consist initially of the Departments of Biological Sciences, Chemistry, Geology, Mathematics and Physics.

**Recommendation 2:** That a Faculty Dean be chosen upon recommendation of a Search Committee, established for this occasion with an equal number of Science faculty members from Loyola and Sir George Williams and, an equal number of students from each campus. The committee shall be instructed to search widely, both inside and outside the University, for a suitable candidate.

Thus, of the alternatives presented to us by Prof. Bordan and Dr. O'Brien we have selected Recommendations 16(a) and 17(a), (p. 14, Bordan Report). Below we present our rationale for this choice.

We start by asking, why have universities been traditionally organized along disciplinary lines? Why are faculty members in a given discipline grouped into a Department, and departments in related disciplines into a Faculty? Surely, it is for ease of communication in the solution of common problems.

The closeness of discipline is a relative concept. Departments have been known to split or to combine. Sometimes a Faculty of Arts and Science is created by a university, grouping departments which are related in a loose sense. On the other hand, the proliferation of knowledge has often led to the segmenting of such a Faculty into Divisions, operating fairly independently. However, the predominant organizational structure in North American universities is a

close-knit Faculty structure. It is significant that in the process of acquiring university status both Sir George Williams College and Loyola College adopted Faculty structures and, in particular, set up *separate* Faculties of Arts and of Science.

Admittedly the existence of a Faculty of Arts and a Faculty of Science places certain obstacles in the way of interaction between faculty members. Such difficulties are not restricted to the faculties of Arts and of Science but apply generally. It should be remembered that cross-fertilization seldom occurs at a council meeting. The problem engendered by the existence of separate faculties must be balanced against those created by the size and diffuseness of such organizations as the proposed faculty of Arts and Science. The best structure is a function of both size and academic objectives; it depends, in particular upon the relative weight given to specific or general educational aims, i.e. professional or semi-professional *versus* liberal education.

The natural structure for fulfilling the objectives set forth in the previous section is a University Science Faculty, because these objectives, in almost every case, are pursued through the initiative of science departments either individually or in groups.

To demonstrate this point, let us review the objectives:

— Excellence in undergraduate teaching is striven for by the individual faculty members in a given discipline.

— Quality research and graduate offerings are mainly individual and departmental concerns. The extensive resources required by these activities must be coordinated by the totality of Science departments.

— Applied programs are generally of a professional, intra-disciplinary nature.

— Teacher training and "perfectionnement" programs in the sciences must be dealt with by the departments in the scientific disciplines, as recommended by the O.S.F.

— Part-time students are mainly interested in career-oriented programs within a single discipline.

As Dr. O'Brien remarked:

The applied approach to strictly science programmes must be pursued just as actively; the base of traditional theoretical programmes must be maintained; graduate programmes, particularly at the master's level, must receive proper attention; a research policy which supports and strengthens the teaching activities must be developed and implemented; the OSF recommendations on teacher training must be acted upon. In all these areas there is

much to be said in favour of a University Faculty of Science.

Thus the only area in which a Faculty of Science is not clearly preferable to a Faculty of Arts and Science is the fostering of interdisciplinary programs. It must be admitted that, in the past, a concentration on professionalism has sometimes resulted in a neglect of interdisciplinarity. The University Faculty of Science must be charged with the task of correcting this situation in the future.

The challenge of interdisciplinary studies can be separated into three facets:

(a) the appeal and relevance of science courses for students in other faculties.

(b) the availability of interdisciplinary programs to students in Science and in all other faculties.

(c) the encouragement of interdisciplinary research.

Each of these demands an interface between Science and all other disciplines in the Faculties of Arts, Engineering, Commerce and Fine Arts.

The difficult problems entailed require suitable mechanisms for their solution.

However, it is our contention that interdisciplinary programmes are not legislated into existence. They normally develop through the initiative of individual faculty members; it is the duty of the faculties to nurture and support them. It is our belief that a University Faculty of Science will be in a better position than a Faculty of Arts and Science to meet these challenges.

There is one further area in which a comment is necessary; namely, the question of geographical location. Concordia University must take advantage of the locations of our two campuses in order to serve the needs of different categories of students. Therefore, it is imperative that we continue a science operation on both campuses. Commerce and Administration, Engineering, and Fine Arts have successfully coordinated their operations on both campuses, each supported by a single faculty administration of manageable size. A University Faculty of Science is the most effective means of conducting a coherent two-campus operation.

Moreover, a Faculty of Science is the most

flexible structure for dealing not only with current student populations but also with possible shifts of student enrolment in the future.

#### IV. MANDATE FOR A UNIVERSITY FACULTY OF SCIENCE

Having determined that a University Faculty of Science should be established, we propose:

**Recommendation 3:** That the mandate for the University Faculty of Science be:

(a) The continued pursuit of objectives 1-7 of this report.

(b) The establishment of appropriate inter-faculty mechanisms to aid the development of inter-disciplinary programmes.

(c) The responsibility to report to Prof. Bordan on:

i) Ph.D. offerings.

ii) the geographic location of various departments.

iii) Space utilization.

iv) The relationship of Bio-Physical Education, Computer Science<sup>®</sup> and other departments to the Faculty of Science.



# 2.

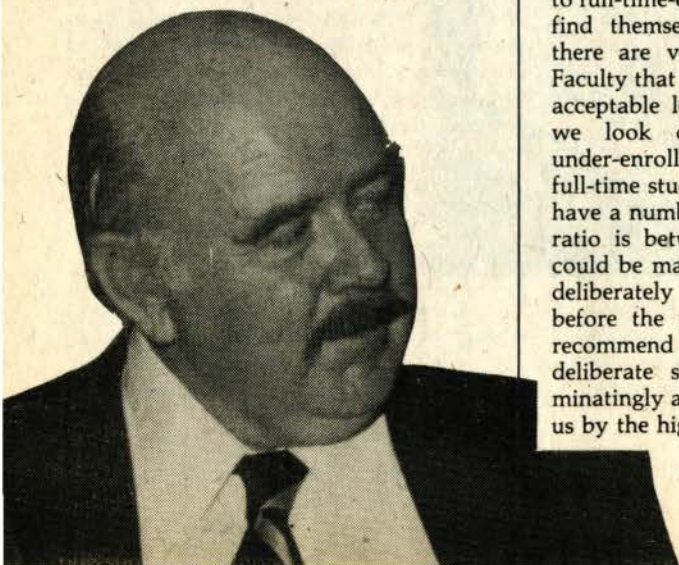
## Statement on Professor Bordan's Report on Science and Dean Breen's Comments and Recommendations on Science

by I.L. Campbell, Dean of SGW Arts

The Report of Professor Bordan on the future of Science, particularly in the context of Dean Breen's response, raises a number of issues that potentially affect this Faculty. The Bordan Report will be before Senate this month, and along with it the Breen response.

The Bordan Report and Father Breen's statement lay rather heavy stress on enrollment projections for universities in Canada and enrollment prospects in the Province of Quebec in particular. After another two years the number of potential students coming from the high schools and CEGEPs will probably decline. It is likely, as well, that there will be increasing pressure to restrict foreign enrollment. However, I think it is easy to lay altogether too much stress on that enrollment data. In the first place, the data that have been presented are restricted almost entirely to information about the population that is now at the elementary or secondary schools, or indeed younger. However, about 40% of our students enter the University after age twenty-five. I think a case can be made that increasing interest in University education at that age level can be anticipated. Secondly, perhaps more than any other university in Canada, we can sustain a significant enrollment drop without being embarrassed by the staff-to-student ratio. Those institutions that now have acceptable full-time faculty to full-time-equivalent-student ratios could find themselves in difficulty. However, there are very few departments in this Faculty that have ratios that approach any acceptable level. Those departments that we look on as the most seriously under-enrolled have full-time faculty to full-time student ratios of about 1:13. We have a number of departments where that ratio is between 1:30 and 1:38. A case could be made that we should be moving deliberately to reduce enrollment and before the year is out, I will probably recommend to the Faculty that we take deliberate steps to choose more discriminatingly among applicants who come to us by the high school-CEGEP route.

*Ian Campbell*



But more important than the simple enrollment data of the moment, or the enrollment projections, is that fact that our survival will hinge entirely on our ability to be a first choice institution for students in the Montreal area at a time when McGill can absorb the whole of our student body. We will survive, and indeed we survive now, only to the extent that students choose us rather than McGill or some other university that is available to them. Undoubtedly we will have some students come here by way of a negative reaction to some McGill tradition or some aspect of the McGill mythology. No doubt there will be those who come to us because, for some, we have a reputation of a greater informality or a greater friendliness or better manners in dealing with students. In the long run, however, they will come to us in adequate numbers only to the extent that we can clearly differentiate ourselves from McGill and can appeal to students on the basis of that differentiation. They will come to this Faculty rather than Loyola only to the extent that we can be differentiated from Loyola. Fortunately, there is increasing evidence of students choosing this Faculty over McGill by reason of the quality of our programmes, the quality of instruction or the quality of our faculty.

The reports that have been made on the future of Science deal with this question of differentiation from McGill, but only in passing and only rather superficially. There is in Father Breen's statement the suggestion that we would differentiate ourselves from McGill by having a single Faculty of Arts and Science, whereas McGill would have separate Faculties of Arts and Science. With all respect, I do not think that that will be an adequate basis of differentiation.

Unfortunately, these reports deal with the question of administrative structure without addressing themselves to the purposes either of the University or of the particular Faculties. It is obviously unfortunate that attention has been given to administrative structure without close attention to the purposes that those structures are to serve. I do not think that it is particularly Professor Bordan's fault or particularly Dean Breen's fault that this has occurred. Rather it is regrettable that the Faculties concerned have not been able or willing to articulate their purposes with a greater clarity. However, statements on the goals of the SGW Faculty of Science and of Loyola have been made recently and can now be considered.

Before turning to those statements it may be appropriate to make certain observations about administrative structure in the

context of the Bordan and Breen Reports. A year ago, we began looking rather seriously at the possibility of a merger of this Faculty with the Loyola Faculty and I think we did it with a completely open mind, although suggestions were made that the documents coming out of my office were biased in favour of such a merger. I am certainly not prepared at this time to rule out the possibility of a merger in the future. At the same time, I am prepared to recommend to the Faculty and to the University that such a merger would not be useful at this time. There are a number of reasons for coming to that conclusion. The first is that the structure that would emerge would be too large. If it was a merger of Arts and Science, it would be a Faculty that would involve more than twenty departments, close to 450 full time faculty, I tremble to think how many part-time faculty and I shudder to think how many students. It would be a structure that would be unwieldy (sic); it would be a structure that in all probability would develop such a bureaucratic set of brakes and barriers and such inertia that it would be very difficult to anticipate sound academic planning. It would be a Faculty of such size that it would be difficult to foster sound debate on properly academic issues. There seems to be a rule of thumb emerging, in some quarters, that a faculty should not ordinarily exceed by much two hundred full-time faculty. I think it will be argued that it would be a sound step to move now to a single Faculty of Arts and Science and then later fragment or let spontaneous groupings occur within it. I feel that the structure would develop inertia from the very outset that would make sound and creative academic planning extremely difficult and improbable. Moreover, surely the experience in education, at least of the last decade, is that institutions have erred in producing larger structures.

I think, too, that we should be concerned that the administrative structures that are brought into being respect, as much as possible, the preferences of the individuals who will be affected. It is regrettable that none of the proposals for administrative grouping that have so far been advanced appear to command any overwhelming loyalty from all of the people immediately affected. It would appear that those individuals who have been associated with the Sir George Williams Faculty of Science strongly prefer a University Faculty of Science and that those associated with the Loyola Faculty overwhelmingly prefer either the maintenance of that Faculty with the addition to it of SGW Science, or a

single University Faculty of Arts and Science. I think it would be well to attempt to find a structure that respects, to some greater extent, the wishes of those individuals.

To return to the question of the goals of these various bodies: from the very outset Loyola appears to have been concerned with maintaining the Loyola identity, which seems to have meant the preservation of the name Loyola and the maintenance of a particular geographic locale. No one can reasonably quarrel with those objectives. A great many of us have been equally concerned to maintain the name Sir George Williams because we like it, have some sentimental attachment to it, or because we believe there is a value to the institution in preserving it. Loyola has also expressed a marked preference for an Arts and Science ethos or an Arts and Science theme. It is argued that if those in the Arts and those in the Sciences are brought together in the same body, a significant creativity is likely to occur in the development of programmes and in teaching. Again, this is a faith that one can respect and I think one might seek to encourage and assist. Loyola has also been concerned to develop interdisciplinary programmes and sees these as offerings for which there will continue to be demand, as well as constituting an area where significant creativity in pedagogy and research could occur. Again, we can only agree that this is a legitimate and worthwhile end and that it is an activity within the University which all of us would want to foster. There has also been a concern that members of the Loyola faculty have access to participation in the graduate programmes of the University. This again is a perfectly understandable desire. In a document that is before the Sir George Williams Faculty of Science, it is argued that they have a particular concern with providing teacher training, re-training of teachers and continuing education for teachers. It is also noted that they have been successful in developing a number of applied programmes at both the undergraduate and graduate level, and that they see a future for themselves in the development of those programmes. They also express a continuing interest in graduate work.

I think these statements provide a context in which it becomes imperative that we clearly articulate the goals of this Faculty. I think it would be foolishness to attempt, at this time, to do all the things that we might do as a University Faculty. Perhaps

one of the most serious errors that we have made is to have taken on too many programmes without the resources to do them well, or to do them conveniently, or to do them without an undue strain on our faculty. As well, we have mounted programmes in a way that has too often blurred the purposes of our degrees, and we have attempted to use degree structures to meet a tremendous range of programme needs. I am sure this has convinced many that we are merely attempting to replicate McGill but on a smaller and poorer scale. Beyond this I do not see any reason why we should attempt to do everything that might be done by an Arts Faculty. There are a number of activities which we might want to ensure are done somewhere within the University, but that is not to say that we should do them ourselves. In the context of what Loyola has said it wants to do, the conditions it wants to foster and in the context of what SGW Science is saying, I think we can establish a set of goals for this Faculty that involve some curtailment of activity, but which match our traditions and serve to complement activities that we might wish to see take place elsewhere within the University.

Under the instrument of merger we have responsibility for virtually all graduate programmes in Arts and we will continue to have that responsibility until such time as the instrument of merger is altered. However, there is an agreement whereby a member of the Loyola faculty can participate in the graduate programmes of this Faculty. The extent to which this has been realized has varied from department to department. In some cases I think it has not progressed at a satisfactory pace and we are open to entirely legitimate criticism from Loyola. In other cases it has progressed well and imaginatively, to our advantage and to the advantage of the Loyola faculty. I think we should take all reasonable steps to facilitate that participation and to recognize the responsibilities that would go with it. For instance, it might well mean that some of us would teach an undergraduate course at Loyola if that was needed and wanted as a consequence of the participation of Loyola personnel in our graduate programme. The strengthening of the graduate programmes must remain a priority in this Faculty if we are to meet our responsibilities to the University. There seems no need to encourage the duplication of graduate programmes in Arts within Concordia.

At the undergraduate level I recommend that we emphasize a "discipline orien-

tion" to our programmes to complement the interdisciplinarity which the Loyola Faculty wishes to stress. However, we should distinguish between those programmes whose purpose is primarily educational and those which have a purpose of providing training as an entrée to a particular vocation. The same general degree requirements should probably not apply to both. This theme was developed in a statement to the Faculty in February 1975:

**"The Discipline-Oriented Pass Degree  
[The Major in . . .]**

This degree should seek to introduce the student, at a university level, to a particular discipline, in a manner that will provide him with a thorough familiarity with the full breadth and scope of the subject, its theoretical foundations, its history, the development of its methodology and the assumptions and limitations of that methodology and should provide the experience of a significant amount of work in some aspect of the discipline at the advanced undergraduate level. The introduction is achieved by the structure and requirements of the major or other similar element.

In considering the context of the major programme, departments should be concerned to strive for economy of offerings and to consider what it is that the student must encounter to have really come to grips with the breadth of the discipline. To this end there is clearly a place for a number of required courses and a limited range of choice in the core of the major. A low priority indeed should be given to attempts to permit each member of the department to display his special interests in the core or in courses available for the major. Care must be taken to avoid trying to introduce the student to everything. With reference to courses offered in the core, questions should constantly be asked about their centrality to the discipline. While it is certainly appropriate to offer a range of options in the major, not all courses necessarily have an importance to warrant their inclusion and not all undergraduate courses offered in a department need be available to the major student. For many students it requires a particular breadth and coherence and must provide the background from which the student can, on his own, keep in touch with the discipline's development. It

must also complete the student's general education by its requirements beyond the major.

**The Vocation-Oriented Pass Degree**

The Discipline-Oriented degree should not have as one of its goals the preparation of the student for a particular career or a particular market place. Its goals, even within a particular discipline, are broad. It is concerned to a large extent with furthering liberal or general education through a particular subject matter.

However, there appears to be an increasing number of students who seek from the pass degree an entrée to a particular career or market place. Their concern with the subject matter has a more applied curiosity.

There are a number of programmes in place which seek to provide the training and education necessary to enter some particular occupation. Examples are the major in Applied Social Science, the major in Early Childhood Education, the minor in Journalism and the TESL programme."

This proposal implies some lessening of emphasis on interdisciplinarity within our Faculty. This does not mean that we would or should cease to offer joint major or joint honours programmes for they tend to be clearly discipline-based. Moreover, just as it is appropriate that the Loyola Faculty of Arts and Science should mount a limited number of graduate programmes, so it should be appropriate for us to offer some limited number of interdisciplinary programmes. We would properly offer interdisciplinary programmes based on unique resources and skills, as Loyola might develop graduate programmes in areas such as Communication Arts. As well, I think we should develop programmes in intellectual history, drawing on the resources of a number of departments. It would, however, be reasonable to discuss with Loyola the possibility of transferring to them responsibility for the administration of some of the interdisciplinary programmes we now offer. Discussions have been taking place between the two Centres for Interdisciplinary Studies, and the final decision should take cognizance of these deliberations.

Much of what I am suggesting would necessitate a devaluation of the importance of campus because quite obviously we would want to maintain on this campus for students who choose to study here, an appropriate array of interdisciplinary



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programmes. Loyola might very well wish, or the University's interest might demand, that a number of vocationally-oriented or graduate programmes exist on the Loyola campus. In the same way that we should foster the participation of Loyola faculty in our graduate programmes, there is no reason at all that our faculty should not participate in interdisciplinary programmes offered here or at Loyola under the auspices of the Loyola Faculty.

In the context of the foregoing, I think it would be well to recommend to the Senate, as a proposition to replace the Bordan Recommendation 16 that,

—A Concordia University Faculty of Science be formed to be made up of those individuals who are members of the SGW Faculty of Science and of the Science departments of the Loyola Faculty of Arts and Science, this Faculty to have responsibility for graduate studies in Science and at the undergraduate level to offer programmes in applied sciences and teacher education, together with major, specialization and honours programmes in the Sciences.

—The Loyola Faculty of Arts and Science to be maintained with either Science departments or a Science division as required to meet the needs of its Arts and Science theme or ethos and the needs of its Arts and Science interdisciplinary programmes; those departments in the Science division to be staffed by means of joint appointments with the Faculty of Science or personnel seconded from the Faculty of Science.

This Faculty should have responsibility for interdisciplinary programmes crossing faculty lines, irrespective of campus. The Faculty, in addition to offering undergraduate major and honours programmes, to seek to develop programmes emphasizing an Arts and Science theme and interdisciplinarity.

This proposal would, I believe, respect the preferences of the members of all Science departments more than either the Bordan or Breen proposals. It would recognize the declared preferences and goals of the Loyola Faculty and the SGW Faculty of Science. It would provide a basis for differentiation between the Arts Faculties. It would yield structures of reasonable size. It is not a novel proposition for all of its elements have been tested in other major universities . . .

*Ed. note: There follows in the Campbell document a list of suggested positions on the 18 Bordan recommendations. So that the reader can more easily match positions with recommendations, a summary of both follows.*

The Bordan recommendations 1 and 16, calling for departmental merger and alternatives for faculty structure, are dealt with in an Arts recommendation 16 above.

Bordan recommendations 2 - 4 deal with establishing advisory committees for all merged science departments to recommend on the appointment, for three-year terms, of department chairmen. The Arts document says 'no comment' on the composition of the committees and on the

chairmen coming from among full-time department members, but offers this view on the term: "It would be regrettable if the terms of all chairmen expired in the same year."

Recommendation 5, in which Bordan calls for prohibiting further admission to the Ph.D. in Physics, draws this Arts substitution: "No candidates should be admitted to the Ph.D. programme during the next two years and thereafter only following an appraisal of the programmes by the BGS."

Arts agrees with Recommendation 6, calling for retention of the Ph.D. in Chemistry.

Arts feels that it is not within the mandate of Senate to deal with Bordan recommendations 7-12, concerning space allocation and geographical placement of the science departments.

'No comment' is Arts' response to Bordan recommendations 13-15 on Computer Science.

Arts Council agrees with Recommendation 17, which would establish a search committee for a Faculty Dean composed of equal campus representation and looking both inside and outside the university for a candidate. Council endorses Bordan's advice that if the arts-science faculty structure is chosen, its Dean should be able to provide strong scientific leadership and that that criterion could be met by either choosing a new dean or establishing the post of associate dean for science.

Finally, Arts disagrees with Bordan's last recommendation 18, asking the Rector to give early consideration to the question of duplicate arts departments.

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With this issue, FYI will have published the views of all major parties to the debate on science merger. Discussion, while it may continue in faculty councils, graduates this week to the University Senate. Senate convenes at 2 p.m. Friday, October 22, in the main conference room of the headquarters building of the Protestant School Board of Greater Montreal, at Cote St. Luc and Fielding Avenue.

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## A Comment on the Organization of Science at Concordia

Report Number 36 of the Academic Priorities Committee, SGW Faculty of Arts

Three organizational models relating to the Faculty of Science have been proposed, each differing substantially from the others in the matter of size (and hence complexity) of the administrative unit.

The first two models are those proposed by Professor Bordan. One is to establish a Loyola Faculty of Arts and University Science (a term coined by the Rector as a convenient way to refer to the absorption of the Sir George Williams Faculty of Science into the Loyola Faculty of Arts and Science). The second is to establish a Concordia University Faculty of Science.

The third model has been articulated by Dean Breen in response to Professor Bordan's recommendation. It has more direct implications for the Sir George Williams Faculty of Arts than the other two. Dean Breen proposes the immediate creation of a University Faculty of Arts and Science or failing this, the establishment of a Loyola Faculty of Arts and University Science as the first step toward the creation of a University Faculty of Arts and Science.

### A University Faculty of Arts and Science

*The Academic Priorities Committee opposes a model that would unite the personnel and students of the present Sir George Williams Faculty of Arts, Sir George Williams Faculty of Science and the Loyola Faculty of Arts and Science into a single monolithic faculty.*

No clear benefits of such a structure have been demonstrated: there are no obvious economies of scale. On the other hand there are costs that go with size: complex administrative structures, the inertia that accompanies unwieldiness, and the impersonality that is a concomitant of large scale.

*The Committee supports the idea of much smaller units which offer a more intimate atmosphere that permits personal communication among faculty and between faculty and administration. Such an environment, in the view of the Committee, would be more likely to improve faculty morale and productivity.*

It should be pointed out that an all-embracing structure is not new to this campus. Early in its history, Sir George Williams University and a single large Faculty that was composed of Arts, Science

and Commerce. Such a structure worked well as long as we remained small—when faculty numbered fewer than one hundred.

to meet the needs of a growing number of students and professors, we developed separate Faculties, the most recent one being the Concordia University Faculty of Fine Arts, which was formed in 1975, thereby removing the largest single Department from the Sir George Williams Faculty of Arts. Having taken this route, we see no advantage in going back to one large University Faculty of Arts and Science which would number 463.5 on-going full-time faculty — well over twice the number in all the other faculties combined.

### University Faculty of Science or Loyola Faculty of Arts and University Science

When discussing the establishment of a Loyola Faculty of Arts and University Science, Dean Breen in his *Report* asks:

*"How could the University logically live with a Sir George Williams Faculty of Arts and a 'Loyola Faculty of Arts and University Science'? If the University were to choose this option because it believes a combined Faculty of Arts and Science can help Concordia play a unique role in undergraduate education for the Anglophone community of Montreal, then what justification would there be for a separate Sir George Williams Faculty of Arts?" (p. 5)*

Crucial questions! The response of the Academic Priorities Committee is: do NOT establish a Loyola Faculty of Arts and University Science. Like the Sir George Williams Faculty of Science we support Professor Bordan's Recommendation 16A. That is, *we support the establishment forthwith of a Concordia University Faculty of Science. Start with the small unit.* Once established, it can begin to deal with such urgent academic problems as the future of the Ph.D. programmes, questions of research, the geographic location of particular programmes, and so on. The University cannot afford to keep Science in a continuing state of uncertainty about how it will be administered. Science must be given a stable structure so that it can develop and realize its various academic and research goals. Regardless of the future of the Faculties of Arts, Science should not again be subjected to upheaval.

### Two Arts Faculties

The establishment of a University Faculty of Science would leave Concordia with a Faculty of Arts on the Sir George Williams campus and a Faculty of Arts on the Loyola

campus, the latter (given Dean Breen's belief in the academic virtues of the interaction of Arts and Science) perhaps to define and even rename itself in a way that emphasizes its interest in interdisciplinary studies. Logically one should ask the question: should these two bodies be merged into a single University Faculty of Arts? Would such a move be politic now? Would it be logical?

The Academic Priorities Committee believes that at this point in time it would not be politic because the appropriate questions have not been asked. Would combining two units, which are viable as independent units, increase efficiency? Would it improve the milieu in which faculty are working? That is to say, is there any evidence that we would teach better or at a lower cost, or research better, or administer more efficiently because of such a merger?

We agree that innovation should be a priority of Concordia University, but what evidence is there that it would be inspired by merging into one monolithic faculty of Arts and Science? What support can be found for the idea that a particular administrative structure will produce inventiveness?

There is evidence in the business world that companies increase their share of the market by offering more than one brand of a product. This explains why Procter and Gamble, for example, manufactures Tide, Bold and Oxydol and lets them compete in the same market. Would it not be wise to differentiate our educational product and in this way compete with McGill?

A geographic shift of programmes west to the Loyola campus has been discussed. What attempt has been made to answer the question: What effect would this have on student enrollment? The questionnaire circulated last March in the Faculty of Arts showed that the downtown location of this campus was a factor listed by more than half the students as influencing their choice of institution. There is some evidence that our market is concentrated in central Montreal and the South Shore. It does not seem rational to advocate a westward shift if the end result would be to keep the same number of faculty but lose half of the student body, who can be accommodated at downtown McGill. Where do our students come from? What regions constitute our market? *Nowhere in the evidence we have is there an indication of a "westward geographic thrust."*

What evidence is there that any benefits of a merger cannot equally well be derived from cooperation?

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These are important questions, and it is possible to collect empirical data to answer many of them. But to our knowledge such questions have been neither asked nor answered. Two units that are viable entities should not be subjected to the upheavals of merger on the basis of *a priori* reasoning and inadequate data.

#### Cooperation

Undoubtedly there are benefits to be gained from cooperation, and it is important to establish formal communication links between the two Faculties of Arts so that future planning can proceed in a comprehensive way. The Sir George Williams Faculty of Arts has been a strong supporter of cooperation between the two Faculties. Two years ago, in a document forwarded to Senate, the Council of the Sir George Williams Faculty of Arts supported the principle of meetings at the departmental level, regular meetings between the Deans and Assistant and Associate Deans, and the establishment of a committee, which would include faculty and students, to consider the nature of the relationships which should exist between the two Faculties. (Appendix omitted) Though this Committee was not formally approved by Senate, some meetings were held, and this Faculty has continued its efforts to work cooperatively. *To this end the Academic Priorities*

*Committee urges the formation of an inter-faculty committee whose mandate would be to look for areas where cooperation can be mutually beneficial. Such a committee could provide one means of assessing the real economies to be achieved.*

Informal interaction has already begun. It should be encouraged to continue and develop.

#### Graduate Studies

There appears to be a widespread, but erroneous, impression that faculty members in the Loyola Faculty of Arts are excluded from participation in graduate studies. The Board of Graduate Studies in 1974 published a set of "protocols" (Appendix omitted) which expressly provided for the participation of qualified faculty from Loyola campus in existing graduate programmes, and spelled out the appropriate administrative channels through which this form of cooperation should be effected. In the Departments of English, Philosophy and Psychology, for example, Loyola faculty are already participating in the graduate programmes. Senate has just approved a specialized stream in the M.A. in Applied Psychology which draws on skills of the Loyola faculty. Any concern relating to new programmes could become part of the

mandate of the committee looking into cooperation between the two Faculties. *The Academic Priorities Committee recommends that the mandate of the proposed committee on cooperation include graduate programmes.*

Once we have formulated the appropriate questions and obtained answers, some evidence may be uncovered to support the suggestion that a merger of Arts into a single large administrative unit is the right way to proceed at Concordia. If it becomes clear that the benefits of such a structure outweigh the costs of creating and maintaining it, support for such a move may emerge on both campuses. At the present time, however, in the absence of such concrete evidence there appears to be little support for the idea in the Sir George Williams Faculty of Arts. *The Academic Priorities Committee, therefore, strongly opposes any suggestion that such a structure should be forced on this Faculty.*

Muriel Armstrong  
Chairman  
Academic Priorities Committee

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A note to future contributors on the merger issue: Since it seems possible that Senate will increase the pace of its regular meeting schedule to debate the merger proposals, FYI would like to be as timely as possible in publishing rebuttal material. To accommodate those who would like to have their views published in as current a way as possible, on a week to week basis, FYI requests that you provide the information office with data concerning the projected length of response material by Monday noon, or earlier if possible, before the day of publication.

FYI requires lead time in order to determine size of each issue — which can only be produced in multiples of 8 pages (i.e. issues are 8, 16 or 24 pages) — and requires editing and preparation time and still more time to develop usual editorial material.

If FYI doesn't have this lead time, production is delayed and the immediacy of argument is diminished.

For those caught in the middle of debate — without copies of the FYI Supplement containing the Bordan report, or the FYI issue containing Loyola Arts and Science Faculty Council's proposals — we have limited good news: A limited number of copies of both are available at the information office — AD-233, Loyola Campus, Bishop Court 213, Sir George Williams Campus.

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## Arts Students' Association Statement

We, as members of the Arts Students' Association and Arts Faculty Council, are quite disturbed that neither the Bordan Report, nor Dean Breen's counterproposals take account of the feelings of students at the Sir George campus. Since Sir George is the campus which stands to lose the most, we find this omission inexcusable. The ASA feels entitled to comment on these reports since Recommendation 18 clearly affects the future of the SGW Faculty of Arts, and therefore the ASA.

While we agree that now is the time when change would most easily be implemented, the proposed merger of the Science departments should not be carried out with undue haste. The University ought to be certain of the costs and benefits before going through with such an important move. We see no reason for Rector O'Brien's desire to push through the merger, especially when adequate research has not been compiled. Witness the Bordan and Breen Reports with their conflicting evidence on space norms. Indeed, the university is under no obligation to merge the departments. The introduction to "A Model for the New University" states that "the model... is designed to preserve the educational traditions of both institutions that prove academically valuable while creating a financially viable member of the Quebec university system."

Sir George students would prefer to maintain a "complete campus", offering a wide variety of academic programmes. Before the university merger, SGWU competed admirably with McGill. Reducing the scope of academic adventures available to students would in no way help the Sir George campus to flourish.

Sir George must continue to offer a complete selection of courses or this campus would lose much of its appeal. Forcing

students to take Chemistry courses here, and Physics at Loyola, for example, would definitely result in decreased enrollment at Concordia. Walking between buildings of a campus is one thing, but there is a limit to the travelling a student will accept. We therefore urge that a complete science programme be offered at each campus. Granted, courses with a limited demand and requiring high capital outlays would have to be located at one campus only.

Loyola has long encouraged programmes with an interdisciplinary flavour, while Sir George has advocated more specialization. The A.S.A. prefers the SGW tradition to Loyola's "Jack of all trades, Master on none" approach. The latter can be received through the Center for Interdisciplinary Studies. We would emphasize here that we are not against the interdisciplinary programme, but SGW students must be guaranteed (sic) that the current SGW approach remains intact.

Dean Breen states that "...a combined Faculty of Arts and Science... would immediately differentiate Concordia from McGill...", however, a University Faculty of Arts and Science would be nothing more than window dressing, and would in no way ensure that Concordia would be academically different. We strongly support your viewpoint made at the October 1 meeting of Arts Faculty Council, that is, that academic richness and strength stems from wide divergence among universities. If we are to complement McGill we should push for a dynamic, innovative and energetic programme designed to truly differentiate us from McGill. Concordia should be advancing rather than contracting.

The Bordan Report advocates that there be no more candidates accepted to the Ph.D. programme in Physics. Contraction of Concordia's graduate studies is something we cannot endorse. Should it be possible to enact dynamic advances resulting in a higher quality of education at Concordia, we feel that the Ministry of Education would have no alternative but to accept a growth in graduate studies, both at the Masters and the Ph.D. level. Graduate level growth,

carried out in all faculties, would be fostered by a high-powered undergraduate programme.

While we would expect skepticism, in our advocating innovative expansion and graduate study growth, we feel it can be accomplished. A smaller student population need not prove an absolute obstacle. The reduction in enrollment we expect in the future is no reason for us to "close shop" in certain areas, rather we should aim at improving their content and appeal. There are enough examples of universities, smaller than ours, who sport a reputation for education of the highest quality. Indeed, a smaller population may even prove a bonus, by allowing greater flexibility. While such changes would require tremendous energy, there is no reason to believe it would not be worth the effort. Concordia has the ability, we feel, to be much more flexible than McGill, especially in its infancy, and this opportunity should be acted upon. Concordia's best recruitment asset would be to make her competitive with the cream of North American educational institutions.

Recommendation 18 is, to the ASA, completely unacceptable. A University Faculty of Arts and Science would be too large and cumbersome to be flexible. We advocate separate Faculties of Arts, with a co-ordinating committee to oversee operations at the university level. This committee would ensure that Concordia Arts remains distinct from McGill, while enacting a policy to differentiate the two Concordia campuses. This would allow students a wide spectrum of choices within the university, encouraging a richer and fuller education. An improved shuttle service between campuses would provide students with the incentive to enrich themselves by taking courses both at Sir George and Loyola. This system would enable both faculties to continue and improve the programmes that they prefer, while not locking students down to one campus. We leave Science to set up the faculty structure they desire, but demand that Sir George be allowed to offer all courses necessary at the undergraduate level.

## CUFA Response to the Report on the Organization of Science

[1] In the light of the report on "The Organization of Science at Concordia University" submitted by Vice-Rector (Academic) to the Rector, CUFA wishes to make known its misgivings for the future of the University, should the Report as presented, be implemented.

Indeed most members of the Faculty of Concordia are concerned since aspects of the Report have important consequences for both the Arts Faculty and the Arts component of Arts and Science, as well as the Sciences on both campuses. CUFA recognizes that in any reorganization of the Sciences at Concordia, many models are possible and many are "workable". However it seems elementary that any proposal should include amongst its primary considerations the following elements:

[a] That any re-structuring of the Faculties be for long-term objectives and the development of the Faculties not be sacrificed to the expediency of the short-term.

[b] That the long range objectives be clearly stated and the time-table for their implementation be set forth.

[c] That a piecemeal approach to the genuine problems facing the Sciences be avoided.

[d] That the facilities available for undergraduate and graduate instruction, as well as for research, not be impaired.

[e] That a commitment (sic) of financial support for the re-organization of the Faculties be an integral part of any proposal. A great deal has been made of a Science Faculty versus an Arts and Science Faculty structure. This is surely something of a red herring in the debate. Although the "flavour" of the unit may be affected by the nature of the faculty in which it functions the *viability* of Science at Concordia depends on the fundamental issues which we raise.

[2] Three principle (sic) considerations motivate CUFA to express its concern, namely (a) the maintenance of effective graduate and undergraduate programmes in Science, (b) the preservation of legitimate (sic) academic pursuits of individual Faculty Members and (c) the security of Faculty positions.

[a] While the report on the Organization of Science if implemented may alleviate some of the pressing space problems facing the University, certain doubts arise regarding the viability of a Science (or Arts and Science) Faculty within the framework suggested. To be viewed with particular skepticism are the recommendations concerning the Physics and Geology Departments where "non-transferable" research facilities will remain on one campus, while graduate and research programmes be moved to another. Fragmentation of Science rather than construction of a strong unit seems to be the logical outcome with graduate facilities concentrated on the Sir George Campus (presumably together with Library facilities) while the latter campus will be devoid of any significant presence in the fields of Physics or Geology. It is difficult to imagine a structure of this type succeeding despite the "unification" of departments.

Clearly a piecemeal approach of this kind to the space problem is contrary to the best interests of a cohesive Science unit. If the move to the Loyola Campus of Physics and Geology and the fragmentation of graduate and undergraduate teaching between campuses was seen only as an initial step with the ultimate goal being the phased concentration of *all* resources on one campus the Report would serve as a useful point of departure. It is noteworthy however that no long term goals which include a truly unified structure with *both* undergraduate *and* graduate teaching concentrated on one campus are envisioned in the Report.

[b] A structure which inhibits the academic development of one portion of the faculty within a "unified" department must be suspect. All members of the Faculty should have an equal opportunity to engage in research and the development of graduate and undergraduate studies. No structures which place impediments to this end in the way of one portion of the faculty can lead to anything but disharmony. The disposition

of research facilities must surely be such that all members of the faculty have ready access to them.

[c] One of the principal and legitimate purposes behind the fusion of departments is the elimination of needless duplication of material and human resources. It seems to follow that with unified departments some faculty members will be available to broaden the scope of both undergraduate and graduate programmes. It is noteworthy that while the report favours unified departments there is little discussion, even in a general sense of the consequences of the unification nor of the re-allocation of resources. No recommendations are made for funding of new programmes and it cannot but be feared that the failure to mention any possibility along these lines, implies that the security of faculty positions will be jeopardized.

[3] It is clear that more than the cosmetic effects of single department chairman and the institution of a single faculty will be required if a structure which holds promise for the Sciences is to be developed. Undoubtedly the lack of a set of clear-cut objectives has contributed significantly to the misunderstandings which have arisen between departments on the two campuses, each unit tending to be as conservative as the circumstances permitted. CUFA is thus deeply distressed by certain proposals incorporated in the report on "The Organization of Science at Concordia University". Furthermore the omission of some fundamental prerequisites for any meaningful development of the Sciences causes the gravest misgivings. Specifically they are:

[a] The failure of the Report to state long term objectives for the Sciences.

[b] The failure to produce reassurances that the undergraduate, graduate and research programmes will not be impaired.

[c] The failure to make any commitment (sic) of financial support for the development of the Sciences.

[d] The failure to reassure members of the faculties that their positions will not be jeopardized by redundancies which may arise if unification of departments is achieved. To this end adequate resources should be allocated to the development of new programmes and the re-orientation of faculty to man them.

# SGW Arts Council Wants Two Arts Groups, University-Wide Science Faculty

Arts Faculty Council met Friday, October 15th to discuss the future of the University, a discussion which many members felt they were being rushed into and required to complete in too short a time.

The chairman, Dean Ian Campbell, felt there was little choice but to get on with it if the Faculty's concerns were to be articulated and aired before University Senate decided on the science merger proposals, one of which would include SGW Arts in a new, university-wide Faculty of Arts and Science. The problem, according to the Dean, was that neither Arts nor Science on the Sir George Williams campus had ever really said what they wanted in terms of future development.

But Mr. Campbell said that he was aware of the dangers inherent in hasty decisions inasmuch as he had recently demolished what he thought was a disused chimney in his house before realizing he had removed the main flue from his furnace. (The Dean has since put it back at considerable expense.)

There were two documents that Council had to consider and vote on before sending them to Senate. Both are reproduced in edited form in this issue of *FYI*. The first was Dean Campbell's response to the Bordan report on the future organization of science, with comment on Loyola Arts and Science Dean Russell Breen's response to the Bordan report. The second document up for Council's consideration was the Faculty's Academic Priorities Committee's report number 36, "A Comment on the Organization of Science at Concordia University".

The Campbell commentary is based on a distillation of Mr. Campbell's thoughts, together with comments of Council members made during and since the Bordan and Breen proposals were discussed at their last meeting. Both SGW Arts documents propose a university-wide Faculty of Science and the maintenance of separate arts operations, working in complementary ways.

The document suggests that an interdisciplinary program which clearly crosses faculty lines — Science and Human Affairs is singled out as one — becomes the responsibility of Loyola Arts, regardless of which campus the program is located at.

When Mr. Campbell introduced his submission to Council, he suggested that

SGW Arts could not continue to have everything: if it remained responsible for arts graduate programs, albeit with the door open a little wider to Loyola participation, there would have to be a willingness to show compromise on some things to maintain a strong bargaining position.

The Campbell commentary points to a lessening of emphasis on interdisciplinarity and a shift to increasing disciplinarity so that a student majoring in a particular subject would devote more time on a more limited choice of course material within the core of the major, but still round out his general education with degree requirements beyond

the major. Besides Mr. Campbell's concept of a "discipline-oriented" — the term is taken from his commentary — degree is his concept of the "vocation-oriented" degree, geared to students who want degrees to enter the job market and available through current programs such as the major in Applied Social Science, in Early Childhood Education and the minor in Journalism.

Council supported the document and voted to send it on to Senate but not without hearing dissenting voices from those members associated with Interdisciplinary Studies (IDS). Both professors David Charlton and Mair Verthuy objected to saying anything about the future of IDS because both IDS centers at Sir George and Loyola were within weeks of coming up with a joint proposal on their future.

Professor Charlton told Council that in all probability the two centers would be inclined to suggest they merge with one another and perhaps become a "School of Interdisciplinary Studies" free of any faculty affiliation and free to move across faculty lines. He said that both IDS centers had already been collaborating with one another, offering parallel courses in Astronomy and Social Responsibility of Science, and sharing teaching personnel to some extent.

The Verthuy-Charlton questions on IDS raised broader issues concerning the spirit and implementation of merger, and the role of senators who face the dilemma of choosing between strictly faculty interests and the interests of the university as a whole when voting in Senate.

To plan the future of the University on the basis of a single Senate meeting was "disgraceful" according to Professor Charlton. He said this was a watershed period during which the University's course for the next 10 years would be charted and much more time was needed to plan.

History Chairman Robert Wall said that Arts had been given a long time to deliberate the future of the University and that if Faculty representatives went to the next meeting of Senate to ask for further delays they would be "laughed out of the room". Professor Wall also warned Council to stop thinking that SGW Arts could always stay the same as it always was and to face the fact that change had to occur, like it or not; and it was best, he said, to come up with a coherent statement of objectives, lest a plan be imposed upon them from outside.

Neither Professor Charlton nor Professor Wall could convince the other when merger deliberations actually began.

Professor Verthuy, challenging the view that the Faculty should offer up certain IDS programs like Science and Human Affairs to maintain a solid bargaining position, suggested that bargaining itself was "an

## University Affairs

march 1973

### Collaborative Studies in Science and Human Affairs

Academics travel to Montreal to learn about it. Many describe it as the most significant innovation in higher education in Canada and the US.

It is unique — though programs have been modelled after it — it is imaginative; it successfully combines structure and independent study.

New approaches — in pedagogy and curriculum — to the study of science and human affairs were first developed at Sir George Williams University in 1969.

adversary stance" and should be avoided. Planning the future of Concordia should be carried on in a spirit of goodwill, she said.

The discussion on IDS was precluded by a cautionary word from Dean Campbell who said he had never been able to allocate adequate resources to IDS and it didn't seem likely he ever would be able to provide them. So financial constraints to some extent determined a lessening of emphasis on something.

Professor Charlton said that, relative to other departments, he hadn't been done badly by although he would never, he added, admit that in public. (His public admission was received by a scattering of Council chortles.)

Professor Wilbur who is not a member of Council thanked the Chairman for allowing him to participate in debate which he entered into by criticizing the Chairman for his perhaps spendthrift ways. The financial and teaching resources, Professor Wilbur suggested, were sometimes improperly allocated. The Faculty was top heavy with administration with "very excellent" teachers being taken off teaching duties to do administrative work, he said. He also felt that the Faculty could stand a curtailment of expensive receptions, such as one held recently for \$300. Professor Wilbur said that the Faculty's approach was negative and that if money was more judiciously spent, a more flexible approach to the question of charting a future course could be maintained.

Professor Christine Garside and others stressed the point that IDS couldn't be separated from other disciplines because the IDS concept helped put the work of other departments in a more global perspective.

Psychology Chairman June Chaikelson said that Council should go forward to Senate with a solid set of proposals (of the sort Dean Campbell had drawn up in his commentary) so that SGW Arts senators knew how to vote when the moment of decision came.

Professor Verthuy, countering the Chaikelson view, returned to a point raised

earlier by Dean Campbell who said that as a senator he always voted as he thought best given the set of circumstances at a particular time and that he hoped all senators had this pragmatic approach to voting. Agreeing with the Dean's earlier statement and decrying the tendency to vote en bloc, Professor Verthuy rejoined snappily: "I thought they (senators) were all men, so to speak."

In the end, Council voted to add this rider to statements concerning the future of IDS: "Discussions have been taking place between the two Centres for Interdisciplinary Studies, and the final decision should take cognizance of these deliberations."

With the exception of those who wanted to delay coming up with a final statement on the future of the Faculty, and those who disagreed with references to IDS, Dean Campbell's commentary emphasizing the need for smaller academic units, not larger ones, found wide acceptance. Geography Professor Michael Marsden continually returned to the point of maintaining small academic groups.

Dean Campbell said the prospect of a huge university-wide Faculty of Arts and Science was terrifying. "I'm mortally afraid (of it)," he said, adding it was "madness" of the kind responsible for creating high schools with enrolments of 4000.

When the point was raised that Father Breen had declared himself out of the running to be dean of his proposed university-wide faculty, Dean Campbell said that both he and Father Breen were getting to be old-timers as deans — Mr. Campbell has entered into his third term — and it seemed unlikely to him that either one would remain in a dean's role for very much longer.

The motion to accept the Campbell document and send it on to Senate was passed with a wide majority. An earlier motion by Sociology Chairman Taylor Buckner to delay decision-making for three months was defeated. The Dean then proceeded to adjourn the meeting before he

reminded that Council had still to discuss the Academic Priorities Committee (APC) document.

The APC supported the same faculty structures proposed in the Campbell position paper and "urged the formation of an inter-faculty committee whose mandate would be to look for areas where cooperation (between Loyola and Sir George Arts) can be mutually beneficial." This statement was a last minute change agreed to by all APC members attending Council; they made up a majority of APC membership. The text originally read APC "proposes that Senate formalize a committee whose mandate . . ." etc.

The document was accepted and passed on to Senate.

There were three other documents which were available for Council's information and all are reproduced in edited form in this issue of FYI.

The SGW Science Faculty document, recommending the creation of a university-wide Faculty of Science, was one; another was a statement from the Arts Students' Association, supporting the SGW Arts position; the third document, from the Concordia University Faculty Association (CUFA), expressed misgivings about the drift of merger discussions and suggested that decisions should be based on careful long-range considerations, not upon short term expediency.

All documents are expected to be delivered to Senate before its meeting Friday, October 22.

Several members of Council wanted assurances that the Faculty's view, as expressed in the Campbell and APC documents, would be made known to the University at large. Mr. Campbell said he had sent material to the *Georgian* and that he would be sure to contact (Executive Assistant to the Rector) Michael Sheldon to ensure that FYI would have the relevant material for publication.

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## Events

### Sir George campus Thursday 21

FINE ARTS STUDENTS ASSOCIATION: Talk by Roy Kiyooka (teacher, painter, sculptor, poet, photographer, conceptualist and raconteur) at 8 p.m. in Gallery One on the mezzanine.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Une Femme Fatale" (Jacques Doniol Valcroze, 1976) with Anicee Alvina, Heinz Bennet and Jacques Weber at 7 p.m.; "Quand tu-Disais Valery" (Ouvriers de Saint-Nazaire, 1976) at 9 p.m. in H-110; \$1 each.

WEISSMAN GALLERY & GALLERY ONE: Master of Arts in education annual exhibition, until October 26.

GALLERY TWO: Les Tait: watercolours, until October 26.

ADVISORY COMMITTEE ON PART-TIME STUDENT AFFAIRS: Meeting at 5:30 p.m. in H-603.

CARL JUNG EXHIBITION: In the lobby of the Hall Building, 9 a.m. - 10 p.m.

D.S.A.: Jazz concert with Ivan Symonds at 2 p.m. in H-110; free.  
GEORGIAN ACCOUNTING SOCIETY: Jean Latraverse, from Coopers Lydrand Co., on "Chartered Accountant Recruitment" at 2 p.m. in H-937.

### Friday 22

LATIN-AMERICAN STUDENTS ASSOCIATION: General meeting at 4 p.m. in H-420.

BLACK STUDENTS ASSOCIATION: Ramesh Chandra, secretary general of the World Peace Council, speaks on "Southern Africa" at 12 noon in H-435.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Je Suis Pierre Riviere" (Christine Lipinska, 1974) with Jacques Spiesser, Michel Robin, Therese Quantin, Francis Huster and Vincent Ropion at 7 p.m.; "Madame G. ou la Fabuleuse Histoire de Jeanne, Plongeuse" (Jean-Luc Miesch, 1976) with Jeannette Grandval, Elizabeth Bourguine and Marcel Chicot at 9 p.m. in H-110; \$1 each.

CHINESE GEORGIAN ASSOCIATION: Ping pong tournament on the mezzanine, 1 p.m.-7 p.m.

### Saturday 23

CONSERVATORY OF CINEMATOGRAPHIC ART: "Iouche Pas a Mon Copain" (Bernard Bouthier, 1976) with Claude Venture, Christian Cucureulo and Sandrine Finck at 7 p.m.; "Arriba Espana" (Jose Bersosa, 1976) at 9 p.m. in H-110; \$1 each.  
CHINESE GEORGIAN ASSOCIATION: Ping pong tournament on the mezzanine, 9 a.m.-5 p.m.

### Sunday 24

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's series — "Huckleberry Finn" (Norman Taurog, 1931) with Jackie Coogan and Junior Durkin at 3 p.m.; "Daddy Longlegs" (Marshall Neilan, 1919) with Mary Pickford and Mahlon Hamilton at 5 p.m. in H-110; \$1 each.

CONSERVATORY OF CINEMATOGRAPHIC ART: "La Republique est Morte a Dien Bien Phu" (Jerome Kanapa, 1973) at 7 p.m. in H-110; \$1.

### Monday 25

ART PRINTS SALE: On the mezzanine, 9 a.m. - 10 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Les Vampires" (Louis Feuillade, 1915-16) with E. Mathe, Jean Ayme, Musidora and Marcel Levesque at 8:30 p.m. in H-110; \$1.

### Tuesday 26

INTER-UNIVERSITY CENTRE FOR EUROPEAN STUDIES: Seminar with Elona Ducynska (Polyani) and George Haupt on "Revolutionary Crisis and Austrian Marxism in the 1920's", 11 a.m. in H-769.

URBAN STUDIES ASSOCIATION: Meeting at 8 p.m. in H-762-1-2-3.

ARTS PRINTS SALE: On the mezzanine, 9 a.m. - 10 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Haxan" (La Sorcellerie a travers les Ages) (Christensen, 1922) with Oscar Stribolt, Clara Pontoppidan, Alice O'Fredericks and Karen Winther and "Vampyr" (Carl Dreyer, 1932) with Julian West at 8:30 p.m. in H-110; \$1.

DISCO: At the Palais d'Or, 1226 Stanley Street, with rock 'n' roll band "Stuff" at 8 p.m. Today for students only; admission \$1.25.

### Wednesday 27

ARTS PRINTS SALE: On the mezzanine, 9 a.m. - 10 p.m.

DISCO: At the Palais d'Or, 1226 Stanley Street, with rock 'n' roll

band "Stuff" at 8 p.m. General admission, \$2.50; students, \$1.25.  
CONSERVATORY OF CINEMATOGRAPHIC ART: "La Vraie Nature de Bernadette" (Gilles Carles, 1972) with Micheline Lancot, Donald Pilon, Reynald Bouchard and Maurice Beaupre at 8:30 p.m. in H-110; \$1.

STUDENT INTERNATIONAL MEDITATION SOCIETY: Introductory lecture at 12 noon in H-535-2.

## University-wide

### Friday 22

SENATE: Meeting at 2 p.m. in the Conference Room (main floor) of the Protestant School Board of Greater Montreal (corner Fielding and Cote St-Luc, N.D.G.)

### Saturday 23

FOOTBALL: Concordia vs. Queen's at Queen's (Kingston) at 2 p.m.

## Loyola campus

### Thursday 21

IRANIAN STUDENTS ASSOC. MEETING: Campus Centre Conference Room 1, 1 to 3 p.m.

POLITICAL SCIENCE: Staff seminar with Dr. R. Crow on "Lebanese Crisis" in AD-128 at 7 p.m.

THEATRE ARTS: August Strindberg's "Miss Julie" and Pinter's "Silence", dir. Ralph Allison, 8 p.m., Chameleon Theatre. Box office, 3 p.m. - 8 p.m. 482-0789.

CLONE THEATRE: "Chocolat Moose" in F.C. Smith Aud., 8 p.m. \$2 general, \$1 students.

RECREATIONAL VOLLEY BALL: For staff, faculty, students at the Athletics Complex, 8:30 to 10 p.m.

### Friday 22

SKATING WITH THE BLIND: Help guide children in Loyola rink from 9 to 10 a.m.

LESA MEETING: Conference Room 1, Campus Centre, 9 a.m. to 1 p.m.

M.S.A. PRAYER: 12 noon to 1 p.m., Conference Room 2, Campus Centre.

THEATRE ARTS: See Thursday 21.

CLONE THEATRE: See Thursday 21.

RESIDENCE SOCIAL: Main lounge, Campus Centre, 8 p.m. - 2 a.m.

SKATING PARTY: Staff, faculty, and children at the Athletics Complex, 7 p.m. to 8:30 p.m. Free skating from 8:30 p.m. to 11 p.m.

RETREAT AT OKA: Prayer, spiritual direction and liturgy at the Trappist Monastery, Oct. 22 - 24. \$12. Phone 484-4095.

### Saturday 23

THEATRE ARTS: See Thursday 21.

CLONE THEATRE: See Thursday 21.

### Sunday 24

MASSES: 11:15 a.m. and 8 p.m. in the Loyola Chapel.

THEATRE ARTS: See Thursday 21.

WEEKDAY MASSES: Noon (12:05) in the Loyola Chapel.

### Tuesday 26

PUBLIC DEBATE: Princeton vs. Loyola on "The Education of Women is a Fruitless Endeavour" at noon in the main lounge, Campus Centre.

ADVANCED SEMINAR IN WOMEN'S STUDIES: Lance Evoy, Third World Studies Coordinator, on "Experimental Exercise to look at Power, Lack of Power and Domination", Canadian Room, Hingston Hall, 12 noon to 2 p.m.

CARNIVAL COMMITTEE MEETING: Conference Room 1, Campus Centre, noon to 2 p.m.

THE NATIVE PEOPLES OF CANADA: Eric Gourdeau, former Directeur General du Nouveau Quebec, on "The North: 1940 to the Present" in AD-401 from 7 p.m. to 9:30 p.m.

### Wednesday 27

LIAISON RECEPTION: Main lounge, Campus Centre, noon to 4 p.m.

LOYOLA FILM SERIES: "Way Out West" (James Horne, 1936) at 7 p.m. and "Dinner at Eight" (George Cukor, 1933) at 8:15 in F.C. Smith Auditorium. \$1 each.

CONVERSATIONS WITH ARTS & SCIENCES: Dr. Robert Theobald on "Understanding the Transition from the Industrial Era to the Communications Era", Bryan Building 208 from noon to 1 p.m.