

SIMON FRASER UNIVERSITY

S. 82-43B

MEMORANDUM

SENATE

From SENATE COMMITTEE ON SCHOLARSHIPS,
AWARDS AND BURSARIESSubject: RECOMMENDATIONS - GRADUATE STIPENDS;
UNDERGRADUATE FEE REBATE AND OPEN
SCHOLARSHIPS

Date: APRIL 29, 1982

Recommendations of the Senate Committee on Scholarships, Awards and Bursaries give rise to the following motion on graduate stipends:

- MOTION : That Senate approve, as set forth in S.82-43B, the following with respect to graduate stipends:
1. That the intent of the stipend is to allow students to devote full time to the writing or completion of a thesis or its equivalent.
 2. That stipends be administered with the following priorities:
 - a) All Ph.D. students who are in the process of writing a thesis or its equivalent and who have no other major scholarships, T.A. or R.A. support.
 - b) All Masters students who are in the process of writing a thesis or its equivalent, who have a GPA of 3.5 or greater and who have no other major scholarship, T.A. or R.A. support.
 - c) All Masters students who have a GPA of 3.2 or greater and who have no other major scholarship, T.A. or R.A. support.
 - d) Other cases may be considered by SCSAB.
 3. That no student normally receive a stipend unless it has been requested by a Department one year in advance of meeting the above requirements.
 4. That the amount of the stipend be established annually to provide a reasonable level of support consistent with the intent of the stipend.

Recommendations of the Senate Committee on Scholarships, Awards and Bursaries give rise to the following motion on undergraduate fee rebates and open scholarships:

- MOTION : That Senate approve, as set forth in S.82-43B, the following with respect to undergraduate fee rebates and open scholarships:
1. That the current Fee-Rebate and Open Scholarships program be terminated as of September 1983, or sooner where possible.
 2. That implementation of the following be initiated as of September 1983 or sooner where possible:
 - a) That an entrance scholarship, the value of which is to be determined, be given to one of the top five students in each high school. Academic standing would be determined by academic marks in grades 11 and 12. The term of the scholarships would be three semesters.
 - b) That the current Shrum entrance scholarships be retained as a 9 semester scholarship and that the number of these scholarships be increased.
 - c) That in-program scholarships be allocated to a designated

number of top students after they have completed not less than 45 hours at SFU. The terms of these scholarships would be 60 hours, if a predefined level of scholarship is maintained. The value would be consistent with designation of the scholarships as equally prestigious as the Shrum. Scholarships would be by application and adjudicated.

- d) All students receiving scholarships would be required to carry at least 12 hours in each semester of the scholarship.

To: Senate

From: H. Weinberg,
Chairman, S.C.S.A.B.

Date: April 29th 1982.

I. Re: Recommendations of S.C.S.A.B.

At the November meeting of Senate S.C.S.A.B. was requested to examine the Scholarships, Awards and Bursaries programme for the purpose of determining if the programme was meeting the current needs and goals of the senate. The intent of this request was to ask S.C.S.A.B. to bring forward suggested changes which might rationalise critical elements of the current approach to the undergraduate scholarship and graduate stipend programmes.

The mechanism chosen was to draw together the V.P. Academic, the V.P. Administration and the Chairman of S.C.S.A.B. for the purpose of an initial overview. From these discussions suggestions were presented to the Deans of Faculties and to S.C.S.A.B. for their opinions. The result of this process was the development of a discussion paper which was widely circulated to the university community, including all members of senate. Recipients of the discussion paper were invited to respond and those responses were summarized by the Chairman of S.C.S.A.B. S.C.S.A.B. received copies of all responses in addition to the summary and developed a set of recommendations which are now forwarded to Senate for their approval.

Graduate Stipends

1. That the intent of the stipend is to allow students to devote full time to the writing or completion of a thesis or its equivalent.
2. That Stipends be administered with the following priorities:
 - a) All Ph.D. students who are in the process of writing a thesis or its equivalent and who have no other major scholarship, T.A. or R.A. support.
 - b) All Masters students who are in the process of writing a thesis or its equivalent, who have a G.P.A. of 3.5 or greater and who have no other major scholarship, T.A. or R.A. support.
 - c) All Masters students who have a G.P.A. of 3.2 or greater and who have no other major scholarship, T.A. or R.A. support.
 - d) Other cases may be considered by S.C.S.A.B.
3. That no student normally receive a Stipend unless it has been requested by their Department 1 year in advance of their meeting the above requirements.
4. That the amount of the Stipend be established annually to provide a reasonable level of support consistent with the intent of the Stipend.

Undergraduate Fee Rebate and Open Scholarships

1. That the current Fee-Rebate and Open Scholarship program be terminated as of September 1983, or sooner where possible.
2. That implementation of the following be initiated as of September 1983 or sooner where possible.
 - a) That an entrance scholarship, the value of which is to be determined, be given to one of the top 5 students in each high school. Academic standing would be determined by academic marks in grades 11 and 12. The terms of the scholarship would be 3 semesters.
 - b) That the current Shrum entrance scholarship be retained as a 9 semester scholarship and that the number of these scholarships be increased.
 - c) That in-programme scholarships be allocated to a designated number of top students after they have completed not less than 45 hours at S.F.U. The term of these scholarships would be 60 hours, if a predefined level of scholarship is maintained. The value would be consistent with designation of the scholarship as equally prestigious as the Shrums. Scholarships would be by application and adjudicated.
 - d) All students receiving scholarships would be required to carry at least 12 hours in each semester of the scholarship.

II. A Summarization of Responses to the Discussion Paper
Circulated by Dr. H. Weinberg

<u>Source</u>	<u>Definition of Scholarship</u>	<u>Undergrad.Gen.</u>
Arts	No consensus but uneasy about present use of GPA	
English	Does not support weighted GPA	
Science		More funds for undergraduate scholarships
Arts Grad. Committee Chairman		
History		
V.P. Ext. Affairs	Scholarships should not be for the purpose of need. High scholarship is the primary objective	Attract as many good students as possible. Should be a scholarship to each high school for top student
Director of Student Services		Increase emphasis on admissions scholarships. Limit rebate scholarships and introduce some low value scholarships (\$750) with 4 semester commitments.
K. Rieckoff		Top priority is to attract good students. Second priority is to provide continued incentives. Should support students from smaller centers if underrepresented, and also underrepresented students from lower socio-economic strata.
Geography	Eliminate fee rebate and apply funds to entrance and open scholarships.	
Education	Scholarships only for top students	Distribute scholarships as widely as possible.
Grad. English Comm.		

Source
Arts

English

Science

Arts Grad.Comm.
History
V.P.Ext.Aff. and
Dir. Analy. Stud.

Dir.Stud.Services

K. Reickoff

Geography
Education

Engl. Grad.Comm.

Part-Time
Retain access by
part-time students

Scholarships only
for 12 hours or
more do not emphasize
part-time
Do not emphasize
part-time
Favor full-time
students and
younger students
over older students

60 Hour Scholarship

Supports 30-60 hour
scholarships
Establish 60 hour
scholarship as per
option #1

Suggests 60 hour or
long term commitments.

Supports 60 hour
scholarship but \$700
rather than \$1,000

Source

Departmental
Scholarship

Prestigious
Entrance

Arts
English

set aside sums for
scholarships in
particular

Science

Retain Shrum
in present form.

Arts Grad. Comm.

History

Dir. Anal. Stud.

Dir. Student Services

K. Reickoff

Geography

Education

Engl. Grad. Comm.

Source	Stipend qualifications	Stipend values
Arts English Science Arts Grad.Comm.	Raise minimum GPA subject to individual departmental priorities. No stipend for major award and full time TA or RA holders. Priorities determined by Dpt. if funds are not sufficient, subject to approval by S.C.S.A.B.	Do not peg stipend amount to TA or RA salaries.
History	Retain present terms of reference. Stipends should be available to all students.	
V.P. Ext.Affairs and Dir.Analytic Studies. Dir. Student Services K. Rieckoff	Establish priorities as described by Dean of Graduate Studies. No stipends for students with full time RA.	Do not tie stipend amounts to RA or TA salaries.
Geography	Retain current function which is to support students in the process of writing a thesis. Do not favor Ph.Ds but increase GPA.	
Education Engl. Grad. Comm.		

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr. H. Weinberg.....
.....Department of Psychology.....
Subject..Undergraduate Scholarships.....

From.....Robert C. Brown.....
.....Dean of Arts.....
Date.....April 23, 1982.....

The Faculty of Arts Curriculum Committee met to consider your proposals concerning undergraduate scholarships on April 22, 1982. There was a lengthy discussion of the issues and options, but no clear consensus as to a favoured position.

Most members were sympathetic to the issue of attempting to reward real scholarship, but they were uneasy about the existing measurements of it. There was also some disquiet expressed about the disenfranchisement of part-time and mature students entailed in option one. In short, our representatives were very uneasy about the issue. They recognized the arguments for both options but were divided as to which way to go.

R. C. Brown

R. C. Brown

RCB/md

SIMON FRASER UNIVERSITY

MEMORANDUM

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APR 22 1982
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OFFICE

To: Hal Weinberg, Chairman.....
Senate Committee on
Scholarships, Awards &
Bursaries
Subject: UNDERGRADUATE SCHOLARSHIPS &
GRADUATE STIPENDS AT SFU

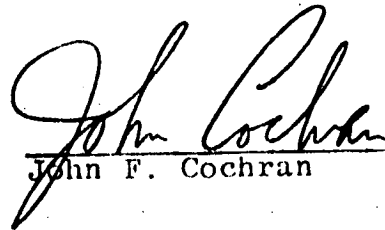
From: J.F. Cochran, Dean.....
...Faculty of Science.....
Date: April 23, 1982.....

Dear Hal:

I am writing to comment on your scholarship discussion paper of March 29, 1982. This paper was very useful and well written, and as far as I am concerned, brought out very clearly the problems associated with our present scholarships.

- 1) Undergraduate: I am in favour of channelling more funds into entrance scholarships. I would like to see Shrum scholarships retained as our no. 1 prestige award. Perhaps the present number per year could be maintained, but the amount increased to approximately \$1,500 per semester. However, in addition to the Shrum scholarships, I would like to see new scholarships set up as per your option #1, i.e. two scholarships - an entrance scholarship and a scholarship after 60 hours. I also like the terms of reference which you have proposed to govern the award of the 60 hour scholarship.
- 2) Graduate: I would prefer to see the graduate stipend money channelled into competitive entrance scholarships. The model I would recommend is the SFU Open Graduate

Scholarship, although it is my view that a recommendation from the Chairman of the Department should be mandatory for these entrance scholarships as well as the Open Graduate Scholarship. The reason for that is to make sure that the best candidates available to a Department are being put forward.



John F. Cochran

JFC/mgj

cc: Chairman
Faculty of Science
cc: L.K. Peterson
Chairman, High School Liaison Committee

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Vern C. Loewen
Director
..... Financial Aid

From..... Roger Blackman, Chairman
Faculty of Arts
..... Graduate Studies Committee

Subject: Graduate Scholarships and Stipends

Date..... April 22, 1982

This memorandum summarizes the views of Arts Department Graduate Program Committee Chairmen on the discussion paper, prepared by Hal Weinberg, on Graduate Scholarships and Stipends.

1. It is unanimously agreed that graduate stipends should be continued. They are viewed as satisfying an important need of graduate students--that of having a semester free of T.A./R.A. commitments to pursue their degree requirements (typically, to finish writing a thesis/essay/project report).
2. While SCSAB budgets may be insufficient to provide graduate stipends to all currently eligible students as well as to fund the graduate scholarship programs, the stipend component of the budget should be protected as far as is reasonably possible. At least there should be no significant shift of resources from stipends to scholarships.
3. Chairmen should be asked each summer to identify students eligible for stipends in their departments for the following three semesters. Eligibility conditions would be similar to those in force now; required course work and minimum of two semesters completed; in good standing; minimum 3.2 CGPA in graduate programs; full-time (not "on leave"); not holding a major award concurrently. Two of these conditions could be adjusted. Raising of the minimum CGPA might help limit demand in an acceptable way, i.e. based on academic performance. However, individual department priorities (see #5 below) might be a better point at which to deal with the demand problem. Second, a "major award" could be defined in minimum dollar terms so as to include full T.A. and R.A. ships as well as SSHRC/NSERC/MRC scholarships, but to exclude partial teaching assistantships.
4. Chairmen's lists of eligible students would be submitted to SCSAB, which would use these data, in light of known budgetary information, as a basis for determining: (i) the value of the Master's and Ph.D. level stipends, and (ii) the allocation of stipends to departments. The first decision would reflect SCSAB's judgment as to how thinly to slice the pie. The size of the stipends could be varied a little to respond to demands, resources, and T.A. pay scales. It is not recommended that graduate stipend values be equated to, or pegged to, T.A. stipend values.

The second decision--departmental allocations--should reflect SCSAB's judgment regarding the distribution of maximum demand. That is, SCSAB should allocate funds as a percentage of maximum demand, the percentage value being fixed across departments at a level determined by the available budget and size of stipend.

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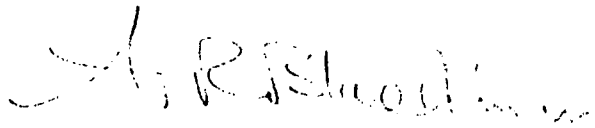
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OFFICE

5. Each department would submit to the Faculty Graduate Studies Committee (or SCSAB) a statement of priorities that would be applied if its allocation were insufficient to meet demand. The Faculty Graduate Studies Committee (or SCSAB) would then approve (or disapprove) the statement of priorities as academically acceptable (or unacceptable). This would avoid students in any department receiving manifestly unfair treatment. It also allows departments to cut their cloth according to their particular needs. Some departments may wish to allocate stipends strictly according to academic performance (e.g. CGPA); others may wish to take into account partial teaching assistantships; yet others may wish to take financial need into consideration. Any such arrangement should be permitted providing that it is declared in writing in advance, and is approved as academically acceptable (and perhaps also as administratively feasible) by an appropriate body (e.g. Faculty Graduate Studies Committee, SCSAB).
6. One suggestion that had consensus but not unanimous support is that some percentage of the departmental allocation be identified as general purpose funds. These funds could be: (a) treated as stipend money, or (b) diverted to accommodate what the department sees as a more pressing graduate student need. These funds would play a role similar to that of the General Research Grant received from NSERC, which is now passed on to departments to do with as they see fit (within bounds). Reasonable restrictions could be placed on use of general purpose funds.

In summary, the virtues of the procedures suggested above are as follows:

- (i) Departments are required to make annual stipend demand forecasts based on university-wide minimum eligibility criteria;
- (ii) This is the best information base, together with knowledge of the scholarship/stipend budget, on which to determine stipend size and departmental allocations.
- (iii) Allocating lump sums to departments on a fixed percentage basis is admittedly arbitrary. But this process does allow departments to make the final decisions on stipend awards, and it is departments that are best situated to make such decisions.



R. Blackman

RB/md

c.c. Arts Department Graduate Program Committee Chairmen
Hal Weinberg, Chairman, SCSAB
Bryan Beirne, Dean of Graduate Studies

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....	Dean R. Brown	From.....	J. Zaslove
Subject.....	Undergraduate Scholarships Weinberg report		English
		Date.....	April 22, 1982

Some observations on the current problem:

1. I do not support a weighted G.P.A. that would distribute scholarships according to a formula that compensates for variation in departmental G.P.A.'s. If a G.P.A. is used it should be used uniformly since there is no evidence that links high G.P.A.'s to "lowered standards" and low G.P.A.'s to "higher standards". In other words while grade inflation may create fewer scholarships in the present system a weighted system would only distribute money more proportionately, but would not curb perceived inflation. In other words, again, do not use the scholarship system to correct this perceived abuse.
2. More long term support upon entrance would reward high school performance, but would not be an incentive, except as the student works to maintain high standing. There is no reason to assume that a student with an average high school record can't excel in university. I would therefore recommend that if the entrance scholarships are increased a portion of the total fund be set aside to encourage those students who do extremely well in the intermediate range of 30 - 60 hours. One benefit of earning a scholarship is that a student is freed of financial worries and could concentrate more on studies. Many students "bloom" at university after having been bored and stupified by the high school system.
3. If the G.P.A. method discriminates against certain departments can a certain sum be set aside to be used solely for departmental scholarships? I would like to see our department and the humanities program get scholarships designated by particular disciplines. Scholarships of this kind, in my experience, tend to identify really excellent students, some of whom may have "erratic" G.P.A.'s.

J. Zaslove

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Vern Loewen
..... Financial Aid , Dept. of Finance
.....
Subject..... Graduate Student Stipends

From..... C.R. Day, Chairman,
..... Graduate Studies Committee
..... History Department
Date..... April 21/82

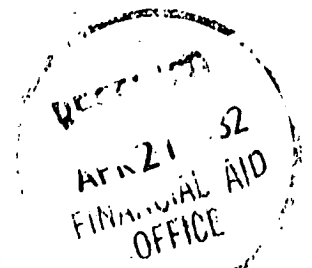
At our Department meeting of December 3rd, we discussed the issue of stipends vs. scholarships, and in the minutes of the meeting, enclosed, (see #6.) the Department was unanimous in emphasizing the importance of stipends as essential to our graduate programme in the History Department.

We are calling this to your attention because we understand that the issue of budget for student stipends will be discussed in the Senate in the near future.

We would appreciate if if you would call to the attention of the Senate the History Department's decision.

J Alexander
for C.R. Day
Chairman
Graduate Studies Committee

CRD:ja



(2) It was moved and seconded:

- that History 480-3 Romantic Nationalism in the Operas and Music Dramas of Verdi and Wagner be withdrawn; and that the course description for History 382 European Nationalism in Music and Opera become "An Examination of the Political Content and Historical Context of the Works of Verdi and Wagner".

Carried

It was moved and seconded:

- that History 458-3 Problems in Latin American Regional History be changed to a 300 level course with a new course title and description, and that the normal content of History 459 be taught at the 300 level as "Introduction to Twentieth-Century Latin America".

After discussion it was agreed that the motion be withdrawn and brought back to the next department meeting with more information.

✓ 6. Graduate Studies Committee Report

R. Day outlined problems arising in funding programs for graduate students, and two motions were presented by the committee.

(1) It was moved and seconded that the History Department support the following positions:

- that the present terms of reference for the allocation of the graduate student stipend be maintained, particularly the general availability of the stipend to all graduate students who have completed course requirements, and
- that the administration increase the stipend budget
 - (a) to keep pace with the increase in the number of graduate students, and
 - (b) to recognize the increase in the cost of living.

Motion carried
Unanimously

(2) It was moved and seconded:

- that the History Department recommends that a mechanism be established to assess the projected demand for graduate student stipends per fiscal year, and
- that the graduate students of the History Department and the Faculty of the History Department jointly convey these concerns to the following committees/personnel, SCSAB and the Vice-President Academic.

Motion carried
1 abstention

The meeting adjourned at 1:00 p.m.

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr...Hal.Weinberg.....
.....Professor, Psychology.....
Subject.....

From.....Jack Blaney.....
.....
Date.....1982.04.22.....

Hal,

Enclosed is a memo from John Chase which outlines much of yesterday's discussion.

I find John's proposition attractive, just so long as there is some means to assist students with real need. An S.F.U. scholarship for every B.C. High School, or for every high school we can, starting with those in Greater Vancouver, should certainly tell those interested that S.F.U. wants and will serve top students.

An alternative to the above would be John Cochran's proposal that each department have a prestigious scholarship, awarded on the basis of a department-managed examination.

In time, I hope we can do both.



Jack Blaney

JB/lm

Enclosure

cc. John Chase
Al McMillan
Bill Stewart

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. Jack Blaney

Vice-President

Subject Scholarships

From John S. Chase, Director

Office of Analytical Studies

Date April 20, 1982

Last week, you asked if I would put together some notes regarding possible objectives for an undergraduate scholarship program. Your request arose in the context of re-consideration by SCSAB of undergraduate scholarships and graduate stipend allocations at SFU, and the possibility of the high school liaison committee proposing changes which would facilitate the enrolment at SFU of greater numbers of B.C.'s top scholastic students.

Set forth below are a set of first principles around which a program of scholarship support might be based:

1. Funds to facilitate access to S.F.U. should be provided by the federal and provincial government student aid programs (financial needs assessment required).
2. University operating funds should be used primarily for student awards (no assessment of student's financial position involved).
3. Student award monies should have as their primary objective the rewarding and stimulation of academic achievement.
4. Student award monies should be:
 - a) used to attract as many scholastically top B.C. students to the University as possible.
 - b) made as prestigious as possible.
 - maximum publicity
 - dollar amounts sufficiently large to be perceived as being prestigious
 - c) committed to winners of scholarships for 60 semester credit hours. In other words, the commitment once made is good even if the student's scholastic performance is not maintained at a high level.
 - d) used only to support those students who are prepared to make a substantial academic commitment to the University, i.e. enrol for 12 or more credit hours per semester.

- e) used to increase the University's visibility and commitment to academic excellence throughout the province, e.g. providing scholarships to the top or one of the five top students in each high school in the province.
- f) used to encourage students to complete their undergraduate program at S.F.U., i.e. by offering scholarships for the last 60 hours of a student's program similar to the entrance ones for a specified number of students who have completed 60 semester credit hours.

The advantages of the approach proposed are:

First, it shifts the emphasis of the student award program from in-programme scholarship to entrance scholarship.

Second, it eliminates the open-endedness of our present student award program to one that has definite financial boundaries.

Third, it increases our visibility and our emphasis on academic excellence throughout the province.

Fourth, it not only provides the winners with assured financial support for 60 hours but also offer an incentive for continued academic excellence through the offering of similar scholarships for the last 60 hours of their program.

The approach does represent a significant departure from that which presently exists. Specifically, the present commitment to in-programme scholarships would be abandoned, and part-time students would be denied access to the scholarships proposed. These actions, however, - a move toward elitism and away from egalitarianism - are not in the S.F.U. tradition!

What are your reactions?



SIMON FRASER UNIVERSITY

MEMORANDUM

To..... VERN LOEWEN,
..... Director, Financial Aid
Subject.....

From..... W.A. STEWART,
..... Director, Student Services
Date..... 23rd April, 1982

While I do not wish to comment on the section of Hal's discussion paper relating to graduate stipends, I would like to make comments regarding the section on undergraduate scholarships.

I am very much in favor of a significant admissions scholarship program, based on the Shrum scholarships which commit funding to students for nine semesters. This program continues to bring us some of our very best students. While our secondary scholarship programs could be limited to the first year or two of the students attendance we need to continue these prestigious outstanding scholarships as they currently exist.

The first option for discussion which Hal suggests would reduce the impact of the Shrum scholarships. The second option makes better sense. I have never been an advocate of scholarships for part-time students, and I am not convinced that the fee rebate scholarships do much in the way of attracting new students (although they must be useful in attracting transfer students and keeping some students who might otherwise transfer.) We should focus our scholarship support rather than spreading it out and reducing its impact.

Finally, we might realize maximum benefit from the savings realized by defining a set, limited number of fee rebate scholarships by adding a few Shrum scholarships and using the rest of the money for some less substantial scholarships (for example, \$750 per semester x 4 semesters.)

Bill
W.A. Stewart

WAS:el

c.c. ✓ Dr. H. Weinberg

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... V.C. Loewen, Secretary
..... S.C.S.A.B.
..... Financial Aid Office
..... Discussion Paper,
Subject..... Your memo of March 22, 1982

From..... K.F. Rieckhoff
..... Department of Physics
Date..... March 25, 1982

Following are my observations regarding the various options presented in the Discussion Paper on Undergraduate Scholarships and Graduate Stipends at SFU.

a) Undergraduate Scholarships

I consider the top priorities of this scholarship program to be two purposes of equal importance.

- i) To attract students of high scholastic ability and potential to SFU.
- ii) To provide an incentive to SFU students to aim for realization of their full scholarly potential by insuring that top students are at least partially protected from financial concerns. Thus they are enabled to channel their energies more fully into their studies.

I should be prepared to support any option that recognizes these two aims to approximately equal degrees.

Further in the hierarchy of priorities I believe the undergraduate scholarship program should favour

- i) full-time students over part-time students and young students over older students because of the greater and longer returns to society from its investment for young students obtaining their degrees at a rapid rate as compared with older students who have already a productive niche in society.
- ii) students from areas of B.C. that are at present underrepresented in the student population compared with those from the major population centers;
- iii) talented students from social strata under-represented at present compared with those from socio-economically advantaged strata.

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(b) Graduate Stipends

I strongly support the comments of both the Dean of Graduate Studies and the student members of SCSAB except for the latter's recommendation 2) which would tie the amount of the stipend to that of TA-ships.

A further comment is necessary: Besides students on major scholarships, students able to hold research-assistantships which allow them to devote full time to thesis research while fully supported should be disqualified from receiving the stipend. This would affect mainly students in areas such as my own, where supervisors have ample sources of support for graduate students. To give such students stipends merely means giving research support to the supervisor in such cases. This clearly never was the intent of the stipend. I well remember that in fact one of its aims was to equalize somewhat the graduate student support between the various disciplines.

Allowing these funds to go to Faculties and Departments would divert at least some of them from their real purpose: The support of graduate students engaged in research (as distinct from graduate students in general, and supervisor's research in particular).

Please see that my comments are brought to the attention of the members of SCSAB.


K.E. Rieckhoff

KFR/dy

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. Hal Weinberg
Chairman, S.C.S.A.B.
Dept. of Psychology

From E.J. Hickin
Chairman
Dept. of Geography

Subject Scholarships & Stipends

Date April 6, 1982

Dear Hal:

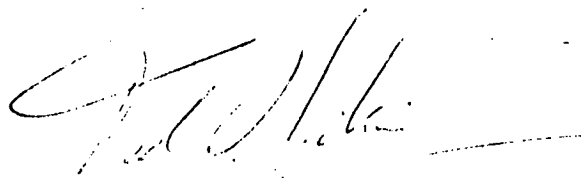
I would like to make known my feelings about the scholarship and stipend program at S.F.U.

First, I believe that the fee-rebate scheme should be eliminated and the funds applied to entrance and open scholarships. These should be advertised and publicised in the Province's schools.

Second, I would like to see some recognition of need in awarding graduate stipends. For example, NSERC and SSHRC scholarship holders should be ineligible. Perhaps departments should be given more say in making these awards. Certainly in my own Department they often do not serve their designed purpose.

E.J. Hickin

EJH/mgb



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SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. Bryan Beirne, Dean of Graduate	From..... Mike Steig, Chairman,
..... Studies	 Graduate Program, English Department
Subject..... Revision of Stipend Policy	Date..... April 1 1982

The English Department Graduate Program Committee has met and discussed Dr. Weinberg's discussion paper regarding Graduate Stipends. We are unanimous in our feeling that the first option, of using funds previously earmarked for stipends to "recruit superior graduate students," would be damaging to our graduate programs. Though it is difficult to know just what Dr. Weinberg is really proposing, given the list of eight options under the main one, it would seem that the main intent is to take money which benefits a large number of graduate students and consolidate it for the benefit of a very few--each department (or faculty) having a quite limited number of entrance scholarships to disburse. One thing that should be kept in mind is that we are less able to judge the abilities of applicants from outside than we are those of our own students, and such a huge shift of funds from present students to entering students seems disproportionate and unfair in that light. Further, administering any of the proposals under Option 1 would be complicated and time-consuming. It also strikes us as strange that, now that the University has a full-time Resources person (Dr. W. Klassen), who can be directed to spend part of his time attempting to raise funds for scholarships, that such a large investment in scholarships of funds presently used for stipends is being considered. Has Dr. Weinberg's committee even considered this new factor as having some possible relevance to the entire situation?

The second option, which attaches certain conditions to the present stipend program, is far preferable, although #2 is unclear--does "after two semesters" mean a minimum of two semesters, or does this eliminate the requirement that coursework be completed? Certainly, our students have made best use of the stipend when they were ready to begin writing their theses or revising and expanding their extended essays--and indeed, there is no doubt that without the stipend many of them would have been delayed in the completion of this aspect of the degree requirements.

To predict the number and give the names of graduate students qualifying for and needing stipends from September through August is something that can and must be done if the stipend program is not to get into the mess it did this year. This, however, raises the question of priorities. Dr. Beirne's attempt to sketch some possible priorities is a step in the right direction, but we wish to make some comments. First of all, favoring Ph.D. students (who are, after all, eligible for twice as many TAships--at a higher rate of pay--as M.A. students) would discriminate against those departments, such as our own, where there is a small Ph.D. program and quite a large M.A. program. Secondly, the distinction between M.A. students who write theses and those who write extended essays would be, for the English Department, extremely unfair: for our students often spend nearly as much time revising and expanding their essays as they do writing a thesis. And

giving preference for stipends to the thesis-writers would artificially encourage the choice of our thesis option--something quite contrary to the department's policy of considering the two kinds of degree to be of equivalent value and to require equivalent work.

A simpler, if not perfect, way to deal with possible shortfalls of stipend funds would be to raise the minimum GPA from 3.2 to 3.5 for the year in which such a shortfall is going to occur. There is a certain unfairness in such a policy, but at least it would reward merit rather than the nature of the particular graduate program, as in Dr. Beirne's suggestions.

In conclusion, I want to reiterate that the choice of option 1, using stipend funds for recruiting superior graduate students, would be a disaster for the English Department and, I suspect, many other departments. It would, effectively, cut the total amount of support for most of our M.A. students by something approaching 20% (since we allow only four TAs), in favor of a small group of new students of whose ability we could not always be certain. And it would be an arbitrary change of policy, one which seems to be being considered without any regard for other potential sources of scholarship funds.


Mike Steig

c.c. ✓ Dr. H. Weinberg
Mr. V. Loewen, Director, Financial Aid

MS:zm

SIMON FRASER UNIVERSITY

MEMORANDUM

*For
Collection into
the papers of
SCSAB*

To..... Dr. Hal Weinberg, Chairman.....
Senate Committee on Scholarships,
Awards and Bursaries.....

From..... Bob Anderson, Chairman
Graduate Studies Committee.....
Department of Communication.....

Subject..... STIPENDS.....

Date..... 20 April 1982.....

The Graduate Studies Committee of this department has reviewed the SCSAB discussion paper relating to graduate student stipends. The committee is of the unanimous view that:

1. the original objective of enabling students to devote a full semester to research "without having to be concerned about finances" be preserved;
2. stipend money not be allocated for scholarship-type disbursements through departments, but if ranking stipend applicants is necessary this function should be performed by departments;
3. the stipend budget be set at a realistic figure with allowance made for fluctuating demand;
4. major award holders, teaching assistants and research assistants, and others with significant employment be considered ineligible for the stipend;
5. the value of a stipend be equivalent to the value of a full TAship.

Bob Anderson

Bob Anderson

/kmg

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Jaap Tuinman

From..... Phil Winne

Subject..... Weinberg's Discussion Paper
Scholarships & Stipends

Date..... April 8, 1982

I have just a few comments. First, I think that scholarships always should be awards for high scholarship. Second, I believe that monies ought to be distributed as widely as possible under the constraint that the first principle is met.

At the undergraduate level, I would propose a slight variance of Weinberg's first option (pp. 9-11). In particular, I would argue that all students who have the highest GPA (or other indicator of quality for entering students) be awarded a scholarship of \$700 for the 60 credit hours. I base my figure on the assumption that a student taking 15 credit hours would pay \$330 in tuition and approximately \$250 for books (\$50 per 3-credit course). This would fund approximately three students for every two that Weinberg's \$1000 figure would fund.

allocation At the graduate level, I am in favour of Weinberg's option that monies for the stipend be distributed to Departments (or in our case, Faculty) for distribution to their highest quality students. Each Department or Faculty could be used in any of the ways indicated by Weinberg on pages 21-22, except that I do not believe these monies should be applied to moving expenses for entering graduate students or facilitating the publication of the thesis. I am particularly in favour of reserving a portion of this allocated money to fund emergency needs related to thesis completion (e.g., travel, duplication of materials, and so on; Weinberg's point 6). I am not in favour of providing scholarships in the form of a stipend for graduate students of less than top quality. I would suggest that a reserve of money be created at the University level which graduate students could use as a source of emergency loans when those were needed. Finally, I am particularly in favour of Weinberg's point number 2 for graduate students, namely, guaranteeing long term support for entering students as a means for attracting top notch applications.

Thanks for the chance to respond.

Phil

PHIL WINNE

PW:ss

