

SIMON FRASER UNIVERSITY

*Under Review
Admission
Standing*

MEMORANDUM

To..... Dr. K. Strand
..... Acting President

From..... A. R. MacKinnon
..... Dean of Education

Subject..... Admissions and Standings -
..... Suggested Policy.

Date..... April 30, 1969

PRESIDENT'S OFFICE
SIMON FRASER UNIVERSITY
MAY 5 55 PM '69

Extensive individual comments have come to the Dean's Office, Faculty of Education since the report was distributed. Discussion took place at the Faculty of Education meeting on Monday, April 28, 1969, on this item. The two hour debate showed that most persons attending the meeting had read the report and had discussed the various recommendations with their colleagues. It is apparent that further delay in debate on this report with faculty is unwarranted.

Faculty recognized that the recommendations contained in the report do not represent any ultimate solutions to the intensely complicated problem. There is agreement that the recommendations will remove many of the current irritations. Some matters, however, can only be resolved through major changes in higher education, not only in British Columbia but throughout Canada.

Faculty expressed the view that action should be taken soon by Senate and that policies agreed upon there should be implemented immediately, even if priorities have to be set for a major increase in counselling service and Registrar's Office personnel. View was expressed that a problem of considerable magnitude did prevail for a small group of students and that the University should be taking action to resolve these difficulties, if not on policy decisions at least on humanitarian grounds.

General faculty agreement has been expressed on the principles embodied in the report. No substantial disagreement has been developed on any of the major issues. What follows, accordingly, are suggestions for improving the recommendations or implementing the policies:

1. It is felt that the Admissions Board should issue guidelines to departments before seeking from them listings of course equivalencies. (See page 17, items 6 and 9).
2. Faculty recommends that a student must complete the equivalent of two years of his degree program at Simon Fraser University if this University is to have any character of its own as a degree-granting institution. This will mean that the maximum transfer credit allowed will be 60 semester hours. An applicant seeking

admission with transfer credit should be advised that courses he transfers, together with those that he subsequently takes at the University, must meet the general and specific requirements of the Faculty and the Department in which he chooses to major or honor.

3. The Faculty is concerned that there should be an extension of university level learning opportunity that may not qualify under the normal category of admissions. Three types of special entry should be developed on an experimental basis:

Early admission

Early entry

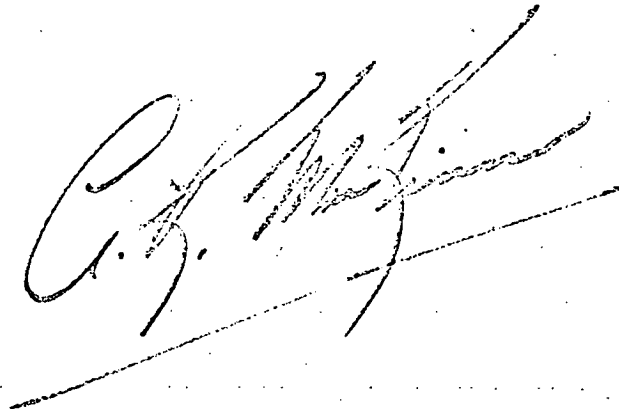
Mature entry

Continuing evaluation of these students should occur and where conditions warrant, additional degrees of freedom should be permitted for entry.

4. It is suggested that applicants from other countries must submit sufficient evidence of the equivalent of Senior Matriculation or comparable levels of achievement before admission takes place. The award of transfer credit should be at the discretion of the Admissions Board but will normally be on the same basis as if the applicant was seeking admission to a university in his home area.
5. Given the trimester operation, faculty expressed the view that these students should be given an opportunity to test themselves on their ability to handle university work. The principle to be followed is that a university experience should be available to those persons who are capable of handling university work. Accordingly, some discretion should be permitted for the Admissions Board to grant admission on those occasions when the full criteria are not met. However, a student who is requested to withdraw for a second time at the University should be required to withdraw permanently.
6. It was the majority view of faculty that there should be no retro-activity in the implementation of any new policies.
7. Since admissions and standings are matters which transcend university policy it was the view of faculty that there was a need for an external body that could provide reliable information on

courses offered and equivalencies at other institutions. Some doubt was expressed about the capacity of the Academic Board to follow this coordinating role. It is suggested that the Academic Board be asked for a statement clarifying its position on specific recommendations made in the report.

8. The Faculty of Education is concerned that admissions and standings policies should be the subject of continuing review with frequent reports being made to Senate and Faculty. Policies which might be established now should be regarded largely as experimental while other alternatives are explored. It is the feeling of the Faculty that University problems of space or budgets should not be used as the basis for decisions on educational matters. In a situation where the University extends itself to the community through radio, television and alternative forms of teaching, (e.g. The Open University of Great Britain, or when the University moves from the accumulation of credits as a basis for granting degrees, through to the examination of persons only at the degree level), admissions and standings would not represent the same problem which they now do at this institution. It is the wish of the Faculty of Education that such alternatives should be explored.



ARM/ps

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Dr. K. T. Strand

Acting President

Subject: THE ELLIS REPORT

From: B. L. Funt

Dean of Science

Date: April 24, 1969

A meeting of the Heads of Departments in the Faculty of Science and the Senators of the Faculty of Science was held on April 23rd to consider the recommendations of the Ellis Report.

At the time of the meeting, the "Unsolicited Report of the Senate Committee on Undergraduate Admissions and Standing on the Ellis Report" was available and in the hands of all members present. It was therefore decided to consider the recommendations in the Ellis Report and the amendments suggested simultaneously.

General Assessment

There was a full consensus that the Ellis Report was sound, acceptable in principle, and that it should be adopted by the University. There were definitive views that changes in detail were required, but these did not detract from the overall importance and acceptability of the Report.

Detailed consideration indicated the following:

1. Retroactivity. There was full agreement that retroactivity could not be implemented and should not be recommended.
2. Candidacy. There was agreement that a candidate for a degree at Simon Fraser must have spent at least two years of his study at this University. Therefore, recommendation 25-12 of the Undergraduate Admissions and Standing Committee was endorsed unequivocally.

The Committee considered the various recommendations of the Senate Committee on Undergraduate Admissions and Standing on the Ellis Report. These were found to be valuable amplifications and amendments which strengthened rather than detracted from the Ellis Report.

However, there were several points on which our group did not endorse the changes suggested by the Undergraduate Admissions and Standing Committee. These were as follows:

1. Page 26-1.221. Our Committee considered that the original Ellis recommendation was preferable, and believed that a C average and not individual grades of C should be the governing consideration.
2. Page 33-31. Our group considered that A level credits should be granted as recommended in the Ellis Report.

April 24, 1969

Two further points must be made. It was indicated that some interim mechanism will be needed for recommendation 3 in the Ellis Report, and this will have to be done internally in the University if not accomplished by the Academic Board.

Furthermore, the Ellis Report does not mention the question of entry into an Honors program. Thus, in reference to section 5, departments may not bar students from entering into a regular program of studies on transfer from an external institution. However, departments must maintain the right to advise students whether they are eligible for entry into Honors programs. Such advice and determination is within the framework of present departmental prerogative. In the case of Honors programs, this should remain within the department's competence.

With these minor changes, I am happy to report that our group considered the Ellis Report eminently satisfactory, and we trust that it will be implemented with minimum delay.

BLF/cj




SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. K.T. Strand,

Acting President

Subject: Ellis Report

From: Dean Sullivan

Faculty of Arts

Date: April 28, 1969

PRESIDENT'S OFFICE
SIMON FRASER UNIVERSITY
APR 29 2 24 PM '69

In the memorandum in which you postponed the date of the first Senate hearing on the Ellis Report you asked that the Deans of Faculty prepare comments for you by April 25.

The following steps have been taken to generate information regarding the principles, and the mechanisms for revising our Admissions, Standings and Transfer and other policies suggested in the Ellis Report:

(a) Chairmen of all academic departments were asked to prepare written submissions to me concerning any part of the Report they were concerned with.

(b) Individual Faculty members were notified that they should if they wish respond to the Report in writing to me.

(c) The Curriculum Committee of the Faculty of Arts was asked to hold a special meeting to discuss the Ellis Report.

(d) I have asked Dr. L. Boland, Special Assistant to the Dean of Arts, to prepare a set of draft amendments to section 13 in accordance with whatever consensus he may find in this Faculty.

The information gathered through the above processes will not all be available by April 25, but most of it should be available by the May 6 meeting. I shall circulate that material to other Senators and send copies of it to you as Chairman of Senate when it becomes available.

For the remainder of this report to you, I shall provide (a) copies of written statements generated under item 1 above available at this time, and (b) my own comments on the report, its structure, and the disposition of its parts. While my own commentary is in part based upon discussion with other Faculty members and Senators and incorporates in some cases their comments, it would be unfair of me to present my position as solidly that of a consensus. I am sure you realize that the magnitude of the Ellis Report, given its complexity in its part-to-part inter-relationship, that it is extremely difficult to present any unified view of it.

I should like to offer these priorities without prejudice to the procedures Senate has established for point-by-point discussion of the Report. The order of priority I offer is in terms of the significance to needed change

and reflects order from 'most needed now' to 'less needed now'. To begin with, I think there are parts of the Recommendations (Section 1) of the Report which should not be adopted unless they are done so in conjunction with other inter-related Recommendations of the report:

- (a) Items 1, and 5 through 8 reflect a set of principles that with slight amendment could be adopted to immediate benefit, even if the other sections in the Report were not adopted immediately.
- (b) Items 12 and 13 to my mind should be very carefully related, more so than they now are, and should both be adopted or deferred until such time that they represent a more intergrated mechanism.
- (c) Items 2 through 4 suggest a mechanism not absolutely necessary to (a) and (b) above; but, providing that certain modifications and clarifications of items 2 through 4 are obtained, might improve the conditions of implementation of (a) and (b) above.
- (d) Items 9, 10, 11, 14, 15, 21, 22 are all related to the structure and function of the Admissions Board and the Appeals Board. I see these as an intergrated whole that should be dealt with as such, but after (a), (b) and (c) above.
- (e) Items 20 and 23 concerning the effective date of any policies adopted from the Ellis Report and retroactivity also represent a single problem that should be discussed as such.
- (f) Items 18 and 19 as well are significant, but not pressing; thus, they could be deferred until some later date, but when dealt with should be dealt with in conjunction of one another. Items 16 and 17 concerning a program of course challenge are important but not of urgency at this particular time.

The first general remark that I wish to make about the Ellis Report concerns the accreditation process suggested in sections 2, 3, 4, and elsewhere throughout the report.

While the Academic Board may become the agency for accreditation in this province, it is not sufficiently clear at this time that it is. If it is to act as an accrediting body, I suggest the following conditions, among others, ought to apply.

- (a) that before anybody takes on the difficult job of 'accrediting', the related colleges and universities of this province would have to meet to work out to their mutual satisfaction (i.e. generally, to the mutual satisfaction of the departments involved in all institutions) the policies and procedures for accreditation.
- (b) that before any mechanism became workable more would have to be known on the predictability of the success of students transferring from one institution to another. At this time it is my understanding that only for VCC students is there any reliable body of data available on transfer students. One important point here is that before any college is accredited (or its programs, or its courses) a certain minimum time period required during which accreditation is tentative and during which the appropriate data on the institution may be generated.

For all anyone knows at this time, the Perry Commission Report could result in a changed or redefined status for the Academic Board of British Columbia, in fact for the whole structure of post-secondary education in B.C. Until the Perry Commission Report is published and action taken on it, care should be exercised in attempting to assign long term responsibilities to the Academic Board.

As well, I detect a very real matter of principle concerning the Academic Board and its function. The Ellis Report does not make altogether clear whether or not the Academic Board should function as a clearing house for information or an accrediting body with prescriptive and proscriptive power over the universities and colleges. Until this is clarified it is doubtful that most or all the departments in the Faculty of Arts will have the necessary confidence in the Academic Board to "rely heavily upon" their advice or their information. One should also consider the present structure of the Academic Board in terms of the task that is proposed for it to undertake. Two general representatives from this University are not sufficient to generate "reliable" data on 'individual courses' or in some cases, 'departmental programs'. General advice on the status of libraries, quality of staff, and the like, might be possible under the present composition of the Board. It is not realistic to think that the present composition can generate detailed information on courses, not certainly within the time limits suggested in the Report. On page 12 the Report asks under item 2 that Senate "endorse in principle the procedure for accrediting colleges". It is quite one thing to endorse the principle that colleges should be accredited but quite another to say that the Academic Board should be or is, in its present state, the body to perform that function. What in fact the Report is asking this University to do to endorse not only the principle that accreditation should occur but that the Academic Board should do it. Further, it is suggested that the Academic Board should be asked to accredit courses, programs, and institutions without any knowledge on our part of what specific mechanisms in terms of guidelines, operating procedures, evaluation mechanisms, data generation systems, and the like, would be utilized. Certainly there is little to gainsay endorsing a principle as such, but it is quite another matter to endorse a 'practice' that is neither fully known, nor, I suspect, even minimally worked out at this time.

Comments on part C. One bothersome locution that occurs frequently in this section is the general statement that advice, information and the like should be obtained, sought, or the like from the Academic Board and similar agencies. It is important, I think, to know what these other agencies are.

On page 14 it is argued that "our departmental lower division requirements typically exceed twelve semester hours but most colleges will not likely offer more than twelve hours in a discipline." It is continually argued in the Report that because the colleges of this province are at this time multi-purpose institutions they cannot (I suspect) afford to offer more than 12 hours in most disciplines. The force of numerous statements relating to this is to say that because the colleges cannot afford to offer more than 12 hours, we should tailor our prerequisites to 12 hours or thereabouts in each area. If that is the argument, it is not a forceful one as presented. We must assure that our lower division programs in the various disciplines and sciences are

competently established. (In fact the majority of our lower division programs require in excess of 12 credit hours for the student who plans to enter a major or honors program.) Modification of some of our lower division prerequisites in terms of the gross number of hours needed might be possible, but that is a departmental, faculty, and Senate matter. To accept a principle or practice based on the fiscal limitations of other institutions is not sound planning. If Department X at S.F.U. competently requires 18 hours of prerequisites and specifies them in the Calendar then the responsibility is for College Y with students in Subject x is (a)

(a) to offer the courses that will allow a student after 2 years to enter here having fulfilled the lower division requirements or

(b) to inform the student at the onset of his study that College Y simply does not offer a program whereby students may transfer to S.F.U. Department X having fulfilled all the prerequisites.

That some of S.F.U.'s departments have too many prerequisites is an argument that may be tested internally. In general, that S.F.U. should reduce the number of prerequisites simply because other institutions cannot afford to put them on is not a question of academic quantity or quality, but of social utility. That regional college students or anyone else interested should be clearly and specifically informed what they must do in order to transfer with the greatest number of units to their credit for work at a regional college, and complete their programs in the minimum time necessary in terms of what they have taken, is undeniable. The communication of such information has not been adequate --- both here and at the regional colleges.

In light of all the above, I am a bit concerned about Recommendation 5.4 on page 16 which says that a student (in effect) should be able to complete a degree program in four academic years provided that he has made a "reasonable effort to complete prerequisite lower division work for his chosen program during his first two years of study." If prerequisites are courses necessary for further study in a discipline, then it seems to me a student has either completed them or not completed them, and should be treated accordingly. On the other hand, if departments have courses they call prerequisites that are not, then they should rename them in such a way to indicate that they are courses that would be helpful but that are not necessary.

Comments on Part B, on page 20, point 1.4. In terms of the substance of earlier remarks on the Academic Board, this item should be taken in conjunction with the sections that deal directly with the Academic Board, in that it is a recommendation that dovetails into the acceptance or non-acceptance of the Academic Board as an accrediting agency.

Comments on part E. Statement of Admissions and Transfer, page 24. It seems to me that it is imperative for Senate to discuss (in light of present exigencies at other universities in this Province and the monetary situation with respect to higher education) the minimal averages for entry to S.F.U. I suggest that discussion should fall on whether or not our minimal requirements should be raised to 65%.

On page 25 the statement appears "the Dean of the faculty is to petition the Admissions Board to consider granting up to 30 additional transfer hours of credit for courses taken elsewhere that replace specific courses on the student's major program." I consider that a departmental function and not a Dean's prerogative. If this principle is to be accepted, and I see no specific argument for favoring it, then it should be the responsibility of the department to which the student transfers -- in the case suggested, at a very advanced stage in the major or honors program.

Another principle involved in this section is what the minimum course grade transferable with credit and standing for a given course should be. I suggest that no course bearing a grade of less than C should be transferable. This is a very common practice in institutions where transfer is frequent.

Section 2. [Applicants from Elsewhere.] One notes that the principle of equivalency in terms of minimum entry requirements is not consistent. On the one hand the Report stresses where if a student is eligible to enter a university in his home area, then we should consider that eligibility equivalent here. I should like to point out (as has the Faculty of Arts Curriculum Committee) that in Section 3.2, page 33, entry requirements for students from the United States is significantly different here than it would be there in very reputable institutions. For instance, to enter the University of California, a reputable institution, no student is required to have had 40 semester hours or 45 quarter hours of work at another institution. It seems to me that we must argue in accordance with the principle that a student from California eligible to enter the University of California, or similar reputable institutions there, would also be eligible to enter S.F.U. These remarks of principle apply in other cases throughout this section.

Continuance, Withdrawal and Re-admission, page 36. Considerable feeling has been expressed from time to time in this University that a semester to semester continuance mechanism is not adequate. I hope to forward to you more detailed information on this subject prior to the Senate meeting of May 6. I would at this point like to remark that I think a major amendment to this section is in order. It might be along the lines of the following: "A student whose cumulative GPA is below 2.0 after 3 semesters attendance at S.F.U. would be required to withdraw for at least one calendar year."

Comments on Part J: [Implementation] The term refers to the whole of the Ellis Report. Senate should deal very carefully with two questions concerning the timing of implementation:

(a) that it should first discuss, modify, and implement those matters which can be handled internally and

(b) that it should then consider the implementation of mechanisms, principles and responsibilities that interrelate with other institutions.

Certainly the matter of the Academic Board should be deferred until such time that Senate has more information. For the Academic Board to perform the functions suggested in this Report between now and September or between now and the time that students entering in September would have to be notified is, I think, very unrealistic. To modify our mechanisms within the time period prescribed, I suspect, would lead to another situation of mis-information or inadequate information to the frustration of many in this institution and outside it.

In answer to the question of retroactive application of whatever is adopted by Senate: that question must be dealt with in terms of the rules of retroactivity which Senate has already passed. Senate should take a position in principle on retroactivity with respect to all modifications of rules or regulations and the applicability of new or modified programs. Senate should, I think, take its calendar as "contractual" in at least one sense of that word. The principle should be that a student who enters under a given calendar should realize that in order to complete his program he will be held responsible for the matter of that calendar. That is a difficult principle to implement and it is especially frustrating in our circumstances.

D.H. Sullivan

DHS:eg

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean D. H. Sullivan

Faculty of Arts

Subject Ellis Report

From K. Okuda, Deputy Head
Department of Economics & Commerce

Date April 24, 1969

A Department Meeting was held on Tuesday, April 22 to discuss the Ellis Report. The following points were raised by members of our Department:

1. Item 1.251, p. 28

The consensus of the faculty present was that courses passed with a D grade should not be given transfer credit.

2. Course Challenges, Part H

There was agreement with the principle of course challenges. The following suggestions were made concerning implementation:

- a. Those who wish to challenge a course should take the final examination for the course. Faculty are reluctant to prepare a separate examination for those wanting to challenge.
- b. No credit be given for courses successfully challenged. Course challenge would then be considered a means of moving into advanced work more rapidly.

3. Academic warning and probation, p. 36

The conditions are such that students permitted to continue their studies can reasonably expect to attain the 2.0 G.P.A. required for graduation.

K. Okuda

KO/an

Stamp: RECEIVED
APR 25 1969
FACULTY OF ARTS

CURRICULUM COMMITTEE OF THE FACULTY OF ARTS SUBMISSION
ON THE ADMISSIONS AND STANDINGS REPORT

The Faculty of Arts Curriculum Committee is concerned about several areas of the Ellis report on Admissions and Standings. It has, therefore, recommendations which would remedy shortcomings of the report.

Academic Board:

1. The Curriculum Committee wishes to record itself as in favour in principle of the Academic Board provided it operates in conjunction with and accepts the advice of properly constituted separate subcommittees for each discipline. These subcommittees should be composed of representatives from the given department from each University and College in the province.
2. The Committee further feels that although courses may be accepted for transfer credit, only an individual department of a given University can determine standing and prerequisites for its program or programs.
3. The above requirements should be made part of the terms of reference of the Academic Board.

Transfer Credit and Advanced Standing:

1. The Committee favours acceptance of transfer credit for courses at the University level although not taught at Simon Fraser. The type of credit, however, (see page 17: 8) can be determined only by the department of the student's major.

Statement on Admissions and Transfer:

1. Although recognizing that the university would treat transfer students differently than its own, the committee cannot under any circumstances sanction the transferring of credits in courses with a grade below a C.
2. The Committee has considerable reservations about the fact that the standards for entrance of students from U.S. high schools are more rigid than from any other area in the world. It would like to see the principle enunciated throughout the report that students from outside B.C. and foreign students be accepted into Simon Fraser in the same way in which they would be accepted into a leading institution from their own area. (see page 33: 3.2 and page 34: 3.3) Further, the high requirements for one nationality appear to contradict the spirit of number 2 of the Statement of Operating Guidelines on page seven: "The university should not exclude persons on the basis of race, colour or creed." The committee does, of course, recognize that "The university has a particular responsibility to qualified applicants from the Province of British Columbia." (page 8: 3)

3. It is the opinion of the Committee that for procedures on Admissions and Transfer to work the permanent Senate Committee in charge of Admissions and Standings must have tight control over the administration of the policies of Senate. They must have auditing and post-auditing procedures and privileges and be allowed instant access to any student record.

Statement on Continuance, Withdrawal and Readmission:

1. The Committee recommends that statements 1 through 5 on page 36 be amended to substitute the word "will" for "may."

Course Challenge:

1. The Committee wishes to point out, whatever the final number of hours a student is allowed to challenge, that a distinction ought to be made between courses in which the final product is the crucial factor irrespective of the manner in which the product is achieved and courses in which the process of participation is crucial. As a general principle only courses in which participation is not an important factor should be allowed to be challenged.
2. The Committee would like to amend the section on Course Challenges by adding the following on page 41:
 - g) There will be a fee of (\$10 or \$15) for each course challenge in order to cover administrative costs of such a program.

Such a fee would have the additional benefit of discouraging students from challenging a course unless they really felt they had a good chance of challenging it successfully.

Retroactivity:

1. The Committee endorses the principle of full retroactivity and recommends that procedures to allow it be implemented. One possible method is to release the Admissions Board (or Undergraduate Admissions Committee) from all or part of their teaching duties for the time necessary in order to clear up this massive injustice. Because general policies would need to be worked out first and because of the amount of advance time necessary to work out teaching duties, such a release of Faculty time probably could not take place before the 69-3 semester.

SIMON FRASER UNIVERSITY

MEMORANDUM

J. McNaulty

Assistant to the Dean of Arts

Subject.....

From..... D. McPhie

Assistant Registrar, Records

Date..... 23rd April, 1969

As requested, I am enclosing an extract from the Minutes of the Senate Committee on Undergraduate Admissions and Standings' meeting of December 30th, 1968, outlining the guideline used in determining the academic status of each student registered for the 1968 Fall Semester with grade point average of less than 2.00.

If further clarification is required, I would suggest you contact the Chairman of the Senate Committee on Undergraduate Admissions and Standings directly.


D. McPhie.

Encl.

DMcP:bc

cc: H. M. Evans

MINUTES OF MEETING OF SENATE COMMITTEE ON UNDERGRADUATE ADMISSIONS
AND STANDINGS HELD ON DECEMBER 30, 1968, AT 10:30 A.M. IN THE BOARD
ROOM, LIBRARY

Present: D. A. Meyers Acting Chairman and Secretary
C. Day
D. McPhie
D. Meakin
W. Williams
L. Wilson

The examination results for the 1968 Fall Semester were considered and the table shown below was used as a guide line in determining the academic status of each student with a Grade Point Average of less than 2.00.

<u>Comment in</u> <u>Preceding Semester</u>	<u>Semester G.P.A.</u>	<u>Academic</u> <u>Status</u>
None	0.99 - G.P.A. - 2.00	* * * *
None	0.00 - G.P.A. - 1.00	Probation
* * * *	0.99 - G.P.A. - 2.00	Probation
* * * *	0.00 - G.P.A. - 0.99	Withdraw
Probation	0.00 - G.P.A. - 2.00	Withdraw

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Dean of Arts

From: J. Hutchinson, Acting Chairman,
Department of History,

Subject: Ellis Report

Date: April 28th, 1969.

The Department of History agrees in general, with the spirit of the Ellis Report and with the principles embodied in it. In a meeting of 20th March 1969 the Department adopted a policy of transfer credit and standing which embodies the same principles and spirit. (see, for information, enclosure (1): Report of the Undergraduate of the Undergraduate Studies Committee which was approved by the Department of History).

There are, however, some specific questions the department would like to raise about the report.

- 1) While the Department may agree with the principle of accrediting powers resting with the Academic Board concerning overall academic effectiveness and programs in general, it would be concerned about credit granted for specific course equivalents without close consultation with the departments concerned. The Department finds recommendation B-3 (page 12) somewhat ambiguous in this respect.
- 2) With respect to the statement on Admissions and Transfer (pp.24-34) the Department recommends that transfer credit only be awarded, in all cases of transfer, for courses in which a 'C' or better has been obtained.
- 3) The Department strongly endorses the statement and recommendation on Special Entry students, particularly with respect to mature students.
- 4) Under Part J, the question of retroactivity, the Department of History recommends the adoption of alternative (c) (p.45).

RLK;wf
Encl. 1

Office of the Dean

APR 28 1969

Faculty of Arts

(from Undergraduate Studies Committee Minutes - March 12, 1969.)

The Committee decided to recommend to the Department a new policy on Grade 13 transfers and to review the entire transfer situation. The Chairman suggested the acceptance of the general principle that credit be granted for all courses successfully passed in post-secondary work within B.C., with course equivalents being granted where applicable and unallocated credit in History where no course equivalents existed. This principle is at present applied to all junior colleges in the province, with the exception of Okanagan which is treated as Grade 13 since it uses the Grade 13 syllabus. This principle had not been applied to Grade 13 before July.....

The Committee acknowledged that the Department had always had reservations regarding Grade 13 based on a concern for the quality of the instruction at that level. The committee, however, unanimously agreed that the student does Grade 13 work in good faith and that he should not be penalized by a refusal to accept his work once completed, that he should be given the benefit of the doubt and granted full credit and standing. He could, of course, be advised to do additional work in History as electives. The committee therefore recommends:

- 1) That transfer students from Grade 13 be given full credit and standing by the Department for work in History successfully completed in Grade 13.
- 2) That Grade 13 History 101 be treated as the equivalent of History 101 and three unallocated hours in history.
- 3) That Grade 13 History 102 be treated as the equivalent of History 242 and 282.
- 4) That the Registrar be requested to pull the records of all students who had been granted credit for Grade 13 History since July and change the credit and equivalence granted to conform with the new regulations.....

The committee then reviewed the policy regarding B.C. Junior Colleges. It concluded that the present position with respect to Vancouver City College and Selkirk was acceptable, (in that all courses were granted credit and standing) It noted that the Department in its meeting of July 25th had decided that transfer students from Okanagan Regional College would be treated as Grade 13 students and thus would come under the new recommendations regarding those students.

The Committee reviewed the recommendation made by the Acting Chairman of the Department, in consultation with the Chairman of the USC, regarding transfer credit from Capilano College and decided to send these to the Department with the recommendation:

That the department approve the recommendation that Capilano College History 30 be considered the equivalent of SFU History 121 and that Capilano College History 31 be considered the equivalent of SFU History 222.

The Chairman then raised the question of transfer students from colleges and universities from outside B.C. He had recently been asked by the Chairman of the Department to suggest recommendations, to be forwarded to the Registrar, regarding credit to be granted to a student applying for transfer from a California College. He had suggested granting credit for all courses successfully completed and granting equivalents where applicable. He would like a general statement to cover such cases. Members raised the problem of granting credit for work completed in colleges about which nothing was known. Others pointed out that refusing to grant credit because the quality of the education involved was unknown might be unfair to the student. The committee decided to give the benefit of the doubt to the student and to recommend that, as with Grade 13 students, the student be given the chance to demonstrate his ability to meet the standards demanded by the department. Such students can be advised to do additional work in History as a means of better preparing themselves for upper-level work. The committee agreed to make the following recommendation:

That the department will ordinarily recommend that full credit and standing be granted for work in history successfully completed at other colleges and universities.

UNSOLICITED REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE
ADMISSIONS AND STANDINGS ON THE ELLIS REPORT

The Senate Committee on Undergraduate Admissions and Standings has considered the Ellis Report in detail. In general, the Committee agrees with the principles embodied in it. In a number of specific cases, however, the Committee feels that its recommendations will be unworkable -- indeed, equally as ambiguous as current regulations. Following the extract from the original minutes of Senate that "a definitive and comprehensive admissions and standings policy" be developed, the Committee would like to propose the following amendments with a view to tightening areas of interpretation within the current document.

Page 17 - 7

The Committee noted that as a general principle this statement is in contradiction with item 3.4 on page 34. See Committee recommendation below on item 3.4.

Page 17 - 8

The Committee recommended that the last sentence in section 8 should be changed, as it is ambiguous in the report. The following amendment is proposed:

"That for each course which is considered transferable the credit assigned in total will equal that assigned by the original institution."

Page 17 - 6 and 9

The Committee is concerned as to whether sections 6 and 9 are explicit enough in terms of credit and standings. It is suggested that section 6 should be reworded to relate specifically to credit and section 9 specifically to standing. In addition, the Committee felt that the Admissions Board should issue guidelines to departments before seeking from them listings of course equivalencies.

Page 21 - 5.4

The Committee suggested that the following section be added to item 5 - Academic Departments, on page 21.

"To provide a listing of course equivalencies based upon guidelines from the Admissions Board related to lower division courses and programs offered in the several institutions of higher learning in the province."

Office of the Dean

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Faculty of Arts

Page 25 - 1.2

The Committee recommended that the second and third sentences should be deleted and this statement should read as follows:

"The maximum transfer credit that will be allowed is 60 semester hours. An applicant seeking admission with transfer credit is advised that the courses he transfers, together with those he subsequently takes at the university, must meet the general and specific requirements of the faculty and the department in which he chooses to major or honor. The applicant should not assume that he will complete his degree with a number of semester hours equal to the difference between total hours required for the degree and transferred hours. Although usually this calculation will be correct for a student who remains within his field of study, it will probably not be true for a student who changes his field."

Reason: The Committee believes that a student must complete two years of his degree program at Simon Fraser University if Simon Fraser University is to have any character of its own as a degree-granting institution.

Page 26 - 1.221

The Committee recommended that the following be added to section 1.2 immediately following the amended paragraph above.

"The transfer credit regulations as written permit advance credit to be awarded for courses in which a grade below a 'C' was obtained. The Committee recommended that transfer credit only be awarded for courses in which a 'C' or better has been obtained. This statement refers to all subsequent sections."

Reason: This has been done to maintain standards.

Page 27 - 1.24

The Committee suggested that the first sentence be amended to read as follows:

"An applicant who met University admission requirements for first year under paragraph 1.11, page 24, after completion of Grade XII may be admitted."

Page 28 - 1.252

The Committee recommended that the word "normally" be deleted and that reference be made to section 1.32, page 30, re Mature Students.

Page 28 - 1.26

Action should be taken immediately to establish transfer credit policies from B.C.I.T.

Page 29 - 1.3

The Committee recommended that this section be amended to read as follows:

"The University is interested in extending university-level learning opportunities to residents of this province who may not qualify under the normal categories of admission. At present the University offers three types of special entry -- Early Admission, Early Entry, and Mature Entry."

(Amended: two - three, Early Admission/Entry to Early Admission, Early Entry.)

Page 30 - 1.32

The Committee recommended that 1.321 should be amended to read:

"A person who is at least 25 years of age, or will reach that age during his first semester of attendance, and wishes to continue his formal education, may apply for admission."

(Amended: at least - approximately; addition of "or will reach that age during his first semester of attendance; deleted "for personal reasons to complete university entrance requirements and who, after working for a number of years.)

Page 31 - 1.32

The Committee recommended that a sub-paragraph numbered 1.323, be added to read as follows:

"Admission may be granted under this category to applicants who were previously not in good standing at a post-secondary institution, providing at least five years have elapsed since the earlier attempt. No transfer credit will be granted in such cases."

Page 31 - section 2
- 2.1

The Committee recommended that paragraph 2.1 be amended to include

"No advance credit for work done at the Senior Matriculation level will be awarded",

and paragraphs 2.11 and 2.12 be deleted.

Page 33 - 3.1

The Committee recommended that the last sentence in the paragraph be altered to read:

"Transfer credits will not be granted for 'A' Levels or equivalents."

The Committee recommended that section 3.3 be amended to read as follows:

"An applicant from a country other than those mentioned in 3.1 and 3.2 must submit satisfactory evidence of the equivalent of Senior Matriculation standing at acceptable levels of achievement. Transfer credit will not be granted for work done at the Senior Matriculation level, for 'A' Levels or equivalent."

(Amended: added - section underlined; deleted - The awarding of transfer credit is at the discretion of the Admissions Board but will normally be on the same basis as if he were seeking admission to a leading university in his home area.)

The Committee recommended that section 3.4 be amended to read as follows:

"An applicant from a foreign country who seeks admission with up to 60 semester hours or its equivalent in subjects acceptable for transfer credit may be considered for admission and transfer credit with the following provisions: studies must have been undertaken at a fully accredited institution of higher learning; the studies presented for transfer credit must be acceptable to a leading university in his home area toward a program similar to the one to which he seeks admission; and his cumulative G.P.A. must be 2.00 (C) or higher on transferrable courses."

(Amended: added - up to; deleted - or more (following 60 semester hours)).

The Committee recommended that paragraph 6 be amended as follows:

"A student on either academic warning or academic probation must carry a minimum semester course load of 12 semester hours and may not repeat courses in which he has obtained a 'C' or better."

(Amended: added - and may not repeat courses in which he has obtained a 'C' or better.)

The Committee recommended that paragraph 7 be amended as follows:

"A student who is required to withdraw may be re-admitted on academic probation after twelve months have elapsed. No transfer credit will be awarded for work undertaken during the absence from Simon Fraser University."

(Amended: added - second sentence; deleted - Transfer credit for work undertaken during the twelve-month period will be allowed only if the student has received the express prior approval for work he intends to undertake.)

Page 36 - 8

The Committee suggested that paragraph 8 be altered to read as follows:

"A student who is required to withdraw for a second time will be required to withdraw permanently. No case of permanent withdrawal will be reconsidered for a period of five years."

(Amended: the word "normally" deleted from the second sentence.)

Page 37 - Special Entry

The Committee recommended that the first sentence be amended as follows:

"At present the University has three types of special entry: early admission, early entry which are intended for academically talented students who have not completed high school; and mature entry which is intended for persons 25 years or older whose high school programs were not completed for various reasons."

The Committee also recommended that for clarity the Early Admission and Early Entry categories be shown separately and not as Early Admission/Entry as this is confusing.

THE COMMITTEE URGES STRONGLY THAT THERE SHOULD BE NO RETROACTIVITY
IN THE IMPLEMENTATION OF ANY NEW POLICIES.....

SIMON FRASER UNIVERSITY

MEMORANDUM

To Professor D. H. Sullivan,
Dean of Arts.
Subject Ellis Report.

From Dr. E. F. Harden,
Acting Head, Department of English.
Date April 22, 1969.

14733-PC

Instead of offering an extended series of observations on the Ellis Report, I should like to concentrate on proposal #3. Simon Fraser University does not need the Academic Board to inform it "of those courses and programs offered by colleges in this province that can be considered equivalent in terms of content, levels and requirements to courses and programs typically found in the first two years at university" (p. 2). Simon Fraser University must make its own determination of these matters and it must do so on the advice of its own individual departments. A "province-wide system of accreditation" (p. 11) by an Academic Board is no substitute for careful assessment by individual departments of the programs of parallel departments; a "province-wide system of accreditation" is liable only to undermine the individuality of university departmental programs. It can do so, first, by arbitrarily declaring a "likeness" where none in fact exists and thereby making it impossible for university departmental instruction to proceed at an advanced level from a relatively common educational experience in the specific discipline that one can assume and build upon. It can, alternatively, do so by enforcing a mindless identity in parallel course outlines that would blatantly aim at uniformity; this would produce the very sterility and resistance to change that the report elsewhere indicates it wishes to avoid (p. 10). The Academic Board should be at best a clearing-house for information, not a province-wide accrediting body. Two "faculty members" from other departments of this university or "academics" from other universities are no substitutes for our own departmental members in determining appropriate equivalents for our individual departmental programs (p. 12). Only a specific department of a specific university can aptly say what kind of training its majors need; to argue otherwise is to reduce experimentation, innovation, and the possibility of distinctive individuality that attracted many of us to this university in the first instance and not to another. Therefore, I would recommend that we "improve what we do at present" (p. 11) and that we do not cede our own responsibilities to an allegedly more efficient group (p. 11). There is some "valuable faculty time" (p. 11) that is too valuable to be surrendered.

/bd

Office of the Dean
E. F. Harden. APR 22 1969
Faculty of Arts

SIMON FRASER UNIVERSITY

MEMORANDUM

To Prof. D. H. Sullivan, Dean

Faculty of Arts.

Subject Ellis Report

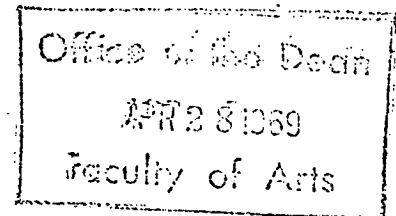
From R. B. Sagar, Acting Head

Department of Geography.

Date 25 April, 1969

It has not proved possible to elicit detailed comments on the Ellis Report from many department faculty, much less to construe collective opinions on the various recommendations and implications.

Essentially, the few views collected express general satisfaction with the principles and approach embodied in the report: considerations of interpretations, department autonomy and such are important but should not unduly hinder a rapid consensus to implement the major recommendations.



RBS:r

RBS
5/11

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean Sullivan

From K. E. Burstein

Subject Ellis Report

Date April 14, 1969

This is in response to your request for comments on the Ellis Report.

First of all, the Ellis "committee" was set up primarily to formulate a more comprehensive and definitive set of admissions policies than we presently have. The dissatisfaction of the students stemmed from the lack of a complete and detailed specification of the policies underlying some of the decisions of the Registrar and the Senate Committee. The Ellis committee was charged with remedying this, and, until such time as these more detailed policies were forthcoming, an interim appeals committee was formed. A secondary aim of Senate in setting up the Ellis Committee was to obtain recommendations on policies which appeared to need revision.

Rather than present Senate with a detailed and complete set of admissions policies, the Ellis Report contains recommendations on policies which are even more vague than those which caused the admissions "crisis." Thus, my first disappointment with the Ellis Report is that it is subject to the very complaints which generated it.

Aside from this, however, I believe that there are two major causes of concern with respect to the recommendations made in the report. First, I am greatly disappointed that, at a time when UBC is raising its admissions standards, we would, if we adopted the Ellis recommendations, effectually be lowering our admissions standards, particularly with respect to transfer students. Indeed, I could never cast my vote for uncritically accepting 60 hours of transfer credit from junior and regional colleges unless UVic and UBC, particularly the latter, also signed on to this request. While I have never favored staying in step with "our sister Universities," my reason has been that I opposed planned mediocrity. That is, I would endorse admissions policies which were higher than those of UBC or UVic. I could never endorse policies which are lower than other BC Universities because they would essentially remove us from competition as the leading university in BC. These recommendations will result in building up the junior and regional colleges at our expense. They, in essence, make us a two year college. Once we endorse the principle of a 4 year degree in 4 years, regardless of where one takes his initial 2 years, the implementation of this principle, as stated quite explicitly in the report, would require that we change our requisite courses in the first two years so that transfer students would not be held up. While some seem to say that this does not stop specific Departments from flunking out students in advanced courses who have not taken what were formerly prerequisite courses, there are fairly obvious consequences of this "weeding out" process. While this weeding out would work if all Departments practiced it, there are Departments, particularly in Arts, which recent documents show have a very low flunk-out rate. These recent documents also show that those departments which have a very high mean GPA attract large numbers of students. Thus, even if some Departments did attempt to maintain their "integrity" the end result would be that we would be nourishing

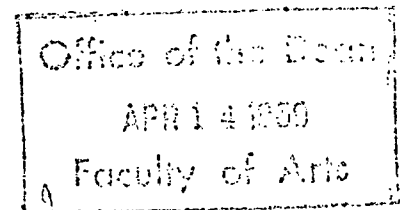
the very illness that we are presently attempting to curb.

In addition, the notion that the first two years in junior or regional colleges is equivalent to our first years is almost indefensible. There is no possible comparison between the junior colleges and this university with respect to educational level of faculty, physical facilities, libraries, financial assets, etc. If there were anything verging upon an equivalence, the majority of universities would accept the transfer of 60 credits as proposed in the Ellis report. To allow this transfer of 60 credits would also be completely unfair to our own students and might possibly undermine our own program. Why should anyone enrol in SFU's first two years when they can simply go to any of a number of junior colleges and receive the same credit as someone who took his first two years at SFU?

I agree with the principle that taking two years of training at a junior or regional college should enable the student to continue toward a University degree in two more years. In point of fact, though, it does not. The proper solution, however, would seem to be to build up the quality of education in the junior and regional colleges rather than ask SFU to make an ideal situation real by awarding a degree after four years regardless of where the training was taken.

I would also like to object to the Academic Board assessing the transferability of credit to SFU. This Board seems to consist of two members of each of the three universities and three political appointees. Aside from the fact that it is doubtful that the academic Board has the physical facilities, the staff or the resources--or the competence--to make such an assessment, why should the Departments in this University accept decisions about transfer credit from a body which has twice as many academics from other universities as from SFU and also has three persons who are not academics, but political appointees? Why should SFU ask outsiders to set our admissions standards? What other University does this?

In sum, I oppose the acceptance of these recommendations. I feel quite certain that they would result in a tremendous loss of reputation for this university; they, in no way, accomplish what they were intended to do, i.e., preclude student protests about arbitrary decisions; they are more subject to interpretation than the present admissions policies; they will undermine those Departments which attempt to maintain standards; and they will build up those departments that succumb to the temptation to adhere to the principle of a 4 year degree in 4 years, by dropping standards.



SIMON FRASER UNIVERSITY

MEMORANDUM

To K. Strand, President

From K. R. Burstein

Subject Ellis Report

Date April 17, 1969

PRESIDENT'S OFFICE
SIMON FRASER UNIVERSITY
APR 17 3 11 PM '69

This is in response to your request for comments on the Ellis Report.

First of all, the Ellis "committee" was set up primarily to formulate a more comprehensive and definitive set of admissions policies than we presently have. The dissatisfaction of the students stemmed from the lack of a complete and detailed specification of the policies underlying some of the decisions of the Registrar and the Senate Committee. The Ellis committee was charged with remedying this, and, until such time as these more detailed policies were forthcoming, an interim appeals committee was formed. A secondary aim of Senate in setting up the Ellis Committee was to obtain recommendations on policies which appeared to need revision.

Rather than present Senate with a detailed and complete set of admissions policies, the Ellis Report contains recommendations on policies which are even more vague than those which caused the admissions "crisis". Thus, my first disappointment with the Ellis Report is that it is subject to the very complaints which generated it.

Aside from this, however, I believe that there are two major causes of concern with respect to the recommendations made in the report. First, I am greatly disappointed that, at a time when UBC is raising its admissions standards, we would, if we adopted the Ellis recommendations, effectually be lowering our admissions standards, particularly with respect to transfer students. Indeed, I could never cast my vote for uncritically accepting 60 hours of transfer credit from junior and regional colleges unless U. Vic. and UBC, particularly the latter, also signed on to this recommendation. While I have never favored staying in step with "our sister Universities," my reason has been that I opposed planned mediocrity. That is, I oppose the notion that we have to stay in step in the sense that we cannot be better than our sister Universities. However, I would vigorously oppose any policy which took us out of step in the sense of generating standards which were lower than our sister Universities. I could never endorse or accept policies which were lower than other BC Universities because they would essentially remove us from competition as the leading university in B. C. These recommendations will result in building up the junior and regional colleges at our expense. They, in essence, make us a two year college. Once we endorse the principle of a 4 year degree in 4 years, regardless of where one takes his initial 2 years, the implementation of this principle, as stated quite explicitly in the report, would require changes in our requisite courses in the first two years so that transfer students would not be held up. While some seem to feel that this does not stop specific Departments from flunking out students in advanced courses who have not taken what were formerly prerequisite courses, there are fairly obvious consequences of this "weeding out" process. While this weeding out might work if all Departments practiced it, there are Departments, particularly in Arts, which recent documents show have a very low flunk-out rates. These documents clearly show that those departments which have a very high mean GPA attract large numbers of students. Thus, even if some Departments did attempt to maintain their "integrity" by maintaining standards, the end result would be that we would be nourishing the very illness that we are presently interested in curbing.

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In addition, the notion that the first two years in junior or regional colleges is equivalent to our first years is almost indefensible. There is no possible comparison between the junior colleges and this University with respect to educational level of faculty, physical facilities, libraries, financial assets, etc. If there were anything verging upon an equivalence, the majority of universities would accept the transfer of 60 credits as proposed in the Ellis report. To allow this transfer of 60 credits would also be completely unfair to our own students and might possibly undermine our own program. Why should anyone enrol in SFU's first two years when they can simply go to any of a number of junior colleges and receive the same credit as someone who took his first two years at SFU?

I agree with the principle that taking two years of training at a junior or regional college should enable the student to continue toward a University degree in two more years. In point of fact, though, it does not. The proper solution, however, would seem to be to build up the quality of education in the junior and regional colleges rather than to ask SFU to actualize an ideal by awarding a degree after four years regardless of where the training was taken.

I am also quite distressed at the recommendation that the Academic Board assess the transferability of credit to SFU. Aside from the fact that it is doubtful that the Academic Board has the physical facilities, the financial resources, the staff, the willingness-- and the competence--to make such decisions, and aside from the fact, much more important, that the duties proposed for this body in the Ellis Report would seem to be completely outside of the terms of reference of this body, (see Appendix B of the Report), what other noteworthy institute in all of North America has an external body assessing the transferability of specific courses? How could anyone seriously suggest that four unpaid faculty from three different Universities and three unpaid political appointees either have the time or competence to carefully examine calendars, reading lists, course outlines, texts, etc., which must be done to adequately assess the transferability of course credit?

In sum, I oppose the acceptance of these recommendations. I feel quite certain that they would result in a tremendous loss of reputation for this university; they, in no way, accomplish what they were intended to do, i.e., preclude student protests about arbitrary decisions; they are more subject to interpretation than the present admissions policies; they will undermine those Departments which attempt to maintain standards; and they will build up those departments that succumb to the temptation to adhere to the principle of a 4 year degree in 4 years, by dropping standards.

To digress a bit, I am more and more concerned with the manner in which this University conducts its business. The overall philosophy of the University is epitomized in Senate: it is to push through the recommendations of committees made up of persons with little, if any, experience in the matters they deliberate. The majority of committee recommendations come out of an information vacuum. Intelligent people know when they are ignorant on specific issues and seek whatever information is available and necessary for coming to an intelligent decision. Intelligent and responsible people do not push for the adoption of a committee report because a committee has "worked hard on it" or because "we have to trust the people we elected". The recommendations of committees should be judged on their merits and not on the basis of how hard people worked on them.

It is not much of a jump back to the Ellis report. Here Senate seems to have told one man, whose field is not admissions, to take four months and revise admissions policies. What is more astounding than Senate's charge to Ellis is that Ellis accepted this charge. How could anyone with any notion of the magnitude of the problems of admissions attempt to single-handedly completely revise admission policies in four months. How

could anyone present these recommendations to Senate without first presenting them, in their final form, to persons intimately acquainted with the problems encountered in admissions. It would seem to me that, minimally, these final recommendations should have been thoroughly discussed with each Department Chairman, with the Associate and Assistant Registrars of this University, with those people in the Registrar's Offices at UBC and U. Vic. who are most familiar with admissions and with, at least, a sampling of similar people from Registrar's offices at other Canadian Universities.

I think it is high time that people in this University realized that there are literally hundreds of Universities on this continent; that they each face more or less the same problems; that many of them solved decades ago some of the so-called problems that seem to stymie us; that information on how these problems were solved is available for the asking; and that the cost of a postage stamp or telephone call is small when compared to the cost in manpower hours of establishing committees well-intended, but bumbling, inexperienced faculty members who, after years of trial and error, will eventually--if the University still is functioning--come up with a routine solution which has been in practice at scores of universities for decades. This University had a golden opportunity to set up more or less ideal procedures with respect to every aspect of its functioning. It could have surveyed every university to find out what aspects of its functioning it was quite happy with and what aspects it was dissatisfied with. It could have taken the best from each University and benefited from man's unique ability to benefit from the trial and error behavior of other men, past and present. Instead, it sought, and sadly still seeks, to exist in isolation, to ignore information, not thousands of miles away, but in our own library; in short: to destroy itself. It might be enlightening to those on Senate who righteously--and ignorantly--cry "We have the ball; let's move with it" to observe what happens to a blindfolded person who runs with a ball.

Moreover, a goodly number of Senate Committees are unnecessary. Many are established simply to end discussion on matters which either should never have been brought to Senate or should have been disposed of in different and routine ways. A large number of committee reports are "received" by Senate and then thrown in the wastebasket. It might be self-instructive if Senate were to ask itself whenever it established a committee what action would be taken when the committee reported. A good example is the recent report of the Grading and Examination Practices Committee. Nothing was done about the previous committee's report and, I suspect, nothing will be done when this committee is again established as called for by Senate. Moreover, the kinds of data collected by the last committee and to be collected by the to-be-established committee might just as well be collected by a secretary. Indeed a computer could provide the data.

There has been a lot of talk about what is wrong with Senate. The answer is obvious, but unacceptable to most faculty. What is wrong with Senate is what is wrong with the University. Senate is a representative body (as is, in a sense, every committee in the University). In order for any body to function, it must have persons experienced enough and with information enough to intelligently tackle the problems it faces. With respect to Senate, experience with Universities and University administration is essential. Persons experienced in such matters are typically given tenure. How many of the members of Senate held a tenured position before coming here; indeed, how many of the members of Senate held a full-time faculty position prior to coming here. The same questions can be asked of the University as a whole. The CAUT Report noted that it was difficult to specify the dimensional basis of the use of the term "senior person" at this University. How could anyone expect a University which has, perhaps, a handful of experienced academics to function efficiently? How could anyone expect a committee system to work in this university? These Committees are, in essence, little Senates and can be expected to be no more and no less efficient than Senate. To attribute the inefficiency of Senate to the use of a particular set of parliamentary rules is analogous to attributing a poor rendition of a play to the play and not to the players. Senate would, under any set of rules which

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permitted exchanges and discussion, still be Senate. What is necessary to make Senate a functioning body is to change the players. Some criterion related to experience has to be invoked, be it, age, or years in an academic institution, or whatever. There is no procedure, however cute, which will change novice players into proficient ones.

KRE/ns

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. K. Strand

Chairman of Senate

Subject ELLIS REPORT

From Dr. A. H. Lachlan
Associate Acting Head
Department of Mathematics

Date April 22, 1969

This is in reply to your request for comments from Senators: I am in complete agreement with the Ellis Report "Admissions and Standings, a suggested policy". I hope that Senate will approve all of it. The few reservations that I had on first reading the Report were dispelled by my conversation with Dr. Ellis.

I very much regret that I shall be away for the month of May and thus will not be present when Senate begins its consideration of the Report.

A. H. Lachlan

AHL/sp