

*Student Rep. on Senate  
Openness of Senate* D  
SM 9/1/69

REPORT  
of  
SENATE COMMITTEE  
to study  
STUDENT REPRESENTATION  
and  
OPENESS OF SENATE MEETINGS.

JANUARY 1967

SIMON FRASER UNIVERSITY

Senate Report  
Assessment of Senate

SM 9/1/67

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*Answer Rep. of Senate  
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Introduction

The Senate Committee to Study Student Representation and the Openness of Senate Meetings was established at the Senate Meeting of November 7, 1966. The members were named by the President a few days later.

At the request of the Secretary of Senate the President of the Student Society named three students to meet with the Committee. The Committee met on a number of occasions, always with the students present, and wishes to go on record expressing deep gratitude to the students: John Mynott, Rob Watts, and Bill Egleson, for their candor, charm, and goodwill throughout the discussions.

The Committee decided to present, as well as its recommendations and arguments, the minutes of its meetings. In spite of two different recording secretaries, cursory editing, and the resultant disjointedness of these minutes, the Committee feels they do give the flavour of the discussion which might be missed if only the bare bones were presented.

Respectfully submitted

A.E. Branca  
T.H. Brose  
K. Reickhoff  
D.P. Robertson - Chairman

*Stud. Rep. on Senate  
Openness of 5/2/67*  
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RECOMMENDATIONS

1. Openness

"that Senate open its meetings to observers subject to the following conditions:

- a) that observers be limited to Simon Fraser University students, faculty and staff only
- b) that the number of observers be controlled
- c) that observers be made aware of the necessity for proper demeanor
- d) that one student reporter for The Peak be named by the Editor as the official "Senate" reporter
- e) that motions to conduct any Senate meeting or part of a meeting "in camera" be carried on a simple majority vote
- f) that the University community be made aware that Senate may revoke the privilege of attending Senate meetings as an observer to any or all individuals."

2. Student Representation

"that Senate establish seats for members elected by and from the student body as follows:

- a) one member to be elected immediately\*
- b) One additional member to be elected one year from now
- c) One further member to be elected a year after the second

subject to the following conditions:

- a) to be eligible for nomination a student must be 19 years of age or more
- b) to be eligible for nomination and to retain his seat the member must be a student in good standing as defined by the Senate.

(\*Note: the Committee draws Senate's attention to the fact that the three students who met with it were unanimously opposed to the staggered introduction of the three student representatives, preferring to elect three immediately. )

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ARGUMENTS

1. OPENESS

FOR

- a) Community - remove the feeling of secrecy, even stealth, and thereby bring closer the various elements of the academic community.
- b) Communication - allow those who are interested in such things freedom to observe and thereby gain firsthand knowledge rather than rumours.
- c) Ideas - allow all elements of the University to participate to some extent and thereby widen the net to catch ideas and opinions before decisions are made.

AGAINST

- a) Tradition - Senate meetings at Canadian Universities have always been closed.
- b) Inhibition - the presence of a gallery would inhibit the present frankness in debate due to the fear of misinterpretation of words and attitude by the casual observer.
- c) Exhibition - there might be a tendency to 'play to the gallery' and espouse short-term popular causes at the expense of long-term benefits to the University.
- d) Confidentiality - items such as some discipline cases should not be decided in public.

2. DIRECT STUDENT REPRESENTATION (COMPARED TO A NON-STUDENT REPRESENTATIVE)

FOR

- a) Effectiveness - more likely to result in a representative who knows and understands today's University students. A student representative would usually be on campus and more accessible to other students.

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- b) Respect - remove the suspicion that student "voice" is merely a device to keep the mob quiet rather than a way of enriching Senate by respecting legitimate student concern.

AGAINST

- a) Inexperience - a chance students may elect a green youth who would be completely ineffective
- b) Time - Senate activities take up a lot of time - a student should not be expected to devote this much time to non-studies.
- c) Confidentiality - Students should not be present when other students' affairs are discussed.

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S. J. Baker  
Open

SIMON FRASER UNIVERSITY  
MEMORANDUM

To.....	President,	From.....	R. J. Baker,
.....	.....	.....	Head, Department of English.
.....	Rector,	Date.....	July 12, 1966.

STUDENT REPRESENTATION ON SENATE.

I would like to put on the agenda for the next Senate meeting the motion that I gave notice of at the last meeting. I propose that Senate add a member elected by the students, and that such a member be called a Rector.

The Rector would not be a student or a member of faculty. He would be elected by bona fide students for a period of three years; he should be a resident of British Columbia.

The Rector would not be directly responsible to the student body but he would address them once a year. His particular responsibility in Senate would be the welfare of students.

The position is well established in Scottish Universities, and our name, and limits which Lord Lovat, would make it appropriate for us to use the same term. I attach the statement made by President Mackenzie on his retirement; it will be noted that he recommended that the Rector be a member of the Board of Governors. It is not, however, within the power of Senate to make such a proposal.

- R. J. Baker.

ASB:R  
RJB:R

*RS*

RECEIVED  
JUL 14 1966  
REGISTRAR'S OFFICE  
FILE

RECEIVED  
JUL 13 1966  
PRESIDENTS  
OFFICE

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Student Rep.  
Answers

If the Faculty are to be represented, I suggest that the student body should also be represented. I would arrange this through the creation of a new office—that of Rector—one which is traditional in many universities in the United Kingdom and at Queen's in Canada. The Rector would be elected by the current student population for a period of five or six years. He would be a distinguished citizen resident in British Columbia. His office and title would be largely honorary and his duties would include the giving of a Rectorial address at least once each year and voting membership on the Board of Governors. He would not be responsible to or report back to the student body save in the most general way, but he would in a sense be the friend and advocate of the students in the affairs of the University.

The President's Report (1961 - 62.),  
The University of British Columbia.



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Students Rep.  
Openness

TO: Members of the Senate

FROM: Thomas H. Brose

DATE: August 1st 1966

STUDENT REPRESENTATION ON SENATE

That the Act establishing Simon Fraser University government did not include representation for students is one of the serious omissions in the document.

I think students should be represented on Senate, and I thus support this aspect of Professor Baker's fine suggestion that Senate proceed to create a seat for the students.

However, I think the person chosen should be the students' choice -- with no prior restrictions imposed by us. Only the students can best judge who can best represent them. Further, since Simon Fraser University has proclaimed itself in favor of educational innovation, we should encourage this innovation. Rather than reaching across the seas or the border for a precedent, we have the opportunity to join those very few universities who have recognized this generation's students' desire to be involved in their university. The students do not want the paternalism of which much of past university-student relationships consisted. There is no master-servant relationship in a healthy democratic community. Those who wish to continue such a system were born in the wrong age. The university, in my opinion, should be a workshop, a microcosm, of the kind of society Canada is striving for -- not a haven for tradition at the expense of the realities of the time in which we live.

Therefore I wish to offer the following amendment to the proposal of Professor Baker:

That the Senate authorize a seat under its power in Sect. 23, (1), and that it designate that seat as the seat of the student representative.

Further, that we request the students to nominate a person residing in British Columbia and to elect their representative sometime in October so as to have a representative at the new session of Senate.

Finally, the title of the representative -- if we need a title -- should be the choice of the students. Let us create our own traditions.

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SIMON FRASER UNIVERSITY  
STUDENT SOCIETY

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Student Rep.  
A. Mynott



BURNABY 2, BRITISH COLUMBIA

TELEPHONE 291-3181

September 14, 1967

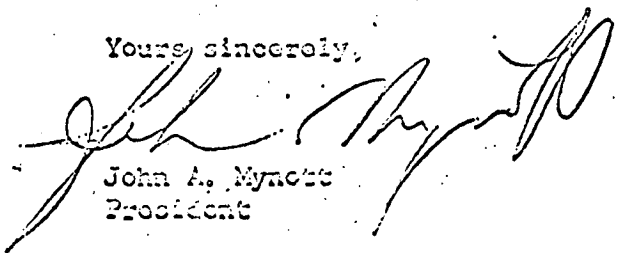
The Senate,  
c/o Mr. D. P. Robertson,  
Registrar,  
Simon Fraser University,  
Burnaby 2, B. C.

Dear Mr. Robertson:

I was gratified to receive the formal notice of the Senate's decision to include a student representative on the Senate. At this time I would like to request that the Senate give consideration to providing a set of Senate minutes for each of the Fall meetings for the Student Society's information so that we may be more fully prepared to choose our Senate representative.

With regards to the election procedure and those eligible, I would request that the Senate reconsider its decision that students with 12 semester hours or more are the only eligible voters. The basis for my request lies in the fact that all students taking four or more semester hours pay Student Society fees and are thus considered members of the University community. I would also like to point out that in many cases students taking less than 12 hours are those who, like myself, are involved in considerable non-academic activities and in order to do justice to both course load and co-curricular activities, have decided to reduce their load to less than 12 hours. I would appreciate the Senate's careful consideration of this point.

Yours sincerely,

  
John A. Mynott  
President

JAM/55

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# SIMON FRASER STUDENT SOCIETY

simon fraser university / burnaby 2, b. c. / telephone 291-3121

Office of the President

October 31, 1966

*Students Rep.  
Openness*

The Senate  
c/o Mr. D.P. Robertson  
Secretary to the Senate  
Simon Fraser University  
Burnaby 2, B. C.

Dear Mr. Robertson:

I have been instructed by the Executive Council to inform you that after considerable discussion and careful consideration the Executive Council must regretfully decline acceptance of the Senate offer to place a student elected Rector on the Senate. The Council's decision is contained in a three point resolution as follows:

Whereas, the Senate resolution as communicated to the Executive Council of the Simon Fraser Student Society in a letter dated September 14, 1966, involves students in the responsibility for decision making without allowing sufficient student voice, be it resolved that:

1. The Executive Council of the Simon Fraser Student Society rejects any and all forms of student representation on Senate that are not accompanied by a proposal to carry on the business of Senate in open and public meetings.
2. The Executive Council of the Simon Fraser Student Society rejects the specific Senate proposal for a student elected Rector on Senate as being guilty by association without sufficient representation.
3. The Executive Council of the Simon Fraser Student Society proposes as an initial step towards adequate student representation on the Senate that at least two student representatives be elected by the student body to the Senate.

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Student Rep

Opener  
October 31, 1966

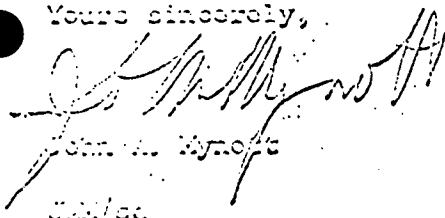
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The Senate

In reaching its decision the Executive Council took into consideration the possible problem arising from a student serving a three year term as a member of Senate. The consensus reached was that since the main purpose of student representation on the Senate is to present the students' point of view and to present problems encountered by students from time to time, direct student representation is the most efficient means of reaching these goals. Election of an upper class man for a three year Senate term would accomplish two things. First, the student elected would have at least two years experience as a student at the University. Second, even if this student representative were to graduate before the end of his term of office, he would be temporally close enough to his student experience to give adequate representation to the student body. Such a plan would lend itself to some multiple of three as the number of representatives for the student body. Thus, one-third of the representatives could be elected each year.

The above plan is only one of several possibilities for incorporating direct student representation in the academic Senate of the University. The Executive Council would welcome and appreciate the opportunity to review or discuss other possibilities. We appreciate the Senate's sincere efforts to increase the democratization of university government.

Yours sincerely,



John A. Wroft

JAW/ee

SM 9/11/67  
Stand Rep. 2/4  
Openness

HISTORY OF DISCUSSION IN SENATE

REGARDING

OPENESS AND STUDENT REPRESENTATION

prepared by The Registrar

NOVEMBER 29, 1965 - Senate Minutes

" Dr. Ellis advised that there were several members of faculty waiting outside wanting to know if the Senate would permit spectators. A brief discussion followed in which the members generally expressed their reluctance to permit the admission of spectators at this time.

It was moved by Mr. Frederickson and seconded by Dr. Rieckhoff:

That visitors be excluded from Senate at this time and that the matter be reconsidered after Senate has been in existence for some time.

Dr. Maud had been asked by his colleagues to support their visiting the meeting and was therefore opposed to the motion. Mr. Bawtree then requested that a specific date be set for re-opening the issue. Dr. Shrum recommended that the matter should be postponed until Senate is more fully constituted.

An amendment was moved by Dr. Bursill-Hall and seconded by Mr. Bawtree:

That the matter be reviewed when Senate is more fully constituted.

CARRIED

The amended motion then carried.

AUGUST 29, 1966 - Senate Minutes

3D. Observers at Senate Meetings:

Moved by D.H. Sullivan, seconded by T.H. Brose

"that meeting of Senate be open to any member of the University community who provides sufficient reason: the President to decide upon which such requests should be granted"

MOTION LOST

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AUGUST 29, 1966 - Senate Minutes (cont'd)

3D Observers at Senate Meetings (cont'd)

Moved by R. J. Baker, seconded by W. M. Hamilton

"that the Information Officer be invited to attend Senate meetings at the descretion of the Chairman"

CARRIED

During the discussion it was pointed out that copies of Senate minutes were available for perusal by faculty in the Library and in the office of the Registrar.

Moved by T. H. Brose, seconded by R. J. Baker

"that copies of Senate minutes be made available in faculty department offices."

CARRIED

AUGUST 29, 1966 - Senate Minutes

Papers presented by R. Baker and T. Brose (attached)

AUGUST 29, 1966 - Senate Minutes

3B Student Representation on Senate

" R. J. Baker commented on his paper, stating that ultimately he would agree with the suggestion presented in the paper submitted by T. H. Brose, but felt this should evolve slowly: and that student representation should commence by having the students elect a non-student.

G. Bursill-Hall stated that he was in favor of the proposal outlined in the paper by R. J. Baker, but would not at this time support any motion that resulted in a student becoming a member of Senate.

Moved by R. J. Baker, seconded by C. D. Nelson

"that the proposal by R. J. Baker on Student Representation on Senate be adopted as the first step towards student representation"

T. H. Brose stated that he felt the idea of a student representative was good, but did not share the hesitancy of other members to allow the students to participate in their university. He then proposed an amendment to the motion made by R. J. Baker,

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Openness

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AUGUST 29, 1966 - Senate Minutes (cont'd)

3B Student Representation on Senate (cont'd)

"that Senate authorize the seat and designate it as the seat of the representative of the students and permit the students to elect someone in October as their representative on Senate"

The Chairman ruled that this would be an alternative to the first motion, since the motion included not only the position of a Rector now, but moved to broaden the concept later.

R. J. Baker then amended his motion to state

"that Senate add a member elected by the students"

This would leave the title for the decision of the students. He stated he would not agree to a student representative.

T. H. Bottomore stated that the proposal that Senate should elect a non-student seemed difficult. He pointed out that the appointment would be for three years and that this was a long time to delay student representation by the students. He recommended that the matter be deferred until there was a more complete student body and the representation could be open.

G. Bursill-Hall requested clarification on the motion: whether it was on the position of a Rector who was a non-student or a Rector who might be a student representative.

The Chairman stated that the motion was in three parts:

1. The proposal as set out in the paper presented by R.J. Baker,
2. amended to read instead of "Rector", "the representative member of Senate elected by the students", and
3. in due course when a full spectrum of students is in attendance at the University, the whole question of limitations will be examined.

D. H. Sullivan stated that by the terms of the Act the term of appointment was three years. This would mean that a freshman or sophomore would be the only student eligible. Therefore he was against the motion. He also objected to the fact that members of faculty were excluded, stating that what the students would want would probably be a representative from the faculty.

E. S. Lett asked why it was urgent to consider this question at this time and asked if there would be any loss in deferring the discussion until there was a full complement of students.

Summer Rep.  
SM 9/1/67 Open

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AUGUST 29, 1966 - Senate Minutes (cont'd)

3B Student Representation on Senate (cont'd)

R. J. Baker stated that he considered this would be a desirable step now as there is a great deal of concern about various groups being represented.

C. D. Nelson stated that he did not consider three years too long to deny representation by students on Senate. He reported that one of the members of the student government intends to take only a small number of courses, so that he can devote himself to student government. He stated that this was a criticism on the number of things that have to be done and considered it would take three years to sort them out and come to some sort of pattern for the trimester system. He considered that a representative elected by students to Senate was a good way to start and that such representation would give the students a great deal of help.

T. H. Brose stated that there appeared to be some feeling that a non-student should be the representative the students choose and stated that they should be trusted to elect a non-student.

Moved by D. H. Sullivan, seconded by T. H. Brose

"to delete the words "or a member of faculty" from the motion proposed by R. J. Baker"

AMENDMENT LOST

The Chairman then asked for a vote on the motion by R. J. Baker,

"that Senate add a member elected by the students, and that such a member be called a Student Representative. This Student Representative would not be a student or a member of faculty. He would be elected by bona fide students registered in courses at the time of the election, and for a term of three years; he should be a resident of British Columbia"

CARRIED

G. L. Bursill-Hall abstained from voting and requested that this be recorded in the minutes.

The questions of which students would be eligible to vote and the best time for holding the election of the student representative to Senate were discussed and it was agreed that students registered for twelve semester hours or more were eligible to vote and that the election be held in the spring semester (1967): The elected representative to take his seat at the February Senate meeting.



Student-Rep.  
Appendix

Letter from J. Mynott, President, Student Society (attached)

Student Representative on Senate

1) Eligibility to vote

The members considered the request of the President of the Student Society that Senate reconsider its decision that students with 12 semester hours or more would be the only eligible voters on the election of a Student Representative on Senate

Moved by K. E. Rieckhoff, seconded by C. J. Frederickson

"that the decision of Senate to require a student to be enrolled twelve semester hours or more to be eligible to vote be reaffirmed"

CARRIED

2) Distribution of Senate minutes to Student Society

Senate considered the request from the President of the Student Society for Senate minutes for each of the Fall meetings.

After considerable discussion the Chairman recommended that the Registrar write a report on each meeting of Senate and send the summary report to the President of the Student Society, the Peak, and any other party who was interested. This report could be written so that supporting papers would not be necessary.

It was pointed out that it could be assumed that the Student Representative, who will receive all documentation for Senate, will communicate matters of importance to the students.

A. R. MacKinnon recommended that there should be a place where the minutes with the papers are available.

J. Mills amended his motion to state

"that the request of the Student Society to have Senate minutes provided be met by making the Library copy of the minutes available to students"

The Chairman then called for a vote in two parts for the motion by J. Mills, seconded by A. R. MacKinnon

"that the Registrar be requested to prepare a summary to be distributed freely in the community"

CARRIED

"that the agenda, supporting papers and minutes be kept in the Library and made available upon request to any member of the University community: the papers for this copy to be subject to the discretion of the Registrar"

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Senate Rep.  
O'Brien

3A Student Representative on Senate (cont'd)

2) Distribution of Senate minutes to Student Society (cont'd)

T. B. Bottomore stated that he felt this was getting away from the idea of minutes: that they were for the information of those who discuss the business of the meetings and the business of the meetings would be deteriorated by such action. He prefers that the minutes of a meeting of any body be confined to the membership of that body: to go beyond this is to restrict open discussion. He stated he was opposed to circulating the minutes.

T. H. Brose stated that he did not believe candor would restrict the body: that since Senate did not have Proceedings, as did the House of Commons, minutes and papers were the record of Senate and he believed people on campus should have that record available.

The Chairman then called for a vote on the second part of the motion.

CARRIED

Procedures for Election of Student Representative

The Registrar requested a ruling on his suggestion that nomination forms for nomination of a student representative required twenty signatures.

Moved by R. J. Baker, seconded by J. F. Ellis

"that nomination forms for the student representative should require twenty signatures"

CARRIED

NOVEMBER 7, 1966 - Senate Minutes

Letter from J. Mynott, President, Student Society (attached)

4A Letter from Student Society Rejecting Proposal of Representative of Students on Senate

The Registrar reported that because he felt that the letter from the Student Society, which had been distributed to all members, required some clarification, he consulted with Dean Bottomore, acting President at the time, about the advisability of meeting with the students before the letter was discussed in Senate. With the concurrence of Dean Bottomore a meeting was held on Friday, November 4th. Present were the Registrar, Professors Baker, Brose,

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Senate Rep.  
O'Brien

4A Letter from Student Society Rejecting Proposal of Representative of Students on Senate (cont'd)

Ellis, Rieckhoff and students John Mynott, Dave York, Mike Campbell and Greg Stacey. As a result of this meeting Mr. Mynott was asked if he and some of his colleagues wished to present the Student Society's case in person at a Senate meeting. He agreed this would be desirable. At the meeting the student newspaper editor, Mr. Mike Campbell, was asked to consider that he was not present at the meeting as a reporter and he agreed, but has since asked to accompany the student delegation to Senate as a reporter.

Moved by A. E. Branca, seconded by K. E. Rickhoff

"that the student delegation be admitted"

CARRIED

Moved by A. M. Unrau, seconded by J. L. Dampier

"that the request of the reporter to attend the meeting for the interview be denied"

CARRIED

John Mynott, the President of the Student Council, was then introduced to the meeting.

In his presentation, Mr. Mynott stated that the question of open and public meetings, as stated in item 1. of the letter distributed to Senate, was the most important facet of the whole question. He was asked to what extent this was a Student Council decision and to what extent it was a publically discussed issue. He stated that the decision was a decision of the Executive Council in consultation with a number of students on campus and some of the executive and other members of the Canadian Union of Students.

Mr. Mynott left the meeting at 3:10 PM.

Moved by A. E. Branca, seconded by J. Mills

"that a Senate committee be established to meet with a committee of students to discuss the question of student participation in Senate"

The Chairman stated that from the discussion he would take the terms of reference for the committee to be to investigate the whole question of student participation in Senate and the openness of Senate meetings.

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Sunny Rep.  
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O'Brien

NOVEMBER 7, 1966 - Senate Minutes (cont'd)

4A Letter from Student Society Rejecting Proposal of Representative  
of Students on Senate (cont'd)

The Chairman then called for a vote on the motion by A. E. Branca, seconded by J. Mills.

CARRIED

It was further agreed that the committee be composed of four members, the membership of the committee to be left to the discretion of the President, with the recommendation that one member be a non-faculty member of Senate and that one member be the Registrar.

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Senate Rep.  
Openness

MINUTES OF SENATE COMMITTEE TO STUDY STUDENT REPRESENTATION  
ON SENATE AND OPENESS OF SENATE MEETINGS  
THURSDAY DECEMBER 1, 1966

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PRESENT:

Senate Committee

D.P. Robertson - Chairman  
A.E. Branca  
T.H. Brose  
K.E. Rieckhoff

Student Committee

J. Mynott  
R. Watt  
W. Engleson

It was said that all discussion so far had revolved around openness of meetings, which is of prime concern. In going through the various sections and duties of the Senate as is mentioned in the transcription, there are very few areas in which students have no concern at all. There are some areas where they have a mild concern, there are some areas where they have definite interest and can present valuable suggestions.

It was suggested that the meeting look at the matter of 'opening' Senate. If Senate was 'opened' what about Faculty Meetings, Curriculum Committees and all the other subsidiary committees? Is there any need for closed meetings by any group except on those occasions that we have talked about and where there is definite agreement. Committees at some time or other bring a summary or recommendation to the Senate and therefore most of the academic business of the University does come before the Senate. It may be desirable by some to have every kind of meeting open and desirable by some to have these meetings remain closed. It would seem that if you at least allowed Senate to be 'opened' the final decision would be open to view by the Faculty and the students.

Tradition is that in closed meetings Senators can present strong arguments in a strong manner when they see fit and observers are denied admission because of the rumours that might spread from these meetings being open. This may be the only reason this tradition originated.

University of British Columbia students are asking for election for a sufficient number of students to have enough students to put on each committee. As many students on the Senate as there are committees operating. It is understood that there are matters which would require closed meetings and on these grounds the 'openness' would be rejected. In matters of this kind the public would be asked to leave and the meeting would proceed in camera. In camera meetings would apply to all members of the Senate. If the representatives would not abide by the commitments implied by an in camera meeting they would be asked to leave.

*Student Rep.  
S.M. 9/1/69*

A lot of reference is being made to Senate's similarity to Parliament. No reference has been made to Cabinet meetings which are not 'open' and never reported to the public. Concern was expressed about 'opening' meetings. You cannot keep out the press. The press is not known as a responsible body. In a situation where the press reports out of context it can do the University a lot of damage - we have suffered from the Press before, and have no reason to trust its judgment.

A view was expressed that there are some differences in what Senate is, in terms of analogies, if one looks at the Act and at the traditional rules of Senates in Universities. The Senate does come out to be more or less a representative body. Some people from the public, some from the Government, some from the Faculties, appear on the Senate and it is enjoined to be the governing body of the University. To call Senate a Cabinet of sorts seems to be an elevation of the types of things that Senate considers and an elevation of the things that go on at a university to a political level that is warranted.

With regard to the Press, a watch is possible. All members of the University Committee have Library Cards and it is possible to limit the attendance to the community of the University. We have an Information Officer and if there are misrepresentations made this can be countered. There is a need for some consideration by this group of the concern of the public as to university affairs which has recently developed in Canada. Previously university education was for the select few of the community and today education in university, as in high school, is considered part of the right of the public.

This faces the university with a very different situation. It has a public which is more diversified in interests. Representation on Senates of this nature was much different in the 20's and 30's. Even now though, there is much more cross-representation in most organizations in Canada today than on our Senate and our Board of Governors. This new attitude to higher education changes the rules for bodies of this kind and some adjustment for these changes has to be made.

Except for the consideration of press and publicity and the ability of Senate members to express themselves without concern of misrepresentation, there are definite advantages to having open Senate meetings. Some do not agree with the argument of tradition. This matter of inhibiting candor is the practical thing that is to be considered and the meeting must consider what things might be done to overcome this disadvantage and if it cannot be overcome what can be done as an alternative.

There is a limited number of spectator seats available and for any meeting people can make application. If this privilege is given it is on the express understanding that the matters discussed are University business and no discussion should be held outside the University and certainly that nothing is to be reported to the newspapers or news media.

It could be a very good idea to have an understanding that the gallery does not have freedom to come and go as it pleases. Press could be held down because of the space available. Student newspaper coverage of a Senate meeting should not be detrimental in any way but of course this could not be guaranteed.

Student Rep.  
Opening  
SM 9/1/67

How is the student newspaper organized and how is it controlled by the governing bodies of the University?

With the Student Society being incorporated within a couple of weeks the final responsibility for the newspaper will lie with the Student Society and therefore the University should not have to step in at any time to protect its legal liability. Rather than restricting the newspaper, we should instead endeavour to get the best reporters available or better still we could have the Editor appoint a permanent Senate Reporter.

The Student Society stands in the same relationship to the University as the C.B.C. to the Government. To bring it into line you could cut its funds off.

Are Student Council meetings open to the Senate? Yes, in fact the President has attended a number.

The Senate could invite one particular reporter to cover the meetings. If anyone wished to question the reporter the Senate would know whom to question about the reporting. If one person could be obtained to cover the meetings this would help. Also any reporting of direct quotes by this Senate Reporter should be checked with the member making the quote. This could be done but a quote out of context of a statement.....

Would we assume that responsible reporting is possible?

If there are to be privileges, there are to be restrictions. If there were a gallery, it would have to be a responsible gallery.

What would be involved in the mechanics of opening Senate meetings? Does it require altering in the Constitution? Under Section 54 (a) Senate has the power to regulate the conduct of its meetings and proceedings.

So far the meeting has discussed a lot of pros and cons. There does not seem to be a very definite weight on one side or the other.

What arguments would there be against having the meeting temporarily opened. The Senate would retain the right to call for 'in camera' meetings.

The Peak recently quoted the President as saying "let's try it and see". He was no doubt referring to all new ideas, opening Senate being one of them.

One of the strongest points against openness is that in an open meeting candidness would be jeopardized and mischief would be caused by mis-reporting.

Senate does have the power to accept this sort of thing on an experimental basis and one cannot say what will happen, it has never been tried.

It has been suggested that the kind of openness would be a limited type if only controlled by the physical limitation of a gallery. At the most 30 people could sit in seats around the walls of the chamber.

Student Rep.  
Opposition  
SM 9/1/67

The Student Council room is much more useable for this purpose.

A view was expressed that the students had made out a very strong case. The speaker was inclined strongly towards the students' point of view, except to screening the public in matter the Senate thinks best and observers adopting a proper demeanour and subject to responsible reporting. If all these things are noted down to govern these matters then the committee should be in favour of open meetings. Tradition can be broken experimentally and if these privileges have been broken Senate can revoke the privileges.

Control could be exercised by having observers draw tickets from, say the Registrar's Office if they are interested in attending a particular meeting. This would perhaps be better as the responsibility of the Student Council and the Faculty Association. There would be some control on the numbers, which would be left to a later date.

It was asked if the Senate meetings are opened what about student representation?

Firstly, assume that Senate turns down the recommendation and will not have open Senate meetings. Do the Students still want representation?

If the Senate decides to keep meetings closed, it would be up to the students to decide what the next step would be. This committee should discuss representation on the assumption that Senate has accepted its recommendation for open meetings.

If matters discussed in closed meetings were matters dealing with the student body students would find it very difficult to participate as they would feel it was their responsibility to discuss quite openly in the presence of their fellow students.

What representation of the students would the Committee recommend?

There should be a resolution that whoever is elected is a member of the Senate and takes on the same responsibilities as other Senators.

There should be only one loyalty and this is to the Senate.

What kind of representation should the Committee recommend to Senate? Start with it wide open, it could be anybody.

It is agreed that Senate should have direct student representation. The students should have the right to choose who will represent them.

Reviewing the history of this issue in Senate it was revealed that it was felt that the students are not at this point in sufficient number in maturity, as far as first or second year students are concerned. At some later date the representation should be students themselves, it was thus proposed that the representation should be other than a student and also other than a Faculty member as the faculty were already well represented.



*Student Rep.  
Approved  
SM 9.1.67*

The suggestion was made that it would perhaps be better to try it without a student first and see how it develops.

The Committee discussed the type of student, age, etc., that should be selected as representative. It was agreed that this should be left up to the student body to select either by campaigning or selection by the Student Council. On the whole it was felt that matters of restriction should be a matter discussed at a General Student Meeting and not restricted to discussion within this committee.

Mr. Don Murray  
Recording Secretary

APPROVED \_\_\_\_\_

D.P. Robertson - Chairman

DATE:

SM 9/1/69

Senate Rep.  
Openness

MINUTES OF SENATE COMMITTEE TO STUDY STUDENT REPRESENTATION  
ON SENATE AND OPENESS OF SENATE MEETINGS  
FRIDAY DECEMBER 9 1966

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PRESENT:

Senate Committee

D.P. Robertson - Chairman  
A.E. Branca  
T.H. Brose  
K.E. Rieckhoff

Student Committee

J. Mynott  
R. Watt  
W. Engleson

Minutes of previous meeting and history of this topic in Senate Meetings to date were distributed to the members.

It was suggested that the Committee discuss the form of student representation which is where it left off last week. Just before the last meeting ended it was decided to state that anybody is eligible to be elected by the students. Is it wished to put more details in the recommendations, or leave it at that? Does the Committee think there should be any limitations?

It is expected that Senate will want certain guarantees or considerations. It is doubted very much if the Senate would accept a sixteen-year-old kid just out of school for three months as a fit member. Just what form the restrictions could take and still leave it free is a difficult question. In a short discussion after our last meeting with other members of this committee the possibility was discussed of saying that the candidates should be voting age, assuming that if they are considered old enough for voting they will be responsible representatives.

What is the voting age? Nineteen years old.

This would exclude most of the first and second year students.

Some doubt was expressed about setting a definite age. Some preference was expressed for experience gained at Simon Fraser say, in attendance for two years. If an age was set, Senate could get someone who was here for the first time and still be a good Senate member.

Would this not come out in the election?

Another point is, some of the Senate members and Faculty members have not been here that long and yet seem to have made responsible Senate members.

SM 9/1/67

Stud. Rep.

Opposition

You could have sixteen-year-olds elected. Collective wisdom is not a good guarantee. To trust to the electorate is not always best. There are democratic restrictions about people who can and cannot be elected.

The person who has been exposed has had a better opportunity to develop a mature judgment. If the students want to elect a non-student this is fine. If they want a student this is fine. The lowest possible age is the voting age. Senate should have a person that is an adult.

The standard of debate and thinking in the Senate is a high one. A student who is not nineteen would unlikely qualify in that respect. Even the students would want a limitation of this nature so that they may have the views of the student body presented to the Senate. This would not come from a student who has been here for the first semester, from high school.

Although not in disagreement with nineteen years of age the view was expressed that this person should be in attendance for a certain amount of time. You have to gain a certain knowledge of the university to get involved in the Senate. A two semester limit is quite reasonable.

At least one of the Faculty members elected in the fall has only been here for one semester.

There is quite a difference. Although a Faculty member may only have been here for one semester, at least he has been around universities for a considerable time and has the experience, even though he is a new member of Faculty. He has six or seven years under his belt.

It was suggested that for the candidate's nomination to be valid he should have been here for at least one semester.

Is it decided that the representative must be a student.

Opposition was expressed to a non-member of the University community. If he is a student he should have been in attendance for one semester. If he is a Faculty member no restrictions could be placed. Surely the majority would not want to see anyone from outside the University representing the students.

If the students wanted to elect someone from outside the University, why should anyone step in their way. It seems that there are people already who have been here for more than two semesters who do not know what is going on. People who take interest can learn very quickly and learn as they go along. What guarantee is it giving anybody by placing a residence restriction on the candidate?

There are two points of view here. If you do want to insist on some sort of residence requirement you run into a lot of additional troubles. Is a resident 10, 12 or 15 semester hours? Must he have passed all his courses? Is an age limit required? Some second year students do not know what is going on at the University. What is going to happen when these people start voting for candidates?

SM 9/1/67  
Senators Rep.  
Openness 21

By talking about restrictions there is an underlying assumption of an irresponsible electorate. If you are going to take a chance on an irresponsible electorate you must make realistic limitations. The age limit is a realistic limitation.

There could be an irresponsible electorate and therefore restrictions are required. Residence could possibly be interpreted to mean 30 semester hours accumulated Simon Fraser credit. The person who has been in attendance at a university for one year.

A lot of graduate students who come here may have a tremendous amount of experience in university affairs and an active interest in university business. A graduate student only needs five or ten semester hours. Perhaps the stipulation we require is that they have been in attendance at some university.

It was suggested that stipulation should be made for nineteen years of age and over. Agreed.

Now what about the question of university experience.

If students want to elect someone without university experience they should be allowed to do so. Senate should not stipulate this. Senate should have only one concern - that he is a student when elected and continues to follow his studies. This is assuming that he is a student and would continue to be a student for the three year term. If this committee decides to stipulate that it is a student.

Why has 'Rector' been rejected?

On the basis that it might be a person who was not aware of the problems of students today and might not have been in contact with university life for a good number of years.

Would there be violent objections if representation was limited to students at Simon Fraser University completely? This would be the most acceptable representation for students to have on Senate. You have to have someone from inside the community.

General discussion followed on the effect of student representation in respect to the increase in numbers on the Senate. Section 1 of the Act was cited (for each student representative on the Senate, Faculty would have a representative. Three student representatives would mean three Faculty representatives, increase to Senate would be six).

The Committee should talk about the numbers of representatives? A very useful suggestion. It will be very difficult to get Senate to go beyond one representative at this time. However, pending its experience for one year, Senate might add another member and possibly after another year, another one, and the one representative could grow to three.

Will three students cause more trouble than one? If you try for one you might get it, for three you might have three times the difficulty in getting it.

SM 9/1/67  
Student Rep.  
Openness 22

It would be nicer to have more than one student member. If a student is elected to Senate could he stand up for himself and the students without support? Faculty do not need other Faculty members to prop them up. Why three to hold the argument up? The discussion started with a representative, one, and now all of a sudden it has to be three because one cannot be loud enough.

Three would hardly be a voting block, because Senate will elect an equal number of Faculty. It is realistic to have one person confidently voice the opinions of the whole student body.

Two or three students can give you a more unbiased voice of student representation on Senate.

Why not wait one year for the second and two years for the third?

The students may, at certain times, present a voting block but never a power block. It is a sensible experiment to have three people but just one is asking a lot of newly elected student.

What benefit would it be to Senate to have one, two or three? Would it be beneficial to have more than one?

Could it not be put this way? The students are strongly, universally of the opinion that the student representation should be three.

Should it be left up to Senate to decide? Certainly. Senate will decide ultimately anyway.

One student representative for the time being would be sufficient, it is a renovation of the constitution of Senate and if put on that basis it would probably be more likely to succeed. Three would give the students more security, because of having three there, but some members have the suspicion that Senate would not go for three students immediately.

Is the disagreement based on what it is thought Senate will go along with or what would be more beneficial to Senate.

It is experimental for the time being so it cannot be said with certainty that three would be better than one.

There is nothing lost with letting a thing like this evolve gradually.

In Senate the student representative will not be there primarily as a spokesman for students but as a member of Senate.

Senate should be urged to try it with one, then two, then three.

If the students get two or three, Faculty will get the same and Senate will end up with 30 to 35 members. Senate meetings run quite long enough now.

The first recommendation regarding openness should not be forgotten. If the Committee recommends a gallery and three students, some members may think things are getting too cluttered.

It is not known if one, two or three will work better. Why should we start with three? We do not have to rush. Senate has run along closed for many years and now we are saying that Senate will need to be open and have three students to be effective!

Could it not be agreed to only having one student representative? The only point is that some feel that three students would be more effective than one and the argument against three is a dislike of increasing the size of the Senate.

Maybe at this stage the Senate would be wise to admit students to committees who were not Senators.

SM 9/1/67

Sen. Rep

Answers

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What about the in-between ground? What does the committee think of two? The Committee will accept the suggestion that it leave the number to Senate, but recommend that one would be better than none. Leave the number up to Senate, and go to what kind of student it should be. Would it be a student in good standing who to maintain his place on the Senate must remain a student in good standing.

Yes, a student of the age of 19 in good standing at the time of election. Is a student in good standing any student registered at the University? Students may elect a student who is not on the campus at that time. He may be a student on a semester off.

Does that mean with the one person, if he took a semester off would the students be without representation?

If a Faculty member takes research time off he notifies Senate and they appoint a substitute.

If a student was working in the area he could maintain his representation to Senate.

The Committee has done the task it has been charged with. The next meeting of Senate is January 9 and the Senate then goes through the Graduate and Undergraduate Calendars. This item will be on the agenda but it is doubtful if Senate will have time to get to it, because the calendars must get out. This item deserves a special meeting with nothing else being discussed. Senate will probably call a special meeting to discuss these recommendations sometime later in January.

Could the students be present at the meeting when the recommendations are discussed?

It could be arranged.

The Chairman will attempt to write the history, the arguments pro and con, re-write the minutes and recommendations and send the whole report to Senate. As soon as the Chairman has rewritten this he should get the Committee together again.

Next meeting to be notified.

Mr. Don Murray  
Recording Secretary

APPROVED \_\_\_\_\_

D.P. Robertson Chairman

DATE: \_\_\_\_\_

SM 9/1/69

MINUTES OF SENATE COMMITTEE TO STUDY STUDENT REPRESENTATION  
ON SENATE AND OPENESS OF SENATE MEETINGS  
MONDAY NOVEMBER 28, 1966

PRESENT:

Senate Committee

D.P. Robertson - Chairman  
A.E. Branca  
T.H. Brose  
K.E. Rieckhoff

Student Committee

J. Mynott  
R. Watt  
W. Engleson

*Student Rep on Senate  
Openness of Senate*

The Chairman briefly outlined the events leading to the formation of the Committee.

It was stated that Senate would be interested in knowing why students want representation: that perhaps the best approach would be to find out 1) how students felt they should be represented, 2) what do they feel they could contribute, 3) what would justify opening the Senate meetings.

It was stated that the Student Society was most concerned with the openness of Senate meetings and suggested this question be discussed first. It was further stated that the students were not interested in representation by a "Rector".

It was pointed out that the use of the term "Rector" was wrong and that Senate did not use it.

It was stated that the issue for all students on the committee was openness of meetings and that although the Executive Council of the Student Society may not represent the students it does have open meetings. To the present time students had not heard any arguments why Senate meetings could not be open.

It was stated that there were various reasons why opening the meetings might be desirable: one reason was a matter of attitude so that it was clear that nothing was being put over on anyone, and to alleviate suspicion.

If another reason was communication, the speaker questioned whether open Senate meetings were the best means of accomplishing this, as there are many other avenues open. He was not clear on the purpose of having anyone listening.

It was stated that openness of this sort was part of the recent Anglo Saxon political tradition. The move has been to open public bodies to make as much information as possible available to the people and make people at ease with these bodies. The University is a public body and in terms of the University community it involves all of us. We should expect decisions to be made openly. Suspicion comes from the unknown. Listening and seeing how government performs is not so strange. What is strange is that universities never before have tried open meetings.

It was conceded that the Parliamentary argument may be good from a psychological point of view but in fact although the parliament of Canada is open the real work is done in parliamentary committees and in the corridors.

It was mentioned that right now Senate was closed even to faculty, except those who were members, that if there were open Senate meetings and greater awareness of just who Senators are there would be more non Senate people in the community who could participate in the corridor discussions.

It was stated that the person who wanted to inform himself could do so. It was then stated that many members of Senate are only names on a paper. There are quite a number of faculty members who are bitter over the exclusion of their presence to watch Senate. At the first Senate meeting some of them came to the door requesting entrance.

It was stated that from the students' point of view there are not many avenues open to students.

It was asked if anyone was prepared to give reasons for having closed meetings - in practice and principle.

It was stated that it was tradition and while we could break tradition there should be a good reason. Students likened Senate to a legislature, which is not a true analogy. The actions of Senate are completely circumscribed by the Act. In government members are elected by the public. Openness is there in Senate in the sense that minutes are available for study by all and the speaker could not understand why the matter of how the debate progresses should be a matter of interest. There are some matters of privacy and members may not want the reasons for their arguments made public. He saw two things of importance to students - the curriculum and discipline - and asked what else was of interest to students. He then suggested that the committee go through the Act section by section.

It was asked why Senate honored student representation in the first place. Presumably it was to report back to students. The speaker asked what the distinction was between having a representative of the sort Senate agreed upon and having students present at meetings. The reply was that students want direct representation not third party representation. The speaker thought Senate would be disposed to give students direct representation so that one or more students could be free to present the student point of view.

It was stated that some of the reasons for keeping the meetings closed were that the presence of spectators might affect Senators' candidness that other University Senate meetings were closed, and that there were personal matters discussed which should not be discussed in public.

The discussions which took place in Senate on the establishment of a grading system were mentioned. It was stated that the speaker personally might use strong language to another Senator to support his point of view. This could indicate to an observer a deep rift between the two of them and could create a damaging impression of the University community, which was completely false. If the meetings were open it would be necessary for the Senators to restrain themselves and the debate would be less useful.



It was further stated that the man who argues strongly desires that his argument have some privacy - that such an argument could give an impression not desired by the speaker if reported publicly out of context.

It was said that to students Senate seemed a rubber stamp body; that all students know is the final decision and none of the debate and this gives the impression of rubber stamping. Students and other members of the University have the right to know the issue and to do some 'politicizing'.

It was stated that it was just this that Senate wished to avoid. Senate wanted to make a decision for the benefit of the University and not for the ephemeral popularity of the motion.

The likeness of Senate to the executive of a company was felt to be unfortunate, but it was felt that this would not change until the government of the University changed. The product of a university is vitally interested in what is going on.

Section 54 of the Act was referred to, article by article. Section 54 reads "It is the duty of othe Senate and it has power

54(a) to regulate the conduct of its meetings and proceedings, including the determining of the quorum necessary for the transaction of business and the election of its members to the Board of Governors

The opinion was expressed that aside from the question of appointment this (representation on the Board) could not be anything a student could be interested in. The speaker could see no reason why any student should be on the Board. It was stated that a lot of the proceedings of the Board would not be of interest to students just as they may not be to many members of Senate but that some would be interested in knowing what items were on the agenda.

54(b) to provide for the government, management, and carrying-out of curriculum, instruction, and education offered by the University

The students expressed interest in this and it was stated that surely the question of curriculum was the responsibility of faculty - that students do not dictate on questions of curriculum. It was stated that faculty are charged with this responsibility because they are specialists. The question was asked: "What can a student tell a Dean about what should be studies?" In reply it was stated that students would not dictate but could contribute considerably to the discussion. Perhaps the student point of view could be educational to Senate members because many of them had been away from formal education for many years and did not appreciate new ideas. It was pointed out that the curriculum is not created at Senate and that it was at the point of creation that student opinion might be most useful. The feed-back from the students regarding curriculum is straight to faculty, faculty puts it together, and it goes to Senate for approval and co-ordination with other faculties. Student interest comes in vitally at the commencement stage. It was agreed that this was where the communication with students did take place but that there was a point in the Senate wheresuggestions from the students should

be considered. Such things as how many hours in a course or how many courses in a semester could be questions of vital concern to students.

It was suggested that this matter of interest was something to clarify. It was necessary to decide whether students should not only be interested in decisions but should be permitted to influence decisions. There was no doubt about the interest.

It was stated that if meetings were open there would generally only be a few students present. The students were asked if those watching would wish to go and see Senators and whether students should have the power to influence a decision. The reply was that if a student did so it would be unlikely that he would be influencing the Senator without a very good argument. The idea of influencing by pressure lobbying was highly unlikely. The only way students could influence decisions was by bringing up a point of view that had not occurred to faculty. For instance, the question of work load of the individual student - it would be easy for a member of Senate to evaluate what any student said about his own work load. On the question of work load it was asked how openness of meetings and direct representation solved this. The reply was that the curriculum goes before Senate and if this appeared on the agenda and if the meetings were open, students would go around to as many Senators as possible and present their own point of view.

It was stated that communication was so good at the lower level that it was not needed at a higher level and this was disagreed with. It was then stated that there were clear-cut channels now existing, that they were very well known and very much considered by Senate and faculty. It was not possible to do nearly as much to change things at Senate as it was at the early stages.

It was stated that one of the possibilities was that some of the distance between Senate and students would disappear, but that basically the previous statement was correct. It was possible to talk to most faculty members and it was unlikely that openness of Senate would create any magical change in decision making. It was one more avenue of communication.

It was stated that the two benefits derived would be the constructive suggestions from students and the question of the change in attitudes, which is not very tangible. It was stated that Senate should have the power to revoke the openness of meetings at any time, but that the question of open meetings in principle would be a tremendous step to a change in attitude.

It was stated that each department makes up its own curriculum but that there were sometimes changes to make to work one faculty in with another. It was pointed out that the Senate, in 54 b) acts as a permissive body: it does not dictate a course, it approves a course requested by a department through a faculty. Most of the curriculum is decided in faculty and students are free to talk to faculty.

*Student Rep. on Senate  
SM 9/1/69*

The meaning of "instruction" in 54 b) was queried. This was felt to be the way in which the curriculum was carried on and the way in which it was imparted to the students: for instance lectures, labs, or tutorials.

54(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the University or to any Faculty, and to determine in which Faculty the students pursuing each course of study shall register

On the question of admissions it was asked if students coming from other Universities and Colleges might have something to offer on the question of credit. It was pointed out that Senate decided the calendar requirements and the Senate Committee on Admissions tells the Registrar what to accept. It was asked whether students could be of any value to the Senate Committee on these decisions. It was pointed out that students can always go to the Registrar if they feel there has been an injustice. It was further pointed out that section 63 f) outlined the means by which students could submit grievances to the faculties. It was asked how openness of meetings would help 54 c). The reply was that students should have a voice even in the Senate Admissions Committee.

54(e) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology.

It was agreed that students could offer no assistance on this question.

54(f) to approve the establishment or discontinuance by the Board of any Faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize

It was stated that if students were anxious for a new branch of study and the department was not particularly interested this could be an area where faculty and students might make suggestions to Senate. It was asked how openness of meetings would contribute to this. It was then asked what reasons would exist for not having meetings open to discuss items such as this, except the point of using strong language and arguments. It was pointed out that the onus was not on Senate, but on the students, to argue the reasons why meetings should be open. It was suggested that the question might be taken from the other point of view but that was saying "let's open Senate because what harm will it do" which is not a very impressive argument with which to combat tradition. We must present what good it would do.

Student Rep to Senate  
SM 9/1/69  
Openness

54(g) to award fellowships, scholarships, exhibitions, bursaries, and prizes

It was stated that the criteria on bursaries is something students could contribute to.

54(h) from time to time to determine which members of the teaching and administrative staffs shall be members of each Faculty

It was stated students felt that if teaching assistants were considered members of the faculty it would make a great change in the University climate. It was stated that a discussion of this could be vital to students. It was then suggested that the agenda be made available sometime before the meeting so that teaching assistants who saw their status would be discussed could attend and if they asked someone to present their opinion they would want to be present at the meeting to see that their opinion had been put forward.

It was stated that if you feel you have looked at the arguments and then watch the debate, and hear the arguments which you did not even think of, it could demonstrate the weakness of your arguments and give you another point of view. You could be convinced under these conditions of the decision being the right one, where you might not be if you had not been present. It was stated that while this might be true, students might not be experienced enough to weight the other side of the argument. It was pointed out that people tend to avoid controversy in an open meeting and the bigger the forum the greater this effect may be. The criteria for choosing Senators was queried and it was stated that if the students chose representatives they would choose the most outspoken. It was pointed out that it should be remembered that this was a scholarly community not a forum for professional orators.

The question of press was mentioned and it was stated that in talking about openness the meeting was also talking about admitting reporters.

54(i) to make rules and regulations for the management and conduct of the library

It was stated that this was of vital interest to every member of the community, that it was one of the most important and a positive reason for students being present. Students have definite suggestions. It was stated that there was machinery to deal with this: that there was a Senate Committee on the Library which would be willing to talk to any student.

It was stated that the major arguments for not having the Senate meetings open appeared to be that it is too high a body and that students can go to committees. This means Senate is a subber stamp: it does not indicate that Senate may or may not accept recommendations. If this is the case there is no real reason for Senate at all. Because there are decision

making bodies below Senate does not eliminate the good to be derived from openness of Senate meetings. It is still Senate that makes the ultimate decision..

The Chairman pointed out that there were Senate committees because Senate could not handle the mass of detail. The question of why there was any difference in student representation on Senate committee and student representation on Senate itself was asked. It was then stated that tradition was a very powerful factor. It was agreed that there would be some positive value gained from student participation in the question of library affairs, under 54 i).

54(j) to provide for the preparation and publication of a calendar

It was stated that the calendar was a fine example of where students are required: that it was difficult to see how grade XII students could be expected to understand the calendar and the rules and regulations: the speaker had worked with the University of British Columbia calendar and had found it difficult to understand the Simon Fraser calendar.

It was stated that this question of a calendar which could be readily understood by all levels of intelligence and sophistication was constantly being worked on and it was stated that there could be constructive suggestions from students, although it was queried that this should be done at Senate level.

The students did not know what Senate does on the calendar and it was stated that Senate gave general direction and it was suggested that for the topics just mentioned the Registrar was the most useful person to see.

54(k) to make such recommendations to the Board as may be deemed proper for promoting the interests of the University or for carrying out the objects and provisions of this Act

It was stated that students could be very interested in items arising here.

54(l) to deal with all matters reported by the Faculties, as affecting their respective Faculties, and to consider and take action upon all such matters as shall be reported to the Board

It was agreed that there was no apparent need for students to be involved in this question, although the article was too vague to allow definitive discussion.

Student Reps.  
Openness  
SM 9/1/69

54(m) to exercise disciplinary jurisdiction with respect to students in attendance at the University by way of appeal from any decision of the Faculty Council

It was pointed out that Senate had to approve recommendations of any discipline committee and of Faculty Council and that since Senate sometimes upsets the ruling of Faculty Council, student attendance on this item might be useful. It was then stated that rules are laid down by Senate and have the force of law.

It was asked if the students desired a court and the answer was no. It was stated that if Senate has the ultimate power of decision on regulations then in matters of decision on regulations the students should be permitted to see the regulation which will govern their behavior being made.

54(n) to make or alter any University rule or regulation, providing the rule or regulation so made or altered is consistent with the provisions of this Act and with the laws of the Province

It was noted that m) and n) were close together.

54(o) to enter, subject to the approval of the Board, into agreements with any corporation or society in the Province which has power to prescribe examinations for admission to the corporation or society for the purpose of conducting examinations and reporting results; and every such corporation or society has power to enter into such agreements; and to make regulations as to the conduct and financing of such examinations and examinations conducted by the Senate by virtue of any other Statute of the Province, and the publication of their results. No part of the cost of such examinations shall be a charge upon or be paid out of University funds

It was agreed that there was little of interest to students here, nor was there much scope for their counsel to be helpful to Senate on this item.

54(p) to fix the terms of affiliation with other universities, colleges, or other institutions of learning and to modify or terminate such affiliation

It was stated that students who are concerned with the university might well have something to say about this. There was another statement to the effect that it could be left to Senate itself, that the speaker could see no way that student observers at Senate could contribute to this topic.

Student Rep.  
Openness  
SM 9/1/67

The Chairman in summation stated that what had been decided was that the one argument that is most important is that there would be a better climate of opinion if Senate did not conduct meetings in secret - we would have a more open society.

It was stated that the discussion had centred more on direct representation than on openness. It was then stated that the most effective way to get effective participation would be openness. It was pointed out that if a committee were set up a student could know why and could go to committee members and contribute. As far as the Library Committee is concerned, the fact that students knew who members were and when it was going to meet could be useful so that the Committee could receive briefs from any member of the community, and suggestions could go on to Senate. This would broaden the whole process in a very helpful way.

It was agreed to call another meeting of the committee the following Thursday, December 1st, from 8.30 to 10.30. The Chairman suggested that anyone who wanted to prepare a paper submit it for discussion at the next meeting.

The meeting adjourned at 12.35 p.m.

Miss Ruth Broderick  
Recording Secretary

APPROVED

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D.P. Robertson - Chairman

DATE: