

ACCEPTED AS REVISED BY SENATE
OCTOBER 6, 1969

REPORT OF THE SENATE AD HOC COMMITTEE ON FACULTY STATUS

Introduction:

The charge from Senate to this Committee was "to establish the status of certain groups who are not as yet defined as faculty, to make recommendations to Senate, including eligibility for entry on Convocation roll, voting privileges and related matters." Therefore, the Committee submits that in terms of its charge from Senate, faculty status should confer:

The right to be placed on the faculty electoral roll by the University electoral officer (i.e. the Registrar).

In awarding faculty status, the Committee concluded that faculty status, in terms of the charge, should be granted only those engaged full time at Simon Fraser in teaching and research and who hold a term appointment of such nature that if renewed and/or promoted would make them eligible for tenure.

Recommendation I:

That all instructors, assistant professors, associate professors and full professors should possess faculty status.

Persons holding appointments to these positions clearly meet the criteria (see last paragraph Introduction) adopted by the committee for faculty status. By implication, teaching assistants, associates of the centres, teaching associates, part-time lecturers, research fellows, visiting professors and all who teach but do not meet the criteria, would not enjoy faculty status in terms of the charge laid down to the Committee.

Recommendation II:

That the position of University Lecturer should be abolished and present faculty so described be re-appointed at the appropriate rank. Failing this, that University Lecturers be awarded faculty status.

Recommendation III:

That all professional librarians be placed on the faculty electoral roll and granted voting privileges.

S. 271
Faculty Status

SIMON FRASER UNIVERSITY

DEPARTMENT OF HISTORY



BURNABY 2, BRITISH COLUMBIA

Telephone 291-3521 Area code 604

September 16th, 1969.

H. Evans,
Secretary, Senate.

Dear Mr. Evans,

The Senate Ad Hoc Sub-Committee of Faculty Status
submits the attached report for Senate action.

Yours faithfully,

Charles L. Hamilton
Charles Hamilton.

CH;wf
Attach.

REPORT OF THE SENATE AD HOC COMMITTEE ON FACULTY STATUS

Introduction:

The charge from Senate to this Committee was "to establish the status of certain groups who are not as yet defined as faculty, to make recommendations to Senate, including eligibility for entry on Convocation roll, voting privileges and related matters." Therefore, the Committee submits that in terms of its charge from Senate, faculty status should confer:

- a. The right to vote for faculty Senate positions as provided in Article 23, section j, the Universities' Act.
- b. The right to vote on all of the faculty referenda.
- c. The right to be placed on the faculty electoral roll by the University electoral officer (i.e. the Registrar).
- d. The right to be a member of Convocation.

In awarding faculty status, the Committee concluded that faculty status, in terms of the charge, should be granted only those engaged full time at Simon Fraser in teaching and research and who hold a term appointment of such nature that if renewed and/or promoted would make them eligible for tenure.

Recommendation I:

That all instructors, assistant professors, associate professors, full professors and university residents in the arts should possess faculty status.

Persons holding appointments to these positions clearly meet the criteria (see last paragraph Introduction) adopted by the committee for faculty status. By implication, teaching assistants, associates of the centres, teaching associates, part-time lecturers, research fellows, visiting professors and all who teach but do not meet the criteria, would not enjoy faculty status in terms of the charge laid down to the Committee.

Recommendation II:

That the position of University Lecturer should be abolished and present faculty so described be re-appointed at the appropriate rank. Failing this, that University Lecturers be awarded faculty status.

Recommendation III:

That all professional librarians should be awarded faculty status in terms of the charge laid down to the committee (supporting paper to follow).

SUPPORTING PAPER

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SENATE AD HOC COMMITTEE ON FACULTY STATUS

I STATUS OF LIBRARIANS

The position of a librarian in the university community is an anomalous one because although he has an academic appointment and normally has a continuing position, he is unable to give any voice to academic decisions. The work of librarians is credited as being essential to any educational institution. The power of this reasoning has exerted sufficient pressure within the universities to generate a reassessment of the position of the librarian.

For the past thirty years a growing ground swell of acceptance of the librarian as having faculty status has taken place in the universities of North America. The list of universities granting faculty status to librarians is already extensive and accelerating. The list includes

- Kansas State University
- Washington State University
- State University of Iowa
- University of Washington
- Ohio State University
- New York University
- Indiana University
- University of Michigan
- University of Minnesota
- University of Kansas
- University of Illinois
- University of Miami
- University of Nebraska
- University of New Hampshire
- University of Tennessee
- University of Utah
- University of Idaho
- City University of New York
- University of Kentucky
- Pennsylvania State University
- Windsor University
- Dalhousie University

II EDUCATION OF LIBRARIANS

The professional education of librarians has undergone considerable change in North America during the last twenty years. The North American pattern has been graduation from accredited faculties or schools attached to institutions of higher education. The accrediting body for these schools in both the United States and Canada is the

American Library Association.

The first degree was traditionally a fifth year Bachelor of Library Science (B.L.S.) after the baccalaureate and was granted in both Canada and the United States.

In the last twenty years the B.L.S. degree has been up-graded and transformed to the Master of Library Science (M.L.S.) in all schools in the United States. In Canada, however, the change has been slower and is still on-going. The B.L.S. degree is the standard degree in Canada. Last year, the new School of Librarianship and Information Science at Western Ontario gave its first degree, a M.L.S. The new school at Dalhousie University will also give a M.L.S. degree. These two schools are identical with the American pattern.

There is, of course, the inevitable second Canadian variant at McGill University which gives a two year M.L.S. The doctorate is not available in Canada, but is granted by upwards of fifteen universities in the United States. There may be possibly six librarians holding the doctorate in teaching positions in Canada at the present time.

III THE PROFESSION OF LIBRARIANS

"Librarianship" is undergoing a philosophical change as well as a fundamental change in the terminology that is used to describe itself. Historically, the work of the librarian tended to be custodial, but progressively this devolved into the organization of materials and then the organization of knowledge. Later development required skill in acquiring materials and with the eventual acquisition and cataloguing of materials came the need for precise bibliographical description.

Modern librarianship holds that its keystone is bibliography and together with classifying knowledge it has become a highly complex and precise art or "science".

The second half of the twentieth Century has seen remarkable technological innovation, and the most significant for an academic library has been the computer. The growth of information has been so overwhelming that it has required the related intelligence from physics, engineering, computing, science, linguistics, and librarianship, to cope with the storage and retrieval of information to satisfy the growing numbers in our society who require factual information. The work of the librarian in the 1970's bares little resemblance to his predecessor in 1950. The responsibility for bibliographical control, search strategies, and information storage and retrieval, makes his position more central to the requirements of the university community, and, therefore, it is more essential that he have more responsibility for taking part in the decisions that govern that community.