

The News Ferru The Learning Town Press



between teacher and student.

Vol. 2, No. 1

Staten Island Community College

Tuesday, August 7, 1973

Another group of three faculty members, Professors Carl T. Erickson, Julian Alfaro and Marguerite D.

Bomse, shares the third award, \$1,240.

This grant will help finance a project for creation of videotape kits for the teaching of Spanish at a practical level to people in jobs requiring a basic knowledge of the language, such as policemen, firemen, ambulance at-

Tuition Hike

Hits Non-City,

Non-State

Students who are not residents of the

Students who are not residents of the five boroughs but are enrolled at senior colleges of the City University of New York will be required to pay annual undergraduate tuition of \$1,200 and \$1,500 a year for those enrolled in CUNY graduate programs, according to action taken by the Board of Higher Education

The tuition jump of \$650 for out-of-town undergraduates in the univer-sity's senior colleges and \$600 for graduate students takes effect as of this

September. In presenting the recommended tuition hike, Chairman Luis Quero-Chiesa said, "These increases are dictated by the action taken at this

year's session of the State Legislature

at the recommendation of the Gover-nor. The 1973 Omnibus Higher Education Bill, which this board vigorously opposed, specifically ex-cluded counties outside New York City

from the requirement of reimbursing

this municipality for a portion of the

cost of educating their residents who are enrolled at our colleges."

Since the new law took effect, the counties of Rockland and Westchester

have adopted resolutions declaring they would not reimburse CUNY for the

operating costs covering their students enrolled at City University senior colleges. Nassau County, with the largest out-of-town enrollment, has decided to continue reimbursing CUNY

on a voluntary basis. Tuition charges to Nassau residents would not be raised as ng as the county government tinues to meet its full reimbursement

obligations, according to Frank J. Schultz, CUNY vice chancellor for budget and planning. Total reimbursements to CUNY from

tendants, nurses, court clerks etc.

SICCA BOARD:

Summer Allocations Hit Six Figures

Despite being in the turmoil of a student challenge for increased voting majority, the SICC Association has been able to fund well over \$100,000 summer stipend. worth of projects for summer and the forthcoming academic year. Summer study abroad, the Women's Center, Conventions and the News Ferry are just a few of the areas covered over June and July sessions. Following is a breakdown of some of the key funding decisions to date:

SUMMER STUDY MISSIONS: Over \$20,000 was provided to allow 15 students join the Chi-Birenbaum study mission to china. The Association funds went toward reducing the average student cost of the trip down to a \$500-\$600 range. The study group has committed itself to returning whatever

commercial activities to the Association, up to the amount provided. Jamaica, Puerto Rico and the Dominican Republic were the targets of a College Discovery study mission to Latin America. 26 students went on the three country tour and were sup-plemented with an outright grant of \$14,000 from the Association. More recently, an additional \$3,000 loan line was extended pending the arrival of private grants and faculty donations. The total trip package ran in the \$40,000

funds accrue from the trip film or other

The Universities of Delhi and Punjab are the destinations of Pam Mahajan, Student AID staff member and Leona

CONVENTIONS:

Attending the U.S. Association of Evening Students Convention in San Diego are Lorraine Ercolano, Evening Student Government President and Karen Sadoff, Vice President at a cost "not to exceed \$900." In addition, Evening Faculty Advisor, Nancy Muniz, and former Advisor Jerrold Hirsch are in attendance at costs "not to exceed" \$450 and \$350, respectively.

The 26th National Student Congress, sponsored by NSA, will be host to five student government members in Miami, Florida, this month. With workshops covering Institutional Governance, Educational Innovation, Legal Rights, Organizing Skills, Minorities and Third World, Women on Campus, Lobbying, Campus Press, Economic Alternatives and Services, and Unionism of Computer the idea. and Unionism on Campus, the convention runs for nine days. Total student expenses for the trip are \$2900. STUDENT LOANS-FUNDS:

A special student loan fund has been established in the amount of \$5,000. Loans will be made at the discretion of the SICCA Board Treasurer (Frank Allen, Business Manager) and secured by a negotiable promissory note due no later than 90 days from date of issue. The new fund carries a proviso that at Sanders, President Day Session Student Government. Intended to develop a cooperative student leadership exchange in the East Indian lea

Alumni Elect New Officers

In a surprise vote, Edgar Gray was elected President of the Alumni Association over Alan Shark. Gray, a 16-year veteran of studies at the school, graduated this June.

Gray comes into a seriously weakened Alumni Association with the recent agreement to eliminate its seat on the SICC Association Board of Directors and its reduction to one seat on the Association as a whole.

Other new officers include Barbara Solon, Vice President; Warren Mc-Bride, Treasurer and Fernande Bayda, Secretary. Alumni Association offices are presently housed in the Evening Student Government and Evening News headquarters (C-111).

As Frank Allen, who introduced the motion, explained it, the fund will be primarily aimed at loans to students who anticipate funds coming in (for instance, scholarship checks) but need immediate monies. There was some concern expressed over the specific guidelines to be used. . for instance, the previous loan arrangements only provided for one-half of the projected monies a student expected. Allen held that he forward a three guarters actions. that he favored a three-quarters ratio but advised that some be held back, as often amounts projected do not match amounts actually received.

An Imprest Fund has also been established in the amount of \$10,000. The fund is to be used, at the discretion f the Treasurer, for salary advances to students, faculty and staff of the college. Each advance from the fund is to be secured by a negotiable promissory note with a due date not to exceed 60 days from the date of issue. In essence, the Imprest Fund will



Ed Gray, from ticket booth to Alumni President.

provide automatic check replacement for students or staff whose checks are late in coming from CUNY. There is no special request required of the recipient. He or she merely signs the promissory note which, in effect, signs over the anticipated check to SICCA as payment for the advance.

There was some discussion over Work Study employed students whose checks are held up due to late time sheets. As Stamos E. Zades, Dean of CHOICE, explained it, Federal Law puts responsibility for submission of time sheets with the Supervisor Up time sheets with the Supervisor. He advised any students whose Supervisors put time sheets in late to see him, and agreed that late checks due to late time sheets would fall under the Imprest Fund coverage.

Continued on Page 5

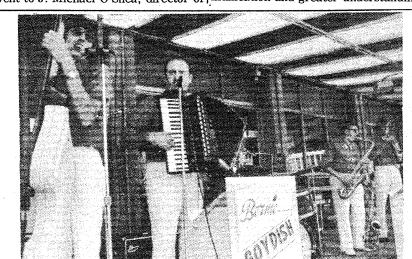
Three of Ten CUNY Grants Go To SICC Programs

The grants, one of \$12,440, one of perience in the world outside the \$4,500 and one of \$1,240, were made under the Chancellor's Grant Program assignments in related fields.

Three of the first ten grants to faculty members under a new program are being awarded to Staten Island Community College teachers, SICC's President William M. Birenbaum has been notified by the City University of New York internships at the college, and Professors Harvey B. Taub and Howard R. Weiner for a program of student internships in each of the college's academic departments. The program seeks to have students combine classroom learning with excombine classroom learning with ex-

under the Chancellor's Grant Program for Curricular Diversity, a project approved by the Board of Higher Education last winter to encourage educational innovation. The total awarded for the ten grants was adjust to the mainstream of college. \$213,881, a sum which will be used to support projects ranging from computer simulation of biological processes to experiments in peer teaching.

The \$4,500 grant went to Professor Stanley J. Pacion for a student preceptor program. Aimed primarily adjust to the mainstream of college-level education, the program calls for selected students to act as a link between the other students in their classes and the faculty members, seeking to develop informal lines of communication and greater understanding



While various summer seminars swing through China, Latin America and India, the SICC campus has its own culture "latch." Bernie Goydish and his "Tic Toc" orchestra provide a bit of Polka to the quadrangle recently as part of an ongoing series of Wednesday get togethers over music and free ice cream.

...SICC Summer



Session Swings

suburban counties came to \$3.7 million last year, Mr. Schultz noted, virtually all of that amount contributed by Westchester, Rockland, Suffolk and The Community Colleges will only be effected in the Out-of-State category, Out-of-City remains reimbursable.

New SICCA By-laws Await Executive OK

Interim Board Serves

Agreement Reflects Student Power Struggle

The recently elected Student mered out of heated bargaining sessions and passed unanimously by lexing its muscles in the basement the present Board, it is unlikely the Government wasted no time before flexing its muscles in the basement cafeteria this summer. Before disbanding for summer, a committee was selected to review SICC Association by-laws and proceed to ARTICLE I - Name and Purposes negotiate for student control of the

In a long parliamentary battle with representatives of administration and faculty, the committee recently agreed to a compromise revision of by-laws and increased voting for students in the Association membership as well as increased influence on the Board of Directors. The compromise also eliminates the Alumni Association seat on the Board of Directors.

As now comprised, an interim Board of two day students, two administration, two faculty, two evening students and a non-voting Chairman will guide the Association until additional members are elected.

On the interim Board are William M. Birenbaum, SICC President; Frank E. Allen, Business Manager; Professors Joseph Surace and Martin Black; Leona Sanders, DSG President; Joe Hamill, DSG Finance Committee

Chairperson; Lorraine Ercolano, ESG President; and Karen Sadoff, ESG Vice President. Final approval of the revised by-laws, and the changes in voting membership of Association and Board, rests with the President. Presently on

an educational junket to China, members estimate a Fall decision on his part. As the final draft was ham-

ARTICLE I - Name and Purposes Section I. Name. This corporation shall be known as the Staten Island Community College Association, Inc. hereinafter referred to as the Association.

Section 2. Purposes. (a) To promote and cultivate the students and the faculty of the Staten Island Community College, an

educational unit of the Board of Higher Education of the City of New York. (b) To aid the students and faculty of the Staten Island Community College by assisting them in every way possible in their study, work, living and extra-curricular and curricular activities.

(c) To receive, maintain and dispose f a fund or funds of real or personal property, or both, and to apply the income and principal thereof, in whole or in part, to the various objectives herein set forth.

(d) Without profit and solely as an incident to the foregoing purposes to acquire, print, publish, manufacture, operate, conduct, engage in, circulate, distribute, deliver and otherwise deal in and with any periodicals, magazines, journals, newspapers, circulars, pamphlets, books, music and any other

printed matter in connection with any Continued on Page 6

Summer Reps, Ok'd by DSG

By a vote of 13-1-2, the Day Session Senate passed a resolution creating a five member committee to represent the day session summer students "in all decisions regarding summer session student activities."

The committee is composed of representatives from the recently elected student senate whose term of office covers the Fall-Spring semesters of 73-74. Cathy Wertz, Ed Jagacki, Joan Bodden and Tom Nugent volunteered and were sanctioned by a consent vote of the Senate, Leona Sanders became the fifth member of the committee after a vote of 14-0-2.

The creation of the committee which will also be composed of representatives of the Evening Government followed an agreement reached between the student bodies and President Birenbaum, prior to this summer committee, that allocation and expenditure of the summer sessions fees was an administrative function.

The committee begins with a budget of \$9,056 which is derived from the \$3 portion of the \$17 registration fee that remains for student activities. That educational and social relations among the summer semester increases

Wounded Knee Legal Fund

. The price of recent negotiations at the Wounded Knee occupation leadership. Funds are requested to assist in the upcoming court battles for the defense of the Wounded Knee occupation force. .SEND MONEY to:

.Wounded Knee Legal Fund .care of WNEW Radio .565 Fifth Avenue New York, N.Y. 10017



Jamaica, Dominican Republic and Puerto Rico were the destinations of this College Discovery group from SICC. In their three country tour, the CD students are doing comparative urban studies. An Association grant for \$14,000 made the trip possible for twenty-six students.



Before embarkation, President William M. Birenbaum received the keys to the City of New York from CUNY Chancellor Kibbee. With him are Mr. Tai of the New China News Agency (far left), Mr. Liu, delegate to the U.N. mission and, at far right, Mrs. Barrie Chi and her daughter.

DSG Allocates "C" **Building Space**

The Day Session Student Government, acting on a report from its Committee on the Student Center, allocated space to clubs and organizations for the coming semester at a meeting on June 12th.

A request for additional space, specifically five trailers, was forwarded to Dean of Administration Leonard Kreisman who denied the request commenting that, "Space is tighter than last year." To alleviate the situation the Alumni Office which presently shares quarters with the Evening Session Student Government

An earlier request for additional space by the Student Parent Cooperative, which operates the Day Care Center, received no action and will continue to occupy C-133 which will be shared with the Evening Child Bank, a child care service for evening

Following is a list of the space allocations in C Building for the Fall semester: ORGANIZATION | Student Government | C-130 |
Student Activities	C-132
Day Care Center and Evening Child Bank	C-133
Not allocated	C-145
Gay Lib	C-142
Arts and Crafts	C-138
Chinese Cultural Club	C-137
Audio-Visual and WVSI	C-116
Murses Association	C-115
C-115	
C-116	
C-117	
C-118	
C-118	
C-119	
C-119	
C-119	
C-119	
C-110	

Boom in Summer Study Missions...



24 of a thousand visas issued this year by the People's Republic of China went to the SICC and BHE members in this photo. The possibly once in a lifetime visit by fifteen students was made possible by a SICCA

Sanders Gets Nod For Second Term

Leona Sanders was elected for another year as Chairperson of the Day Session Student Government at the newly constituted body's second

While her candidacy was unopposed, her assumption of office was surrounded by a series of parliamentary maneuvers that continued until her election on the third ballot.

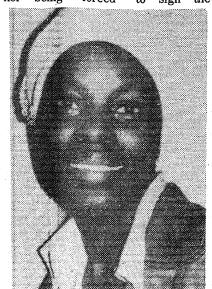
Chairing the meeting as the in-cumbent, Sanders made a ruling that 16 votes, the number of Senators present at the meeting, would serve as the necessary majority for election. With that ruling a unanimous vote became necessary for election. The floor was then open for nominations. Several other Senators had their name placed in nomination but each declined. Sanders became the only nominee.

Dino Lagravinese, Senator from Business Transfer, suggested that a rider be placed on the term of office of Chairperson which would require the Chair to be vacated within the first month of the Fall semester. His request was based on the "short length of time that each of us has known each other and that the summer could be spent getting to know each other better, and then we may want someone else." His suggestion was not favorably received by the assembly and the believer by the assembly and the balloting began.

Sanders received 15 votes on the first ballot with one negative vote cast. A recess to arrive at the reason for the negative vote was held and then a second ballot. Again a 15-1 vote. Following the second ballot, a recess was again called to arrive at a compromise.

stipulated that she would resign from the position "on or about October 7, 1973." With this signed statement in-cluded in the record a third ballot produced a 16-0 vote in favor of San-

Immediately after being elected, Sanders resigned, claiming that her integrity had been compromised due to her being "forced" to sign the



statement stipulating withdrawal in October. As emotions rose, and the chair became vacated, other Senators rose to ask "for a vote of confidence in Leona." Joan Bodden, representing Nursing, asked for a sense of the Senate to "support the full integrity of Leona Sanders, and express full confidence in her and that the statement be stricken from the record." The motion passed

Sanders resumed the chair and

Counselor Reassignments

Excluding those counselors assigned to the CHOICE Center and the People Center, the remaining counselors will

be assigned to specific departments

and become members of those

Following is a list of the counselors

departments.

Continued on Page 6 Prof. Beniamin - Evening Session

The News Ferry

Beyond the Bread & Butter ...

While difficult to speculate on the tentative Professional Staff Congress-Board of Higher Education agreement based on what must have been a hurried public announcement, this issue's publication of the original fact finders' report makes an interesting the release was decided as absolutely in

PUBLISHING BOARD

Abraham Habenstreit, Associate Dean of Faculty

Stamos O. Zades, Dean of Choice

Irene Czyz, Alumni Assn. Staff Alan Shark (Co-Chairman), former President Alumni Assn.

Bernard Blau (Co-Chairman), Professor of English & Speech

Eugene Nellen, Asst. Professor of Business Student:

finders' report makes an interesting comparison to the PSC release.

statement outlines a 4.7 per cent average annual increment over the life of the contract, with additional in-creases of 3.3 per cent, 4.0 per cent and

4.4 per cent per year, respectively. It then goes on to claim that BHE negotiators had tried in vain to abolish

victory in the retention of increments. Yet the actual fact finders' report states that, in the post-hearing brief of

the BHE, "the emphasis is not on the elimination of the increments...so much as it is on receiving "credit; or making the increment 'count' as a salary adjustment." Since the PSC had argued for a 10 per cent per year raise, also the increments the script of the

plus the increments, the saving of the

4.7 per cent increase seems less of a victory than the BHE's apparent success at making the increment count

A second interesting comparison is the PSC statement that the union "deferred" to the fact finders' recommendation that students should

not have voting rights on personnel committees. According to Webster's, to defer is to "yield or submit to the opinion or wishes of another, or to

The PSC's public statement would suggest that it was at the urging of the fact finders that they yielded to closing the possibility of student voting on personnel and budget committees. Yet the fact finders' report makes it clear that this was an issue raised by the PSC and that student retiring was interpreted.

and that student voting was interpreted

by the union as an infringement on their rights as sole bargaining agent for

A close reading of the actual contract, when and if ratified and released,

may very well lead to the conclusion

as part of the raise package.

the increment system since 1972. Implicit in the statement is a union

The Professional Staff Congress

Derek De Freitas, Days Session Marie Dente, Evening Session

EDITORIAL STAFF

Editor: Fred S. Armentrout

Associate Editor: Joe Killeen

Photo Editor: Ruth Briel .

The News Ferry is published under a grant from the S.I.C.C. Assn. Address all correspondence to Room A-141, 715 Ocean Terrace, Staten Island, N.Y.

Editorial Assistant: Marsha Darling

Phone: 720-9198

the release was decided as absolutely in

This brief comparison is not intended as an anti-PSC statement. No doubt the Board of Higher Education has already

declared a similar series of victories. It

is intended to point out that John Mitchell's advice to his "plumber" friends and, via the Watergate

fact in the PSC statement was its claim that, "the CUNY talks have been closely watched as a forecast of things

to come in higher education." CUNY is the third largest higher educational unit in the country, following New York State and California. SICC is at the

center of what may well be a nation-wide model of faculty negotiation as a collective bargaining unit.

We urge you to read the statements of

all parties closely. Every member of the SICC community is directly or

indirectly affected by whatever is finally ratified as the three year con-

tract. Being part of CUNY, we are all

participants in what is done over the

It would be a sad epitaph on a generation of campus unrest to have been an unconscious participant in the

demise of its many ac-complishments. . not the least of which

were the confrontations that led higher

education systems and their members to be judged by what they do, as well as

bargaining tables.

what they say.

favor of the PSC as that item.

SICCA Fight: An Exercise in Power

By Fred Armentrout

ANALYSIS. In a time when members of the Nixon administration have fulfilled even the most cynical fantasies of politics as a study in callousness, the "smoke filled" lower cafeteria of SICC demonstrated that the swan song of "in loco parentis" may be the final refuge of politics as a moral drama. . .rather

'Student control of student monies,' was the goal of student representatives of Day Session Student Government (5) and Evening (3). Through repeated committee reports, an incredible array of parliamentary maneuvers from both sides, and meetings that ran as long as

Library Plugs

in New Watchdog

The College has completed installation of a book security system aimed at keeping library books in general circulation and out of the private collections of "forgetful" borrowers, Dr. J. Daniel Vann, SICC's chief librarian has disclosed

The new book security system, based

on magnetic-sensitive probes, means

that if a college library user attempts to

leave the library without charging out books or other materials belonging to SICC, three things will happen: 1. a warning signal will sound at the librarian's desk, 2. a red light will flash

on at the library doors, and 3. the exit turnstile from the library will lock in

Introduction of the new security system, according to Vann, is due to SICC's sharing in the book loss problem

of libraries throughout the United

States, where the average library loses

thieves. At the college, the loss has

meant that funds intended to buy new

books must be used to replace older

SICC's new system will protect virtually all the library's materials

books which have been stolen.

ner cent of its books every year to

chief librarian, has disclosed.

position.

16 hours they held their ground. From Day Session were Leona Sanders with Peter Riggi's proxy, Joe Hamill, Ed Jagacki and Peter Nugent. Evening student leadership was held by Lorraine Ercolano, Karen Sadoff and Anna Sabrami



through the use of energizable material detectable by the magnetic-sensitive probes, Vann said. Should a library

user attempt to leave while carrying a library book not charged out, the book itself will sound the alarm; only the

library staff at the circulation desk can

deactivate the built-in alarm so that the

book can leave the library without riggering the detection system.

"Introduction of this book security

library, because it means that the chances of locating a needed book are

greatly increased. The new system

should drastically reduce the 'in-

ventory shrinkage' which occurs

among our important reference works

Library Gets

Book Budget

The \$5,000, awarded to SICC under

the federal College Library Resources

Program, will be used by the college to

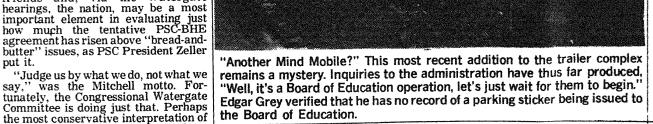
purchase books and audio-visual

resource material, according to Professor Daniel Vann, chairman of

the SICC Library Department.

during every pre-examination period.

Dr. Vann commented, "is important to every user of the college



Eve Session Budgets Approved

surace, with Professor Burton Player's proxy. As President of the SICC Association, Stamos E. Zades chaired the meeting and was the critical vote that denied students the majority that would clearly have not them in control.

would clearly have put them in control.

By the time this writer began sitting in on the meetings, the mechanisms that led to those long, heated parliamentary confrontation, had been established. Briefly, students had

challenged the failure of the previous

Board of Directors to recognize the right to proportional representation on the part of Day Session and Evening

Session as two distinct groups. As such,

the student component was weakened by a proportional merge of both session's students. In addition, they

argued that the Association mem-bership at large should reflect the

student majority in its membership.

Final approval was granted on 1973-74 budgets for Evening Session Student Government, clubs and organizations at the June 27th meeting of the Staten Island Community College Association.

Funds for evening activities and government are derived from an assessment of \$3.00 on each registered Evening student. The \$3.00 is a portion of the total \$17 fee paid by each student. The remaining amount is divided between central CUNY and other SICCA expenditures. Projecting an enrollment of 3,000 students per semester. \$18,000 was the total budget amount. The allocation requests passed unquestioned, with the exception of \$2250 in stipends for Executive Officers of the Evening Student Government.

Under the approved budget, the President of Evening Student Government.

Under the approved budget, the President of Evening Government will receive \$2.00 per hour for a 15 hour week; while each of the three remaining Executive Officers will receive \$1.00 per hour for a fifteen hour week. The precedent for paying members of student government began two years ago with Day Session Government. The past Day Session Government did not take advantage of that benefit and Joe Hamill, Day Session representative, questioned the Evening Session regarding their intention to do so

Speaking for the group, Lorraine Ercolano. President of ESG, explained that the stipend fund was submitted by the previous administration. She argued for its validity and outlined the amount of work required, claiming that the allotted amount would barely cover babysitting expenses for the four women on her Executive Board. Continued on Page 6



chapter of the PSC.

Gillikin along with Lester Keyser and George Thomas of the English Department were elected to delegate-at-large seats. Addickes was elected

Staten Island Community College has been selected for a \$5,000 federal grant to augment its library. The grant is from the Federal Office of Education.

Jo Gillikin, seated on the left and Sandra Addickes, both Assistant Professors in the English Department were recently elected to fill offices in the campus chapter of the PSC.

Vice-Chairperson. Mohamed Yousef, succeeded himself as Chairperson and Irene Luckazewski of Nursing was re-elected Secretary to the chapter.

Social Science Advocacy . . .

In the short time since the formation of SICC, an excellent Social Science faculty has been assembled (as compared, certainly, with most two-year colleges in the country) and a broad range both of traditional and unusual courses are being offered. The emphasis has been on the transferability of courses because the majority of our this, noting that he would make a students receiving the Associate decision soon. diploma go on to 4-year schools. Ac- At the next cordingly, the faculty have been recruited to meet traditional standards ("traditional" in the best sense) of education, teaching experience, and scholarly activity. Because the em-phasis has been in this direction, we have had no (a) applied courses, that is, career-oriented courses, (b) courses focusing on issues of the day, or (c) emotional-social self-improvement courses. If my Social Science colleagues were polled on the desirability of such courses, opinions would be quite divided; however, the existence of The Experimental College which offers some of these courses has removed some of the pressure on The Social Science Departments, and we do tailor courses to the requirements of other curricula, e.g., Child Care,

My impression is that the Social Science Departments have taken the general position that their purpose is to offer and teach courses of the kind offered at the best four-year colleges at the highest possible level. They have made only limited adjustments to Open Enrollment, the specific character of our student body, or the New York City environment. I am unclear about the background of this explicit and implicit set of decisions, but my impression is that they were not seriously questioned until President Birenbaum took office. Since that time, the creation of various experimental programs and the Experimental College has encouraged the Social Science Departments to maintain their position that their major responsibility is to offer the first two years of an academic bachelor's degree at a level as close as possible to that found at the better four-year colleges.

Early in the Fall of 1972, the President "suggested" the reorganization of the Social Science President Departments (at that time, there were two departments) into a Division with sub-divisions. No clear statement was made of WHY the reorganization was suggested, that is, whether the President had in mind improving the courses now being offered, increasing the amounts that students learn in our standard courses, etc. OR changing a substantial part of our course content, teaching methods, and course and curriculum organization, OR both.

The Social Science faculty response (not necessarily my own) was apprehension that the "suggested" division structure would greatly reduce the autonomy and authority of the two departments, and the faculty countered chased on a meeting of the full Social Science faculty) with the proposal of a division made up of the existing departments. The President rejected At the next full-faculty meeting, a

motion was passed (it happens that I made the motion) creating a Social Science Curriculum Coordinating Committee made up of the three chairmen (there were now three departments as of January 1973) and representatives of each of the eight Social Science (and Philosophy) disciplines. Although this Committee explicitly does not have the authority to bind the constituent departments to any action, I intended that it should become an Executive Committee for the Social Sciences and it has become that. The simplest illustration is that a year ago, if a reporter had wanted to interview one person who could represent the Social Sciences, no such person would have existed; this year, the reporter came directly to me.

The Social Science Curriculum Coordinating Committee has been remarkably successful, especially given the existing and pre-existing conflicts among some of the Social Science faculty.

The greatest success has been in working out ways of operating together, and in the rapid acceptance of the principle that our courses should be coordinated, integrated, and evaluated continually. I have been able to convince my colleagues that the Social Science course offerings and teaching approaches should have a direction and a focus. Our first move toward that goal has been the acceptance of an ex-perimental theme, Law and Freedom, for the coming year; this will involve new courses, lectures, films, and other activities. The precedent has also been established that all new course proposals from any of the three Social Science Departments must clear through the Social Science Curriculum Coordinating Committee which examines their relation to our other courses, etc. There is a new atmosphere within the departments, too; for example, the Psychology-Sociology Department has just approved for offering its first "Applied" course, the Psychology of Counseling. Again, at least one of our faculty, Prof. Taub in Psychology, will be directing internships in connection with his

The Committee is now in the process

of setting up a full-scale meeting of the full-time Social Science faculty for this September, to work out major revisions in the Social Science offerings. The process will require considerable groundwork, in particular, to establish the relations between Social Science courses offered in our Departments and similar courses offered in the Experimental College. Very early in these large-scale discussions, we shall have to face the question of direction, that is, whether we want a broad focus (e.g., Law and Freedom) within which to develop innovative courses and teaching methods, whether we want more applied courses, or whether we want to continue our focus on producing students qualified to transfer for bachelor's degrees, with greater freedom of teaching method, scheduling, etc.

It is now quite clear to me that the Social Science Departments will produce major changes this Fall, and residential guidance will be especially important at this time. In particular, we need to know which specific programs the President favors in the Social Sciences, and how he sees us articulated with The Experimental College and other sectors of the school.

ARTHUR J. FIELD

French Correction . . . 1. The French city's name is REIMS

not Riehms), as reported in the paper. 2. All that I have done is to transmit Prof. Bissainthe's proposal to Dr. Birenbaum and to contact Prof. Kudla and Dean Attinson. Prof. Kudla is arranging the business seminars and Dr. Nigro will be arranging the business contacts. Dean Attinson will be in charge of the program for the wives.

All other arrangements are being made by Prof. Bissainthe. The French staff of the language department will act as interpreters and participate in some of the activities.

Prof. Marguerite Bomse ISC Cosmology . . .

In response to your June 6 article "Foreign Students Fall Program," would like to clarify a few points.

It is true, as was written, that "an organized centrally administered foreign student program has been contemplated for several years," but, as was not mentioned in the article, the program presently exists. It is called the International Center and has been in existence since September 1970, coadministered by Professor Ruth L. Calderon (Department of Modern

Languages), advisor to the International Center until December 1972 (and still Foreign Student Advisor) and Mrs. Dana Staszewski (Department of Student Personnel), counselor to the International Center, until June 1971. (Prof. Harold Stamps has been the counselor since September 1972).

In the article it states "Mahajan's proposals date back to June, 1972."

As mentioned above, the International Center had its formal beginning in Sentember 1979, two full beginning in September 1970, two full years earlier, but the actual proposal for it dates back to 1968, when Professor Calderon made and presented it to Dean Stamos O. Zades with the backing of the then Foreign Student Advisor, Prof. Lawrence Genco (Dept. of Student Personnel)

The article continues "Mahajan's plan calls for the breakdown of the program into three distinct units: 1. Admission and selection of the International Student. .

2. Placement . 3. Familiarizing the International Student with the policies and procedures of American culture and specifically college life. First of all, unit 1 is self evident, as

admission is a prerequisite for being considered a student, whether the person be foreign or not. Secondly, Professor Calderon's

proposal consisted of seven main units Orientation and Tutoring

Programs (help in all subjects, especially English) 2. Social and Cultural Programs

dealing with American and Foreign 3. Counseling Services (provided through the Counseling Center)

4. Financial Aid (in the form of grants and loans) 5. Placement Services (on and off campus, wherever possible in the student's field of study)

6. Health and Accident Insurance 7. Housing Services.

Let me briefly give you the history of

the present International Center: About 5 years ago, after numerous

foreign students had approached me about forming a club or having activities, I paid a visit to Prof. Genco, the Foreign Student Advisor on campus and asked him what we were doing for our students. The advisor said that little was being done other than giving visa information and personal counseling because he had other functions within the Student Personnel Department and was also on loan to the English Department for part-time teaching. and therefore had little time for the problems that students in general

To me this was appalling as I found. by attending conferences on In-ternational Affairs, as chairman of

anything else.

SICC's committee on International Education, that all over the country the foreign student had a prominent position in the school community and was given special care and recognition of his special problems. At our school. nothing As I felt the situation called for

drastic action. I wrote a proposal for a Foreign Student Program covering the most pressing needs of the foreign student and explaining where the responsibility of the school lay and by what means we could help our foreign Not being a specialist on English, I

gave the proposal to the advisor asking him to put it in a "correct" format. He was kind enough to agree.

A few weeks later I inquired about the proposal and was told it had been sent to the Dean of Students, as a project of the Foreign Student Advisor.

No positive action was taken, nothing came of the matter. The Foreign Student Advisor said he was too busy to continue with the foreign students and would be happy if I accepted to relieve him of that aspect of his work.

So, a few weeks later I returned to the Dean's Office to discuss the subject. I asked for an arrangement similar to the one made for that Foreign Student Advisor.

Since we "could not afford to have a full time Foreign Student Advisor on campus" I felt, I should at least be given release time from the Language Department to set up the program. The Dean said he would give the matter his fullest consideration, saying he thought something definitely could and should be done. He agreed that my previous background in social work, group work, teaching, activities in International Education, and as Faculty Advisor of the then blooming Language Ciub. would be greatly beneficial in setting up our program

The Dean, being a very busy person. asked me to return in about a month, which I did. Nothing had been worked out, so I was told to return a few weeks later, which I again did. They had not had time to consider the foreign student problem, so I returned again and again for many months until it was time for summer vacations. Still nothing.

Finally, in the fall, renewing my efforts. I succeeded in reaching an agreement with the Dean to work with a counselor in Student Personnel whom I knew and with whom I felt I could work. as we had many of the same ideas about

had, and more specifically, our foreign students. She had been working with the foreign students, handling their visas and doing counseling since the other advisor had stopped. At the same time I tried attacking the

problem from a different angle because I meant business and wanted to move. Too much time was passing and too little was being accomplished. Dean Fitz Patrick was involved in setting up the Experimental College, so

proposed an experimental project together with Prof. Bomse from the Language Department) for one of his circles." We went down as a committee from the department with a proposal for an International Studies Jenter. This was to be a learning center with the following areas of concern: Space and faculty provided for

istening to and discussing music, having art exhibits, discussions on international affairs (politics, culture, education), a library with foreign newspapers and magazines, a tutorial program, courses in music, art. inguages and literatures of the world. including English as a second language, and a social hour with foreign refreshments (or at least coffee) every afternoon.

The Dean said the idea was excellent, but since the Experimental College was to be a program for Freshmen only and that our project would be of great benefit to the entire school and comnunity population, once again we were old: "it's a great idea, but—no money, no facilities," etc.

Dean Zades then finally gave me the go ahead, named me Foreign Student Advisor and Mrs. Staszewski Foreign Student Counselor. The only drawback was that "sadly enough" no funds could be found or release time arrangement made because of the "grave financial crisis" in the school at the time and that I would probably have to do the work on a purely voluntary basis!

Well, what do you do then? The only thing a conscientious, serious, and naive person could do - start by your-

From then on Mrs. Staszewski and I worked together planning programs drawr and activities as I had been suggesting upon.

active members, from a shaky little the students through on and off campus group meeting in various classrooms on involvement. A Learning Living Center permanent room open 5 days a week. The details of the programs would be permanent room open 5 days a week from £ a.m. to 9 p.m. - and it is still available in the Fall 1973.

Announced by CHOICE Following reorganization of student services delivery, Stamos Zades, Dean Students announced the scheduled Prof. Culbert — Math, Chemistry.

assignments of counselors to specific academic departments or centers. Dr. de Moose — Psych-Sociology Prof. Genco - English, Modern Language

Ms. Nass — Economics-Political Science-Philosophy, Performing and Creative Arts

Prof. Smith - Nursing, Public Health Prof. Stamps - Biology Mr. Torre — Nursing, Public Health

and their areas of concentration in the Finally, they advocated elimination of the Alumni Association from mem- and Phys. Ed. Prof. Zuckermann — Business Prof. Lum — CHOICE Center Dr. Hannam — Associate Dean of Faculty (People Center)

Dr. Smodlaka — Associate Dean of Faculty (People Center) Mr. Siegel - CHOICE Center

Alumni Gives 14Scholarships

Fourteen scholarship grants have been awarded by the SICC Alumni Association. Formal presentation of the grants was the highlight of the organization's recent annual dinner

The 14 grants are being made from funds established by the alumni in honor of Professor Arleigh B. Williamson, founder of the college and former member of the Board of Higher Education: Professor Walter L. Willig, the college's first president; A. Richard Boera, former business manager, and the late Dr. John J. Goller, who was college physician and a sponsor of student activities.

Recipients of the grants will receive amounts ranging from a high of \$500 to a low of \$50, depending on their need and their academic objectives. Those named to receive grants, with the in-dividual amounts and the fund under which they were selected, are:

Kwok Ning Ng, Manhattan, \$500, Steven Katz, Brooklyn, \$250, Willig

Ms. Penny Grillos, Brooklyn, \$200, Willig Fund. Ms. Margaret A. Bowman, Staten Island, \$200, Willig Fund.

Ms. Rita Cetta, Brooklyn, \$200, Williamson Fund. Ms. Kathryn Monahan, Staten Island,

Robert Sortino, Brooklyn, \$150, Willig Fred Masten, Staten Island, \$100, Goller Fund.

Ms. Linda Baffi, Brooklyn, \$100, Goller Fund Gerard O'Brien, Brooklyn, \$100,

Goller Fund. Ms. Sally J. Padilla, Staten Island,

\$100, Boera Fund. Ms. Mary Ellen Agolia, Brooklyn, \$100, Boera Fund.

Ms. Kathleen F. Galles, Staten Island, \$75, Boera Fund.

Ms. Veronika Firsching, Staten Island, \$50, Boera Fund.

Some of the activities I worked out with the students and coordinated were:

different cultures and customs; Friday Films for insight on the life styles and art of countries represented at the Center; Trips to the Pennsylvania Dutch Country and to Washington; Outings to theaters, movies, concerts and foreign dance programs, restaurants, museums, art galleries and exhibits, festivals and celebrations in Chinatown, Little Italy, Greenwich Village, the United Nations, picnics at the Cloisters; I drove the students to upstate New York to visit at my family's country house and to see the fall leaves: I drove them to Mrs. Staszewski, who lives near Sandy Hook, which is an exceptionally interesting and historical site. We went skiing, iceskating, to conferences at Harvard, at Stony Brook and at a New Jersey College.

There have been changing exhibits on the various countries represented at the enter, foreign music experiences within the Center, a magazine, af-ternoons in the Gym. Xmas parties and dances, an International Sing-Along, an International Cafe, Cabaret Night (together with the Language Clubs), Halloween Party and Dance, a Mardi Gras Carnival Dance, Open House Festival and Club Festival, our annual Foreign Student Receptions, full participation in all the school's Kaleidoscope Cultural Programs, and many, many more - of course, I was present at all the activities!

I am truly amazed that with all the Continued on Page 6

Programs Switch ...

In reference to your issue of Wednesday, June 6, 1973, and the article about International Students Fall Programs, Page 7. I wish to bring to your notice and request you to print the correction that the outline of the International Students Program and Services mentioned in the above program is the old proposal, which was drawn in early 1972, and was not acted

for years, working closely with numerous foreign students who had shown an interest in this project.

The Center progressed from a small supportive but also educational in nature. An attempt would be made to group of perhaps 15 active members to nature. An attempt would be made to a large one of somewhere near 100 maximize the experiential learning of

PAM MAHAJAN

Faculty Council:

Secretary's Report

Approved by the S.I. Community College Committee of the Board of Higher Education at its meeting held

CREATION OF A FACULTY COUN-

WHEREAS the student body, the faculty and the administration of Staten Island Community College are currently engaged in negotiations leading to a restructuring of the governance of the College in conformity with Board resolutions, and

WHEREAS the growth of the faculty has developed to the level which, under Board Bylaws, requires the creation of a Faculty Council, and

provisions, be it

Community College, subject to the following provisions:

delegates from each department where available. One such delegate shall be

BYLAWS OF THE FACULTY

These Bylaws are adopted for the guidance of the Faculty of the Staten Island Community College and shall not be interpreted in conflict with the Bylaws of the Board of Higher Education

ARTICLE I-MEMBERSHIP

MEETINGS AND RULES OF ORDER

Section 1. The Faculty of the Staten

Island Community College shall consist

of the President, Deans, Directors, Heads of Departments, Community

College Professors, Community College Associate Professors, Community

College Assistant Professors who have

become members of the permanent

instructional staff or who were appointed prior to September 1, 1966, Community College instructors who

have become members of the per-

manent instructional staff or who were

appointed prior to September 1, 1961, Fiscal Officer, Community College Registrar, Community College Associate Registrar, and Community

College Assistant Registrar, together

with such other members of the staff as

the faculty may add because of their

educational responsibilities.

Education

Faculty By-laws

delegates shall have tenure and shall be from either the Day Session or Evening Session staff. The other departmental delegate may be non-tenured or a parttime member of the staff.

2. In addition, delegates-at-large, equal to the number of instructional epartments, shall be elected.

3. The voting faculty shall consist of all staff members holding faculty rank or faculty status, and in addition, College Laboratory Technicians, Lecturers and Instructors on their second or further annual appointment.

4. The method of nomination and election of delegates-at-large shall be determined by the Faculty Council. Vacancies shall be filled in the same manner for the unexpired term. Each WHEREAS the proposals for restructuring of the governance of the College will contain provisions for the creation of a faculty-student body, appropriate year by secret ballot of the members entitled to vote in each THEREFORE, pending implementation of the new governance of office to which they are elected.

5. All meetings of the Faculty Council RESOLVED, That the Board of Higher Education approve the creation of a Faculty Council at Staten Island Community College, subject to the Staff. The agenda shall be made available to everybody and par-ticipation in the discussions shall be 1. The Faculty Council shall consist of the President, Deans, the Registrar, the Business Manager and three faculty or instructional staff may faculty or instructional staff may contribute items to the agenda of the Faculty Council for its consideration. the department chairman. The other two delegates shall be elected by the department. At least one of these two

Section 2. All members of the faculty

who are not on full leave shall have the

right to vote both in faculty and in their

respective departments. Proxy or mail voting shall not be permitted.

Section 3. Meetings of the faculty shall be held at least once in each semester, at a time and place approved

by the President or the Dean of Faculty

or a Department Head designated by the President. The President shall preside at meetings, or in his absence, the Dean of Faculty or a Department Head designated by the President. In the absence of these, the Senior Department Head shall preside. When the Secretary is not present the

the Secretary is not present, the Chairman shall appoint a Secretary pro

Section 4. Special meetings shall be held upon petition to the President by

not less than five members of the

faculty. Notice of such petition shall be given to the Secretary of the Faculty. The object of the special meeting shall

be stated in the call, and no business

xcept that which is so stated shall be

transacted at said meeting, except by a two-thirds vote of the members

present.

report to their departments in detail on the discussions and action of the

6. The Council shall have all the responsibility of the Faculty, subject only to the right of the Faculty, upon its own motion, to reverse any subsequent vote of the Faculty Council by two-binds and the state of t thirds vote of those entitled to vote for delegates-at-large to the Faculty Council at a meeting duly called on notice of the action to be considered,

be it further

RESOLVED, That the Board's Bylaws, where necessary, be waived in order to create an interim Faculty Council as outlined in above resolution.

EXPLANATION:

At present, no Faculty Council exists at Staten Island Community College. Discussions are under way leading to the adoption of a restructuring of the College's governance. The above resolution would permit the establishment of a Faculty Council with broader representation of the teaching staff of the College and with broader participation of the teaching community in the elective process. It is intended that this body will serve on an interim basis during the present deliberations on restructuring. Upon the adoption of the new governance proposals, this Faculty Council will be replaced by the new legislative body to be developed in the course of present negotiations.

Office of the President

of the faculty shall be necessary to

Section 6. The presiding officer shall decide all questions of order in accordance with accepted parliamentary rules and usage, subject to an appeal to the faculty. Such appeal shall not prevail unless sustained by a majority of the members present.

Section 7. The regular order of business at meetings shall be as follows:

1. Roll Call

2. Reading of the minutes 3. Communications from the Board of Higher Education
4. Communications from the

President of the College

5. Communications from the Dean of Faculty, Dean of Administration, Dean of Students, Dean of Evening Session,

6. Elections 7. Recommendations for Degrees 8. Reports of Committees

Unfinished business

10. New business 11. Adjournment

Section 8. The regular order of business may be suspended at any time by a two-thirds vote of the members

Section 9. New business introduced by a member or by a committee shall be postponed to the next meeting if five members object to its consideration, unless notice of such business has been Section 5. A majority of the members | included in the call for the meeting.

Self-Study Excerpts

(Excerpts from Staten Island Community College: A Self Study, May 1, 1972, and its appendices).

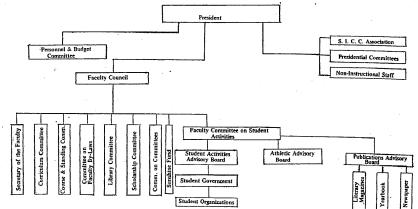
D. Faculty-Student Governance.

1. THE EXISTING STRUCTURE.

Under the BHE bylaws existing when the college was established in 1956, the faculty as a whole was charged with the following duties:

ceeded one hundred members.

It happened that the faculty reached



City University of New York" (Ap-

pendix 16) the BHE approved an in-

terim Faculty Council for Staten Island

This Faculty Council was established

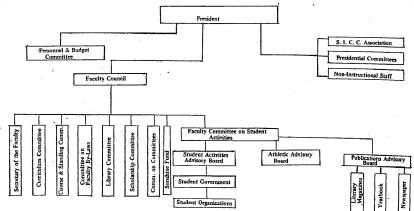
according to those Board of Higher

Education guidelines in the Fall of 1970

The membership is as follows:

The President, chairman

Community College.



"The faculty shall meet at least once in each semester or oftener upon call by the president or by petition of ten per cent of its members. The faculty shall be responsible, subject to the Board, for the formulation of policy relating to health and scholarship, standards of admission, the attendance and discharge of students, the curriculum and study programs, the granting of degrees, student activities, extra-curricular activities and student discipline. The faculty shall also be responsible for and shall establish rules governing the use of the college name by organizations and clubs. It shall make its own bylaws consistent with these bylaws and conduct the educational affairs customarily cared for by a college faculty. The president, or in his absence, a dean designated by the president shall preside at its meetings. Proxy or mail voting or voting by persons on leaves of absence shall not be permitted." (BHE Bylaws,

Article 108.3 provided that the bulk of these duties would be performed by a Faculty Council when the faculty ex-

one hundred at a time (1969-1970) when BHE contemplated changes in the form of faculty governance.

Pending approval of a new gover-nance plan which was to fulfill the May 5, 1969 "Statement of Policy on the Organization and Governance of the

Vice-President All Deans All Department Chairmen 2 elected representatives from each lepartment 16 delegates at Large The meetings are called by the Secretary of the Faculty Council. Each of the standing committees named in the organization chart are responsible to the Council. Changes in policies and procedures are submitted by each standing Committee to the Council for approval.

a. Personnel and Budget Committee: receives department recommendations for appointment, reappointment, tenure, and promotion and recom-mends action to the President; considers other personnel and budget matters, such as the College annual budget and petitions and appeals from the faculty concerning status and compensation.

b. Committee on Course and Stanconsiders all matters affecting the student's admission to the College and his subsequent status (fully matriculated, probationary, subject to expulsion, etc.)

c. Curriculum Committee: considers all matters related to the College curriculums and recommends action to the Faculty.

d. Faculty Committee on Student Activities & Services: supervises student activities which are not connected with courses (teams, clubs. etc.) e. Committee on Committees:

serves as a nominating committee for membership on faculty committees.

f. Committee on Faculty Bylaws: considers amendments to the Faculty Bylaws and recommends action to the faculty.

g. Library Committee: advises the chief librarian in the development of policies for the Library.

h. Presidential Committees: such as Commencement, Scheduling, etc. This group also includes Ad Hoc Committees

Some of these committees are more fully discussed elsewhere, as they are relevant to the Self Study Outline. A chart revealing this pattern of organization may be seen on the following page.

It will be noted that this governance structure does not allow for direct student participation in governance, except on the departmental level. A

Editor's Note

The Faculty Council Secretary's Report has been reproduced verbatim. For ease of reading, each component of the report ...the Keyser and Black letters; the "discussion of the by-laws" section; the by-laws; Faculty Council committee membership list and BHE position paper have been treated as separate stories in layout.

STATEMENT OF POLICY

ORGANIZATION AND GOVERNANCE OF THE CITY UNIVERSITY OF NEW YORK

On May 5, 1969, the Board of Higher Education adopted a statement on "The Restructuring of Governance at City University." That statement, in part, reads as follows:

The structure of a university in society must be responsive to the legitimate needs of its members. To do this today requires the creation of new processes for communication and decision-making which permits each group of participants to feel that it can influence the institution as a matter of both right and

The establishment of such processes will not stifle dissent or eliminate the conflict of ideas which are central to the concept of a university. Rather, it would serve to create a climate in which rationality could be focused upon the issues which its members consider to be of greatest importance.

In considering the restructuring of the University towards these ends, four problems of major significance are evident

1. The rapid growth in the size and complexity of the University makes it more difficult for the Board of Higher Education to be as responsive as it must be to the needs of the individual colleges. Means must

2. The present bylaws of the Board mandate similar patterns of institutional governance at each

3. There is at present no system enabling all members of the community to participate fully in

Continued on Page 7

Section 10. A copy of any resolution expressing the policy of the faculty, or putting the faculty on record, or designed for transmission to the Board of Higher Education, or for publications, shall be sent to each member of the faculty by the Secretary at least six days before the meeting at which it is presented for action.

Section 11. Proposed changes in the Curriculum shall be referred to the Curriculum Committee for report. For adoption such changes shall require an affirmative vote by a majority of the members of the faculty. At least six days before the vote is taken, a copy in writing of the proposed change shall be sent to each member of the faculty by the Secretary.

Section 12. Nofice of each meeting shall include the agenda. Minutes of each meeting shall be sent to each member of the faculty.

Section 13. The Secretary of the Faculty shall be elected for a term of three years and shall take office at the meeting following his election.

Section 14. In any election and for business other than Curriculum a majority vote of the members present shall be required.

ARTICLE II-COMMITTEES

Section 1. a) There shall be a standing COMMITTEE ON FACULTY PERSONNEL AND BUDGET. The Chairman of this committee shall be the president. The members of the committee shall be the dean of faculty and the department chairmen

b) This committee shall receive from the several departments all recommendations for appointments to the instructional staff, reappointments thereto with or without tenure and promotions therein, together with compensation; it shall recommend action thereon to the president. It may also recommend to the president special salary increments. The president shall consider such recommendations in making his recommendations on such matters to the

c) The president shall, within the period prescribed by the Board, prepare the annual tentative budget and submit it to the committee for its recommendations; the committee shall make its recommendations within the period prescribed by the Board; the president shall submit to the Board within the period prescribed by it, such tentative annual budget together with together with his comments and recommendations. Upon failure of the committee to act upon the budget within the period prescribed by the Board, the president shall submit to the Board his own recommendations, together with a statement of explanation.

d) The committee shall receive and consider petitions and appeals from the members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the president. Appeals from the decision of the president by a member of the staff or any faculty committee shall be made in writing to the respective administrative committees of the Board and shall be transmitted through the president.

Section 2. There shall be the following additional standing committees, the members serving for a term of three years, the terms to be staggered; elections shall be held at the first regular meeting of each college year, unless otherwise provided.

a) For the consideration of all matters affecting an individual student's admission to the College, and his academic standing at the College, there shall be a COMMITTEE ON COURSE AND STANDING consisting of the Dean of Faculty or a Department Head designated by the president, who shall serve as Chairman (ex-officio) without vote, the Dean of Students who shall serve as a consultant without vote, the Registrar who shall serve as Secretary (ex-officio) without vote, and one member from each instructional majority of the members of the entire faculty.

10-13-67

department, except that there shall be two members from each instructional department in which there are full-time evening teaching staff members, one of whom shall be a full-time evening session teacher, elected by the members of the Faculty as a whole. b) For consideration of

curriculum and the revision of required and elective courses, there shall be a CURRICULUM COMMITTEE, consisting of the Dean of Faculty or a Department Head designated by the President, who shall serve as Chairman (ex-Officio) without vote, and one member of each instructional department, elected by the members of the faculty as a whole.

c) There shall be a FACULTY COMMITTEE ON STUDENT AC-TIVITIES AND SERVICES, consisting of the Dean of Students who shall serve as Chairman (ex-officio) and four other members of the faculty elected by the faculty as a whole, whose functions

1. To represent the faculty in all matters not otherwise delegated pertaining to student activities and 2. To establish advisory boards to

assist the Committee in the execution of its duties 3. To establish regulations governing extracurricular activities, teams,

publications and student services. 4. To act on requests for charters received from the Student Association through the Student Association Ac-

tivities Board. 5. To appoint faculty and student members to the Student Association Activities Board (as provided in the Constitution of the Staten Island Community College Student Association) and other boards established under Article II, Section 2 subparagrph (c)2, above.

d) For the consideration of policies concerned with faculty and student use of the library, there shall be a LIBRARY COMMITTEE. In accordance with the recommendations of the American Library Association, which are designed to enhance the status and prestige of the Library Committee, the President shall appoint the members of the committee on the advice of the departments. The Library Committee shall consist of at least one member from each instructional department, and shall elect its own chairman.

e) There shall be a COMMITTEE ON COMMITTEES whose function shall be to serve as a nominating committee for membership on faculty committees. It shall be composed of five members elected from the faculty as a whole, with not more than one member elected from a single instructional department.

f) There shall be a COMMITTEE ON FACULTY BYLAWS whose function shall be to consider proposals of amendments to the Faculty Bylaws and to make recommendations concerning such proposals. It shall be composed of five members elected from the faculty as a whole, with not more than one member elected from a single instructional department.

Section 3. Other committees of the faculty may be constituted as need or occasion demands.

ARTICLE III AMENDMENTS TO THE BYLAWS

Section 1. Any Bylaw may be adopted, amended or repealed by a twothirds vote of the members present at a meeting provided that the two-thirds shall be at least a majority of the members of the entire faculty, after notice has been given at a preceding meeting, and provided also that, a least six days before the vote shall be taken upon any proposed amendment or change, the Secretary of the Faculty shall have sent to each member of the faculty a copy of the proposed amendment or change.

Section 2. Any Bylaw may be suspended during any meeting for a specific purpose by a three-fourths vote of the members present, provided that the three-fourths, shall be at least a

from the Secretary:

Under standard rules of order, it is the secretary's task to keep a list of members, a chart of committees, and a set of bylaws. The following pages are my attempt to publish this information to the entire body.

The attachment is a catalogue of the committees which report to or correspond regularly with Faculty Council. Most of the information for this list was provided by Professor Arnold M. Rieger, who works tirelessly as chairman of the Committee on Committees, and to whom I am deeply grateful.

Finally, there is a lengthy section on bylaws including (a) the resolution which created Faculty Council; (b) the bylaws of SICC faculty adopted in October, 1967; (c) a compendium of "Material Pertinent to a Discussion of Bylaws in the Minutes Since 1970" which I have compiled; and (d) a thought-provoking letter from Prof. Martin Black addressed to me, dated April 23, 1973, and circulated with his per mission. As a supplement to this section there is an edited portion of the SICC self study prepared under the direction of Dean Habenstreit, dated May 1, 1972 and circulated with his permission.

I think these materials offer a concise picture of the current state of Faculty

Dr. Lester J. Keyser Secretary, Faculty Council

FC By-Laws Discussion

A. XVI: 6-7 (75th Faculty Meeting, January 5, 1970): 'The following motion was approved by the faculty Membership to all standing committees, other sonnel and Budget, is limited to two successive three- | Faculty status and science technicians, lecturers, year terms. For those standing committees, other and instructors on their second or further annual than the college-wide Committee on Personnel an Budget, which require a representative from each department, the department shall select a nomine by departmental election and submit that name to the chairperson of the committee on committees.

B. XVI: 12 (79th Faculty Meeting, April 16, 1970): "The faculty approved the following motion — to structional staff who wishes to participate in conduct faculty meetings as instructional staff meetings and to extend the franchise to instructors science technicians, and full-time lecturers after on

C. Notice and Agenda of the 80th Faculty Meeting item number six, Creation of a Faculty Counci citing the Bylaws of BHE, Section 8.7:

a. In every college or school of a college in wh the faculty shall exceed one hundred members there shall be a faculty council. The faculty council shall consist of the president, deans, the registrar, the business manager or Community College business manager, and two delegates from each department where available. One such delegate shall be the department chairperson. The other shall be a perso of faculty rank elected by the department. In ad dition, delegates at large, equal to the number of instructional departments, shall be elected. Th method of nomination and election of delegates-at by the faculty council provided such delegates-at large have faculty rank or faculty status. Vacancie shall be filled in the same manner for the unexpire department chairperson, shall be elected for a three year term in May of the appropriate year by secret ballot of the members entitled to vote in each department following the initial term of office t which they were elected.

b. The council shall have all the responsibilities of the faculty, subject only to the right of the faculty, upon its own motion, to reverse any specific vote of the faculty council by a two-thirds vote of those entitled to vote for delegates-at-large to the faculty council at a meeting duly called on notice of the

D. XVI: 14 (80th Faculty Meeting, June 11, 1970), item five on the "Creation of a Faculty Council": The Faculty approved the following motion presented by Prof. Barbara Quart on behalf of the Faculty Bylaw Committee and amended by Prof. Ann Merlino, and directed Pres. Birenbaum to

submit the proposals to the Board of Highe ducation for its approval. in compliance with paragraph 108.3-a. of the BHE Bylaws which states: "In every college in which the faculty shall exceed one hundred members there shall be a Faculty Council," the S.I.C.C. Faculty Bylaw Committee

recommends the following proposals.

1. Two representatives should be elected to the aculty Council from each department in addition to

DISCUSSION OF BYLAWS IN THE MINUTES one departmental representative must have tenure either in the Day or Evening Session. The second representative from the department may be nontenured or selected from the part-time staff.

> 2. The voting faculty and the delegates shall consist of all staff members holding Faculty rank or

> 3. All meetings of the Faculty Council should be announced in advance and open to every interested person from the entire faculty and instructional staff. The agenda should be made available to everybody and any member of faculty or indiscussion should be permitted to.

4. Any member of the faculty or instructional staff should be able to contribute items to the agenda of the Faculty Council for their consideration.

5. Minutes of every Faculty Council meeting should be distributed. Further, it should be the duty of the departmental representative to report to their departments in detail about the discussions and

tember 16, 1970), item seven on the "Creation of a that the motion approved at the Faculty meeting of Council received the approval of the Staten Island Higher Education at its meeting of September 15, report by Dr. Keyser for the Faculty Council in June

F. XV: 2 (Special Instructional Staff Meeting, September 30, 1970): Results from the first depart mental elections for representatives to the Faculty Council are tabulated.

G. Minutes of the 2nd Meeting of the Faculty Council,

PROCEDURES FOR ELECTION OF FACULTY COUNCIL DELEGATES-AT-LARGE. (Prof. Leon Ablon and Prof. Lawrence Schwartz) The Faculty Council, approved the adoption of the following

The election of delegates-at-large shall be completed on or before November 17, 1970 and the

a. Each member of the instructional staff eligible to serve shall be contacted by the Secretary of the Faculty Council and those who respond shall be

of available seats, then a proportional representation election shall be held

c. If the number of nominees is less than or equal to the number of available seats, then the nominees shall be declared elected and any remaining seats shall be declared vacant to be filled by the procedures described in a and b above within 30 days

e Chairperson and the delegates at large. At least from the first meeting of the enlarged council. Continued on Page 7

Martin Black Letter

It would seem appropriate to me that the rules under which the Faculty Council conducts its business could be made clear and, in some instances, revised. May I suggest the following procedures that the Faculty Council might adopt, and ask ou whether you think it might be possible to put this proposal before the Faculty ouncil at an appropriate time?

1) The Faculty Council should recognize the importance of decorum and procedure in the conduct of its affairs. It should conduct itself with the propriety of public legislative body.

2; Meetings of the Faculty Council should be public, unless by proper vote it convenes an executive session (this practice should be discouraged unless a compelling reason is put forth for such an executive session). In either event, the ime and place of its meeting should be widely posted throughout the community at east 48 hours prior to convening.

3) Complete minutes of its proceedings should be kept. These minutes should be complete enough to inform persons not present what went on and the general thrust of debate. Minutes of the Council should be made available to the community within 48 hours after a meeting. The constituency should be told publicly vhen and where minutes may be obtained.

4) No action of the Faculty Council should be recognized unless it takes proper egislative form. The simple reporting of a legislative action in the minutes of the body is an incomplete and unacceptable legislative form. All resolutions and proclamations must each take separate form and be properly distributed. It would also seem that once they are enacted they should at least bear the signature of the Secretary of the Faculty in order to take effect.

5) All proposed resolutions, bills, and proclamations should be distributed to the members of the Faculty Council at least 24 hours before the session in which they are to be debated. Proposed bills should be posted and made available to the entire faculty at least 24 hours before they are debated and acted upon.

6) Regarding the technical nature of composing legislation, enacting legislation, and implementing it, I would assume that the members of the Faculty Council, and the faculty in general, are well informed about Anglo-American tradition and custom. If additional help is needed, I would suggest that the Faculty Council invite an appropriate authority to provide a workshop experience for us. I believe he would also be helpful in talking to Faculty Council members about proprieties, forms, and procedures that are part of the legislative process.

7) It should also be made clear which version of Robert's Rules of Order the Faculty Council is presently operating under. This point seems to be in dispute, and the clarification of this matter is basic to the effective involvement of all Council members. Furthermore, it would be interesting to know if our Faculty Council has its own by-laws, where these by-laws differ from the version of Robert's Rules of Order we are using, and if such by-laws exist, should they not be made available to all members of the Faculty Council immediately for their study.

8) It would also seem to me that a process be established (possibly a small agenda committee of the Faculty Council) so that the most important items could be placed on the agenda at such a time that they could be resolved. Also, it would seem that the Council might adopt a time limit in which matters of a nonexceptional nature could be discussed. I think this has been tried in the past, but certainly has not been adhered to recently.

Prof. Martin Black

"The PSC seeks to exclude student participation in decision-making, affecting such action as appointment, re-appointment, promotion, tenure and job security since, in its view, the PSC alone is the recognized agent for negotiating terms and conditions of employment." Fact Finder

Fact Finder's Report

What's A Fact Finder?

set, the negotiations between the Professional Staff Congress (PSC) and Board of Higher Education (BHE) remain, as of our publication deadline, deadlocked.

Designated by staff, in spring of 1972, to succeed the United Federation of College Teachers (UFCT) and Legislative Conference (LC) as bargaining agent for CUNY faculty, the PSC has been in a state of negotiation or impasse with the Board of Higher Education since that time.

When direct negotiations failed, mediation was undertaken for 12 days and afterwards the PSC appealed for "fact finding" under the procedural dictum of the Taylor Law (the law governing civil service labor negotiations, strike rights, etc.).

"Fact Finding" involves the delegation of professional arbitrators by the New York State Public Employment Relations Board (PERB). In this case, the panel of three "fact finders" held hearings on 14 occasions and 11 executive sessions dating from November, 1972 to May of this year. According to their report, 152 exhibits were submitted (the last filed May 4, 1973) and the transcript of proceedings ran to 2155 pages.

The initial three year contract, dating from Fall of 1969 to August 31, 1972 was the first formal collective bargaining arrangement in the CUNY teaching system. At that time, the UFCT represented lecturers and teaching ssistants and the LC represented staff in professional titles as well as administrative and ancillary personnel. With the merge, the Professional Staff Congress now represents 16 to 18 thousand staff members in various titles formerly covered by the other two

Staff members not covered by the PSC are clerical workers (Gittleson union), cafeteria workers (Teamsters) and other "trade" categories (ie. electricians) covered by their own

Following are highlights of the Fact Finders Report:

Scope of Bargaining

During the Fact Finders' hearings, the BHE challenged the authority of the panel to make findings and recommendations on items such as goverance, distribution in rank (number o Professors, Assistant Professors, Instructors, etc. in relation to total number of faculty or administrative personnel), counselors, and nondiscrimination clauses in regards to

(BHE) The BHE claimed negotiation of such subjects was discretionary with the BHE and that it was under no legal obligation to bargain on them. The PSC argued that the disputed items affected terms or conditions of employment and the Board was required to bargain.

(PANEL) The Fact Finders agreed that the issue of the specific items being mandatory or optional subjects of bargaining was not in their jurisdiction; that it would be up to PERB or the Courts to settle the matter: and that since the parties had argued on the merits of the issues and Fact Finders would only be acting in an advisory capacity with "no prejudice to either party's right to challenge the propriety of our doing so," the panel concluded they would evaluate the issues despite BHE objections.

Governance

operations of a sizeable number of educational institutions under its State mandate, the Board (BHE) was caught between continuing the autonomy of previously independent components, and the need for creating a structural arrangement to promote uniformity and centralization of its authority in a single, uniform administration through By-Laws governing operations throughout the system. Out of this crunch, explains the Fact Finder report, came the present PSC-BHE

filiation ranging from 1847 to 1968. Of alone. Besides the CUNY Graduate School and University Center, (1961) Senior Colleges include: Baruch (1968); Brooklyn (1930); City (1847); Medgar (1964); Lehman (1931); Queens (1937) Richmond (1965); York (1966), Comcontracted Urban Centers (with SUNY

In May of 1969 the BHE issued a governance statement which espoused four goals: "Means must be found of moving the focus of major decisionmaking closer to the colleges; Means to take part in creating their own variations in patterns of governance; Means must be found to create a

including the entire community in periodic examinations of such mat-

In September of 1969 the BHE entered into its first written agreement with the Legislative Conference (predecessor of PSC). Key items contained in the agreement were:

1.2 Nothing contained in this Agreement shall be construed to diminish the rights granted under the Bylaws of the Board to the entities and bodies within the internal structure of CUNY so long as such rights are not in conflict with this Agreement.

1.2 Nothing contained in this Agreement shall be construed to diminish the rights granted under the Bylaws of the Board to the entities and bodies within the internal structure of CUNY so long as such rights are not in conflict with this Agreement. If provisions of this Agreement require changes in the Bylaws of the Board, such changes will be effected.

1.3 If there is any inconsistency or conflict between the Bylaws of the Board and this Agreement, the provisions of the Agreement shall

Three weeks later, in October, the Board concluded its agreement with UFCT and included the same

On January 25, 1971, the Board approved "in principle" a statement on the subject of governance which noted pressure for increased centralization of controls, policy and operations. The statement also pointed out:

"The advent of collective negotiations under the Taylor Act, has been a noteworthy legal as well as practical, pressure toward cenralization of University respon-ibilities. Under the law, the collective negotiating agents have exercised their right to deal with the University as a whole. The resulting contracts and structures have tended to make the office of Chancellor the obvious direct court of appeals. Application of the contracts has also tended to impose uniform and rigid personnel practices across the entire University."

EXISTING PRACTICES. Noting the contract language and governance derstanding between the parties, conflicts over the University's need for terminating all prior agreements and

"It is well established that

collective bargaining agreement should

set forth terms and conditions of em

ployment governing covered personnel for a fixed period of time, without a continuing right to open negotiations on

It is also well established that a

collective bargaining relationship encompasses more than what is

specifically stated in the agreement.'

established grievance procedure b

used to deal with negotiated terms as

well as those terms not specifically stated in the contract. As such, it would

rove that a past practice is in fact a

pinding term or condition of em

ployment, even though not specifically

tated in the contract. They found

'little merit'' to the BHE proposal for a

zipper clause and recommended in-stead continuation of the predecessor

contract provisions (see background

section for two clauses in previous LC

and UFCT contract). The Fact Finders

made no commentary on the PSC

DECENTRALIZED CONTROL OF

GOVERNANCE. The Panel sum-marized its interpretation of the par-

ies' positions on decentralized contro

The Board desires to protect th

autonomy of the college through its By-

Laws which grant to each campus staff

the right to structure its own Personne

and Budget Committee as it wishes

Thus, if a campus opts to include

students as full voting members (John

Jay) it should not be prohibited from

doing so by restrictive contract

The PSC seeks to exclude student participation in decision-making since

in its view, the PSC alone is the

recognized agent for negotiating terms

and conditions of employment with

The Fact Finders noted the emphasis

on "peer judgement" in matters of

extend the decision-making authority in

these areas to include students who are

not the peers of the faculty or the staff

would, we believe, be inappropriate to

the maintenance of the concept of peer

They further concluded that there

any campus beyond John Jay, and that

it would not be desirable to disturb the

existing arrangement, but that the

extended to other campuses.

voting arrangement not be

judgement endorsed by both parties.

faculty job status and concluded

position on language.

language.

of governance as follows:

Based on these observations, the

concluded that a jointly

uncovered matters.

'trend to administrative implosion'." BHE

level; and Means must be found of sede any inconsistent provisions con-

Under its authority to amend and waive By-Laws, the Board offered a five year release from its By-Laws while institutions undertook to develop their governance plans. As o December, 1972, six institutions had approved governance plans; three had tentatively approved plans; four had plans under revision or review; and six had not yet submitted plans (Ed. Note: SICC has not adopted a plan to date).

One plan discussed at Fact Finder hearings was that of John Jay College of Criminal Justice. At that college, students are allowed a seat on The Committee on Faculty Personnel (Ed. Note: equivalent to a seat on SICC's Personnel and Budget Committee). Recommendations of that committee are made to the College Council (e.g. Faculty Council) for action. Recommendations and actions with respect to appointments, promotions and matters relating to Faculty job security must be reported to the college President, who decides whether or not the College Council should consider them.

(PSC) In its final position prior to impasse the Professional Staff Congress took the position that "Contract language be amended to establish the Agreement (union constablish the agreement (union c tract) as the governing document in event of any inconsistency or conflict between By-Laws or policies of the Board and the Agreement." It sought to restrict those new colleges operating under the waiver (independent governance plans) to the adoption of policies consistent with the Agreement; proposed to retain the right to open negotiation on those matters not discussed in the parties' collective bargaining; proposed restrictions on the role of students in governance,

prohibiting voting on Personnel and Budget Committees; Urged con-tinuation, protection and, in some instances, enhancement of various practices currently in effect (involving faculty prerogatives and privilege as practiced at individual institutions or CUNY wide).

(BHE) The Board of Higher Education sought language which would constitute the written Agreement as entire un-

the Budget that led the BHE into a move to place all Counselors on HEO status and a later compromise with the PSC that led to leaving college Presidents the "option" to place Counselors in either line.

Currently, according to the Fact Finders, there are 786 Counselors employed in CUNY, 115 with Ph.D. degrees, 475 with Master's degrees, 174 with Baccalaureate degrees, and 7 with no degrees. Distribution by title shows that 444 of the 497 in the Senior Colleges and 261 of the 289 in Community Colleges are in instructional titles Numbers of tenured and non-tenured counselors in each rank or title follow:

TENURED			
Rank	Sr. Coll.	Comm. Coll.	Total
Prof.	3	9	12
Assoc.	18	6	24
Ass't.	22	39	61
Instr.	2	7	9
Lecturer	8		8
Sub-Tot	53	61	114
Non-Instr.	-	1	1
TOTALS:	53	62	115

NON-TENURED						
	Rank	Sr. Coll.	Comm.Coll.	Total		
	Prof.	1 .	. 1	2		
	Assoc.	8	-7	15		
	Ass't.	49	68	117		
	Instr.	96	86	182		
	Lecturer	234	35	269		
	Sub-Tot	388	197	585		
	Non-Instr.	<u>56</u>	<u>30</u>	86		
	TOTALS:	444	227	671		
			4 A 25 C			

(BHE Proposal) The BHE seeks to add o the Recognition Clause of the contract a listing of three Counselor titles, Grades I, II, and III. It proposes that each college shall have the right to request persons appointed to coun-seling function under existing titles Prof, Prof, and HEO series for financial aid counselors), or in the new Counselor

Persons appointed to existing titles would continue under present faculty work week schedules and academic year; those in the new Counselor series would be on the 35 hour week, calendar year basis (one month vacation); "Centralizing tendency argued by the PSC. . .runs counter to basic CUNY policy. . .to revise the Persons with tenure as of September 1973, in teaching titles, would have the right to continue on that basis; those in teaching titles on or after August 1, 1973 without tenure or those in the new Counselor title would be appointed at a salary not less than sixteen and two-thirds per cent higher than prior salary; provisions are made for Certificate of Continuing Employment of Continuing Employment (contractual tenure) at a given rank in the Counselor series immediately preceded by 5 years of continuous employ in that rank and title, or in a

> The BHE proposal would permit colleges, at their options, to transfer all or some (or none) of the 585 nontenured persons on teaching lines to the new Counselor series. New Counselors could also be hired in either line.

(BHE Position) The BHE argues the Panel may not consider whether University employees work 35 hour week, calendar year schedules; that Panel recommendations must be limited to titles in which such employees are employed, salaries, and other privileges and prerequisites for

On the merits of the dispute with PSC the BHE claims increased enrollment due to Open Admissions, SEEK and

counseling may involve information TOFFICERS: ving, it is similar to instruction in that it gives the student insight into the learning process and helps him to pursue his academic work more effectively."

Further arguments by the PSC entail assertions that many Counselors are students in peer counseling; many are near completion of study toward Doctorates; it is the responsibility of the party seeking change (BHE) to show the need for change; that the Byland the BUILT that the Students Laws of the BHE treat the guidance function on the same basis as the teaching function; and that the BHE proposal seeks to divide faculty by

isolating functions. The PSC also claims, under the BHE proposal compromise (college option), "two counselors working in the same department in the same college could be doing exactly the same work, but could be employed differently at the whim of the college without any rational differentiation;" and it points out that the sixteen and two-thirds per cent salary increase for Counselors in new categories would not constitute full recompense for increased work week and longer work year.

(Panel) The Fact Finders defined the actual proposal of the BHE as "the same job with different working conditions; potentially or actually the

According to the Panel, there is no question the Board of Higher Education has a clear right to attempt to negotiate agreement on a longer work week and a rechnical Assistant) to provide a better longer work year, but they do not recommend that this be done through

matter (based on pressures from the (technical assistance). NYC Budget Bureau), continues to be a

for further negotiation on this subject.

Non-Teaching Workloads; Annual Leave; Staffing NON-TEACHING WORKLOAD;

ANNUAL LEAVE; STAFFING. (PSC) The PSC divides the problem in these areas into three groupings, described by the PSC as follows:

1. Those employees "who are properly in teaching titles": the librarians has been furnished as to counselors and librarians, who have professional qualifications and are in constant and continuing direct contact with students as part of the educational process, for whom the PSC seeks the same terms and conditions of employment as members of the teaching

2. Business Managers, Registrars and Higher Education Officers, for whom the problem is one of work load and for whom the PSC seeks "a more equitable distribution" of the work in these classifications.

"It is apparent, however, that the differences. . . involve more than mere language and that there are substantial philosophical differences between the parties." Fact Finder

College Discovery programs will increase counseling needs; considers it essential Counselors be on a full year schedule, and that there is no logical reason why they should not be; claims original budgetary restrictions and public disinterest in counseling no longer exist, and have been reversed to a public demand; notes that Counselors do not do academic teaching and cites recommendations of the American College Personnel Assn. that Counselors should not have academic rank; asserts it is simply trying to establish a new job classification and add that new (BKGRND) According to the Panel, item to the bargaining unit represented by PSC.

While the original intent was to enable transfer of all untenured employees into a calendar year schedule t was as an accommodation to the PSC that the proposal for "college option" was developed. Functional characteristics of the different titles (academic or Counselor series) would be defined by the colleges. The BHE further explained, in response to Panel questioning, that a college could appoint a counselor on an academic year f requirements matched that schedule but, in other situations, such as a determined summer need "it might insist that those people be on a ten-and-a-half month basis."

(PSC Position) The PSC believes the Panel has authority to make recommendations on the full issue and asks, it it may bargain on work week, how can it be maintained that it cannot bargain on the University's need for a 35-hour week or a calendar work year?

The PSC also argues with the Board's interpretation of the CUNY Counselor history and claims the function has close ties with regular faculty. It quotes a 1968 edition of the CUNY Master Plan which described counseling as "an integral part of an education process" and goes on to claim that "while and goes on to claim that

3. College Laboratory Technicians for whom the PSC seeks a method of To achieve a solution to these problems, the PSC proposes the

COUNSELORS (re-named Student

Assigned hours not to exceed 30 hours per week, with 20 hours devoted to students, 10 hours to writing reports, with staff option to work a 4 or 5 day week. Contractual limitation of 250 students per semester assigned to Student Development faculty; in the SEEK and Discovery programs, a maximum student load of 50 per semester. Those now performing and having necessary qualifications in other titles or ranks to be converted to faculty rank and title and no professional person performing these functions to be in any other title or

Workload not to exceed 35 hours per week, of which 25 shall be assigned and 10 unassigned for professional development. Employee option to work a 4 or a 5 day week. 30 hours per week during period from last recitation of Spring Semester until Labor Day. In that period, when Temperature Humidity Index is "excessive" and in non-air conditioned offices or libraries, employees be permitted to leave. Librarians to be placed on academic calendar for annual leave and holidays. Creation of new classification in contract: Library Technical Assistant, to perform on comparable basis with the performance of College Laboratory Technician.

LABORATORY TECHNICIANS, REGISTRARS, HIGHER EDUCATION

Workload not to exceed 35 hours per veek, of which 30 shall be assigned and unassigned for professional development. Employee option to work a 4 or a 5 day week. 30 hours per week during period from last recitation of Spring Semester until Labor Day. In engaged in academic study on the same level as regular faculty; points to the and in non-air conditioned offices and number of counselors in teaching titles libraries, employees shall be permitted with advanced degrees; some, it to leave. Annual leave of 45 days, with 1 claims, teach in graduate or un-additional day per year of service after dergraduate courses; several train the 2nd year, to a maximum of 60 days of annual leave.

Establishment of different title of Associate Business Manager. Establishment of additional title of Senior Laboratory Technician, with University-wide Committee of CLT's to formulate job description. Joint Congress-BHE screening committee for use of CLT titles. Evaluations of CLT by staff members in area where assigned and by more than 1 person, including a CLT.

(PSC) The PSC position on Counselors reflects their opposition to the BHE proposal for new Counselor classifications and calls for all faculty lines. They also claim Counselors need portion of the work week free from student contact hours to handle committee work, research, reports and other administrative duties, thus the call for contractual limitation on student contact hours.

The Librarians proposal again calls for free time to do committee work and research. The PSC points out Librarians are in instructional titles but do not enjoy the same weekly hours or identical duties, however distributed; and the new pay schedule, at least for some of the levels, to fall below those currently in effect."

Librarians are in instructional titles but do not enjoy the same weekly hours or annual leave as other faculty. The PSC further claims the lack of Librarians in the "higher" teaching titles is due to "higher" teaching titles is due to ratio of professional to non-professional recommend that this be done through library personnel, "perhaps 1 to 2 or 1 to 2½" rather than the present 1 to 1. The PSC claims its proposed new classification is not intended to impinge They claimed that examination of the on the work of the clerical bargaining entire record of testimony produces the conviction that what began as a fiscal Librarians of that phase of their work

PSC proposals on Business Managers, College Laboratory Technicians, Higher Education Offiscal matter.

The Panel concluded that, "if a functionally different job were to be carved out which called for a different their annual leave on an expanding treatment, that might provide a basis scale based on length of service and to provide uniform annual leave for those Absent that, we cannot recommend the in non-teaching positions. The thrust of Board's proposal for a new title series for Counselors." for all categories of employees and to create job title levels and pay scales that match the four established faculty ranks of Professor, Assoc. Professor, Asst. Professor and Instructors.

> selors has already been stated. In connection with work load questions as to Counselors and Librarians, the BHE points out that the PSC has attempted to compare workload of non-teaching faculty with workload of teaching faculty, but that nothing except raw arithmetical estimate made by faculty work load, and the PSC has stated frankly that it cannot furnish an estimate of average faculty workload, The BHE suggests the basis for lower

> number librarians at Associate Professor and Full Professor levels may be a result of the peer judgment spect of the promotional process. The BHE acknowledges present librarians are performing too many clerical duties. It states its intention gradually increase the number lerical employees and accomplish through attrition any reduction in the number of librarians necessitated by removal of clerical functions. The BHE urther argues the retention of teaching title need not preclude a different work week or annual leave provision; that the PSC has shown no need for added titles it requests; for any change in work week or work ours; or for proposed changes in the CLT evaluations.

PANEL) The Fact Finders held that ne PSC's claimed need for contractual preakdown of working time into ssigned and unassigned hours does not eem to the Panel to have been sup-

(Fiscal Officers) At present, Business Managers at Senior Colleges are paid according to the same salary schedule as Professors. Assistant Bus. Mgrs. are paid at Associate levels. In Community Colleges, the counterpart of Business Manager (under expired LC agreement) is the Fiscal Officer. They are paid at the grade of Asst. Business Managers in Senior Colleges (ie. Assoc. Prof. level).

(PSC) The PSC proposes to upgrade salaries to a parity level with Senior College Business Managers, as well as titles. They further propose creation of an Associate Business Manager title which would bring Business line titles parallel to the four professorial ranks. Finally, the PSC argues parity of title and salary should come within the life of the Agreement (three years).

(BHE) The BHE agrees to the necessity of upgrading Fiscal Officer and offers to increase salaries to a point halfway between the normal progression of their rates and those of the Business Managers by the end of the contract period. The BHE contend current number of Business Manager titles is adequate; and its salary in crease proposal is both liberal and adequate in light of the expectancies of personnel originally hired into lower rated positions without anticipation of ever becoming Business Managers.

(PANEL) The Panel agreed with the BHE argument against additional title, but held "the difficulties attendant in managing a Community College in the face of open enrollment and diverse funding which have the greatest impact upon such institutions, force us to conclude that parity with Senior College Business Managers should be attained within the life of the Agreement.' They recommended parity in compensation as well as title

(College Laboratory Technicians). Presently there are three grades of CLT with eight incremental steps within each. PSC proposes the three be combined into one with a single salary schedule of 12 steps starting at \$12,100 or, alternatively, that a new grade of Senior Lab Technician be created as a super grade above the present three. It claims the rate for all levels is too low and cites higher rates paid for identical or even less demanding work in elec-tronics and science industries. The PSC also claims discriminatory treatment of CLT as, they argue, various grades often do interchangeable work.

(BHE) The BHE asserts that CLT's are very well paid in comparison to the highest rates paid similar employees in private, the panel agreed.

Adjunct Faculty: Multiple Positions U Factional Lines and Other Part-time

Presently there are some 5500 faculty members, excepting Part-time Lecturers, paid on less than a full time basis. These include: Adjunct staff.

Those hired to fill out teaching requirements after a Department has staffed courses with all available full time staff, or who serve short-term

replacement for staff on sabbatical Fractional line appointments. Personnel teaching part of a regular program against a budget line assignment to the department and are

paid a proportionate share of full time salary accrued by that line. Fractional and Adjunct staff comprise some 3400 employees. Multiple Positions.

Additional work performed by full time staff on a restricted basis. Some 2000 are in this category.

All faculty in these categories must have credentials comparable to full-time personnel. Adjuncts and Multiple Position staff are paid an hourly rate range of \$14 to \$29 per semester hour and receive none of the full time faculty fringe benefits (ie. vacation, leave, pension, insurance, et al). (PSC) Seeks direct pro-rata com-

"The PSC also asks, if it may bargain on work week, how can it be maintained that it cannot bargain on the University's need for a 35-hour week or a calendar work year?" PSC

ported by proofs or argument. They oncluded that uniform provision for toward professional development may be desirable but were not persuaded a need exists. The Panel went on to say nor are we able to discern from the rgument made for this item what might justify a professionally qualified individual being given such time in order to be able to perform the work of hat title in a more professional

The proposal for a contractual commitment as to the point at which a non-air conditioned facility presents an oppressive working condition was not recommended by the Panel. They held hat such a working condition would apply to all employees or to none, as well as students. They also would not ecommend student contact ratios for Counselors; additional titles; transfer o professional rank of persons now in HEO series titles which the PSC characterizes as having Counselor functions; placement of librarians on academic calendars. Except for upgrading of the Fiscal Officer title, the anel also turned down the PSC emand for an additional category in the Business Manager title series.

CON-

pensation for all part-time teaching including summer session. As such, an adjunct Professor teaching one-third the normal load of a Full Professor would receive a third of that title's salary, without fringe benefits.

The PSC argues proportional payment is the fairest way; that additional costs to the University are only to the extent of the cost for regular full time personnel; that the Board saves additional fringe benefits for such personnel; that such a provision would encourage use of full time staff and discourage exploitation of part-time staff now paid at lower rates.

(BHE) The BHE responds that demand for proportional compensation would result in putting most part-time staff out of work and would, in effect, substantially increase earnings of the 2000 or so full time faculty who fill Multiple Positions. particularly when coupled with the PSC demand for reduced teaching local. teaching load. It urges, instead, a \$1 per hour per annum increase, compared to \$5 for the three year period proposed by PSC for Adjunct Lecturers, is a more realistic and more rational method of compensating all part-time personnel (PANEL) The Fact Finders do not agree with the PSC proportional pay

Continued on Page 5

(BKGRND) In administering the

conflicts over governance. CUNY now embraces 22 individual units with dates of founding or afthese, 13 units were added in the 1960's Evers (1968); Hunter (1870); John Jay munity Colleges include: Manhattan CC (1963); Bronx CC (1957); de Hostos CC (1968); Kingsborough CC (1963); La Guardia (1968); NYC CC (1946); Queensborough CC (1958) and SICC (1958). In addition, Mt. Sinai School of Medicine is affiliated (1963) and two operate from Manhattan and NYC

In an effort to assure maximum Community Colleges (both 1967). autonomy to each of its institutions, the BHE innovated a program whereby each constituent unit was authorized to develop its own governance plan and charter, subject to approval of the BHE." Recognizing that such govermust be found to permit the institutions nance plans might vary from the Board's By-Laws, several articles were adopted with release clauses such as the following: flexible and responsive pattern for "The provisions in a duly adopted governance at the University-wide college governance plan shall super-

flexibility and the PSC's contention that the Agreement should pre-empt BHE governance goals and protect existing "rights granted under the By-Laws of

faculty privileges and prerogatives at the Board to the entities and bodies so long as such rights are not in conflict with a stated term of this Agreement." In addition to the "language"

dispute, the BHE: objected to freezing existing practices; claimed it could not and would not freeze any local practices of which it was entirely unaware: that continuation of any existing practice to which the Board would commit itself would require an explicit description thereof in the contrac itself; challenge specifications of supposedly "existing" practices the PSC wants to preserve and new practices it supports as in fringing on the Board's right to govern therefore beyond its statutory obligation to negotiate; the Board be the responsibility of the grievant to asserts the centralizing tendency urge by the PSC through University-wide governance controls counters basic CUNY policy to revise the "trend to administrative implosion" decentralization; it argues student participation in college governance is among non-mandatory subjects o bargaining and holds that, even if bargainable, student voting should be a matter of local option and cannot be precluded by, or subject to, control by University-wide Agreement.

(PANEL) The Fact Finders concluded that a great deal of argument over specific contract language was masking substantial philosophical differences between the parties. They isolated what they considered two primary issues: "changing existing practices" and "decentralizing control

Counselors

there is basic disagreement between BHE and PSC regarding the background and development of the CUNY Counselor program. The BHE maintains Counselors were brought in under the aegis of teaching categories due to a lack of public acceptance of the Counselor function at the time, and that teaching faculty originally opposed the move due to what they considered a de facto reduction of teaching budget and abuse of teaching titles. The PSC claims the hiring of Counselors evolved from the teaching relationship and 'was and is' closely related to teaching functions.

The Panel profiles a 1970 chronology of conflict between the Board of Higher Education, City Budget Bureau and the two unions then representing faculty The argument centered over whether college Presidents would have the option to hire Counselors under teaching lines or Higher Education Officer (HEO) lines. The major difweek and work year. An HEO works a twelve month year with one month yacation and 35 hour week. Regular faculty enjoy a nine month year, often less than a 35 hour week, and extra pay should they work summers. The Panel's chronology would suggest it was under pressure from the Bureau of

increasing professional opportunity and status, reducing annual worktime by increasing annual leave and adding another title for a different job level

Development Staff):

LIBRARIANS:

BUSINESS MANAGERS, COLLEGE

SICCA Hits Six Figures

Over \$30,000 was expended to the college's Intramural Sports Program for the upcoming year. In a long and detailed brief, outlined the year's activities to include all major field and gym sports. SICC has traditionally had a strong inframural program with proved beginning line 11th for: Leonal a strong intramural program with many championship teams.

\$1300 in salaries and \$200 in supplies were provided to the Summer Session (\$10). The total amount equals \$1690. Martial Arts program which began
June 11th. The program will run
through August 31st.

(410). The total amount equals \$1690.

A sum not to exceed \$500 was approved to act as matching money through August 31st.

through August 31st.

SICC Tennis Courts have become an increasing problem for scheduling and supervision. Reportedly, there have been fist fights over court space. Based on a motion of Frank E. Allen, the Association Board moved to provide \$3640 for student stipends to hire attendants for weekday and weekend remainder of the summer \$100 of the

priorities for the courts. They were 7 week period.

instruction then prevalent.

"A teaching innovation that works

according to the Science News report,

only a few current users of PSI.

Keller Comes to SICC?

Born of the "Skinner box" trend toward uses of behaviour modification systems of instruction, the "Personalized System of Instruction (PSI)," otherwise known as the "Keller Plan," was first used at the University of the Keller Plan would seem to have a process of the college faculty looking for alternative approaches to the lecture system the Keller Plan would seem to have a process of the college faculty looking for alternative approaches to the lecture system the Keller Plan would seem to have a

Professor of Psychology at Columbia, According to practitioners of the was invited to Brasilia to develop Keller Plan, an unsympathetic ad-

alternatives to the European designed ministration can destroy the PSI ap-

tarred with the brush of what is will be recognized as being as sometimes called reinforcement significant as technical papers and

theory; and we often mentioned names research. Secondly, because the course of those such as B.F. Skinner without prospectus must be prepared in adblushing. We were all convinced that vance in great detail, proponents of the traditional teaching methods were in Keller Plan note that new PSI in-

need of serious repairs—we had been structors should have their teaching

saying that for many years, and I don't load lightened by at least one course for

Brasilia in 1963. Keller, then a special significance to SICC.

described as follows: College athletic programs have first priority; students and staff of the college have second, and pay no fee; the public has third

JOB ALLOCATIONS:

proved, beginning June 11th, for: Leona Sanders (\$100), Lorraine Ercolano (\$10), Karen Sadoff (\$10), Ann Schraml

tendants for weekday and weekend remainder of the summer, \$100 of the court use. To offset the attendant cost, a amount will replace the miscellaneous \$15 a year fee will be implemented for line from their original budget which

two Coordinators are scheduled to work
There was some discussion over use 48 hours per week at \$3 per hour for the

proach. They outline three major areas

"C" BUILDING:

A request for a sum not to exceed \$3,000 for new furnishings for building was trimmed down to \$1,000 pending a committee report from both student governments and appropriate college staff as to the advisability of the lounge seating and tables selected in the original report. Approved in the request were new ping-pong tables; folding tables and ash trays. ORIENTATION FESTIVAL

Food, Music and Guerilla Theater will be featured attractions at a Freshmen and Returning Student Orientation Festival scheduled for the Athletic Field on September 9 and 10. An allocation of \$6770 was made to the Orientation Committee to provide attractions and exhibits by various campus groups for the two day festival. **NEWS FERRY**

A grant of over \$30,000 and credit line of \$20,500 was extended to enable creation of the News Ferry summer issue and bi-monthly publication for the upcoming academic year. With a core staff of four full-time and two part-time people, the News Ferry expects to train wenty interns and provide one-third of its operating revenues in the coming year through space advertising. Its standard size will be six pages, with four special eight page issue. In total, it is expected that the News Ferry will produce 17 issues on the every-other-



pace and in his own way. Though individual courses differ, the basic structure of a PSI class contains

1. Specific objectives are laid out for a student in a comprehensive course guide given to him during an initial meeting of the entire class. The guide informs the student what textbooks he will be required to study, what basic concepts he is to master, and how he is to demonstrate his learned skills.

2. The student is allowed to proceed at his own pace. The original Keller concept allowed the student to complete In a recent College Management where administrative support is magazine article (April, 1973), Keller's required. The first involves relaxation of faculty evaluation emphasis on follows: "Our group was what is called operant in its orientation. We were recognition that innovative teaching the property with the brush of what is will be recognized as being as the course requirements as quickly or as slowly as he desired, without reference to quarter, semester, trimester or other time requirements. When the course was completed, the student could move on to something else. Later modifications have been utilized in PSI to better conform it to the traditional time frame of the collegiate year. Today, most PSI students are encouraged to complete a course within the basic time structure of the college. Incompletes, however,

small units of information totally,

units. Most PSI courses are divided into

15 to 30 units of information (some of

these are review units). After studying

each unit the student demonstrates his

mastery by taking a written or oral

quiz, usually administered by a

proctor, or by writing a brief on the

subject, or by some other activity that

can be quickly evaluated and discussed with him. If the student scores per-

fectly, he may advance to the next unit.

If he does not, he is counselled by a

proctor or the professor, and he studies

further material on the subject unit. In

most PSI courses the student may re-

take the unit examination as often as he

desires without penalty. Once he scores

perfectly, he moves on to the next unit.

basis of the number of units the student

chooses to complete. In no case is a PSI

course graded on a curve. Students are

informed from the very beginning that

they may receive an A by completing

4. Grades are usually assigned on the

think we were alone. We had all had the first semester. Finally, they point some experience with new procedures—with the teaching machine and programmed textbooks. . The upshot of our evening's discussion (March, 1963 planning session for basilia considerable with the first semester. Finally, they point student to finish later than the normal student to finish lat Brasilia experiment) was a plan that I depends on its natural content, when letter grades are gone, described in my diary that night as 'one of the most exciting and most radical when everybody is a dropout at one time or another, when courses ever to be given in a university no one is moved up unless he deserves it and when teacher pay and tenure is dependent on teaching and not on etter, does not cost any more, and may scheduled presence in the classroom.

ctually save money," is the way William Hoffer, College Management writer, described the Keller considers an endorsement of good school term. Plan. . which may explain why it is teaching results in punishment for the 3. The students of th "sweeping the nation" according to successful PSI instructor.

media reports. The April edition of As an example of this inverted rather than to learn parts of larger Science News reports that "more than 1,000 courses are being taught in the United States by the Keller method."

University. He used a Keller Plan Colorado Women's College (50 per cent approach to elementary statistics.

of its courses); M.I.T. (9 courses); Before long he was handling a student Rice; Denison; Lafayette; Michigan load previously carried by three full-State and the University of Texas are, time professors and several teaching assistants. Gaining the distinction of creative teacher status, he was For two days in May, a Keller Plan pressured by several deans to serve on seminar was held at SICC. Organized by Abraham I. Habenstreit, Associate write a grant proposal for his math Dean of Faculty, the seminar was department; and asked to adapt the conducted by Charles Friedman, a technique to introductory psychology. Professor in the M.I.T. Education When Newman began to raise ob-Research Center. Though not anxious jections, he was told he was being

to speculate on its administrative uncooperative. import, Habenstreit did release the seminar invitation list, which included TO KNOW A LITTLE BIT WELL over 30 faculty invitees from 15 study RATHER THAN A LOT POORLY.

As College Management describes it With various proposals that in-the Personalized System of Instruction corporate "contract" learning waiting in the wings of the Board of Higher

all units in the course. As a result, grades in a PSI course tend to be largely A's, with a few B's, and a smattering of incompletes and withseveral similar features: The purpose of PSI is to allow the student to pace himself, and then to

reinforce him by allowing him to move to the next unit when he demonstrates mastery. Rather than receiving a "C" for exhibiting partial knowledge of a subject, the student knows that when he passes a unit he has mastered it. He knows a little bit well, rather than knowing a lot poorly.

Describing the PSI classroom as a sort of Grand Central Station, without the OTB windows, the Hoffer article describes the role of the faculty member as that of a course manager, rather than mouthpiece. It also cites one instance where student proctors have become a mainstay of the PSI program.

Use of proctors

Dr. J. Gilmour Sherman, one of the original "Keller Four," is now in-structor of psychology at Georgetown University in Washington, D.C. One of his recent innovations in PSI has been the use of students as proctors. Many PSI instructors utilize teaching assistants who are paid for their ser vices either in cash or academic credit. This adds to the cost of the course, and may make it less attractive to college management.

In the beginning of Dr. Sherman's introductory psychology course he uses the services of students who completed the course the previous term. But within three weeks he tries to persuade the faster students to begin proctoring slower ones. A stude recently completed the first six units of information thus becomes an advisor for those units. The material is fresh and exciting to him, and he has a real incentive to keep his own course work moving, lest he fall back into step with the very students he is proctoring. This use of students to help teach their own course has led to some exciting teaching experiences, Sherman says.

To date, there are apparently few if any detractors of the Keller Plan, or at least so the use factors and educational media reports would suggest. Besides low cost to college administrations, interest in the individualized approach by faculty, and the many well-documented limitations of the lecture system, the Keller approach gets results. According to a report by three American Psychological Association members, PSI not only works, but works impartially for all students.

They reported, in the December issue of the Journal of College Science Teaching, that students have better recall five weeks after a PSI administered course than those who took the course in the traditional method. They also point out that the individualized approach gives the weaker student the necessary structure to improve study skills and continual success serves as a motivator.

Those interested in more information and 65 and does not cover those who are on the Keller Plan can subscribe to the PSI newsletter put out by Dr. J. 2,000 subscribers and can be subscribed to through the Psychology Department, Georgetown University, Washington, D.C. 20007. Donations of \$2 or \$3 are solicited.

> (BKGRND) The original LC agreement with CUNY called for a timetable in Distribution in Rank which, by January 1972, was to fill the four regular faculty titles as follows: Professor 30 per cent; Assoc. Prof. 30 per cent; Ass't. Prof. 30 per cent; and Instructor 10 per cent. There was no clause in the CUNY-UFCT contract dealing with the sub-

> October, 1971, the LC filed a grievance alleging that the Board had failed to properly increase percentages in academic rank for full time faculty in each college of the University as claimed was required by the original agreement.

The BHE responded that the quoted percentages were intended to reflect budget lines rather than individuals and that the intent of the quota agreement had been complied with.

On May 26, 1972, distribution in rank of covered personnel was as follows: Professor 1322; Assoc. Professor 1384; Ass't. Prof. A. 2383; Ass't. Prof. B. 710; Instructor 1754. In addition, there were 1488 full time Lecturers.

In academic year 1971-72, 650 faculty members were promoted. 190 (29 percent) became Professors; 284 (44 percent) became Assoc. Professors and 172 (27 percent) became Ass't.

The BHE proposal to PSC reflected its stand on distribution in rank

After an exchange with Professor Nolan, Chairperson of the previous committee, regarding the merits and validity of "invited student comments" in contrast.

Frank Battaglia, Associate Professor of English, attempted to re-open the attendance issue at the final semester meeting of the Faculty Council. Battaglia requested that the entire issue be restudied by a committee of faculty and students rather than the committee composed entirely of faculty which had made an earlier recommendation. adopted by the Council, that the college return to a 15 per cent cut

VET Scholars Get \$71,000

Staten Island Community College's program to open college doors to jobless and disadvantaged Viet Nam veterans has been awarded a \$71,250 federal grant which will enable it to continue at least another year, through June of 1974.

The grant, from the U.S. Office of Education, is a sequel to a September 1972 award of \$95,000 which made it possible for the college to put its Veterans' Scholar Program into operation. The program is designed to seek out unemployed or underemployed

PSC/BHE Reach Agreement,

Pending ratification by the full memberships of the Professional Staff Congress and Board of Higher authorizes 1800 promotions of qualified faculty in the next two years. Education, a new three year contract agreement has been reached. Retroactive to September 1, 1972 and DUE PROCESS. extended through August 31, 1975, the agreement follows, by four days, a union membership vote to strike Oc-

Strike May Be Averted

tober first of this year. In a statement issued by the PSC this week, the following were described as key provisions of the agreement: SALARY

SALARY. Retention of the present increments, which average 4.7 per cent and average increases of 3.3 per cent, 4.0 per cent and 4.4 per cent in CUNY salaries for the three years covered.

Agreements on entry levels provide increases across-the-board for every rank: \$600 in the first year (71-72), \$750 in the coming year, and \$850 in 1974-75.

The previous minimum entry salary of \$12,700 will go to \$13,450, while the maximum range will go from \$31,275 to \$33,475 by 1975. These figures include annual increments by which personnel are

rewarded for service and experience. Board of Higher Education negotiators, according to the union statement, had attempted to abolish the increment system since talks began in 1972.

CLASS SIZE

CLASS SIZE. What it terms, "much more significant'' than salary hikes are provisions aimed at improving the quality of education at the 19-campus university: recommended class size limits of 15 students in remedial courses and 25 freshman English courses, and recommended workload limits at levels prevalent in 1971-72, for the provisions.

faculty in the next two years. **DUE PROCESS**

1. College presidents must give reasons, when requested, for overruling faculty recommendations to reappoint or promote. . what the PSC calls a major breakthrough in the

absolute authority of college heads. 2. Failure to reappoint or promote may be appealed through the established grievance and arbitration

procedures and now, ultimately, to a faculty review committee. 3. Maternity leave may be taken to

the extent of accumulated sick leave, and male and female employees may take "parental" leaves for child care without pay for a half year. EQUITY

EQUITY. Instructors, the only faculty personnel formerly excluded from tenure, will become eligible for 'contractual tenure'' after five years of service.

Community college assistant professors and business managers will be phased into parity with their senior college counterparts.

OTHERS OTHERS. Board negotiators dropped

their insistence on a contractual clause stating that non-tenured personnel have 'no presumption of reappointment." According to the statement, the union deferred to the Public Emloyment Relations Board the factinders' recommendation that students

should not have voting rights on personnel committees. both classroom and non-classroom Finally, both sides agreed to a staffs." The statement did not specify modified version of the Board's proposal that the "stated terms" of the



English Professors Ted Simms and Claude Campbell both ran on the PSC Unity Caucus to unseat the incumbent exceutive board. Simms lost, but "settlement." Campbell did gain a seat.

Fact Finders...

Continued from Page 4

argument and point out that by equalizing cost of part-time staff to full time, "would tend to treeze out part-time teaching opportunities for the under the complexions of applications of ap thousands of employees currently "The Board will not discriminate in enjoying this opportunity for additional respect to hire, tenure of employment enjoying this opportunity for additional respect to hire, tenure of employment or any terms or conditions of employment of any employee covered by practice at CUNY that is not at all this Agreement because of sex, race, prevalent in higher education. Finally, age, national origin, religion, political they acknowledge the need for increased compensation to protect activity on behalf of the Union, nor will against the eroding effect of inflation and expand upon the BHE \$1 per hour offer by limiting that increase to the (BHE) In essence, the union of the un

Associates; College respect of discrimination in employment because of are." • Physicans; and Staff

believe there has been sufficient persons who have never been emjustification shown for any special ployees and who have other forums and treatment for these groups beyond the treatment for these groups beyond the general increases which we are laws protect applicants against various lsewhere recommending.

Discrimination

Discrimination Clauses in the contract centers around two key references in the former contracts with LC and UFCT. Since the UFCT clause contains

first contract year and proposing \$2 per strike the word "hire" from the clause hour increase for the final two years of and modify the word "age" to read: Research Asst's: "...shall comply with applicable provisions of federal, state and municipal laws and ordinate and

The BHE argues applicants are not employees for whom the PSC is cer-Hunter College School tiffed as the bargaining agent, and it does not consider itself required to bargain on the subject of furnishing applicants for employment another (PANEL) Although the PSC did make forum for complaint. It also sees no proposals for salary increases for justification for opening costly contract employees in these titles, we do not grievance and arbitration machinery to discriminatory practices).

As to the "age" reference, the BHE sees no justification for more extensive protection than that provided by statute.

(PSC) The PSC acknowledges that inclusion of the word "hire" provides duplicate remedy, but sees nothing objectionable in choice of forum or

employment" and that statutory protection against discrimination in employment has been found to apply to persons who have not yet secured employment.

On the "age" question, the PSC claims that statutory protections are generally limited to ages between 40 "too young" or "too old." It seeks to provide more extensive protection than | Gilmour Sherman. It has more than that afforded by statute.

(PANEL) The Fact Finders answered the Board's challenge to the bargaining right of PSC on the "hiring" reference with the claim that there is "a substantial difference between proposals for new contract provisions and proposals for removal or modification of provisions which were contained in both of the prior agreements (with LC and UFCT).

They further stated that the PSC has a legitimate concern with the nondiscriminatory nature of hiring because those hired as part of discriminatory practice become part of the bargaining unit. Finally, they point to the fact that there is no history of grievances that suggest inclusion of applicants for employment under the contract has proved an excessive ad ministrative burden or cost on the BHE or PSC; and that there is no history of excess zeal on the part of the PSC to abuse its inclusion.

The Panel does, however, see justification for modification of the reference in the contract. It argues there could be valid reasons for following statutory limits, though it does not enumerate. As to the concern of the PSC with the "too young, too old" problem of statutory protection, the Panel advises that specific extension or retention of statutory limits on age should be made via negotiated settlement between the parties.

Distribution in Rank

Med Tech Drops Interns

Chairperson of the Biology Department, voted to drop the hospital internship requirement from the Medical Technology Curriculum.

Basing her request on the increased difficulty of finding hospitals in the area to place student interns, Merlino further argued that the majority of students in the curriculum do not need the internship requirement as they transfer to four year colleges for fur- Merlino.

determinations being made on a University-wide "budget line" basis. In essence, it agreed that promotions up to 900 per year would not be subject to budgetary considerations in determining approval or disapproval of promotions. It also upheld the 30-30-30-10 ratio as a desirable goal.

The BHE, in effect, held to the previous contract's clauses and the exclusion of budgetary considerations over promotion (up to 900 annually) with the proviso that the PSC accept the Board's interpretation of the original intent of the LC contract.

The PSC rejected the Board proposal and answered with its own. Essentially, ceptions: that the determinant of distribution be "persons in rank" rather than budget lines; and that Instructors and Lecturers promoted to Professorial titles not be included in the 900 per year promotion figures. In effect, the PSC proposal would force the BHE to hire outside the University in the higher levels to reach the contract figures; while its regular promotions would not be considered part of the

(PSC) The PSC asserts that the ration amongst faculty ranks, based on in- several potential calculations to derive | Teaching Workload).

numbers.

At its final meeting of the semester, ther study in biology or pre-med. The the Faculty Council, acting on a Medical Technology program, acrecommendation from Anne Merlino, cording to Merlino, provides an excellent basis for further study in the sciences.

> Students who do terminate their education with a two-year medical technology concentration will be able to gain the practical lab experience as there are sufficient student intern positions available for this portion of the students enrolled in the program, estimated at less than 40 per cent by

> dividuals rather than budget lines, is a reasonable goal. Its attainment would be facilitated, it contends, (1) by elimination of the Ph.D as prerequisite for promotion;

(2) by providing automatic promotion when the Ph.D is obtained; (3) by a program of outside hiring a

Finally, it claims these goals would not be appreciably affected by combination of Lecturers and Instructors into a single classification.

(BHE) The BHE holds that, though Distribution in Rank was included in the original LC contract, it is not a mandatory subject of bargaining and ot properly before the Fact Finders On the issue, it argues that phrased in terms of "bodies" the PSC proposal is unattainable due to cost and practicality, and that present numbers of individuals in each rank is based on academic judgment as to the nature

and extent of University need. The BHE computes the number of promotions necessary to achieve the proposed ratios at 6417 or 81.3 per cent of those eligible for promotion within

veterans and aid them in completing the educational preparation required for high school diplomas and college

Approximately 175 veterans will be enrolled in the program during the coming academic year, according to Wayne Purnell, director of the SICC project. Two 12-week cycles are scheduled.

The first two cycles conducted under the program, during the academic year just ended, saw more than 130 veterans graduate with most of them becoming matriculated students. Another 100 are currently enrolled in the summer cycle; those successfully completing their studies will enter the college in September, as matriculated un-dergraduates.

SICC's Veterans' Scholar Program was set up as a successor operation to the college's project at Fort Dix, where SICC conducted a pre-college program which pioneered in remedial and preparatory work for Viet Nam returnees who otherwise would have been ineligible for college entry. An advisory committee of community and returney to the community and returney to the community and returney? veterans' leaders was set up by the college to review progress of the project and assist in recruiting veterans for the program.

agreement would constitute the entire agreement.

Recommending the tentative contract for ratification, PSC President Belle Zeller predicted that "by rising above the bread-and-butter issues an focusing on educational and professional concerns, this contract is very likely to set the pace for faculty unionism throughout the country."

A condensed version of the 108 page fact finders' report alluded to by the PSC statement can be found on pages four and five of this issue.

Following is a PSC outline of the negotiations chronology:

CONTRACT CRISIS: CHRONOLOGY April 14, 1972: - Professional Staff Congress is formed by merger of Legislative Conference and United Federation of College Teachers. BHE refuses to recognize PSC as successor organization or to negotiate new con-

April 24, 1972: - BHE cancels salary ncrements earned in previous year and due after August 31, 1972.

June 7, 1972: — In a PERB-conducted election, CUNY instructional staff votes overwhelmingly for PSC as its collective bargaining representative. June 19, 1972: — Negotiations begin as PSC presents its proposals.

August 31, 1972: — Contracts expire. Cancellation of earned increments goes into effect.

September 7, 1972: — BHE makes first salary "offer" (the abolition of increments). September 8, 1972: — PSC declares

September 25, 1972: — Mediation begins under Milton Friedman.

October 28, 1972: - Mediation ends ailing to break impasse. November 24, 1972: — Factfinding begins under Chairman Arnold Zack, Jean McKelvey, Eva Robins.

February 20, 1973: - Public Employment Relations Board charges remain frozen.

May 25, 1973: — The unanimous recommendations of State Factfinding Panel are made public. PSC, although disagreeing with some recommendations, agrees to accept all in order to reach settlement. BHE refuses.

May 31, 1973: — BHE offers one-year etroactive contract expiring August 31, 1973, incorporating terms repudiated by union and factfinders. BĤE threatens to dictate same terms if union rejects offer. Union rejects offer. June 9, 1973: - New York Times

editorial charges BHE's rejection of factfinders' major provisions is "assault on the stability of the factfinding process.' June 18, 1973: — BHE designates tself "legislative body of the government involved" with authority to hold

hearings and dictate terms of final July 6, 1973: — PSC members vote, 3904 to 1023, to authorize strike October unless agreement is reached.

the 30-30-30-10 based on "bodies" to prove that such an approach would mean massive non-reappointments in the lower ranks and would still not fill the desired ratio.

Finally, it reiterates its opposition to ratios based on anything but budget lines and the PSC proposal to merge the Lecturer and Instructor ranks.

(PANEL) The Fact Finders concurred with the proposed ratio as an objective for attainment within the three year life of the proposed Agreement. They also concur, however, with the BHE position on all counts except their right to consider the issue.

The Panel argues that extensive outside hiring in the higher ranks will foreclose promotion opportunity to the lower ranks. They also oppose the PSC promotion proposals for elimination of requirements and automatic upgrades as tending to dilute the authority and professional responsibility of those currently charged with recommending and approving promotions (in effect, i would undercut peer judgment as a promotion criteria); and claim such a plan would discriminate against those who earlier had received promotion based on traditional criteria.

They endorsed the 900 promotions per year quota (exempt from budgetary restriction) and leave it to the parties to resolve "how" promotions will be applied amongst the ranks.

Finally, they opposed the merge of the Instructor and Lecturer titles arguing, "the two classifications have different requirements and, indeed, different functions, with the continuation of both being to the benefit of the University and its faculty."

(ED NOTE: Part II of the Fact Finders Report review will cover Facilities and Services; Salaries; Tenure and Job Security; Appointment, Reap-pointment, Presidential Reasons, Removal and Suspension, Grievance the three years of the proposed Removal and Suspension, Grievance Agreement. It then proceeds to outline and Arbitration Procedures; and

SICC Power Exercise

Continued from Page 2

bership on the Board of Directors.

A key vote in the early meetings was that of Martin Black, Director of AID. In a surprise move, he provided the swing vote that would give a student majority to the Association mem-bership-at-large. Inadvertently, he also gave the students the vote mechanism to mount a full takeover of the Board of

While the parliamentary maneuvers are now a pre-cathartic memory of intense political combat, that combat's relationship to "in loco parentis" (a Latimized name for the several centuries old notion that a college is a moral, as well as educational guardian to its students) and the "Skinner box" (the now classic example of behaviour modification theory) seems to hold the "morality," or lack thereof, that un-derlined the intensity of both voting blocks' positions.

To evaluate the dynamic of what occurred in the meetings using the notions of "in loco parentis" and the "Skinner box," it is important to clarify what is meant by them.

For purposes of its expression in the meetings, it would seem "in loco parentis" implies a basic distrust on the part of some members of the Administration-Faculty block toward providing an unchecked mechanism of government to student control.

It is perhaps one of the major victories and losses of the Student block that they clearly recognized the tendency toward guardianship, and its implied condescensions, on the part of various opposition members; but failed to ferret out and deal with the underlying apprehensions.

In confronting the basic distrust that guardianship implies, the students won

SICC By-laws

Continued from Page 1

of the above-mentioned objects.

(e) To purchase or otherwise acquire, hold, sell and otherwise dispose of, to acquire by grant, gift, purchase, or otherwise real property and to lease necessary building or buildings, rooms or portions of buildings, and to assign, or transfer agreements or leases with respect thereto, subject to restrictions and regulations of law, and to purchase, acquire by grant, gift, bequest or otherwise, and to hold any and all such furniture, fixtures, supplies or other articles and appliances as may be necessary and expedient for its pur-

(f) To sell, mortgage, exchange, lease, convey, transfer or otherwise dispose of any such property, both real and personal, as the objects and purposes of the corporation may require, subject to such limitations as may be provided by law.

(g) To administer, invest and reinvest its property, and deal with and expend the income and principal of the corporation in carrying out its pur-

(h) To borrow money and to make, accept, endorse, execute and issue promissory notes and other obligations in payment for property acquired and money borrowed.

(i) To make such rules, regulations and by-laws and hire clerical staff, servants, and employees as may be necessary and advisable to carry out the purpose of the corporation.

(j) In general, to exercise such powers as are incidental and conducive to the attainment of the objects and purposes of the corporation, provided that the corporation shall not operate for profit and further provided that no part of the net earnings of the corporation shall inure to the benefit of any member thereof.

ARTICLE II - Membership

Section 1 - Eligibility: The members of the Association shall be representative of administration, faculty, day session students, alumni, and evening session students. The membership shall comprise the following: Administration

1. President of the College

Dean of Administration 3. Fiscal Officer of the College 4. Dean of CHOICE

Faculty

5. President of Faculty Association 6. Vice-President of Faculty Association

7. Secretary of Faculty Association Treasurer of Faculty Association (In the absence of a Faculty Association, the Faculty Council shall elect 4 members of the faculty to membership in the association, at least 2 of whom must be non-members of the Faculty Council)

Day Session Students 9. Chairperson, Day Session Student Senate

10. Chairperson, Commission on Student Finances 11. Chairperson, Commission on Student Clubs & Organizations

12. Chairperson, Commission on Student Center 13. Chairperson, Commission on

Student Social Services
14. Chairperson, Commission on
Student Publications

Evening Session Students 15. President of Evening Session Student Association 16. Vice-President of Evening Session

Student Association 17. Secretary of Evening Session **Student Association** 18. Treasurer of Evening Session

Student Association 19. Parliamentarian of Evening Session Student Association

20. Chairperson, Committee on Committees, Evening Session Student Association Alumni

21. President, Alumni Association Section 2 - 5 remain unchanged.

Section 2. Termination of Membership (a) Any member of the Association who ceases to occupy one of the administration, faculty or student positions specified in the foregoing Section, or who ceases to be a member

the critical vote of Martin Black for the Association membership majority. Perhaps more important, they would later confound the chair, in the person of Stamos Zades, with a moral dilemma that would finally threaten the Administration-Faculty block unity...and lead to an amenable

compromise. What the Student block failed to recognize, was the notion of "freedom within a system" that seems to be expressed in terms of the professed "Skinner box" planners on the second loor of "A" building—a "reward" floor of system with college government as the reinforcer.

In a sense, the dynamics of the "box" all members of the Association are in was not accounted for in the Student strategy. Robert's Rules in hand, they vere well prepared to use a moral claim surrounds the Association itself.

Put simply, the Students were after a "coup d'etat" over what might be seen as the indigenous representatives of a colonial government. For this, they were well equipped. They were illequipped to challenge the "mother" country. described by the Administration representative as "power with responsibility" and buttressed by BHE by-laws.

Government exists, the College or College Association shall allocate the Student Government Activity Fees to each student governmental subdivision in direct proportion to the amount collected from the members of each student governmental subdivision." Section 15.11 paragraph (a) reads: "The College President shall be responsible for the full disclosure to BHE by-laws.

With each recess for caucus, Student representatives would prepare to pound the integrity of the members who their ability, as a student political block, to provide stability to the Association. It was their only weapon. They were simply not equipped to effectively challenge the legalisms of BHE Articles XV and XI thrown at them by Loperena. Their strength was in the fact that they knew

Ernesto Lopereno held the keys to the mother country in his two proxy otes. . that of the college Presiden and Dean of Administration. BHE articles in hand, he orchestrated his block in caucus and remained silent through most of the actual meeting time. His arguments were simple. . . as interpreted in the two Articles, the President of the College is ultimately responsible for the actions of the Association. As such, he must have a voice in the activities on the Association.

Never answered was the question of in what way a student majority on the Association denied the President a voice, especially in light of the fact that he has a veto power over Association decisions and approved power over its By-Laws. Nor was the question of how the Administration interpretation of the Articles in question was arrived at. When queried on the subject, Loperena would only point to the by-law sections claiming, "it's right here;" state that the students should form a separate Student Union if they want full control; and allude to the necessity for "power with responsibility.'

ollowing are the by-law se

of the administration, faculty or student body of the College, shall thereupon immediately cease to be a member of the Association and his membership shall be deemed terminated as of that date.

(b) Any member may withdraw from the Association by presenting to the Secretary a written resignation, which shall be presented to the Board of Directors by the Secretary at the next meeting thereof following receipt of such resignation shall be effective upon its acceptance by the Board of Direc-

(c) Any member may be suspended for a period or expelled for cause, such as violation of any of the by-laws of rules of the Association. Such suspension and the period thereof, or expulsion, shall be imposed only by the unanimous vote of the full membership of the Board of Directors, with the exception of the vote of the person proposed for suspension or expulsion, if he is a member of the Board of Directors. At least fifteen days before a vote may be taken for the suspension or expulsion of a member a statement of the charges against him and a notice of the time when and place where the Board of Directors propose to take action must be sent to such member by registered mail at his last recorded address; such member shall be given an opportunity to present a defense at the time and place mentioned in the aforesaid notice. Such expulsion or suspension shall be effective im-mediately upon the recording of the required affirmative vote thereon by

the Board of Directors. Section 3. Vacancies. Upon the failure of a person occupying one of the positions specified in Section I of Article II hereof to accept membership or. in the event of the death, resignation or other failure of a member to continue membership, a majority of the remaining members, though less than a quorum, may fill the vacancy thereby created by electing a new member; provided, however, that the new member must be a representative of the same group (administration, faculty alumni or student body) as the member who failed to qualify, accept membership or whose membership terminated. A person so elected to fill a vacancy shall serve until his successor qualifies by occupying the applicable position specified in Section I of Article II hereof and by duly advising the Secretary of his acceptance of mem-

bership. Section 4. Effect of Termination or of

Suspension. The rights of any person as a member of this Association, including his right to vote, shall cease immediately upon his termination of membership, or upon his suspension of membership for the period of suspension.

Section 5. Voting Right. Each member shall have one vote only at a meeting of the Association.

ARTICLE III Meeting of Members Section I. Annual Meetings.

Article XI Section 11.3 of the Board Bylaws, in the description of the President's responsibilities, states the Resident's responsibilities, states the Resident's responsibilities, states the Resident following:

"The president, with respect to his educational unit shall:

a) Have the affirmative responsibility of conserving and enhancing the educational standards of the college under his jurisdiction.

b) Be an advisor and executive agent of the Board and of his respective College Committee and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees, and the policies, programs and lawful resolutions of the several faculties.

c) Exercise general superintendence over the concerns, officers, employees and students of his college.

Article XV further defines the esponsibility of the President and the College as follows: Section 15.10 Paragraph (a) reads in part: "A College Association shall be considered parliamentary "box" strategy on the opposition members who would reflect or react to the "in loco parentis" assumptions. ...but were ill-prepared to challenge the legal box that the Administration representative would claim surrounds the Association itself. appropriately elected Student overnment exists, the College or esponsible for the full disclosure to each of the Student Governments of the College of all financial information with respect to Student Activity Fees.'

In addition, in the absence of specification, paragraph (e) of the same section authorizes the President to establish a Student Activity Fee Review Committee in consultation with the various Student Governments.

The Student Union offer was contained as an alternative to the com-promise offered as a minority report by operena. In essence, the compromise gave students none of the goals they outlined...no majority on the

and still retaining Alumni Association membership on the Board.

Accusing the students of "oligar-chical" leadership and offering the Student Union approach where they might provide their own space and hire their own staff, the Union idea seemed clearly a threat. This is especially the case in light of the fact that one of the legal claims later brought out was the college's role as a collector of fees for the Association. An independent Student Union would apparently have to collect its own fees.

With each Administration-Faculty caucus, Loperena would indicate whatever "give" there might be in the composition of Association and Board. This tendency increased sharply with each Student Block maneuver. Martin Black, particularly, would not bend on refusing to support "in loco parentis" based arguments with his block; Stamos Zades, at the Chair, could not out-maneuver the Students on a parliamentary basis...the only recourse was the legal argument.

Ironically, the more successful the Student block was at driving the contradictions of Zades' and Black's positions into a "box," the more they were driven into the Administration's legal "box." And, clearly, the legal relationship of the President to the Association was the only non-negotiable weapon of the Administration-Faculty

It was perhaps a sense of guar-dianship that led Stamos Zades to pursue the Student block following their decision to stage a walk-out in protest of nis decision from the Chair to, as one observer put it, "overrule Robert's Rules and the English language.

The meeting previous, the Student block had attempted to adjourn with no change in the present by-laws. The point of the move was to force the opposition to recognize that the students were, in fact, compromising in even discussing a change in the previous by-law section covering elections to the Board of Directors.

Since each side had an equal number of votes, neither could pass a motion but either side could block

Continued on Page 7

15 At Arthur Kill Complete SICC Courses

At a recent gathering, Staten Island Community College and the Arthur Kill Center was begun in 1969 as a project to Rehabilitation Center jointly honored make higher education and its allied 15 of the center's residents on sucservices available to the rehabilitation cessful completion of courses given by the college for ex-addicts.

President William M. Birenbaum, other officials of the college and the state's Narcotics Addiction Control Commission took part in the program. The men honored are the first to complete, for college credit, courses in

center residents. The Special Admissions Program is intended to open new avenues and alternatives to the exaccounting and data processing which

The program is directed at SICC by Dr. Felix F. Cardegna, Dean of Experimenting programs, and Zenobia Malino, Director of Special Admissions.

There shall be an annual meeting or the Association for the election of members of the Board of Directors, for receiving the annual reports of officers, directors and committees and for the transaction of other business. Written notice of such meeting, signed by an officer, shall be given personally or mailed to each person who, at the time such notice is given, appears to be a person who will be entitled to vote as a member at such meeting. When such notice is mailed it shall be directed to such person at his address as it appears on the records of the Association. Such notices shall state the place, date, time and purpose of the meeting.

Section 2. Special Meetings. Special meetings of the Association may be called by the Board of Directors or the President at any time, at their discretion, and shall be called by the President upon written request of five members. Notice for a special meeting shall be given in the same manner as for the annual meeting and shall state the place, date, time and purpose of the meeting.

Section 3. Waiver.

Notwithstanding the provisions of any of the foregoing sections, a meeting of the Association may be held at any time and at any place, and any action may be taken, if notice thereof be waived in writing by three-fourths of the members of the Association entitled to vote, or by the presence at such meeting, in person or by proxy, of three-fourths of the members of the Association, entitled to vote.

Section 4. Quorum.

The presence in person or by proxy of a majority of the members of the Association entitled to vote shall be necessary to constitute a quorum for the transaction of any business at any meeting. If a quorum be not present the presiding officer may adjourn the meeting to a time fixed by him not more than ten days later and written notice of such adjourned time shall be given by an officer to all members entitled to vote and who were absent, at least two days before such adjourned time.

Section 5. Voting. Members may note by proxy provided that the proxy is executed in writing by the member and may be revoked at his pleasure, and provided further that no proxy shall be valid after the expiration of eleven months after the date of its execution. Section 6. Order of Business.

The usual order at all meetings of the Association shall be as follows: 1. Reading and approval of minutes of last meeting

2. Reports of officers . Reports of committees . Election of directors Unfinished business 6. New business

ARTICLE IV - Directors Section 1. Number.

The property, affairs, business and

addicts who, through counseling and successful completion of the college's courses, can achieve full-time matriculation as a way of reentering society in a productive role. have been given at the Arthur Kill center during the past ten weeks.

vested in a Board of Directors consisting of twelve directors. Four regular directors shall be elected annually; one of each from the following constituencies: Day Session Studen Government, Evening Session Student Government, Faculty and Ad ministration. The other eight shall be ex-officio

they shall be as follows: College President; Business Officer; President; Business Officer; President, Evening Session Student Government; Vice-President, Evening Session Student Government; Faculty designated by Faculty Council; Chairperson, Day Session Student Government; Chairperson, Committee on Student Finances (DSG). In the event that members of the Corporation are not of legal age, the constituency will be responsible to provide a trustee. Section 2. Qualifications.

All directors shall be members of the Association.

Section 3. Duties and Meetings. The Board of Directors shall have power to hold meetings at such time and places as it deems advisable, to appoint committees to employ necessary employees, to authorize proper expenditures and to take such other measures as may be necessary or proper to carry out the purpose of the Association. Meetings of the Board of Directors may be called by the President whenever he deems ad-visable and meetings shall be called by him upon written request of any three members of the Board of Directors Three days notice of meetings of the Board shall be served personally or mailed to all directors, unless such notice be waived in writing by seven directors or by the presence, at such meeting of seven directors.

Section 4. Quorum.

The presence of seven directors shall constitute a quorum for the transaction of any business and the act of a majority at any meeting of the Board of Directors shall be the act of the Board Each director shall be entitled to one vote. Directors shall vote in person and not by proxy. Section 5. Vacancies.

Whenever a vacancy shall occur from amongst the regular directors, a majority of the remaining members of the Board of Directors though less than a quorum shall fill the vacancy thereby created by electing, at a meeting called for that purpose and provided in Section 3 of this Article, a new director from the same constituency who shall serve for the unexpired term of his predecessor. Section 6. Compensation.

No director shall receive any com pensation from the Association for services performed in his official capacity but directors shall be reim-bursed for reasonable expenses in-curred in the performance of official duties.

Section 7. Assessments. The Board of Directors shall have no

Continued from Page 2

time the Center has been in existence with all the articles written about the Center, its goals, history and activities and mainly, with all the time, effort and personal monies I have put into the planning, creating and guiding of the international Center singlehandedly, this should come out as a "new proposal" and be attributed to someone other than me, especially since all those working in Student Activities are fully aware of what I have been doing for and with the Center and know of my in far more than just a social club and should, therefore, be treated dif-ferently, and be given all the help

school is as language teacher, all the rest has been done on a purely voluntary, non-paid basis, as a second full time job (about 30 hours a week) - it seems sad that all I have done has not

It is my sincere belief, that instead of each person "doing his (or her) own thing" and wasting (to say the least) previous efforts and results by trying to derstanding American culture and results by trying to the control of the c

ESG Budgets Approved Continued from Page 2

The only evening session activity not funded was the MS. Club. Their funding will be taken up again in the Fall with the possibility of an inclusion of their activities with the Women's Center. Following is a list of the budgets approved:

TOTAL BUDGET ALLOCATIONS

1. Evening Engineering Tech. Society - \$ 615.00 2. Evening Session Ms. Club 3. The Evening News -3400.00 4. The Newman Club -

6. Evening Session Student Government- 10,100.00 7. Common Fund -

Zimmerman Pulls Pinky

Stanley Zimmerman, renowned center-fielder for Leftfield—the softball team of SICC's Mayday Committee, was injured in a practice session at the Student Government's Graduation Picnic. According to latest Medical reports, Zimmerman, with a broken tendon in his leg and a pulled pinky finger, may be out of action for the remainder of the season.

5. Philosophical Forum -

The leg injury occurred when the popular slugger slammed a clean base hit to the deep infield. Witnesses attributed the accident to an apparent element of right-wing deviationism in the baseball bat, which bounced to the right after being dropped, striking Zimmerman in the leg.

Regarding the finger injury, little information is available. Charlie Isaacs, temporary coach of the team, has long expressed distrust of pinky fingers. Since the injury, he has instructed all Leftfielders to keep a close eye on such fingers for possible petty bourgeois tendencies

concerns of the Association shall be power to impose any liability or assessment upon any member or members of the Association. Section 8. Reports.

Pursuant to the requirements of Section 46 of the Membership Cor-poration Law, the Board of Directors shall present at the annual meeting of the Association a report, verified by the President and Treasurer, or by a majority of the directors, showing the whole amount of real and personal property owned by it, where located, and where and how invested, the amount and nature of the property acquired during the year immediately preceding the date of the report and the manner of the acquisition; the amount applied, appropriated or expended during the year immediately preceding such date, and the purposes, objects or persons to or for which such applications, appropriations or penditures have been made; and the names and places of residence of the persons who have been admitted to membership in the Association during such year. Such report shall be filed with the records of the Association and an abstract thereof entered in the minutes of the proceedings of the annual meeting of the Association.

Section 9. Liability. As provided in Section 46 of the Membership Corporations Law, in the absence of fraud or bad faith the directors shall not be personally liable for the debts, obligations or liabilities of the Association.

ARTICLE V

Section I. President. The Board of Directors shall elect one

of the members of the Board of Directors as President of the Association. The President shall be the chief executive officer of the Association and shall preside at all meetings of the Association and the Board of Directors. He shall be elected for a term of one year but shall continue in office, if otherwise qualified, until his successor shall be duly elected and qualified. He shall sign and execute, in the name and on behalf of the Association, all documents required to be executed by the Association and shall perform such other duties as requested by the Board of Directors or as are reasonably incidental to his office.

Section 2. Vice-President. The Board of Directors shall elect one of the members of the Board as Vice-President of the Association. The Vice-President shall be elected for a term of one year but shall continue in office, if otherwise qualified, until his successor shall be duly elected and qualified. He shall perform the duties of the Office of President in case of the death, absence or inability of President to act. He shall perform such other duties as requested by the Board of Directors.

Section 3 - Treasurer The Fiscal Officer of the College shall serve as the Treasurer of the Association. He or she shall be the



While billed as a "Ye Olde Sweet Shoppe," SICC's candy store will be red and white striped rather than rustic American as this counter at Wagner College. Construction is slated to begin in mid-July with completion scheduled for the opening of classes in the fall.

My official, full-time position in this duplicate what already exists, people provide an opportunity for them to chool is as language teacher, all the ought to face facts and work with each enrich and broaden the educational the common good of our foreign students

Only, then, could we call ourselves only gone unthanked but even professionals and mature people, give a unrecognized according to the "new" good example to all of our students. good example to all of our students, Dolphin and write-ups in the '71 and '72 and, even more important, could we

225.00

\$18000.00

other rather than against each other for experiences of our American students. For further information about the

goals and activities of the International Center please see the articles in the January and March 1971 issues of the catalog, page 54; the '72-'73 catalog pages 1 and 168; and the Student Ac-

Prof. Ruth Lopez-Calderon

The Corresponding Secretary shall serve for a term of one year, but shall continue in office, if otherwise qualified, until his successor shall be duly elected and qualified. He shall at the request of any officer or Director or of the Board of Directors typewrite and mail notices, letters, and other correspondence incidental to the business of the Association.

A vacancy in any office shall be filled by the Board of Directors for the unexpired term, in such manner as provided above for the election to such

ARTICLE VI. Assets and Funds.

Section I. Ownership. No member, director, officer or employee of the Association shall have any right, title or interest in any of the assets and funds of the Association; all assets and funds of the Association shall be owned exclusively by the Association.

Section 7. Vacancies.

Section 2. Disposition. All funds of the Association shall be deposited in an account or accounts in the name of the Association in a bank or panks designated by the President and shall be used solely to pay the proper expenses of the Association. Funds shall be withdrawn from such bank account or accounts only upon the written authorization and signatures of both the Treasurer and President, or upon the written authorization and signature of such other person or persons as the Board of Directors shall designate by resolution. Any funds or other assets of the Association which, in ne judgment of the Board of Directors, Shall not immediately be required to effect the purposes of the Association may be invested, reinvested, and administered by the Board of Directors in such securities, real estate, or other investment as in the judgment of the Board of Directors is sound and proper.

Section 3. Examination and Audits. All books, records, and accounts of the Association shall be subject to examination and audit by the State business and fiscal officer of the University of New York and Association. The Board of Directors Comptroller of the State of New York at

may require the Treasurer to furnish such bond or security as it directs, for Section 4. Dissolution.

the faithful performance of his or her In case of dissolution of the duties. The Treasurer shall perform Association, the assets remaining after Such other duties as requested by the payment of its just debts and Board of Directors.

| Directors | Section 4. Secretary.

The Board of Directors shall elect one other non-profit organization or of the members of the Association as Secretary of the Association. The Board of Directors is best qualified and Secretary shall be elected for a term of one year but shall continue in office, if the College and the educational actions are supplied until his continue of the college and the educational actions are supplied until his continue of the faculty are supplied until his continue of the faculty are supplied until his continue of the faculty are supplied to the faculty otherwise qualified, until his successor shall be duly elected and qualified. He shall take and record minutes of all monthings of the Association of all monthings of the Association of all monthings of the Association of

meetings of the Association and Board | All allocated reserve funds shall be of Directors. He shall keep the Seal of used specifically for their intended use the Association and shall, when necessary, attest to the official acts of the President and Board of Directors. The the event of an emergency, other use of the aforesaid funds may only be approved by a two-state of the Board of Directors. Whenever a person is elected or ap-third vote of the Board of Directors with pointed to one of the positions specified the approval of the President of the

Section I of Article II hereof, the College. Secretary shall immediately notify such person, in writing, of his mem-section I. Procedure.

bership in the Association. The secretary shall perform such other duties as requested by the Board of of the Association by vote, in person or by proxy, of thirteen of the twenty-one ection 5. Compensation.

No officer shall receive any comfine the purport of the proposed pensation from the Association for amendment has been stated in the performed in his official notice of the meeting. Said notices will but officers shall be reim- be mailed or hand delivered five bursed for reasonable expenses in-business days in advance of curred in the performance of official meeting.

ARTICLE VIII. Rules of Order. Section 6. Corresponding Secretary. All Rules of Order, debates, etc., The Board of Directors shall elect, when not specifically provided for in from the clerical or administrative these by-laws, shall be governed by the staff of the college, a Corresponding newly revised edition of Robert's Rules Secretary.

BHE Policy Statement

Continued from Page 3

Section 5. Compensation.

Directors.

Section 4. Secretary.

University governance. Means must be found to create a flexible and responsive pattern for governance. nance at the University-wide level.

4. Present policies and practices related to educational matters such as admissions and the creation of new curriculums should be reviewed. Means must be found of including the entire community in

1. Despite the efforts of the Board to increase the participation of all groups in University governance,

merous factors have continued the pressure for increased centralization of control, policy and operation of

the University. This increased tendency toward centralization has become a counterforce to the individual ollege's ability to operate autonomously and has increasingly slowed the ability of the University to react calmly, sensibly, and in a forward-looking way. The advent of collective negotiations, under the Taylor Act, has been a noteworthy legal as well as practical, pressure toward centralization of University responsibilities. Under the law, the collective negotiating agents

nave exercised their right to deal with the University as a whole. The resulting contracts and structures have

ended to make the office of the Chancellor the obvious direct court of appeals. Application of the contracts has iso tended to impose uniform and rigid personnel practices across the entire University. The funding agencies and their bureaus within the City, State and Federal Governments have made it in

reasingly clear that they no longer propose to deal with 20 separate units when they have available to them ne choice of dealing only with the office of the Chancellor on behalf of all the units. The expanding capital facilities program is vital to the growth and well-being of the University and all of its units. It is also true that the law which provides for the financing of this program, as well as the natural

characteristics of capital programs, in terms of overall priorities and comparability of programs again tends

to result in centralization of authority. The State laws requiring University Master Plans and internal coordination of academic programs also have increased the pressures toward centralized policy making and control.

Continued on Page 7

By-laws Discussion

d. The initial term of ottice of the delegates atlarge (one, two, or three years) shall be determined by lot with the number elected for each term being approximately equal. All terms to expire on June 30

of the appropriate year. e. Two members of this council shall be elected to serve with the Secretary Pro-Tem as an Election Committee for the purpose of implementing and interpreting the procedures outlined above. This committee shall be the sole arbiter of disputes that may occur under this procedure subject only to review by this Council

Dr. Reuben Benumof and Prof. Lawrence Sch. wartz were elected to serve with the Secretary, Prof. Ann Merlino, as an Election Commit

H. Minutes of the 3rd meeting of Faculty Council,

"The Faculty Council unanimously approved a motion to create a Student-Faculty Committee on Student Activities and Services with equal student

I. XV: 10 (4th Meeting of the Faculty Council, January 16, 1971): "MOTION TO ADOPT SICC FACULTY BY-LAWS. A motion to adopt the present SICC Faculty By-Laws for Faculty Council use until

an elected committee of the Council creates its own

J. XV: 13 (5th Meeting of the Faculty Council, February 17, 1971): "MOTION TO CREATE FACULTY COUNCIL BY-LAWS. The Faculty Council approved a motion directing the Faculty By-Law Committee to prepare By-Laws for the Council The current Faculty By-Laws will be used until the Faculty Council adopts its own By+Laws." (A copy of the current bylaws dated 10-13-67 accompanie this report by Dr. Keyser for the Faculty Council

K. XV: 14 (6th Meeting of the Faculty Council March 10, 1971): "THE "K" GRADE." The Faculty Council approved the following motion: The action taken by the C & S Committee at its meeting on January 6, 1971 that "a student is entitled to drop a course up to the last day of classes, prior to final examinations, with a grade of "K", shall be placed on the agenda of the next meeting of the Facult ouncil for review and debate.

All matters of general grading policy shall be presented, with adequate advance notice, to the Faculty Council for its review and approval.

Any action, taken by the C & S Committee i

mance of the functions assigned to it by the Bylaws of the Faculty of Staten Island Community College, which affects in any manner genera grading policy shall be presented in the form of ecommendations to the Faculty Council for its review and approval. For adoption by the Faculty Council, such recommendations of the Course & Standing Committee affecting general grading policy shall require an affirmative vote by a majority of the members of the Faculty Council. At least 6 days before the vote is taken, a copy in writing

L. XV: 19-20 (8th Meeting of the Faculty Council, May 5, 12, and 18, 1971): TIME LIMIT ON CURRICULUM COMMITTEE REPORTS. "The Faculty Council approved the following motion The Curriculum Committee reports that must be approved by the Faculty Council must be circulated among Council members at least five days prior to heir meeting, and Faculty discussion of curriculur items will be limited to ten minutes, at which tim the item will be voted upon or remanded to the

m. svi; 3 (11th Meeting of the Faculty Council, October 13 1971) - FACILITY COUNCIL DIRECTIVE TO BY-LAWS COMMITTEE. "The Faculty Council approved a motion that directed the Faculty By-Law
Committee to recommend procedures for the Mary Ellen Arrington . . election and replacement of Council delegates.

N. SVI: 6 (12th Meeting of Faculty Council November 3, 1971): REPORT OF THE FACULTY BY LAWS COMMITTEE. "The Faculty Councapproved a motion to continue election procedure for Faculty Council delegates in accordance with procedures originally approved by the Council. The By-Laws Committee was reminded of its mandate by the Council to prepare a set of By-Laws for th

O. SVI: 11 (15th Meeting of Faculty Council, April 12, 1972): COMMITTEE ON COMMITTEE ELEC TIONS. "The Committee on Committee resolution to TIONS. "The Committee on Committee resolution to | Sidney Richard ... expand the membership of the SFCSAS to include | William Schreiber. evening session personnel was referred to the By-

of the recommendations of the C&S Committee shall be sent to each member of the Faculty Council by the Faculty Council Committees

1. Committee on Faculty Bylaws:
Steven M. Rosen (Psych. and Soc.) (6-30-74)
Morris E. Levine (E.T.) (6-30-73)
John T. Shawcross ... (English) (6-30-74)
Claudia Corradini (Language) (6-30-75)
Nathan Greenspan ... (Eco., Gov't., Phil.) (6-30-75) Morris E. Levine . John T. Shawcross Claudia Corradini

2. Committee on Committees: Arnold M. Rieger, Chairperson . (Business) (6-30-73) (Biology) (6-30-73) (Eco., Gov't., Phil.) (6-30-75) (Biology) (6-30-75) (Library) (6-30-75) Ann Merlino ... Oded I. Remba

١,	3. Course one stationing.	
e		(10-75)
ì	Clarence Beninati (E.T.)	(10-75)
- 1	Gilbert Benjamin(Stu. Pers. eve.)	(10-74)
١,	Andrew Culler (D.C.D.)	(10-74)
	3010111011 Oction att(E-G-P)	(10-73)
1	Robert Gordon(Math)	(10-74)
il	Giovanni Impeduglia (Phys. and Geol.)	(10-73)
s	Peter Keil (English)	(10-73)
1	Arnold Lepeistat(E-G-H eye.)	(10-73)
h	Ruth Lopez-Calderon(Language)	(10-75)
e	Edward Margolies(English)	(10-74)
y	Suzanne Langelier(Library)	(6-74)
ie	Davis McGabe(E-G-P)	(6-76)
	Marsha Moroh (Comp. Tech)	(10-74)
	Eugene Nellen(Bus. eve.)	(10-74)
	Patricia Nolan(Chem.)	(10-75)
	H. David O'Brien(H and Phys. Ed.)	(10-74)
	Michael Petrides(E.T. eve.)	(10-74)
•	Dhullis Douder (Mussian)	

mittee on Student Activities and Services.

4. Curriculum Committee:
Martin A. Kuhn, Chairperson
Michael Sormani
Norman M. De Moose 8. Representatives to SICC Assn., Inc.:
Burton H. Player (Business) (6-73)
Insenh A. Surace (P.C.A.) (6-73) Library Committee

Michael Sormani (Math)
Norman M. De Moose (Stu. Pers.)
Seymour Charas (Physics, Geo., Astron.)
Nicholas Farkouh (Health and Phys. Ed.)
John Mulligan (E.T.)
Claudia Carradini (Language)
Bertha Breidenbach (Nursing)
Ann M. Marmorale (Psych-Soc-Anthr.)
Emil Wildman (Chem)
Grace Petrone (Business)
Stanley Pacion (History)
Joel S. Schwartz (Biology)
(Claude Campbell (English) (Elizabeth O'Brien (Library)
Stanley Zimmerman (M.T.) (Elezabeth Chilles)
Jeanne Klingman (P.C.A.) (Emile Chilles) e:(Biology) (6-76)(E-G-P) (6-76)(ET) (6-76) ...(Health and Phys. Ed.) (6-76) Martin Blank Michael Sormani .(Math.) ..(M.T.) Saul Levinson Archibald Walton . Ruby Fulmer David Friedricks(M.T.)
.....(Language)
.....(Nursing)
...(Psych and Soc.)
..(Computer Tech)
....(Business)
....(Chemistry)
....(Fnglish) Nora Kelley William Chinitz ... Gilbert Benjamin Daniel Vann(Physics, Geo., Anthro.; (6-75)(S.P.) (6-75)

5. Student-Faculty Discipline Committee:
Clara Melman ... (Psych., Soc., Anthro.) (6-73)
Kathryn Harmon ... (Biology) (6-73)
Richard F. Dowd ... (Eco., Gov't., Phil.) (6-73)
Richard Kamen ... (Health and Phys. Ed.) (6-73)
Helen B. Siner ... (Math.) (6-73)
Steven Zuckermann ... (S.P.) (6-73) 6. Representatives to the Student Faculty Solutions.
To Review College Attendance Regulations.
Patricia Nolan, Chairperson (Chem.)
(P.C.A.) Representatives to the Student Faculty Committee

Howard Peirano (Health and Phys. Ed.)
Rosemarie Walsh (Nursing)
Harry Kirsch (Eco-Gov't-Phil.)

 11. Sunshine Fund:
 Grace Petrone, Chairperson ... (Business) (6-74)

 Sol Lapatine ... (E.T.) (6-74)

 Charlotte M. McPherson ... (S.P.) (6-74)

 Representatives to the Student-Faculty Com-

Power Exercise

any motion. The Administration-Faculty block would not adjourn with the student majority intact in the old by-laws; and the Student block would not recess to reconsider any further. After several hours of motions and countermotions, that could not pass, the Student block agreed to recess.

Unable to use votes to win, the Administration-Faculty block tried, in effect, to use the Chair. Frank Allen, Business Manager, challenged the legality of the Association meeting that had created the student majority on the Association membership. The basis of his contention was the following Waiver clause:

Section 3. Waiver.

Notwithstanding the provisions of any of the foregoing sections, a meeting of the Association may be held at any time and at any place, and any action may be taken, if notice be waived in writing by three-fourths of the mem-bers of the Association entitled to vote or by the presence at such meeting, in person or by proxy, of three-fourths of the members of the Association, entitled to vote.

He claimed that the "presence" of three-quarters of the membership implied an action had to be taken and that the action required was a written waiver from those in attendance.

The Chair ruled in his favor. When students attempted to overrule the Chair, Martin Black voted with them. At that point, the Chair ruled that a precedent had been set at the previous neeting for a two-thirds majority to overrule the Chair.

Students argued that, besides the fact that the ruling in favor of Allen's protest was probably illegal, there had een no formal introduction of a twohirds vote to overrule. They also held here had been many more occasions when the precedent for simple majority was used that came earlier than the

Chair's example. The Students further cited Robert's Rules which calls for simple majority and asked if, should they chose to challenge the two-thirds rule, they would need a simple majority. The Chair ruled they would need a two-thirds vote to overrule the Chair's decision to implement a two-thirds

It was at that point the students walked out. When Zades pursued them, he was confronted by an outraged Leona Sanders, President of DAy Session Student Government. She told nim frankly that confidence in an mpartial chairman was broken.

Just as the legal arguments of the Administration had been the inflexible tool of the one side, the action of the Chair had pushed the Student block to the point of developing legal arguments of their own. Until that time, the "give" had primarily, though grudgingly, come from the Student block.

Sanders had deftly isolated the Chairman from the man on a moral point. The Chairman voted with his block but had carefully refrained from an assertive definition of his position. He had opposed the "blocks" on both sides. Zades was trapped by the challenge to his personal integrity.

The final compromise is reflected in the revised by-laws, now waiting final pproval on the President's desk. The Students will retain a majority on the Association: the Alumni Association no longer sits on the Board of Directors; and the Students have blocking power (equal votes) on the Board of Directors with the Chairman, in gentleman's agreement, giving up any vote on the

Considering the limited arsenal at their disposal, the students were adroit statesmen and extremely hard bargainers. Without going to extremes, they pushed the other side to extremes Using only an ethical edge and Robert's Rules, they hammered out a veto power in the Association and Board memberships and forced the Alumni off the

The Administration-Faculty block, excluding the President's office, lost, as a block, any credence to implied or explicit "in loco parentis" as a serious factor in Association governance. Particularly Zades and Black, and perhaps Surace, were in some ways the victims of change. Force fed into a more equal human dimension with the students, their contradictory values and decisions were made target by one side and shot at by the other. Yet they were the key people in development of

the compromise. Without the conflicts of their own values there would have been no initial student majority on the Association, nor would there have been the final concessions on the Alumni or Board of

Directors composition. The President's office is undoubtedly the only clear winner. Conceding that a game shall be played with a certain composition over another can never be a loss as long as one holds the game board. In actuality, the President compromised nothing. As pointed out earlier, there was never any real students and after graduation indirectly affects them as members of the geographical community, the challenge to the legitimacy of his need

to control, via veto power, the Association's actions. However, conceding nothing in such a drawn out struggle would hardly merit the time and effort put into it. It would

seem the "Skinner box" has won. It is the avowed goal of the President to have an active student government. A sub-governmental unit such as the Association is the ideal training ground. As Martin Black pointed out at one of the sessions, "one can pay more and learn much less at most graduate schools.'

No doubt, as an astute political activist, Birenbaum is also well aware of the endless stream of "systems" that allow or disallow certain freedoms. The Student block is now aware of at least four. . .their own, the Association's, the college as an administrative entity and the Board of Higher Education's. Perhaps more important, they have seen exercised the ways in which one can pivot around another.

Finally, if one were to take a more cynical view, the President has managed to exercise effective control over at least one political unit within the college without having to take responsibility for that exercise. Ironically, one could claim only the President's office has exem "power without responsibility."

BHE Policy Statement

Continued from Page 6

Last but by no means least of all the pressures are those that emanate from the growth of discontent in the student body, the rising aspirations of the minority communities, the student communities' demands for control of their own destinies, and the experiences of the public with the Board of Education. All these groups in times of crisis appear to be convinced that they must seek their victories at the office of the Board of Higher

This increasing centralization of power and functional responsibility has literally overloaded the capacities of the members of the Board of Higher Education to discharge their responsibilities. The demands made on board members in terms of time as well as emotional resources are unconscionable and in fact are damaging to their ability to exercise their responsibilities in terms of problems at a policy making level. To this must be added the observation that presidential authority has been increasingly limited by the exercise of faculty prerogatives in personnel matters, in educational policy, as well as in the management of departmental operations. The limitations on presidential authority at the departmental chairman's level tend to restrict the presidential scope of activity at that level. In the same sense the active involvement of the Board in college business tends to limit the president's flexibility. Only recently the University has at last attained a reasonable degree of budgetary flexibility. It is now possible for the president to break away from the severe limitations of prior budgetary rigidity and make use of this flexibility substantially to improve internal college ent and bring about academic reform and innovation that had not heretofore been possible. In practice, this tool can only be effective if academic quality management can be substantially improved dow

It is proposed that this trend to administrative implosion be reversed by a reestablishment and an enhan cement of presidential responsibility and authority in connection with matters concerning his college. This should be accompanied by a parallel reemphasis on the responsibilities of the faculty to govern themselves with respect to appointments, promotions, tenure and the academic program. The faculty's responsibility for attention to duty, attention to teaching responsibilities, and limitation of outside involvements, as well as a reexamination of the department chairman's responsibility to the president as well as to his department colleagues, all are matters that are now being reexamined by the University Faculty Senate. The Board through its Committee on Governance will continue to seek ways of increasing decentralization at all levels of

It is, however, very clear now that in the absence of direct presidential management authority at the department level the present college, divisional and departmental operating procedures must be altered to encourage the development of academic excellence through faculty direction

The chairman, as a faculty member of a given department, must have the confidence of the departm members in order to provide academic leadership within the particular

The chairman, as a faculty member of a given department, must have the confidence of the department nembers in order to provide academic leadership within the particular discipline in addition to his respon sibility for the management of the department. This confidence can best be assured by continuing the practice of period cally electing chairmen by and from the faculty of the department. This must, however, be coupled with the clear presidential authority to appoint a department chairman at any time when the best interests of the college necessitates such action. Such authority necessarily includes the power of removal where necessary. Neither of these actions would be undertaken without prior consultation with the faculty of the department involved. Such actions are subject to the approval of the Board of Higher Education

While the primary responsibility for the development and preservation of academic excellence is located in the faculty the ultimate responsibility rests with the president who is directly responsible to the Board. While his may be taken for granted, the bylaws of the Board should state explicitly to the college community th the president shall have the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his jurisdiction. Such responsibility shall include but not be limited to the duty to insure that his recommendations for the appointment, promotion and the granting of ndations contribute to the improvement of the academic excellence of the college.

In addition to improving the faculties' ability to uphold the quality of the academic program, which is treated in greater detail below, and the restatement of presidential responsibility in this area, the reenforcement of general presidential authority would require only minor changes in the Board's existing bylaws

FIRST, the bylaws should be amended to eliminate the presently existing college committees of the Board and the Board should resolve itself to function through its presently existing functional committees, with the addition of new committees as the need arises. This will make it clear that the Board will deal on a functional basis with those matters of policy and principle that relate to all of the units of the University. Routine items concerning the internal operations of the individual colleges would be submitted directly to the Board rather than through the college committees. The technical screening of these matters will be handled by the Chancellor's office. The Board's policy agenda will then be limited to those matters of University-wide policy interest. It is intended that this procedure will clearly indicate to all involved that the president has the authority and responsibility for all college affairs and that local matters will be administered and settled at the campu level within the framework of established Board policy.

The Chairman of the Board shall appoint a member of the Board to serve as liaison with each college. Appointments shall be made annually on a rotating basis.

The emphasis of Board operations will be directed to the monitoring and developing of University-wide policy in functional areas through committees named to deal with specific areas

All special and functional committees of the Board will have student and faculty representation with nonvoting status. The members will be designated by the University Faculty Senate and the University Student Senate, although they will not serve as formal representatives of the Senates.

SECOND, the bylaws should be amended to provide for the establishment of a second Vice-Chairman who will be included as a member of the Executive Committee, in order to deal with the press of business and properly to divide the workload of the functional committees as well as to make it possible for the Board Chairman to discharge his responsibilities with a reasonable expenditure of time. It is anticipated that with the addition of a second Vice-Chairman, it will be practical for the Chairman to be active or be represented on

THIRD, there is an additional element in this new structure that is vital to the preservation of the whole under the operation of college and presidential autonomy. For the Board to function properly, the Chancellor, its chief officer, will be vested with the authority to manage the agenda and to provide appropriate documentation. All agenda items must have been considered and approved by a committee of the Board or the Chancellor. Many items, including the routine Chancellor's Report, will appear as recommendations of the President approved by the Chancellor.

The Chancellor, at the University level, should have available a mechanism to provide, from as broad a base as possible, the opinions and recommendations of the University's general public. The Ad Hoc Committee for the City University now provides this input on an informal basis as the need arises. It is now recommended that the Ad Hoc Committee be reconstituted as the University lay advisory council with membership designated by the organizations now represented on the Ad Hoc Committee, with the exception of the student, faculty and alumni groups for whom formal representation has been provided at other points in the University

To ensure that the president has available to him the widest range of views and expertise in the con sideration of college policy formulation, each president may establish an advisory council or councils. If the president so desires, the membership of the advisory council or councils may include a member of the Board

Members of the college advisory councils are to be appointed by the Board of Higher Education as follow where there is organizational representation the organization will designate its representatives; represen tatives from the surrounding geographical area will be nominated by the president and representatives from the City at large will be nominated by the Board of Higher Education. Students and faculty are not to be included on the councils since these groups should be fully represented through the formal internal college

11. As an additional means of realizing the aims expressed in its statement of May 5, 1969, the Board at that time indicated that it would ".... view with favor as a substitute for those sections of Article VIII (Organization and Duties of the Faculty) and Article IX (Organization and Duties of Faculty Departments and other related sections of the Bylaws, which relate to the internal governance of the colleges and membership on any and all college committees, a new set of Bylaws for any unit of the University which wishes to create and propose a new governance structure. '

While a good deal of movement has been made toward reform of local governance, the process has been slot college governance. These matters have been the focus of attention of the University Student Senate, the University Faculty Senate, the Administrative Council, the Board's Committee on Law and the Board itself. This attention, however, has not produced lasting solutions to the problems raised. There has clearly been no lack of concern or effort in this area. The Board is well aware that the preparation for open admissions as well as student disruptions have been major factors in absorbing the focus of attention at the college level.

The Board at this time feels constrained to reiterate the closing paragraphs of its May 5, 1969 statement. If the City University is to function effectively, channels of communication must always be available for the peaceful and reasoned discussion and decision of all problems which affect the educational process. At the same time, violent disruption of the activities of the City University and its componen colleges must not continue. The Board notes the recent statement by the American Council on

If universities will not govern themselves, they will be governed by others. This elementary reality is

increasingly becoming understood by all components of the university community.

The Board reiterates the pledge in its 1968 Master Plan that both students and faculty should participate in the decision-making process at all units of the City University. The Board pledges its best efforts to improve, and to increase the scope and effectiveness of such participation

The Board has a paramount duty both to the academic community and to the people of this City to use its best efforts to ensure that the orderly working of the University shall continue. We ask the eration of the academic community and of all the people of this City to help us achieve this end.

With the intention of exercising its responsibility to the University community and the people of this City, the loard now reaffirms its commitment to achieve solutions to the four problems set out in its statement of May s, 1969, and to that end, the Board issues the following statements and guidelines for college governance to guide the colleges in the development of new governance structures and to resolve some of the existing roblems with respect to college governance. Concurrent with the adoption of this statement, the Chairman o the Board is directed to appoint a Committee on Governance. The Committee on Governance will be charged with the responsibility of reporting to the Board, after consultation with members of the University com munity, on the progress made toward the solution of governance problems within the University and ecommendations for amendments to this statement. In addition, the Committee will present to the Board at such time as may be appropriate a comprehensive report on the status of governance at the City University mendations for future action in this area.

THE UNIVERSITY

(a) The size and complexity of the university make it imperative that the focus of decision-making be moved closer to the colleges. At the same time it must be possible for all sectors of the university community to participate in decisions appropriately reached at the university level, and for the Board of Higher Education o exercise its overall responsibility while encouraging variations in local governance

There are, in fact, two kinds of representation at the university level: first, the representation of constitue interests, now appropriately handled through the University Student Senate and the University Faculty Senate; second, the representation of individual colleges and the policies and practices which they have dopted through their own procedures of governance under established university regulations. These tw patterns of representation do not lend themselves easily to combined representation on a basis of numerical quality. Moreover, the adequate representation of college needs and views at the university level can be chieved only through an organization in which each college is represented.

ndispensable. The Administrative Council, as it is now constituted and organized, has proven to be unwieldy It is, therefore, recommended that the Administrative Council be replaced by a Council of Presidents, co sisting of the college presidents, with the chancellor as chairman and the deputy chancellor as an ex-officio nember. (Other members of the central staff should be available during the regular meetings of the council as heir knowledge, expertise and advice are needed).

For this reason, some organization made up of the principal officers of the colleges, the presidents, appear

To facilitate the development of joint positions on matters of university policy, the Council of President hould elect an executive committee to meet periodically with the executive committees of the University Faculty Senate and the University Student Senate on matters of mutual concern. The joint executive comittees would be empowered to establish joint functional committees if and when appropriate.

RESETTING

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(b) In an effort to ensure that present policies and practices related to educational and management mat ters within the colleges and the University are satisfactorily meeting the needs of the University community, and to involve the entire community in periodic evaluations of such matters, the Chancellor is directed to provide for a performance audit of each college and of the central administration. Such audit is to be performed every five years by a panel chosen by the Board of Higher Education from outside the University. The panel shall be directed to review all aspects of the colleges' operation and to consult with students, faculty and administrators of the college under review. The report of the audit shall be widely distributed to all member f the college community and the Board and reviewed by the Council of Presidents which shall make commendations to the Board on the basis of its review.

The statements which follow are designed to guide the colleges in the development of new governance

(a) The focus of major decision-making within the University is properly at the college level. Such decision hould not be interfered with by the University administration except where a college decision may affect mother college or the University as a whole. Such decisions should not be altered by the Board, except where by virtue of its responsibility to the University community and the general community, action is deeme ecessary to protect the legitimate interest of groups or individuals within the college community

To ensure the integrity of college-level decision-making, new processes for communication and decision making, which permit each group of participants to feel that it can influence the institution as a matter of right and responsibility must be established. Each college should be free to create its own governance structure to enable it to create a climate in which rationality can be focused upon the issues, which its members consider t

The college community is composed of three basic elements, i.e., students, the primary reason for the college's existence; faculty, the primary means of the development, preservation and transmission of knowledge; and the administration, which in addition to providing managerial and technical services, exists o provide leadership to the students, faculty and the college community as a unit

In addition to these three groups, there exist others that influence and are influenced by the institution and hould be provided with a means of participation in the process of decision-making. These include the mempers of the general public of the City; the alumni of the college; and the members of the clerical, custodial and professional administrative staffs. College governance structures should include formal means of comnunication with these groups and provide for participation in the making of decisions which can reasonably be

(b) The President: In the context of this section, the term President includes the members of the college administration who are directly responsible to him and are appointed by him. The selection of a President to erve an individual college must be made by the Board of Higher Education as an exercise of its responsibility for the operation of the University. However, representatives of the college community will serve with the Board's search committee and an appointment will ordinarily be made by the Board only upon the recomnendation of the search committee and the Chancellor.

The primary responsibility of the President is the conserving and enhancing of the educational program of he college under his jurisdiction and the providing of leadership to the college community for the purpose of achieving these ends. To carry out these responsibilities as the executive officer of the college, the President has the final responsibility and authority for decisions in the following areas: the quality of the faculty and academic leadership; preparation of the college budget and allocation of monies within the college; preparation and implementation of the college Master Plan; general management of the clerical, custodial and professional administrative staffs, the maintenance of order and the disciplining of members of the college community whose conduct threatens that order; and the general administration of the college in such a way as to meet the needs of the students and faculty and resolve disputes which may arise within the college ommunity. While the President must hold the final responsibility and authority in these areas, the exercise o this authority should be governed by the following principles:

i) The final responsibility for development of the faculty must lie with the chief academic officer, th President. To this end, the President has the affirmative responsibility for passing on all faculty personne actions, and in the case of the granting of tenure, the President should rely on the judgment of experts in the various disciplines to aid him in making a final decision. In cases of controversial, early, or other specia tenure decisions, consultation with faculty members or other qualified persons within or outside the City While a good deal or movement has been made former of the University and tedious. During the past year, numerous problems and disputes have arisen concerning University and tedious. During the past year, numerous problems and disputes have arisen concerning University and University may be appropriate. Such consultation should be undertaken together with, or in agreement with, an appropriate elected faculty body-departmental divisional or college wide-within the college or University

> ii) Budgetary and Planning matters affect all aspects of the college community and, therefore, decisions in his area should be arrived at only after all members of the community have had a formal opportunity to make

> iii) Matters of discipline must be handled in such a way as to provide for the protection of all individuals ights to due process. The procedures must also protect the rights of the community and preserve the integrity of the college. For these procedures to be effective, the members of the community must share a commitment the principle of institutional self-governance.

iv) The general administration of the college exists to serve the needs of the faculty and students and as an extension of the President's leadership role. Administrators are appointed by the president and responsible to nim, and these administrators, together with the President as members of the college community, should be FEBRUARY 9, 1971.

c) The Faculty: Subject to the Board of Higher Education, the faculty is primarily responsible for academiatters, including the criteria for admission and retention of students, promulgation of rules concerning itendance, the awarding of credit and degrees, the quality of teaching, research and the quidance of students nd the general quality and advancement of the academic program of the college. The responsibility for the ademic program extends to the personnel responsible for that program and, therefore, includes th

included in all college decision-making bodies since they will be responsible for implementing such decisions

ection, retention, promotion and quality of the faculty.

i) Matters having to do with the academic program, including student disciplining as a result of academic nfractions, are the primary responsibility of the faculty. This responsibility carries with it not only the right to nave the controlling influence in this area, but also the duty to contribute the time and effort necessary to satisfy this responsibility. Since the academic program owes its existence primarily to the student body if serves, the students should have a participating role in the academic decision-making process. Likewise, the ministrators, who are to be charged with carrying out the decisions, should participate in the formulation of policy. All students and faculty are members of the college community and provision should be made for the representation in the decision-making process of all classes of students, full-time, part-time, matriculated, non-matriculated and students enrolled in special programs; and all classes of faculty, full-time, part-time enured, non-tenured, adjunct and visiting faculty.

Each department should be encouraged to develop a long range plan with regard to tenure policy. By having available information which clearly sets forth the consequences of tenuring members of the faculty in varying percentages, the department can be aided in setting guidelines for future tenure appointments. The criteria for all tenure appointments, however, must remain those of academic excellence, ability and merit without nsideration to fixed quotas or percentages, but with consideration of long term effects on the growth flexibility and excellence of the department and the institution.

While continuity is a valuable feature in a decision-making process, methods must be provided to permit the presentation of new ideas, and the promotion of experimentation designed to promote change. To this end, the demic decision-making process should provide for participatory input on the part of new and younge faculty members, and should provide means for the periodic change of leadership within the decision-making

ii) The faculty has always had and shall continue to have the primary responsibility in the recruitment romotion and retention of the faculty. The faculty has a special interest and responsibility to itself and for the good of the entire college community to ensure that the quality of its membership is maintained at a high leve and that it continues to be responsive to the needs and aspirations of the student body. To ensure fairness and mpar iality in personnel matters, those bodies at the departmental, divisional and college level which are charged with the responsibility of exercising the faculty's role in personnel matters should draw their membership from the faculty by election. One of the major functions of the undergraduate faculty member is classroom instruction and the consumers of that service, the students, are specially qualified to contribute to an evaluation of the quality of classroom instruction. The faculty, therefore, has the responsibility to tap this esource and to provide for a participatory role for students in personnel decisions that are based in whole, or n part, on teaching effectiveness and the general student-teacher relationship. This may, but need not, inlude student membership on personnel and budget committees.

Student evaluations of faculty classroom and teaching performance should be institutionalized as one mong a number of factors in considering promotion and tenure. The president shall take such student evaluations into account in making personnel recommendations to the Board, and the Board shall take such tudent evaluations into account in passing on such recommendations

iii) Impartiality without the leadership necessary to provide the means to encourage academic excellence can produce nothing more than mediocrity. In restructuring college governance the following guidelines with

N THE SENIOR COLLEGES

Each college should appoint an academic dean or dean of faculty who shall be granted the responsibility and tenure are in accord with the immediate and long range interests of the college and that such recom member. (Other members of the council as authority, subject to the president, to function as the college's or school's chief academic officer charged with he presentation and development of the unit's academic excellence including but not limited to the recruitent, appointment, promotion and tenuring of the instructional staff. The importance to the faculty and the college of this position makes it imperative that the individual occupying the position of academic dean be acceptable to both the president and the faculty. Such appointments should be made by the president only with the advice and consultation of the faculty or an elected representative faculty body through the establishmen of an appropriate search committee procedure. In addition each college, or each division and school within a ollege should establish a small academic review committee to review all appointment, promotion and tenure recommendations. The review committee should be chaired by the academic dean and its membership should be elected by the personnel and budget committee. Alternately, a majority of the members may be elected by the faculty with the rest chosen by the personnel and budget committee from among the departmenta chairmen. It might be decided that for review purposes the academic review committee should replace the personnel and budget committee, or that it act as an additional review. In either case, the recommendations of the review committee should be made to the president and reported to the personnel and budget committee

IN THE COMMUNITY COLLEGES:

In the community colleges teaching effectiveness and classroom performance should be an overridin consideration; these are also important in the senior colleges but there scholarship and professional standing play a more significant role. While the recommendations made above with respect to the senior colleges should also be implemented in the community colleges the overriding emphasis must be given to the evaluation of means for the measurement and evaluation of teaching effectiveness and classroom per formance. The community colleges are therefore directed - faculty, students and administration - to im nediately begin studying means for the measurement and evaluation of classroom teaching performance The suggestions contained in the paper "Evaluating Teaching Effectiveness in the Community Colleges. (Appendix) can be used as a starting point for such study.

The recommendations made above with respect to the community colleges have general applicability to the enior colleges as well. Those institutions should also develop means of implementing the type of suggestions contained in the Teaching Effectiveness Report, but in any event, should file with the Board a plan designed to accomplish similar ends.

(d) The Students: The student should be allowed the widest range of freedom of expression and inquiry to enable him to absorb from, as well as contribute to the educational process. The college exists for the preservation, development and transmission of knowledge and it is the students who enable these ends to be

i) Student activities are part of the educational process and take place within the context of the college mmunity. These activities are primarily the students' contribution to the academic program and are a neans of self-education. The students should have primary control and decision-making authority in these areas, but should tap the expertise of the faculty and administration when the need dictates.

ii) Because of the size and complexity of the student body, means of self-government must be devised which provide for the full representation of all segments of the student body and which can prevent the control of the decision-making bodies by a minority against the will of the majority. iii) Since the administration of the college and the operation of the academic program directly affects the

decision-making process in these areas should provide for substantial student input to enable both to meet the iv) The students are entitled to the full rights of any member of society and enjoy the protection of due rocess of law. With these rights go the corresponding duty to respect the rights of other members of the

college community as well as the integrity of the community as a whole. CONCLUSION

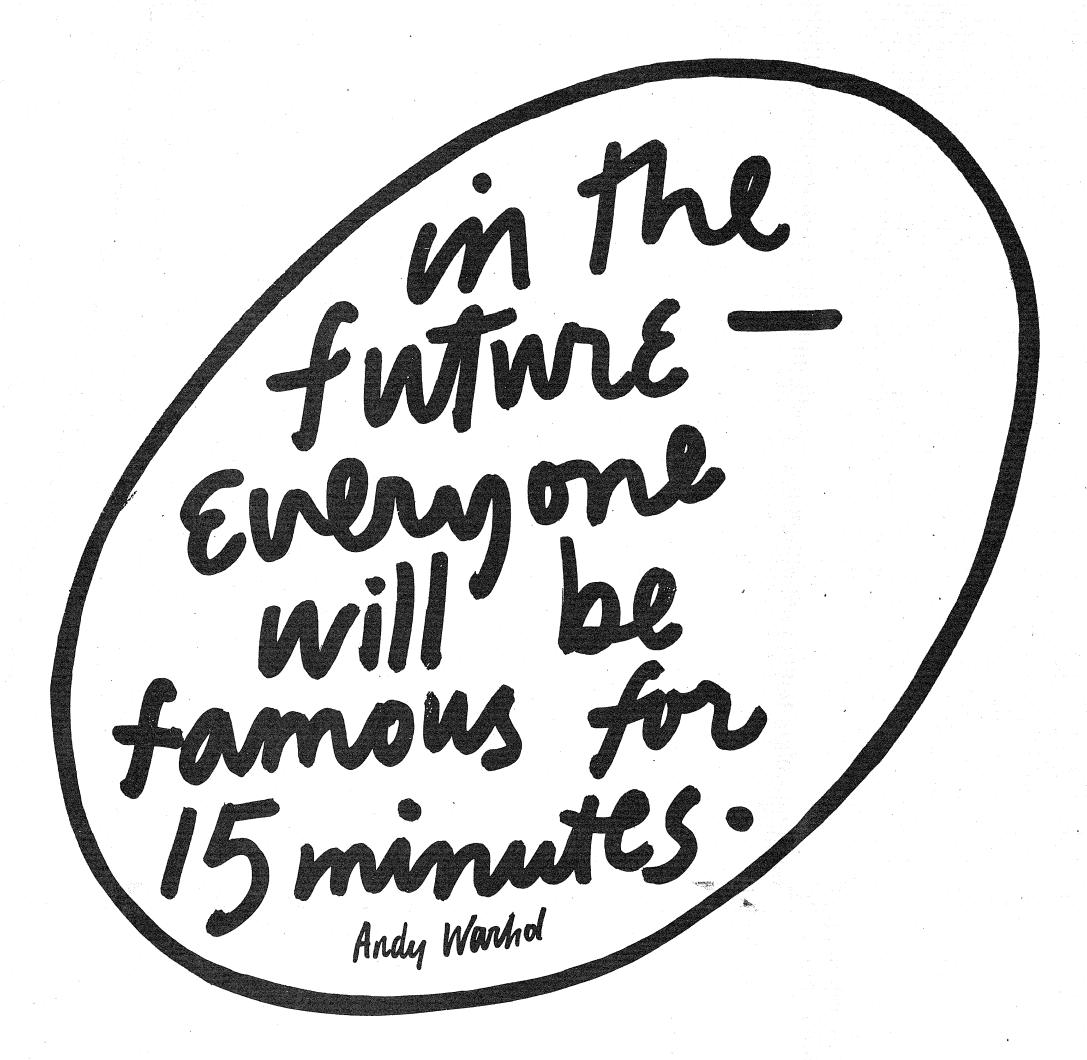
The college community should be reminded that the rights and responsibilities of the constituent groups in e community are in no sense absolute prerogatives. The President has the duty to act affirmatively for the good of the community where either the students or faculty have abused their rights or neglected their responsibility. In a similar manner the Chancellor and the Board have the duty so to act when the President is

The Board believes that the college community can meet the needs of its membership only if the individual embers share a commitment to self-government, which provides for the widest expression of differing view within a framework of rationality and calm designed to prevent interference with the rights of the individual embers of the community. The Board further believes that self-government can only be successful if each community is permitted the freedom to design its own structure within a basic framework of rights and responsibilities. The Board, therefore, directs that each college of the University be free to design a governance structure within the framework of this statement. This freedom carries with it the responsibility of each segment of the college community to actively pursue the aims set forth in the Board's statement on May 5, 1969 and, therefore, the Board now directs that each college present to the board for approval a plan for college governance no later than September 1971. Until such plans are approved by the Board, the colleges are to b ned by any governance plan now in effect and the present bylaws of the Board of Higher Education.

As a condition for submission of governance plans to the Board for approval, such plans shall have been approved by the President of the college and also approved by a majority of the students and faculty voting in an election held for the purpose of approving the plan, provided however, that at least 30 per cent of each constituency votes in the election.

The Board's Committee on Governance shall have the responsibility for reviewing plans so submitted to nsure compliance with this statement and shall also review existing plans and recommend changes necessar

ADOPTED BY THE EXECUTIVE COMMITTEE OF THE BOARD OF HIGHER EDUCATION ON



But In The Meantime...

News Ferry Needs Twenty People...

We are looking for twenty students interested in various facets of the Publishing industry. Students can be from any study curriculum, but must be able to devote 15 hours per week to the News Ferry production schedule.

The rewards of working with the News Ferry will vary with the intern and

his or her job function. However, to all interns:

We can guarantee resume credentials as a staff member of a working press. The News Ferry is no "test tube" publication. It can and will hold its own with any community press. As such, you will carry a specific job function with specific criteria and definitions of success.

We can guarantee personal recommendations from professional staff. The people you work with will vary with your job. But all of them are well credentialed and experienced in their fields. See "Who Staff's the News Ferry" for resume highlights of staff credentials to date.

We can offer you a concentrated program of referral services for scholarships; advanced study placement; free-lance and part-time work in the field; and permanent job placements. We are currently utilizing News Ferry research resources to build a dossier of schools, publishing houses and Cold Type industries willing to work with News Ferry interns.

Toward that end, we are currently meeting with directors of Experimental programs. In addition, we will approach any counselors or faculty in your area of study to negotiate independent study or other credit arrangements that meet your scholastic requirements and theirs.

Who Staffs The News Ferry...

EDITORIAL:

All staff members have in common a single factor, production experience. News Ferry staff members' academic credentials range from a basic Bachelor's Degree to MFA's. Because we are a production house, however, our orientation is more toward what they have done in the field. Following are some of the different staff members who have worked for the News Ferry to date:

"My average weekly copy load ranged from 2200 to 4000 words. During my tenure at the REGISTER I had the opportunity to cover numerous hearings on the widest range of subjects and, upon leaving the paper, had only been questioned once as to accuracy...it was later found to be a multiplication error."

This writer was nominated for the Chesty Puller Award for advocacy journalism (on the now well known, then little known, LNG tank dispute on Staten Island) and Pulitzer prize for investigative repor-

A former Editorial Assistant was licensed to teach

secondary and Junior High School English; had worked for Harper and Row Publishers in the same position; The New Yorker Magazine; Hayden Publishing; and Miracle Press before joining the News Ferry.

Another Editorial Assistant is a Vassar graduate who, as a student organizer, was a member or leader of twenty-one different organizations or activities. Work experience ranges from Forbes Magazine IBM Programmer to Photographer for CUNY's

"FEEDBACK" newspaper and English tutor. The editor created the feature and editorial format for a weekly newspaper on Staten Island which won two of six contests for newspaper excellence in its first year of operation. As Editor, his paper was recipient of the 1971 Community Service Award for "best overall coverage" of the New York metropolitan weekly press and came in third runner. up in the National Editorial Workshop Services Award (formerly A. J. Liebling Award) for "general excellence" amongst weekly papers nationally. As a reporter, was nominated for best story on firefighters in 1970.

In total, the editor has seven years experience in everything from legal publications and the un-

Writing assistants will train with the editorial staff on all aspects of reportorial technique; re-write practices; copy and assignment editing; investigative research methods; standard journalistic practices and ethics. Interns will rotate on "beat" assignments and copy desk work.

(2) Photo Assistants:

Intern Openings...

(4) Writing Assistants:

The two photo assistants will alternate between shooting assignments and darkroom work. Shooting assignments will include magazine portrait; straight news and subjective photography. These interns will be provided a unique opportunity to incorporate whatever freelance experience they have acquired with the production demands of "staff" photography. . . shooting to assignment and deadline schedules, cropping and reduction, and various other facets of publication photography will be offered.

Required is a serious interest in photography and your own shooting equipment. Darkroom experience is preferred, but not required.

(4) Layout Assistants:

Three of the four assistants will alternate between working at our composition plant in Brooklyn and working with the conceptual and creative

Interns in these slots will experience all aspects of newspaper production, from visual conception techniques to offset paste-up. Although graphics backgrounds are preferred, they are not required.

The fourth intern should be someone interested in typography as a science or the computer technology of cold type production. We are currently negotiating with a large typositor corporation to secure direct on-the-job training with the company on the News Ferry machinery. This intern will be responsible directly to the editor for exploration of computer possibilities in layout covering areas of production efficiency and creative possibility.

(4) Sales Assistants:

All four sales assistants will work directly under the advertising manager in local space sales to Staten Island and Brooklyn retailers. In addition, they will research the mechanics of national advertising potentials and regional sales opportunities. The News Ferry anticipates generating over \$20,000 worth of ad revenues this year, 12 per cent of it will go to the sales force

Students must have their own means of transportation for these positions, as they will be traveling during most of their working hours.

(1) Market Analyst:

In essence, this student will provide logistics information to the sales force. His or her function will be primarily concerned with research and analysis of data for News Ferry promotion and sales purposes.

(1) Editorial Assistant:

This intern will focus on news research, public relations and various other editorial areas of activity. He or she is the "house" equivalent of the marketing analyst in that responsibilities revolve around news support logistics and public relations research for the News Ferry as an entity, much like the market analyst will concentrate on the advertising base.

(1) Production Assistant:

The production assistant will primarily fulfill the role of traffic manager. This intern's responsibility is coordination of all activities related to

The production assistant will provide research and programs necessary to properly evaluate methods, supplies and information for application to mechanical coordination of the publication.

(1) Distribution Assistant:

Beyond responsibility for physical distribution of the paper and full coordination of that activity, the distribution assistant will be called upon to research and report upon all aspects of mailing mechanics; laws; etc. and research (with the market analyst) expanded readership capabilities, promotions and methods of distribution.

(1) Secretarial Assistant:

This position requires the most highly skilled pre-requisites. The secretarial assistant will be responsible for correspondence, files and any other record keeping necessary to a publication. This will include experience in establishing a "morgue" of various publications.

(1) Financial Assistant:

This intern will provide all aspects of financial analysis for the News Ferry; be responsible to research improved bookkeeping and accounting methods; predict sales problems and earning potentials and, generally, study and apply him or her self to all aspects of newspaper finance.

The six single intern categories all, in one form or another, represent management aspects of editorship in any newspaper. Consequently, they will all work directly with the Editor or Associate Editor and will be expected to be people with management aspirations.

Each intern will be expected to assist in researching the academic and career possibilities of their assigned area of interest.

We will make every effort to provide credit for your News Ferry activities.

derground press to advertising copywriting. PHOTOGRAPHY:

One News Ferry photographer has been regularly published in nine different publications worldwide; has had two "one-woman" shows in New York and been part of three group shows including the American Institute of Graphic Arts. A photo from that show was published in the Minor White edition of Aperture Magazine.

She came to the News Ferry from free-lance assignment work with Pepsi-Cola International in Brazil; is a licensed teacher; as School of Visual Arts scholarship student worked in Creative Photography with Ralph Hattersley; and holds her B.A. from NYÚ in English-Journalism.

Another News Ferry photographer has studied photography and film at NYU, the School of Visual Arts and New School. He has taught photography to emotionally disturbed children at Memonides Institute and has been an advertising photographer. His one-man and group shows include the Soho gallery; Stonybrook University; The Darkroom and Crossroads Galleries. He has been published in four books of poetry and photos with Empathy Graphics and is an independent filmmaker.