

SIMON FRASER UNIVERSITY

S. 71-120

MEMORANDUM

To..... Secretary of Senate

From..... Dr. K. Strand

President

Subject..... Report of Academic Planning
Committee on Re-Organization of
Faculty of Education

Date..... October 13th, 1971

Motions Requiring Senate Action

MOTION

1. That a Faculty of Interdisciplinary* Studies be established with the administrative reporting and program routing structure as set out in Charts 1 and 2.

MOTION

2. That the present Division of General Studies be dissolved and that its function and administrative responsibilities be assimilated by the Faculty of Interdisciplinary Studies.

MOTION

3. That the position of Dean of the Division of General Studies be abolished and that a new position, Dean of the Faculty of Interdisciplinary Studies, be established.**

MOTION

4. That departments in the Faculty of Interdisciplinary Studies have the same status as departments elsewhere in the University.

* The use of 'interdisciplinary' in this context does not imply that interdisciplinary studies do not occur elsewhere in the University.

** This recommendation will require that some changes be made to Senate Paper S424.

5. That departments in the Faculty of Interdisciplinary Studies be administered as follows:

MOTION

- a) each department shall have a chairman reporting to the Dean of the Faculty;
- b) the chairman of each department shall be chairman of a curriculum committee charged with making recommendations as to the curriculum of the department;
- c) membership of each curriculum committee shall normally consist of:

the chairman of the department;

2 faculty members elected by and from the department;

3 faculty members, one each from the faculties of Arts, Science and Education, appointed by the Dean of Interdisciplinary Studies on the recommendation of the Dean of the appropriate faculty; and

3 students appointed by the Dean of Interdisciplinary Studies on the recommendation of the Student Society.

6. That the programs of the Department of Fine and Performing Arts and the Department of Social Relations, if approved, be subject to review by the Academic Planning Committee no later than three years after the inception of each program, and that the Academic Planning Committee at that time make recommendations regarding the continuation or discontinuation of each program with due provision for the welfare of students involved.

MOTION

MOTION

7. That the Physical Development Centre be reconstituted as the Department of Kinesiology in the Faculty of Interdisciplinary Studies.

MOTION

8. That the Senate Committee on Interdisciplinary Studies (Kinesiology) be dissolved upon the establishment of a curriculum committee for the Department of Kinesiology.

MOTION

9. That within the Faculty of Interdisciplinary Studies there be established an interim Department of Social Relations comprising those faculty members from within the present Faculty of Education who wish to transfer to such a Department.

MOTION

10. That the faculty members transferred to the Department of Social Relations continue, for the present, to offer those courses which are currently offered by Behavioural Science Foundations and Communications Studies.

MOTION

11. That the Academic Planning Committee establish an Ad Hoc Steering Committee as an interim curriculum committee for the Department of Social Relations and that this committee be responsible for submitting to the Academic Planning Committee (no later than January 31, 1972), through the Dean of Interdisciplinary Studies, a proposal for a coherent program in Social Relations which would both have a content distinct from that of courses offered elsewhere in the University and be well suited to the qualifications and research interests of faculty members in the department.

MOTION

12. That within 30 days of receiving such a program proposal the Academic Planning Committee recommend its acceptance or otherwise to Senate.

MOTION

14. That the units known as "Educational Foundations Centre," "Behavioural Science Foundations," and "Communication Studies" be dissolved.

MOTION

15. That, within the Faculty of Interdisciplinary Studies, a Department of Fine and Performing Arts be established.

MOTION

16. That the Academic Planning Committee establish an Ad Hoc Steering Committee for the Department of Fine and Performing Arts and that this committee be responsible, through the Dean of the Faculty of Interdisciplinary Studies, for submitting to the Academic Planning Committee a proposal for a program in Fine and Performing Arts which:

- a) would include a number of those credit-worthy but non-credit-carrying courses and workshops currently offered by the Centre for Communications and the Arts; and,
- b) would also include a range of new academic credit courses in the Fine and Performing Arts.

MOTION

17. That consideration of minor or major programs in the Fine and Performing Arts be deferred until these credit courses are established and the nature of student demand is fully assessed.

MOTION

18. That appointments to the Department of Fine and Performing Arts be made in accordance with the normal university procedures, e.g., procedures for regular appointments at the assistant, associate and full professorial levels, and visiting appointments.

MOTION

22. That the Faculty of Education be newly constituted so as to comprise the faculty members currently in the Professional Development Centre and members currently in Social & Philosophical Foundations, as designated by the Academic Vice-President.

MOTION

23. That the Faculty of Education, as newly constituted, be charged to submit (by January 31, 1971) a report to Senate through the Academic Planning Committee, covering the following points:

- a) detailed recommendations for undergraduate and graduate program modification and development;
- b) detailed recommendations regarding staffing patterns and priorities; and
- c) steps to be taken relating to the organizational structure of the Faculty - specifically its Faculty Co-ordinating Council, Graduate Studies Committee, and Undergraduate Studies Committee.

24. That the recommendations made regarding programs within the Faculty of Education satisfy the following constraints:

MOTION

- a) courses should bear the designation "Education";
- b) responsibility for Education courses currently numbered 201 and 202 should be retained by the newly constituted Faculty of Education; and
- c) additional work in the foundation areas of education should be integrated as far as is possible into the programs of the Faculty of Education without provision for majors in the foundational areas themselves at the undergraduate level.

27. That the faculty members transferred from Social & Philosophical Foundations into the newly constituted Faculty of Education or the Philosophy Department continue for the present to offer the courses for which they have hitherto been responsible subject to review by the curriculum committees of the Faculty of Education and the Department of Philosophy respectively.

MOTION

28. That, with the acceptance of the above recommendations, the units known as "The Professional Development Centre" and "Social & Philosophical Foundations" be dissolved.

MOTION

Recommendations 13, 19, 20, 21, 25 and 26 do not require action by Senate.

REPORT AND RECOMMENDATIONS OF
THE ACADEMIC PLANNING COMMITTEE
RELATING TO THE RE-ORGANIZATION
OF THE FACULTY OF EDUCATION, THE
ROLE OF FINE ARTS COURSES WITHIN
THE UNIVERSITY, AND THE
ADMINISTRATIVE PLACEMENT OF
KINESIOLOGY

OCTOBER 7TH, 1971

SECTION 1.

BACKGROUND INFORMATION

Charges to the Academic Planning Committee

The Academic Planning Committee received from the President, on April 28, 1971, the following charges:

1. To bring forward to the President, for referral to Senate, a recommendation as to the role of Fine Arts courses within the University.
2. To bring forward to the President, for referral to Senate, a recommendation as to the administrative placement of the Kinesiology Program/Physical Development Studies within the University.
3. To address itself to the quantitative and qualitative needs of the Province in the area of teacher's education.
4. To bring forward to the President, for referral to Senate, a recommendation as to the role, structure and organization within the University, of the Educational Foundations Centre of the Faculty of Education.

Compass of Present Document

In the present document the Academic Planning Committee has complied with charges 1, 2 and 4. Although it has, as charged, addressed

BACKGROUND INFORMATION cont/d...

itself to the quantitative and qualitative needs of the Province in teacher's education, the Academic Planning Committee is not yet ready to present to the President its final analysis of these needs. In any case, that analysis, when it is made, will in no way affect the substance of the Academic Planning Committee's organizational recommendations regarding charges 1, 2 and 4.

Evidential Basis for the Report

Since receiving its charge, the Academic Planning Committee has solicited briefs from the entire university community. Furthermore, the Academic Planning Committee has met separately with representatives of Social and Philosophical Foundations, Behavioural Science Foundations and Communication Studies, the Professional Development Centre, the Kinesiology Program, the Centre for Communications and the Arts, and Advisory Council on the Arts and the Joint Board for Teacher Education in the Province.

On the basis of these submissions, both written and oral, as well as its own discussions, the Academic Planning Committee identified a number of issues requiring resolution. Its conclusions and the rationale therefor are set out in the succeeding sections of this report.

Some Historical Perspectives

In March, 1967, the Board of Governors accepted the Organizational Chart for the Faculty of Education, set out in Attachment 1. Three years later, the organization of the Faculty had evolved into that shown in Attachment 2.

On March 6, 1970, paper #348A, relating to the re-organization of the Faculty of Education, was introduced to Senate. At that time Senate accepted recommendations for:

1. the establishment of the Arts program which is offered by the Centre for Communications and the Arts as a program in a proposed Division of General Studies, contingent upon the appointment of a Vice President for University and Community Services;
2. separation of the Department of Athletics and Recreational Services from the Centre for Physical Development and its inclusion in the proposed Division of General Studies;
3. the separation of Professional Foundations from the Educational Foundations Centre and its reconstitution as a Professional Development Centre, as set out in the Faculty of Education paper 70-10, thus effectively treating the Professional Development Centre as a university department;
4. the transfer of programs and personnel from the Department of Physical Development Studies to the Professional Development Centre, as outlined in the Faculty of Education paper 70-9; and,
5. a) continued de facto departmental recognition of Behavioural Science Foundations, Social & Philosophical Foundations and Communication Studies; and,

b) re-organization of the three divisions into an Educational Foundations Centre with the following constraints:

- i) single undergraduate education committee;
- ii) single graduate education committee;
- iii) single spokesman for relations external to the Centre;

both a) and b) being for a one-year interim period only, or until such time as a program or programs were approved by Senate, whichever occurred earlier.

At that time, Senate postponed consideration of motions relating to the administration of the Kinesiology Program and the abolition of the Physical Development Centre/Physical Development Studies pending receipt by Senate of a detailed proposal covering all administrative matters relating to the relocation of the Kinesiology Program.

The Board subsequently approved these actions of Senate and the resulting organization of the Faculty of Education became as shown in Attachment 3.

SECTION 11.

REPORT ON THE EDUCATIONAL FOUNDATIONS CENTRE,

AS REQUIRED BY CHARGE 4.

In order to comply with Charge 4, the Academic Planning Committee has had to consider the disposition of the various groups which are currently recognized within the Educational Foundations Centre, viz: Behavioural Science Foundations, Communication Studies, and Social & Philosophical Foundations.

In determining their respective roles and the most appropriate organizational structure to accommodate these roles, the Academic Planning Committee has held many discussions, not only with members of the Educational Foundations Centre, but also with other members of the Education Faculty and with the Joint Board of Teacher Education. The outcome of the Academic Planning Committee's deliberations on these matters is as follows:

Behavioural Sciences Foundation & Communication Studies

The Academic Planning Committee is convinced that all members of a Faculty of Education should show a strong interest in education and the preparation of teachers for the public school system. At one time most members of the Educational Foundations Centre shared both these interests. However, it is clear that over the years the interests of many members of the Educational Foundations Centre - notably the majority of those in Behavioural Science Foundations and Communication Studies - have shifted so that they are now offering courses and programs which are as well attuned to the needs of students in Arts and Science as they are to those of students in Education.

So the question arose whether these courses, and the evident interests of faculty members associated with them, might not better be accommodated within an organizational structure such as that currently offered by the Division of General Studies.

In the meantime, for quite other reasons, the Academic Planning Committee had already resolved to recommend that the present Division of General Studies be restructured and expanded to form a Faculty of Interdisciplinary Studies, which would not only take over the programs currently offered within the Division of General Studies, but also provide an organizational setting for departments whose primary interests are of an interdisciplinary nature. Consequently the Academic Planning Committee is recommending that members of Behavioural Science Foundations and Communication Studies should transfer from the Faculty of Education to this newly constituted Faculty of Interdisciplinary Studies. And since these faculty members have formally expressed an interest in joining together to form a single department for the study of social relations, it recommends further that a Department of Social Relations be established in the Faculty of Interdisciplinary Studies. For an interim period we recommend that the faculty transferred to this department continue to offer the courses currently listed for Behavioural Science Foundations and Communication Studies.

The outlook of those who are to join the Department of Social Relations can be expressed by saying that they are concerned with the study and application of those processes by which man becomes aware of himself both as an integrated human being and as a functional component in an integrated communication system - be it a family, a work group, or a tutorial group. More particularly they see a need to provide:

1. an opportunity for the student to become more aware of his own behaviour, of factors influencing this behaviour, and of the impact which this behaviour has in his communication with others;

2. an opportunity for the study and practice of those communication skills which are required of persons in such roles as teaching, counselling, advertising, community and welfare services, personnel and communication services; and,
3. at the graduate level, an opportunity to receive training which will enable students to proceed directly to professional service positions in public and community service, adult education, human welfare and communications media.

Plainly the development of a coherent program which not only is oriented to the fulfilment of these needs but also has a content distinct from that of courses offered in such disciplines as Psychology, Sociology, Philosophy, etc., and is well suited to the qualifications and research interests of faculty members associated with the program, might well take some time. Among other things it would plainly require the involvement of faculty members from many other disciplines and departments. Accordingly, the Academic Planning Committee has recommended that the Social Relations Department be constituted on an interim basis until it brings forward such specific program proposals as are approved by the Senate.

Professional Development Centre and Social and Philosophical Foundations

If Senate accepts the Academic Planning Committee's recommendations:

1. that Behavioural Science Foundations and Communication Studies be reconstituted as an interim Department of Social Relations in the Faculty of Interdisciplinary Studies; and,
2. that Kinesiology (the subject of Charge 2) also be relocated in the Faculty of Interdisciplinary Studies;

then it follows that the only faculty members remaining in the present Faculty of Education belong either to the Professional Development Centre or to Social & Philosophical Foundations. Hence, although the Academic Planning Committee was not expressly charged by the President to examine the role of the Professional Development Centre within the Faculty of Education, it could not avoid examining that role if it was to examine the "role, structure and organization" of the sole other remaining component of the original Educational Foundations Centre (as entailed by Charge 4).

The Academic Planning Committee therefore explored in some detail the nature of the programs offered by the Professional Development Centre and its relationship to programs offered by other Centres of the existing Faculty of Education, in particular those offered by the Educational Foundations Centre. Its main conclusions were as follows.

In the first place, the Academic Planning Committee recognized that the present teacher preparation program as developed and operated by Professional Development Centre is distinctively different from such programs offered by other universities. Moreover, since there is plentiful evidence that it has achieved a high degree of acceptance within the community, we believe that its innovative approach to teacher education should continue.

Second'y, the Committee recognized the value of a teacher-training program which, like that offered in our own University, tries to maximize inter-relationships between the Faculty of Education and other bodies in the University, particularly those concerned with 'foundational' disciplines (i.e. disciplines of the kind represented hitherto in the Educational Foundations Centre and in other academic departments as well). In most universities, faculties (schools or colleges) of education have developed as self-contained entities each with its own galaxy of specialists in the foundational areas. Consequently these entities have little recourse to academic departments

elsewhere in the university. Conversely, such academic departments have tended to remain aloof from teacher-training programs. At Simon Fraser the situation is somewhat different. Here students enter the Professional Development program after at least two years in academic departments. Moreover, in a number of instances such departments play an active role in developing courses, and providing specialist assistance, for students in the teacher-training program. We believe that this is as it should be.

Thirdly, the Committee believes that the newly constituted Faculty of Education should continue, as it has in the past, to cater not only for the preparation of teachers but also for the study of education itself. It is in connection with the second of these two goals in particular, though not of course exclusively, that studies in the so-called 'foundations of education' are specially germane. Yet here the Committee had some reservations; for it was felt that students in the teacher-training program do not at present receive wholly adequate grounding in these foundational studies. One reason is that the Professional Development Centre finds it necessary to organize its programs around a calendar schedule substantially different from that of the trimester system - the system followed by such foundational groups as Social & Philosophical Foundations, Behavioural Science Foundations and Communication Studies. It is not clear that this can easily be remedied. Another reason is that, as already mentioned, a number of these foundational groups - Behavioural Science Foundations and Communication Studies in particular - have evolved interests and programs which, though academically viable in themselves, are not primarily oriented towards the needs of teacher-trainees. This can perhaps be remedied by such mechanisms for co-operation as joint appointments, the mounting of 'service courses' by academic departments, the naming of liaison personnel by such departments, recognition of specialist contributions to the Professional Development Program as part of teaching load, etc.

In the light of these conclusions, the Academic Planning Committee addressed itself to the residual question of the status of Social & Philosophical Foundations. The justification for providing at least at the undergraduate level, a number of courses devoted to the exposition and criticism of fundamental educational concepts, principles and theories, is undoubted. So the role of social and philosophical studies was unquestioned. Yet questions remained as to their place within the university organization in general and their relationship to the studies undertaken within the Professional Development Centre in particular.

Prima facie four main alternatives seemed viable:

1. to grant Social & Philosophical Foundations full departmental status or status as a sub-department of some other department;
2. to incorporate the faculty members from Social & Philosophical Foundations within a departmentless Faculty of Education;
3. to establish a new Educational Foundations Centre within the Faculty of Education where members of Social & Philosophical Foundations would join with newly hired faculty specializing in educational psychology, educational sociology, etc.; or
4. to incorporate one or more members of Social & Philosophical Foundations into the Department of Philosophy in the Faculty of Arts with the remainder being absorbed in a departmentless Faculty of Education.

Examining each of these took up more of the Committee's time than any other single activity during the past five months. Throughout its deliberations, the Committee took due note of the qualifications and experience of members of Social and Philosophical Foundations and consulted with them repeatedly in order to find an optimal answer.

It finally decided to opt for (4). The reasons for this decision are sketched in bare outline below.

As to (1): the Committee concluded that Social & Philosophical Foundations could no longer be considered as a viable departmental unit as it would consist of only three or four members (one of whom may well request transfer elsewhere) and would have no prospect of expansion in the near future since any development of foundational studies would certainly need to be in disciplines other than Philosophy of Education.

As to (2): although the Committee was initially disposed to recommend this (and did recommend it in paper S71-81), it is now convinced after much consultation with both the Professional Development Centre and Social and Philosophical Foundations that the inclusion of the Social & Philosophical Foundations group alongside the Professional Development Centre within the newly-constituted Faculty of Education would create a serious imbalance within that Faculty and generate frictions of an unfortunate kind.

As to (3): the Committee believes it undesirable both because recent experience at Simon Fraser University has shown that an Educational Foundations Centre thus constituted has not contributed in the desired way to the teacher-training program as operated by the Professional Development Centre (see above), and because we are opposed to the development of such a mini-university within the Faculty of Education since it would mitigate against fruitful interaction between the Faculty of Education and those academic departments within which appropriate foundational enquiries can best be undertaken.

The Committee's final decision, then, was to opt for (4), i.e. to recommend and encourage the assimilation, within the Philosophy Department of the Faculty of Arts, of those philosophers of education whose interests are most centrally focused upon the parent discipline of Philosophy,

while recommending the inclusion within the departmentless Faculty of Education of the one (at most two) whose interests are most centrally focused upon the problems of teacher-education.

To sum up: the Committee envisages a newly constituted Faculty of Education comprising the present membership of the Professional Development Centre together with one or two members of Social and Philosophical Foundations.

SECTION III

REPORT ON THE ADMINISTRATIVE PLACEMENT OF KINESIOLOGY/

PHYSICAL DEVELOPMENT STUDIES AS REQUIRED BY CHARGE 2

As explained in Section II, Charge 4 required the Academic Planning Committee to examine a highly complex unit within the University, viz: the Educational Foundations Centre, with a view to determining the roles which its several parts should play, the internal structure and organization of these parts (or their offspring), and the administrative disposition of these parts (or their offspring) within the University at large. By way of contrast, Charge 2 posed a relatively simple problem: that of examining the unit known as Kinesiology/Physical Development Studies with a view to determining its administrative placement within the University.

Two main difficulties about the current status of Kinesiology/Physical Development Studies were noted.

In the first place, although administratively located within the Faculty of Education, academically it falls under the jurisdiction of the Senate Committee on Interdisciplinary Studies (Kinesiology). There seemed little warrant for perpetuating this schizoid status. And secondly, since Kinesiology offers an interdisciplinary program, drawing upon the resources of all Faculties, there seemed good reason to consider whether it might not better be located within an organizational structure which more clearly reflected the needs of an interdisciplinary program. An evident solution was at hand: the present Division of General Studies, or more aptly still, its envisaged successor, the proposed Faculty of Interdisciplinary Studies.

b) re-organization of the three divisions into an Educational Foundations Centre with the following constraints:

- i) single undergraduate education committee;
- ii) single graduate education committee;
- iii) single spokesman for relations external to the Centre;

both a) and b) being for a one-year interim period only, or until such time as a program or programs were approved by Senate, whichever occurred earlier.

At that time, Senate postponed consideration of motions relating to the administration of the Kinesiology Program and the abolition of the Physical Development Centre/Physical Development Studies pending receipt by Senate of a detailed proposal covering all administrative matters relating to the relocation of the Kinesiology Program.

The Board subsequently approved these actions of Senate and the resulting organization of the Faculty of Education became as shown in Attachment 3.

Nevertheless, before concluding that this relocation should in fact be recommended, the Academic Planning Committee considered two other main alternatives:

1. that Kinesiology/Physical Development Studies be placed as a department within the Faculty of Science; and
2. that it form the kernel of an envisaged Division of Health Sciences.

These were rejected for reasons of the following kinds.

As to (1): in view of the fact that the Committee heard testimony in which it was claimed:

- a) that in order to gain recognition within the university community the Kinesiology Program had already had to compromise its original goals by adopting a stronger orientation to the natural sciences than was considered desirable; and
- b) that these trends might well be expected to continue if the Program were to be located in the Faculty of Science;

the Committee decided that, even if these predictions turned out to be unwarranted, it would do better to seek a solution which did not even appear to threaten the multi-disciplinary nature of the Program.

As to (2): although the Committee was sympathetic to the idea of establishing a Health Sciences Division, it believes that any moves in this direction must be contingent upon:

- a) a thorough assessment of needs in the area; and
- b) an assessment of the desirability of establishing further professional schools at this University.

In effect, then, the Committee sees its proposal to relocate Kinesiology/Physical Development Studies within the Faculty of Interdisciplinary Studies as an optimal solution though by no means the only possible one. It is a solution which, if adopted, would enable faculty members associated with the Kinesiology Program to have access to an organizational structure which has been expressly designed to facilitate interdisciplinary and multi-disciplinary teaching and research.

Two consequences of adopting the Committee's recommendation should be noted.

1. Since each department within the Faculty of Interdisciplinary Studies is to have a committee charged with making recommendations on curriculum, and the composition of such a committee would be little different from that of the existing Senate Committee on Interdisciplinary Studies (Kinesiology), the Academic Planning Committee recommends that the Senate Committee be dissolved.
2. Since the Physical Development Centre of the Faculty of Education currently has responsibility not only for the Kinesiology Program but also for several non-credit courses and workshops, and these latter are now being assigned to the Department of Recreation, it follows that if and when Kinesiology is relocated within the Faculty of Interdisciplinary Studies, the Physical Development Centre (Physical Development Studies) will effectively be dissolved; and hence the Committee recommends its formal dissolution.

SECTION IV

REPORT ON THE ROLE OF FINE ARTS COURSES
WITHIN THE UNIVERSITY AS REQUIRED BY CHARGE 1

The Committee interpreted this charge as encompassing not only the role which courses in the fine and performing arts play in the university community at present but also the role which they could play in the future.

At present the situation is this. The University offers:

- a) (within Communication Studies) as part of the academic program of the University, a small number of credit-carrying courses, elements of which are, from time to time, related to the arts;
- b) (within the Centre for Communications and the Arts) a series of non-credit workshops in the fine and performing arts; and
- c) (also within the Centre for Communications and the Arts) a series of public lectures and concerts by resident and visiting artists.

The Academic Planning Committee sees the need to supplement existing offerings by establishing credit courses and programs in the fine and performing arts. More particularly, the Committee concluded:

1. that the credit offerings available to students should at least be expanded to include a number of those credit-worthy but non-credit-carrying courses and workshops which are already available (or approved combinations of these); and

2. that there is an evident need to develop academic credit courses in the fine and performing arts.

The non-credit workshops and related offerings of the Centre have been highly successful. They have provided opportunities for artistic development and appreciation both to members of the University and to the community at large; they have provided for students and others the sort of freedom from normal academic restrictions which encourages experimentation with new forms; they have attracted many highly motivated and often gifted students who have been prepared to devote many hours to their artistic endeavours; and they have "produced" a good many students who have gone on to successful careers in film, dance, mime, theatre and other arts.

The present international reputation of the Centre for Communications and the Arts results in no small measure from the high calibre of its public performances. The Academic Planning Committee recognizes that these activities constitute a valuable service both to the academic community and to the community-at-large.

In short, the Committee recognizes that within the University there is need for:

1. academic credit courses in the fine and performing arts;
2. non-credit workshops and related offerings in the fine and performing arts; and
3. public lectures and performances by resident and visiting artists.

Having established this much, the Committee then considered how best to satisfy these three kinds of need.

As to 1): the Committee concluded that these might best be offered by a Department of Fine and Performing Arts, and hence recommends that such a department be established. And because programs offered by such a department would need to draw upon the expertise of persons from a variety of disciplines, the Committee further recommends that such a department be administratively located within that Faculty which has been expressly designed to facilitate interdisciplinary teaching and research, viz., the proposed Faculty of Interdisciplinary Studies.

As to 2): the Committee concluded that responsibility for their organization and presentation should also rest with the Department of Fine and Performing Arts. Accommodating both credit courses and non-credit workshops within the offerings of a single department should work to the benefit of students and faculty involved in each.

As to 3): the Committee concluded that their organization and presentation should continue to be the prime responsibility of the Program Director for the Centre for Communications and the Arts. And because these activities plainly fall outside the province of the usual academic departments or faculties while fulfilling a general "service" function for members of both the university community and the community-at-large, the Committee further recommends that the Centre for Communications and the Arts be administratively located within the Division of University Services.

In short, the Academic Planning Committee is recommending the establishment of a Department of Fine and Performing Arts within the Faculty of Interdisciplinary Studies, and the relocation of a modified Centre for Communications and the Arts within the Division of University Services.

RECOMMENDATIONS

A. RE FACULTY OF INTERDISCIPLINARY STUDIES

I. GENERAL RECOMMENDATIONS

1. That a Faculty of Interdisciplinary * Studies be established with the administrative reporting and program routing structures as set out in Charts 1 and 2.
2. That the present Division of General Studies be dissolved and that its functions and administrative responsibilities be assimilated by the Faculty of Interdisciplinary Studies.
3. That the position of Dean of the Division of General Studies be abolished and that a new position, Dean of the Faculty of Interdisciplinary Studies, be established.**
4. That departments in the Faculty of Interdisciplinary Studies have the same status as departments elsewhere in the University.

* The use of 'interdisciplinary' in this context does not imply that interdisciplinary studies do not occur elsewhere in the University.

** This recommendation will require that some changes be made to Senate Paper S424.

5. That departments in the Faculty of Interdisciplinary Studies be administered as follows:

- a) each department shall have a chairman reporting to the Dean of the Faculty;
- b) the chairman of each department shall be chairman of a curriculum committee charged with making recommendations as to the curriculum of the department;
- c) membership of each curriculum committee shall normally consist of:

the chairman of the department;

2 faculty members elected by and from the department;

3 faculty members, one each from the faculties of Arts, Science and Education, appointed by the Dean of Interdisciplinary Studies on the recommendation of the Dean of the appropriate faculty; and

3 students appointed by the Dean of Interdisciplinary

Studies on the recommendation of the Student Society.

6. That the programs of the Department of Fine and Performing Arts and the Department of Social Relations, if approved, be subject to review by the Academic Planning Committee no later than three years after the inception of each program, and that the Academic Planning Committee at that time make recommendations regarding the continuation or discontinuation of each program with due provision for the welfare of students involved.

II. KINESIOLOGY

7. That the Physical Development Centre be reconstituted as the Department of Kinesiology in the Faculty of Interdisciplinary Studies.
8. That the Senate Committee on Interdisciplinary Studies (Kinesiology) be dissolved upon the establishment of a curriculum committee for the Department of Kinesiology.

III. SOCIAL RELATIONS

9. That within the Faculty of Interdisciplinary Studies there be established an interim Department of Social Relations comprising those faculty members from within the present Faculty of Education who wish to transfer to such a Department.
10. That the faculty members transferred to the Department of Social Relations continue, for the present, to offer those courses which are currently offered by Behavioural Science Foundations and Communications Studies.
11. That the Academic Planning Committee establish an Ad Hoc Steering Committee as an interim curriculum committee for the Department of Social Relations and that this committee be responsible for submitting to the Academic Planning Committee (no later than January 31, 1972), through the Dean of Interdisciplinary Studies, a proposal for a coherent program in Social Relations which would both have a content distinct from that of courses offered elsewhere in the University and be well suited to the qualifications and research interests of faculty members in the department.
12. That within 30 days of receiving such a program proposal the Academic Planning Committee recommend its acceptance or otherwise to Senate.

13. That notwithstanding the interim status of the Social Relations Department, faculty members within that department should, in the 71/72 academic year, be considered for promotion and tenure in the normal manner.
14. That the units known as "Educational Foundations Centre," "Behavioural Science Foundations," and "Communication Studies" be dissolved.

IV. FINE AND PERFORMING ARTS

15. That, within the Faculty of Interdisciplinary Studies, a Department of Fine and Performing Arts be established.
16. That the Academic Planning Committee establish an Ad Hoc Steering Committee for the Department of Fine and Performing Arts and that this committee be responsible, through the Dean of the Faculty of Interdisciplinary Studies, for submitting to the Academic Planning Committee a proposal for a program in Fine and Performing Arts which:
 - a) would include a number of those credit-worthy but non-credit-carrying courses and workshops currently offered by the Centre for Communications and the Arts; and
 - b) would also include a range of new academic credit courses in the Fine and Performing Arts.
17. That consideration of minor or major programs in the Fine and Performing Arts be deferred until these credit courses are established and the nature of student demand is fully assessed.
18. That appointments to the Department of Fine and Performing Arts

be made in accordance with the normal university procedures, e.g., procedures for regular appointments at the assistant, associate, and full professorial levels, and visiting appointments.

B. CENTRE FOR COMMUNICATION AND THE ARTS

19. That the Centre for Communications and the Arts be transferred to and administered within the Division of University Services.
20. That the Centre for Communications and the Arts be responsible for offering public performances and the like to members of the university and the community-at-large.
21. That the Program Director of the Centre for Communications and the Arts assume responsibility for all aspects of the Centre's operations and act in liaison with the Department of Fine and Performing Arts.

C. FACULTY OF EDUCATION

22. That the Faculty of Education be newly constituted so as to comprise the faculty members currently in the Professional Development Centre and members currently in Social & Philosophical Foundations, as designated by the Academic Vice-President.
23. That the Faculty of Education, as newly constituted, be charged to submit (by January 31, 1972) a report to Senate through the Academic Planning Committee, covering the following points:

- a) detailed recommendations for undergraduate and graduate program modification and development;
- b) detailed recommendations regarding staffing patterns and priorities; and
- c) steps to be taken relating to the organizational structure of the Faculty - specifically its Faculty Co-ordinating Council, Graduate Studies Committee, and Undergraduate Studies Committee.

24. That the recommendations made regarding programs within the Faculty of Education satisfy the following constraints:

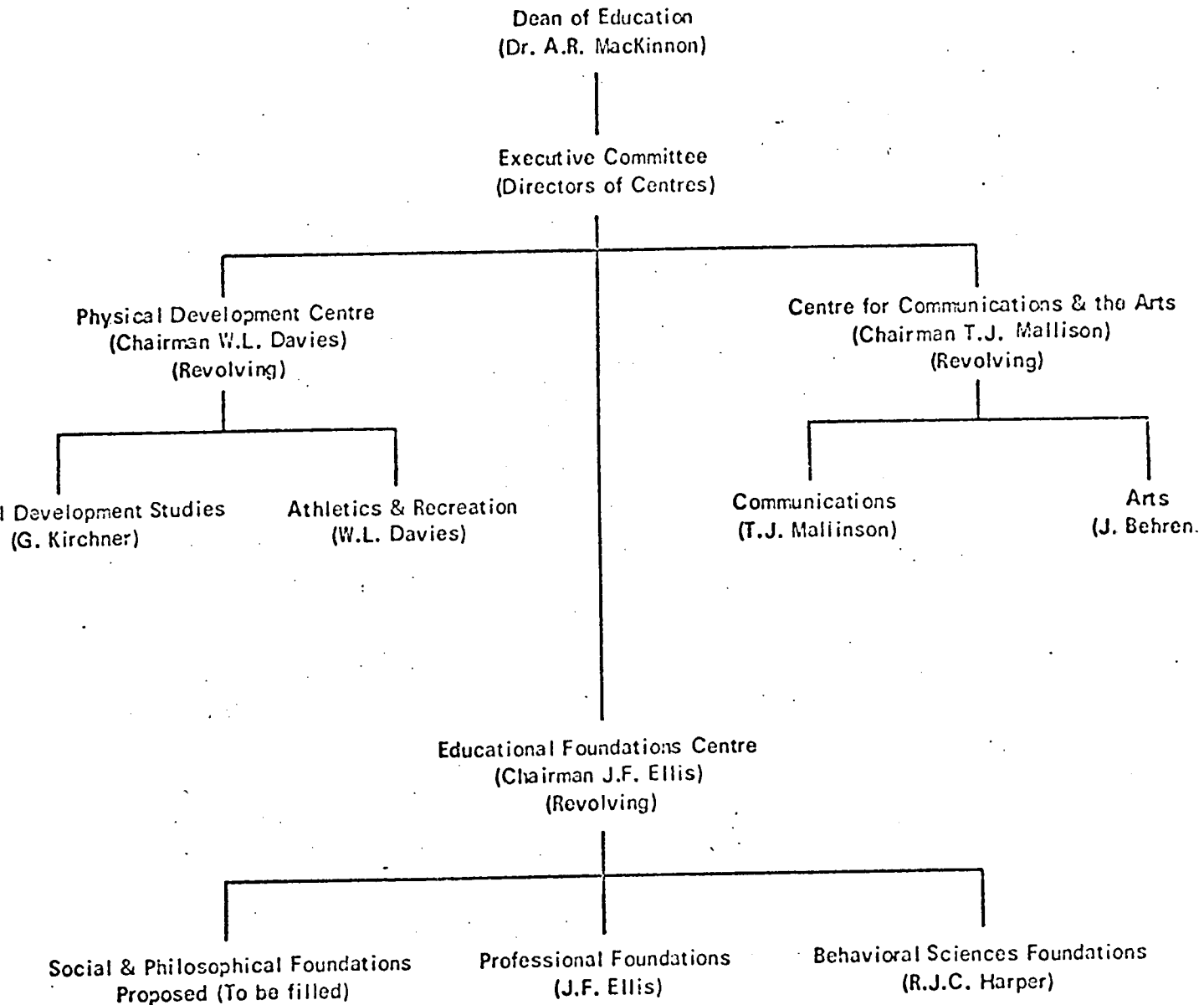
- a) courses should bear the designation "Education";
- b) responsibility for Education courses currently numbered 201 and 202 should be retained by the newly constituted Faculty of Education; and
- c) additional work in the foundation areas of education should be integrated as far as is possible into the programs of the Faculty of Education without provision for majors in the foundational areas themselves at the undergraduate level.

25. That pending approval of the faculty's organizational structure (as required by 23.c) the Faculty of Education be administered by the Acting Dean with the support of those persons who are currently employed within the Dean's Office and within the administration of the Professional Development Centre.

26. That the Philosophy Department be invited by the Academic Vice-President to assimilate those members of Social & Philosophical Foundations not designated to remain in the Faculty of Education.
27. That the faculty members transferred from Social & Philosophical Foundations into the newly constituted Faculty of Education or the Philosophy Department continue for the present to offer the courses for which they have hitherto been responsible subject to review by the curriculum committees of the Faculty of Education and the Department of Philosophy respectively.
28. That, with the acceptance of the above recommendations, the units known as "The Professional Development Centre" and "Social & Philosophical Foundations" be dissolved.

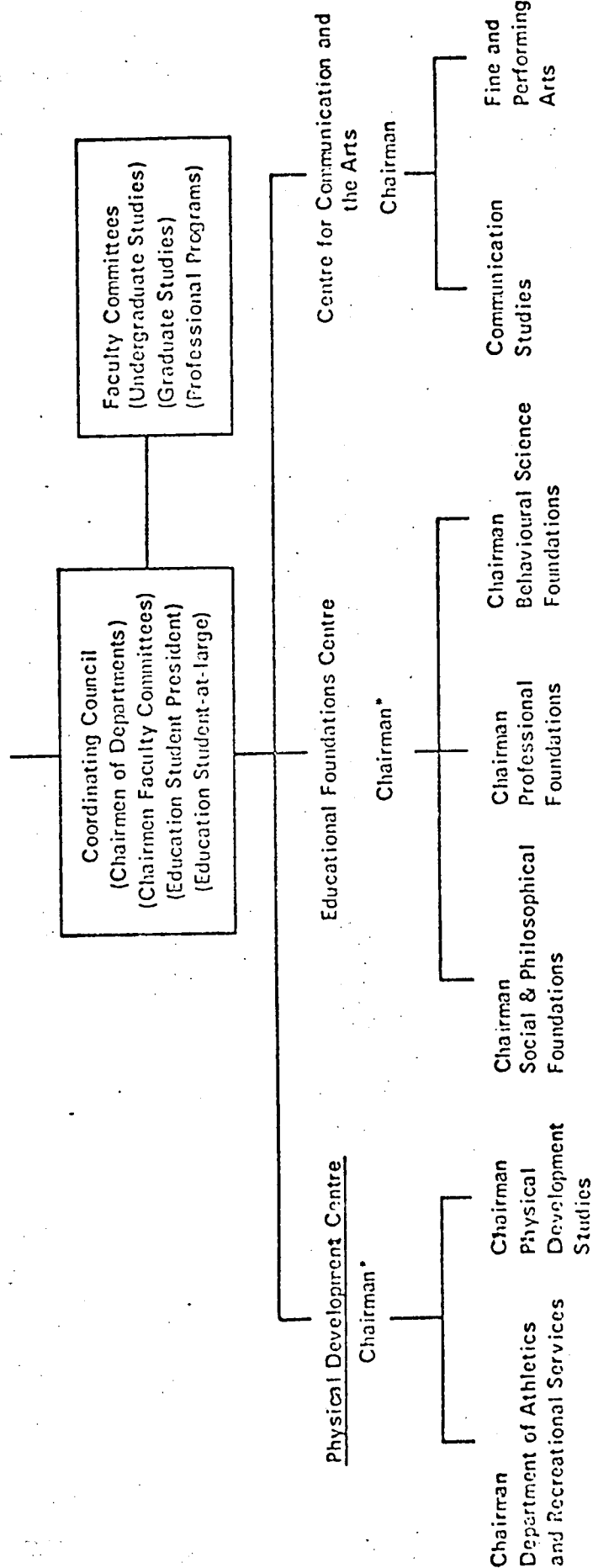
ORGANIZATION OF THE FACULTY OF EDUCATION

ACCEPTED BY THE BOARD OF GOVERNORS - MARCH 1967



DeFACTO ORGANIZATIONAL STRUCTURE

Administrative Assistant — DEAN
ASSOCIATE DEAN



*Chairmanship of each Centre will rotate among the three Directors.

FACULTY OF EDUCATION: ~~PRESENT~~ ORGANIZATIONAL STRUCTURE -

ACCEPTED BY THE BOARD OF GOVERNORS ON

1971

Administrative
Assistant

DEAN
ASSOCIATE DEAN

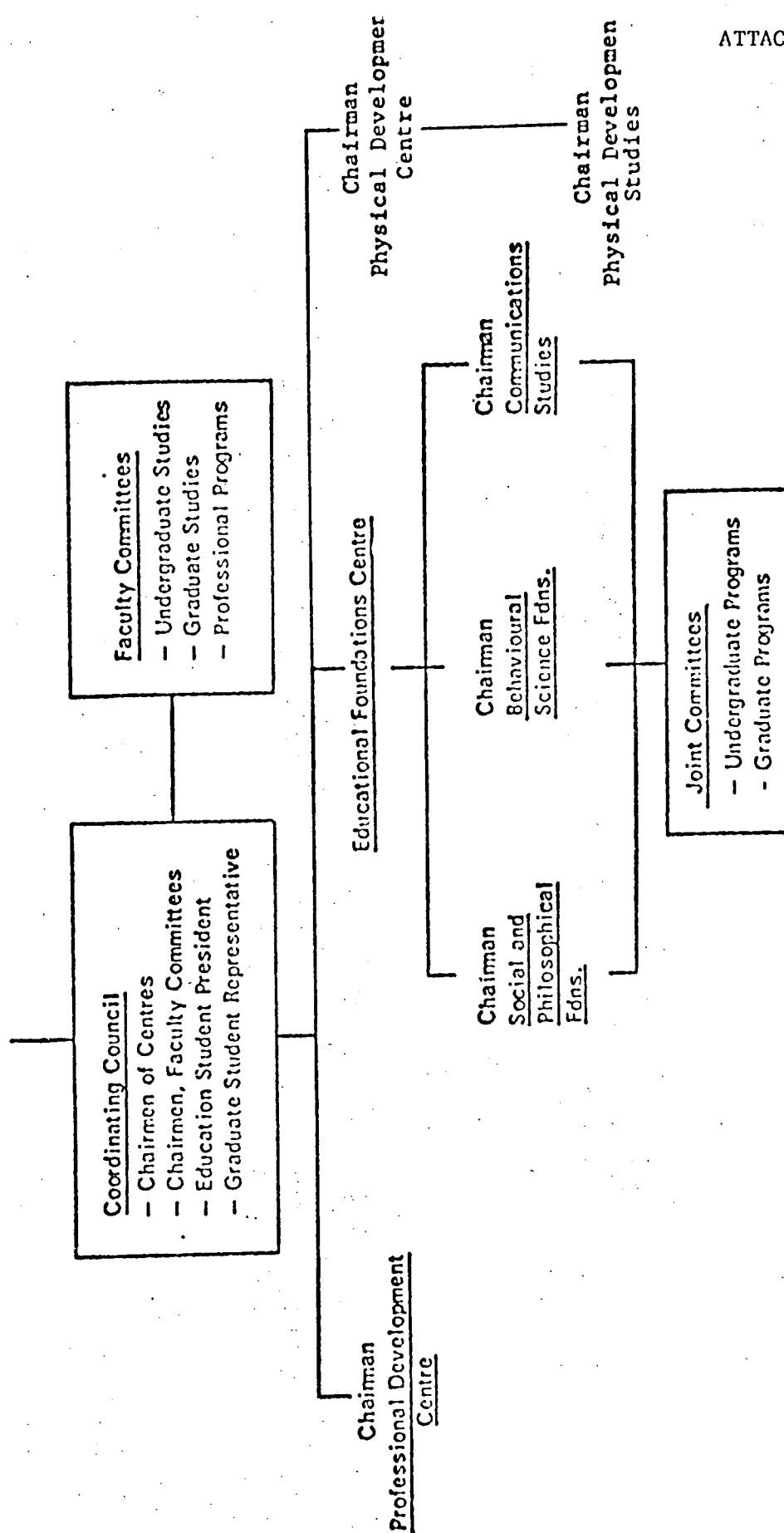
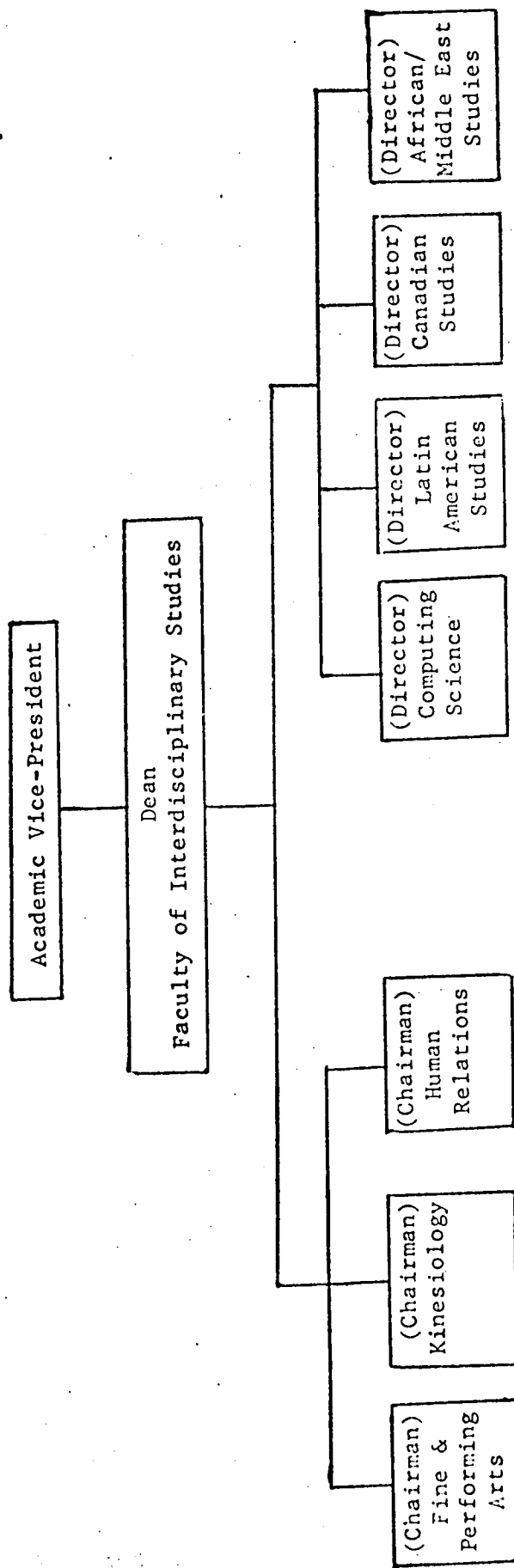


CHART 1.

ADMINISTRATIVE REPORTING STRUCTURE

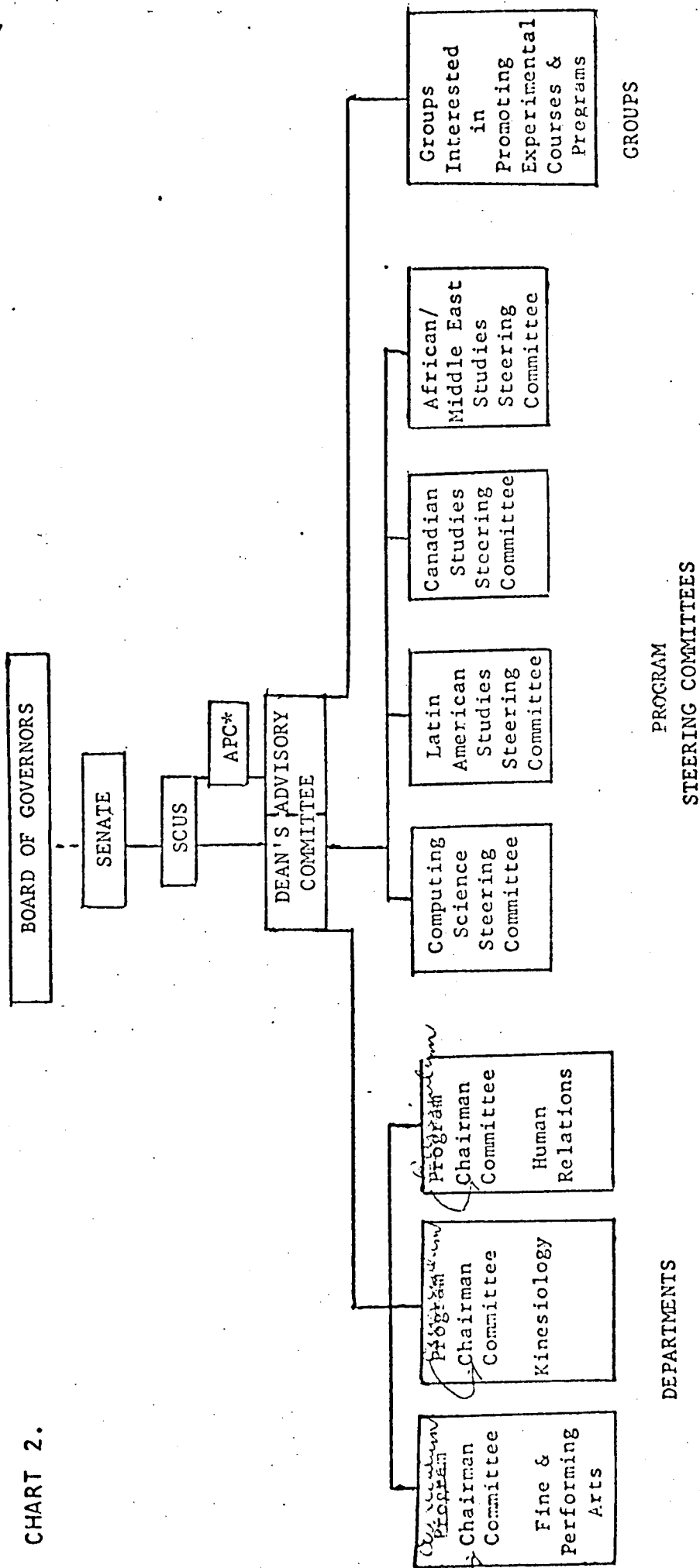


DEPARTMENTAL CHAIRMEN

GENERAL STUDIES PROGRAM DIRECTORS

PROGRAM ROUTING STRUCTURE

CHART 2.



* required to review new programs