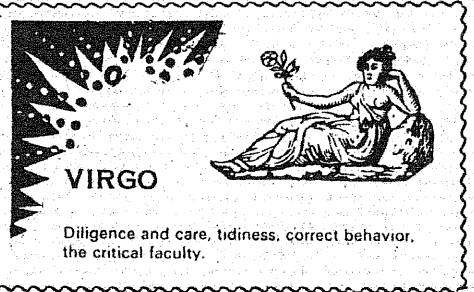


The News Ferry

The Learning Town Press



Vol. 2, No. 2

Staten Island Community College

Tuesday, September 11, 1973

New Grade System in Effect

Allows Course Repeats
No Student Penalty

Passed by the Faculty Council in June, a new grading system at SICC takes effect this term. Developed over months of planning by the Faculty Council Committee on Course and Standing, the new grade report system was spearheaded by Mildred Hagerman, former Assistant Dean of Faculty.

According to Elaine Bowden, member of the Course and Standing Committee, the intent is to "liberalize the system a bit." She claimed the twenty-five member committee had considered various proposals from the highly traditional to "no-fail" models and derived the present system out of those considerations (see News Ferry, August 7 issue, for members of all Faculty Council Committees).

As Bowden, a member of the Registrar's office, explained it, the new program eliminates completely three former grade indexes, and condenses or alters three others. With the exception of the letters "I, K and O," the former system ran from "A" to "P." Following is a breakdown of letter index alterations as Bowden explained them in a recent interview:

- A — same
- B — same
- C — same
- D — same

(E) — eliminated... formerly indicated a conditional failure which could be changed to a D or F. It was decided the situation could be covered under the newly-instituted I grade (incomplete).

\$10,800 Grant Aids Nursing

SICC has been chosen as recipient of a State Education Department \$10,821 grant for equipment to aid the instruction of disadvantaged students in the college's nursing program. The grant, an allocation by the state from federal funds, will make possible the purchase of two \$4,500 microprojectors plus necessary accessories. The microprojectors permit the projection, on a large screen, of microscopic slides identical to those being used by the students; while the students view the slides through their own microscopes the instructor can project the slide on the large screen and point out to the students the exact location, appearance and correct terminology of the material they are viewing.

Introduction of the new equipment is expected to ease the difficulties faced by disadvantaged students in dealing with standard textbook descriptions by letting them see the structures on the slides at the same time they are hearing about them from the instructor. Professors Paul Nace and H.J. Clitheroe are directing the project.

Alumni Plan \$100 Raffles

According to Edgar Gray, newly elected president of the Alumni Association, plans are in the making for an Evening Student scholarship program in the form of monthly raffles at the Evening Activity Hour. Although final arrangements have not been made, Gray estimates the "raffle" scholarships will probably be about \$100 per raffle.

Those interested should check with Gray at the box office in C building, or attend the Activity Hours. According to the recently published catalogue, the hours are scheduled as follows: September 25, a Tuesday; October 17, a Wednesday; November 29, a Thursday; December 22, a Friday; February 20, a Wednesday; March 21, a Thursday; April 23, a Tuesday; May 20, a Monday.

U.S.A.E.S. COMING

A New York metropolitan region meeting of the U.S. Association of Evening Students will be hosted by SICC's Evening Session Student Association the weekend of September 29th, according to E. Lorraine Ercolano, President of the local Association.

(F) — changed to R grade... the concept behind this change was to enable a student to repeat a course he or she had failed without penalty to their grade index. Under the former system, as Bowden explained it, an F grade could be repeated but remained on the student's index. With that system, should a student repeat a course and get an A grade, the combined average would leave a C index. If a student repeats an R grade, and gets the A, it remains an A average on the index quality points. Bowden also pointed out there are no limits to the student on number of repeats per course or subject.

(G) — eliminated... what Bowden described as a "strange" grade that enabled an instructor to expel a student from class for scholastic failure in the middle of a term.

(H) — changed to X... cut grade. (see News Ferry, May 1, issue for details of new cut rule). According to Bowden, still counts as a failure on the index, but, unlike H grade, is not a Registrar's grade. The new rule on attendance relies on instructor enforcement of cuts. The X grade is now given to the Registrar's office by the instructor in the same way regular scholastic grades are turned in. X grades can be made up in the same fashion as the new R grades.



Elaine Bowden, Registrar's Office, explained the recent change in grading as "an attempt to liberalize the system."

J — same... drop without penalty
L — same... audit grade

(M) — eliminated... the grade has, in effect, been incorporated into the new I grade. It was formerly an incomplete due to missing finals.

(N) — eliminated... like M, incorporated into incomplete. Formerly indicated student was missing papers.

P — same... grade has no quality points on index. It is used, according to Bowden, for some remedial grades; military service credit; transfer grade for pass-fail grade systems in different colleges. She explained that the grade is a mechanism to add credits without effect on the student's index.



Cornell Frank, Assistant Business Manager in charge of Purchasing has been selected this year's Alumni Association Advisor. Frank is a graduate of SICC and long-standing member of the Association.

News Ferry Moves to T-36

The News Ferry has moved to new campus quarters in anticipation of its expanded intern program. T-36 in the trailer complex will be the new headquarters. Due to the move, the News Ferry's center phone line (on campus) is now (390) 7778. Our off campus numbers remain 720-9198 and 9199.

Peer Tutor Program Gets New Directors

Vinnie Fedele and Jean Benevento are scheduled to replace Steve Endres and Larry Oslund as directors of the student operated Tutor Center in trailers 33 and 34.

In a recent interview, Steve Endres, outgoing director, reflected on the Center's two-year history and the importance of a student peer counseling on campus.

Originally a "prep skills" center under Open Admissions, the tutoring program was run by professional staff. As Endres describes it, "it just didn't work." The change came about when Steven Zwerling became its director (he now directs the Circle '73 program). Zwerling was a strong proponent of student control over the operations of the program. As a result, it was revised into its present formula, using students as directors and tutors-aided by a training consultant and general supervisor for authorizing paperwork (presently, Abraham Habenstreit). Directors and staff are paid at the same rate from Z-bank or Work Study funds.

This fall the center anticipates a staff of 70-80 tutors, two directors, a consultant for programming and tutor training (presently Elizabeth Worthman) and the general administrative supervisor (Habenstreit). In the three

program itself. "In essence, the form gives instructor and student the tutor's perception of where they stand. We only send it with the student's permission, and we request the faculty member to do two things: respond to the evaluation and respond to the idea of the evaluation."

According to Jack Alvarez, Tutor Center staff member who coordinates the Progress Report program, faculty response has been about 85 per cent. Endres explained that the feedback helps tutors a good deal as often instructors outline what they consider weak areas of the student concerned. This provides points of reference for the tutors.

The Tutoring Center has evolved into a highly developed administrative entity, as well as educational. Besides the actual tutoring, the program solicits its own tutors and students; acts as a referral service for students with non-tutoring problems; and staffs the Math Center and Reading Skills Center tutor operations.

Perhaps more than any other organization on campus, the Tutor Center makes use of the Copy Center's poster system. It is difficult to find a wall in the school that does not advertise the service or call for tutor applicants for one or all of the three



Jean Benevento and Vinnie Fedele, new directors of Tutoring Center (T-34).

semesters Endres has been a director, the center has serviced an average of 500 students per semester, or about 1500 total. Endres claims they can provide tutors for almost every subject area the college offers. He also points out that the center serves all students, though Open Admissions students receive priority.

"We try to work as closely as possible with faculty," explains Endres. To do so, a Progress Report system was initiated last spring semester.

According to Endres, the center has worked very hard to overcome a negative impression on the part of some faculty members dating from its start-up period. As he explained it, "some students didn't get help in the beginning as there were difficulties in developing an efficient administration for the center."

The Progress report serves the dual purpose of instructor feedback on the student involved and the tutoring

centers. In addition, the Center sends letters to all faculty or department heads at each semester's start requesting referrals of tutors and announcement of the service. According to Endres, they check on their poster status at least twice a semester.

"We're here to serve everyone," Endres claims, and to back it up the Center mails to every student at mid-term time each semester. They are also preparing a brochure on the services offered.

To build stronger links with faculty, each semester the Center contacts faculty members for their recommendations on potential tutors. In addition, tutors in remedial areas sit in on all classes they tutor for and work directly with the instructor. If the Center lacks tutors in a given subject area, they write to the instructors of that specific department for recommendations.

Top City Aides, Judge, Lawyers, Teach at SICC

Two of Mayor Lindsay's key administrators, a judge of the city's Criminal Court, officials of the Board of Correction, and prominent attorneys will join the faculty of Staten Island Community College next month when the college starts five new courses comprising a new program, Introduction to Law (see News Ferry, June issue).

Teaching the courses will be Deputy Mayor Edward A. Morrison, First Deputy City Administrator Joseph R. Erazo, Criminal Court Judge Bruce McM. Wright, Executive Director John M. Brickman of the city's Board of Correction, Ms. Mary Pickman, director of that board's Legal Advocate Program; Donald H. Adler, associate director of the Task Force for Justice, and attorney William T. O'Halloran.

Plans for the new program were announced today by President William M. Birenbaum of Staten Island Community College, who described it as "a project for those interested in the serious pursuit of law; one which will stress realism and close contact with the harsh realities in the administration of the codes of law and justice."

The SICC Introduction to Law program, to be under direction of Dean Felix F. Cardegna, director of the college's experimenting programs, will combine classroom sessions with mandatory internships which will put every student into a work situation in agencies such as the courts, prisons, legal services or governmental units dealing with the administration of the law.

structured into each course through the internship aspect." Dean Cardegna explained, "with each student called upon to deal with a substantive issue of the law in an on-site location. The student thus will have a direct experience in some aspect of the law, and be expected to produce a responsible effort in the real concerns of the law as it is implemented in the judicial, political or correctional systems."

Each course will meet one day each week at the college, beginning Sept. 10. On Monday mornings, "Justice and the Defendant" will be taught by Mr. Brickman and Ms. Pickman; Tuesday mornings, "Politics of the Law," by Deputy Mayor Morrison and Mr. Erazo; Wednesday afternoons, "Crime and the Community," by Mr. O'Halloran; and Friday mornings, "Administration of Justice," by Judge Wright, followed by "Law, Courts and the Community," by Mr. Adler.

All the new SICC faculty members have backgrounds which lend to the college's new program, Dean Cardegna pointed out.

Deputy Mayor Morrison was a practicing attorney from 1958 to 1968, when he was named a law secretary in the New York State Supreme Court. He went from that post to the mayor's office in 1970 as special assistant to the mayor and in 1972 was raised to deputy mayor's rank.

Mr. Erazo was senior partner in a law firm for ten years before becoming the city's commissioner of manpower and career development in 1970, from which post he stepped up to the office of first deputy city administrator in 1972. He



Former Tutoring Center director Steve Endres moves on to Richmond College this term.

The four page tutor application acts to explain what potential tutors will be called upon to do, as well as provide a serious criteria for appointment. A "C" average is required in overall index, with an "A" or "B" average in the specific subject they wish to tutor. Faculty recommendations are required and a personal interview by the two directors. Tutors must be willing to provide the general referrals or counseling necessary as well as academic assistance. As such, they also are trained in registration procedures and "translation of the college catalogue."

According to Endres, the key question on the application is, "In a few sentences, kindly explain why you are interested in becoming a tutor?" As he explains it, "we are looking for sound reasons."

The Math Center (now in T-28), though staffed by the tutoring center, is directed by faculty. The Reading Skills Center (T-16) is a drop-in program directed by Bill Bernhardt, Developmental English I faculty, which offers evening hours in addition to its daytime program. The Tutoring Center's hours are 9-5 Monday through Friday.

Following are the ways to contact the center, as outlined in a recent mailer to students:

"Remember, our main goal is to work with you, not at, under or above you. If you feel that we may have something to offer to you, you can contact us in the following ways:

... Come over personally to the Student Tutoring Center in Trailer 34. Tell the receptionist what course you need help with and simply fill in a request sheet.

... Blue cubicle boxes are located in

Continued on Page 2

USAES Moves on Adult Ed. Goals

Filling some of the five vacancies on the National Advisory Council on Adult Education will be the main thrust of this year's U.S. Association of Evening Students Activities, according to E. Lorraine Ercolano and Karen Sadoff, President and Vice President of the Evening Student Association. According to Ercolano and Sadoff, the thrust of the San Diego conference they recently attended was toward formation of a national program to affect legislation and gaining representation on national advisory councils.

"We are equal or better than most colleges," was the way Ercolano and Sadoff depicted the state of services to Evening Students. Though they pointed out that no college has more types of service, they brought back many ideas on ways to improve existing services. Besides arrangements to host the

USAES regional conference this month (see item in this issue), the two evening student representatives plan several changes in services including expansion of the Evening Session Child Bank to include children under six; this month's orientation carnival ("Carnival Knowledge") and improvements in the present Evening Session Book Exchange.

They also plan a more active role in the regional and national Evening Student movements that are the primary concerns of the USAES. As an example, they pointed out the current organizing campaign for a tax credit clause now before the House Committee on Ways and Means as part of a tax reform bill. The bill would provide a tax credit to evening students for their college related expenses.

\$43,500 to Blood Bank Training

A \$43,587 grant has been received from the State Education Department to enable the college to initiate a program for the training of certified technicians in blood bank work.

The grant, which will come from federal funds allocated to the state, will enable SICC to launch the new program this fall, under direction of Professors Ann Merlino, chairman of the biology department, and Sharon Bramson of that department. The money will go for equipment, supplies, instructors and technicians.

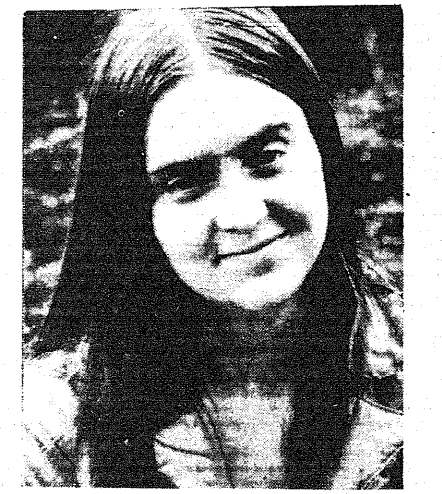
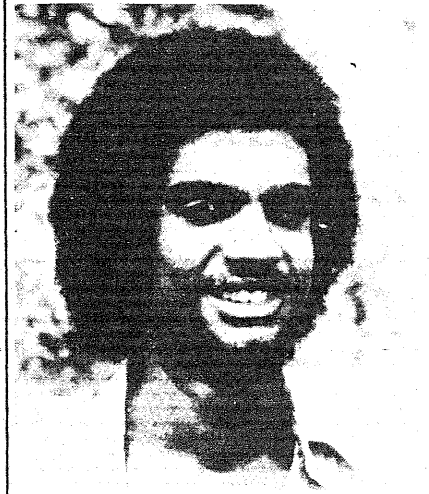
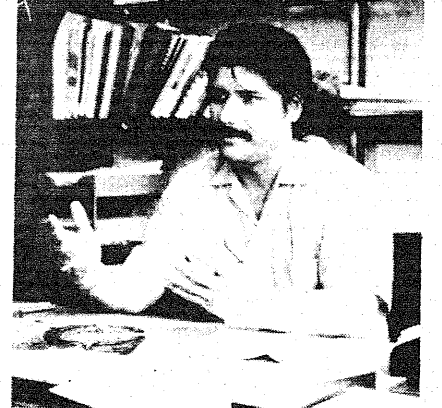
The new SICC blood bank technology training program, which will offer a certificate upon successful completion, initially will operate as a one-semester program combining classroom instruction and practical work in affiliated hospitals. It results from the

city's action, early last year, in requiring the licensing of all technicians engaged in blood transfusion work, with the licenses to be issued only on the basis of an examination combining practical work and theory.

SICC's new blood bank technology program will be the first such community college training project in the city to be included in a degree-granting program, in that it will also be open to matriculated students in the SICC medical technology degree curriculum.

Hospitals with which the college is affiliated and in which the blood bank technology students are expected to receive their clinical training include Staten Island, St. Vincent's, U.S. Public Health Service, Richmond Memorial and Doctors' on Staten Island, Lenox Hill in Manhattan, and Brooklyn V.A. in that borough. Seminars and training sessions also are planned for the New York Blood Center in Manhattan to deal with such topics as cryogenic blood preservation, automated blood analysis, and blood component separation techniques.

Back from Miami...



Recently returned from the National Student Association sponsored 26th National Student Congress are, top: Mary De Rosa, Dolph Editor; Ernesto Loperena, Assistant to the President; middle: Frank Walters and Joan Bodden, Day Session Student Senators; bottom: Joe Hamill, Day Session Student Senator.

The students attended the convention to cover nine days of 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 on Campus.

holds degrees in political science as well as law, and is due to receive his Ph.D. in government from New York University next year.

Judge Wright, who holds degrees from Lincoln University and New York Law School, is a member of the judicial council of the National Bar Association and the advisory council of the Fortune Society, which works with convicts and ex-convicts on rehabilitation programs. He is the holder of awards for judicial integrity and community service.

Mr. Brickman, who has a doctorate in law from Columbia Law School, taught in the New York City school system before entering private practice of the law. He was appointed the city's Board of Correction executive director in 1971; since then he has written on "Prisons and the Courts."

Ms. Pickman, prior to her designation as director of the Legal Advocate Program for the Board of Correction, was on the legal staff of the New York State commission which

examined the Attica prison riot and its causes. She earned a Radcliffe degree in government before entering Columbia Law School and then going into private practice.

Mr. Adler, before becoming associate director of the Task Force for Justice in 1972, worked with volunteer legal service agencies in Brooklyn and Chicago and was a probation officer in Indiana. He has a doctorate in law from Indiana University, where he was a legal research assistant while studying for his law degree.

Mr. O'Halloran, a Staten Island resident who worked as a graduate chemist while attending law school, was a corporation attorney for five years before going into private practice in 1966. He is a member of the New York City Patent Law Association and the New York State Trial Lawyers Association as well as the Richmond County and American Bar Associations.

PCA "Presents"

"Hughie," a play by Eugene O'Neill will be presented by the Performing and Creative Arts Department on September 13, 14, and 15 at 8 p.m. in the SICC auditorium.

"Talk to me Like the Rain" and "Moony's Kid Don't Cry," both by Tennessee Williams will be presented by PCA on September 17, 18, and 19 at 8 p.m. in the SICC auditorium.

"Birdbath" by Leonard Melfi and Williams' "Talk to me Like the Rain" will be presented on September 21 and 22, 8 p.m. auditorium.

All three PCA presentations will be offered admission free. The four plays are all directed by Joe Gherardi.

The News Ferry

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Magazine Replaces Handbook

by Fred Armentrout

"Involvement, how about that, Involvement," queried AID Director Martin Black to a gathering of Student Center and News Ferry staff. "So you don't like involvement, how about Student Life," again the room hushed in the perplexity of the name game. "We want it to be a magazine, Marty, think of something slick, or clever, or at least ambiguous..." before the spokesman finished Marty Black was lost in an L-shaped sequence that brought him through Life, Look and finally, you guessed it, "Lemon, we'll call it Lemon... Lemon... AID, get it?" Thus spoke Martin Black, editor of Lemon.

Since its inception, Lemon has been notable for three things: what it doesn't have that last year's Handbook did; what it does have; and what has come to be known amongst those in the proverbial "know" as "The Great Lemon Controversy."

What Lemon lacks are the things that make a good many Handbooks pocket-sized manuals of despair to students. For instance, it lacks last year's one-hundred and twenty-eight pages (not counting two inside cover calendars). Unlike last year's Handbook, this year's Lemon cannot be buried in book bag or blue jeans. It is too big to be a Handbook and too small to use as an umbrella. But like any of the best editions of Playboy, Ms., Ramparts or Time, it can be rolled to fit a pants pocket; punched to fit a binder; or used as is to file important book bag papers.

At a modest 36 pages, including covers, Lemon features "features," and other items of interest one might find in a typical issue of Grape, Orange or Kool... several of the future titles planned by AID. Perhaps foremost in its list of "lacks" are any items now covered in the college catalogue. It also lacks the thirty pages formerly devoted to Intramural Sports, information available from the Sports Department.

What Lemon has, at least its creators hope, is a tasteful dose of nonsense; a palatable presentation of certain laws, standards, constitutional documents and other painful, but necessary, adjuncts to college life; and a generous portion of pertinent sketches describing the services your consolidated fee buys.

Finally, Lemon is controversial. Yes, controversial. After all, would you pose for a picture with a lemon? Offensive, mocking, snide, cruel, exploitative are just a few of the accolades directed at Lemon's editor and his associates. Without even a centerfold to its name, Lemon stirred heated debate throughout its summer preparation. Martin Black tells the story on page three, Lemon. It's a magazine. Watch for it at the Student Center Information Desk.

CUNY "Bridges" Grow

Programs to ease the transition between high school and college and minimize the distinctions between the two academic worlds are increasing at the City University of New York, according to a recent survey.

In an attempt to bridge what the Carnegie Commission on Higher Education recently termed the "separate worlds" of high school and college, City University's programs range from early admissions for exceptional students to motivational programs for under-achievers.

By far the most ambitious program is the new "middle college" at La Guardia Community College in Long Island City, Queens. Currently under discussion with the Board of Education, this program would combine the traditional three years of high school with the two community college years. Education experts predict that the college atmosphere would be a challenge to the high school students, increasing motivation and levels of performance. Originally funded by a grant of \$95,116 from Carnegie Corporation, the project recently received an additional \$100,000 from HEW's Fund for the Improvement of Post-Secondary Education.

Other high school-college articulation programs include:

HEALTH CAREERS OUTREACH: Since 1969 CUNY's Mount Sinai School of Medicine has worked with more than 250 students from Benjamin Franklin High School, bringing the high school students to the medical school for elementary lab work in a variety of fields. Students receive no credit for the program, which is described as "frankly motivational." But this fall 50 Franklin students, intent on health careers, will complete their high school education at Mount Sinai.

HIGH SCHOOL BRIDGE PROGRAM: At Staten Island Community College high school students may accumulate college credit for the courses they attend, pursuing their high school diplomas while being exposed to their first college classes. The program starts in the summer following the junior year of high school and continues through the senior year. In order to qualify students must provide a statement of interest and a letter of recommendation.

A similar plan begins this September at Queensborough Community College for a select group of high school students. At Kingsborough Community College another "Bridge" program is in a planning stage. According to Kingsborough President Leon M. Goldstein, high school students may be enrolled at Kingsborough as early as February.

PROGRAM FOR ADVANCED STUDENTS: The Board of Higher Education is currently considering another kind of program for the new School of Liberal Arts at Brooklyn College. Under this proposal 50 mature, academically advanced students would gain early admission to the college after completing their junior year of high school.

These CUNY programs share the common goal of breaking down the barriers that have traditionally existed between high school and college. According to the 165-page Carnegie Commission report (due for publication shortly) the absolute split between the two levels of education has caused "harmful and disruptive" discontinuities in American education.

Richmond Gets New President

The Board of Higher Education has announced appointment of Dr. Saul Touster as acting president of Richmond College. Dr. Touster comes to Richmond from City College where he served as provost and vice president for academic affairs from 1971.

A graduate of Harvard College and Harvard Law School, Touster has held faculty appointments since 1955. Prior to that time he was engaged in private law practice.

From 1955 to 1969 he was a member of the law faculty of the State University of New York at Buffalo, and taught in interdisciplinary programs in education, medicine, psychology and police science. In 1969 he served as assistant to the president of SUNY

Nursing Films by IRC

The female pelvis is the subject of the first of three half hour video segments prepared by the Instructional Resources Department for auto-tutorial activities. According to Professor Jerry Melmed, coordinator of the series for IRC, the programs follow the Nursing department's recent acquisition of four video cassette machines, a video title machine and dual slide projector.

the subject of maternity nursing. He pointed out the second segment will deal with nurses at S.I. Hospital on the subject of breathing exercises, and the third segment will provide an introduction to fetal heart monitoring.

The purchase of the video monitors will enable placement of three units in the auto-tutorial study room (B-117) and a unit in the Nursing office. All three half hour segments have been coordinated with a lecture series and, if successful, will provide Nursing students with cassette refresher programs on video.

Philo Forum Hosts Trip

A camping weekend has been announced by the Evening Session's Philosophical Forum Club. The September 22 and 23 retreat to New York's upstate woods will take place at one of the State's parks on a "first come, first serve" basis in the following priorities: Club members; Students who have taken the Philosophy I or VI courses; Students at large.

Families are invited on the trip. According to Lorraine Ercolano, Evening Session Student Association President, State Park fees will be

China Profile:

"This is how the round eyes eat watermelons"

by Fred Armentrout

"Relentless," was the one word description Carl Erickson, Language Lab Professor, gave for the Chinese. Not fast, just relentless. "Nation building," I queried, "definitely."

Erickson, who joined the twenty-four member China study trip to make a film for possible commercial return to the school, spoke mainly from the perspective of a frustrated filmmaker; one who had just suffered through weeks of 100 plus degree heat; equipment problems due to the heat; interpreting problems; and faces the editing problems of 10,000 feet of sixteen millimeter film and another 80 rolls (5 hours) of his own Super 8.

"The emulsion just kept coming off the film," was the way he explained the periodic film breakages within the camera. He had to break down and field strip the camera every 150' of film... less than five minutes of viewing time.

Erickson's problems initially came packaged from the factory. He had ordered his 400 foot reels of film just before the trip. They came, but packaged in metal reels. Metal reels did not fit his Arriflex camera's system. As a result, part of his China study mission was the improvisation of a hotel bathroom darkroom.

"I stuffed towels into every crack to keep out light," he explained in a recent interview on his return. "The problem is they also kept out air." He estimated the re-spooling of the film brought the bathroom temperature to about 130 degrees.

The Great Wall of China is something like a half-mile walk, straight up, to reach. Erickson lacked the one secret tool of professionals, a "grip." A "grip" is the person who generally carries, or arranges to have carried, the equipment. Although another group member would on occasion lend a hand, Erickson's main memory of the Great Wall experience is forty-five pounds of camera equipment in 110 degree heat, at about 150 yards up its side. That is where he finally stopped. Suicide missions are for amateurs.

Shoulder brace broke, camera case broke, film suitcase carrier broke. Improvisation and a hundred feet of emergency clothesline he'd brought along pulled the luggage and brace through to Shanghai harbor. His overnight luggage amounted to ten items.

At Shanghai harbor the group climbed to the top deck of a prize Chinese ship. Though the view was good, Erickson's film broke after 100 feet of footage. He was saved the darkroom improvisation. By chance, the harbor had a fully equipped model.

When the next day's breakfast started rumbling, before he'd eaten it, he was put under doctor's care for two days. Prognosis: heat and exhaustion. Remedy: seven bags of medicine... five modern drugs, two ancient Chinese remedies.

The sheer size of the camera presented more than weight problems to Erickson. It seems the Chinese had not known a member of the group was to make a film. As Erickson interprets it, the Chinese thinking had appension to the group's trip. As such the rule was the large camera could only be used with the group; Super 8 and still cameras could be used anywhere. The decision became a constant source of aggravation to Erickson. Though he was, "never once forbidden to shoot something," he was carefully herded with the group whenever he raised the large camera.

Apparently, a decision once made in China carries the word of law. Erickson met a Belgian group with large equipment; major network crews are



Members of the Staten Island Community College study mission to the People's Republic of China gather for a group photo in front of the Wall of the Nine Dragons in Peking's Forbidden City. The student-faculty mission, headed by SICC President William M. Birenbaum, at left, comprises the first such collegiate group granted permission to tour the People's Republic.

all over China with large equipment and none of them were restricted to their group. But Erickson could only shoot freely in Super 8. The problem, as Erickson explains it, was the limitations the inability to roam represented. Referring to their visits to the Mayors of major cities, where President Birenbaum presented the keys to New York City in tribute, Erickson groaned, "how many times can you film shaking hands trading a rosewood box."

"Static" shots will be his most difficult editing problem. "Static" came to have a special meaning to Erickson throughout the China mission. It seems "static" electricity is the only energy source in China from 1 to 6 in the morning. Frugal in their energy use, the Chinese turn off all electric power during those hours. What it meant to Erickson was no way to recharge the camera power pack or portable lighting. Again improvisation and a concoction of British, European, Chinese and American sockets (it seems various locales in China retain at least one remnant of the Boxer Rebellion days... as many power sockets as there were powers in China) pulled him through.

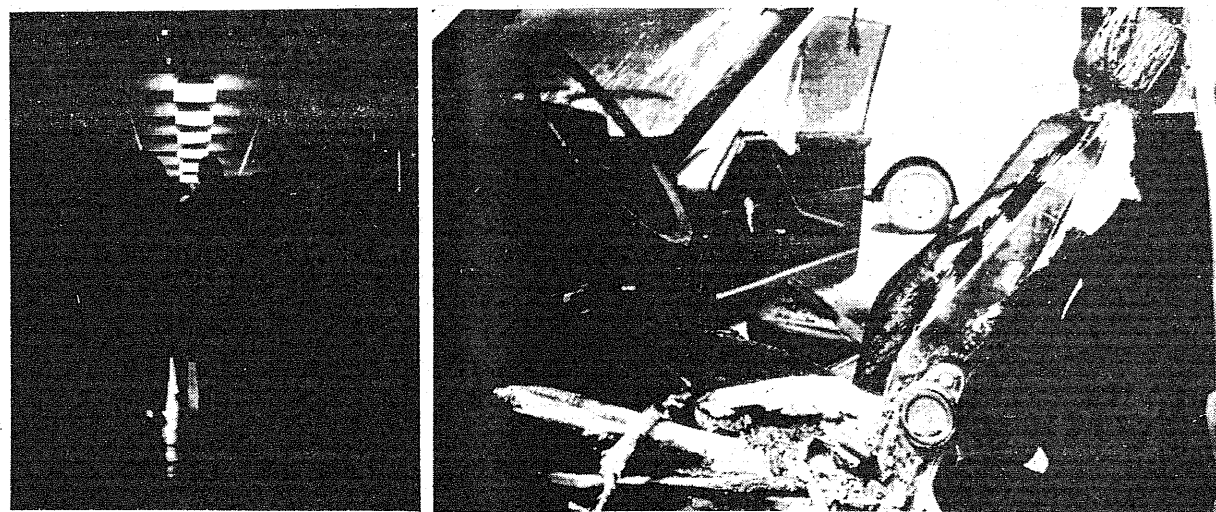
Other highlights in the shooting included the famous Chinese acrobats; Forbidden City; Great Wall of China; dancing school children and the Red Flag Canal. Erickson is particularly pleased with the Red Flag Canal sequence. The canal and a commune are set about 500 miles from Peking, according to Erickson. He was able to build a visual sequence from its mountain river source to the once arid lands of the farming commune.

Erickson now faces the dubious task of editing 10,000 feet of film for the school and another five hours Super 8 for his language lab students. He also has cassette tapes of the music and sounds of China. In addition, he is looking into a course for the making of the film's titles. He will also still have to edit in the President's narration. His advice on the trip in which he sweated off 20 pounds, "film China in October." The impressions of Carl Erickson, filmmaker, on the part of the Chinese? Probably, "relentless, not fast, just relentless." Filmmaking is a lot like nation building.

His non-shooting impressions of China include the amazing difference

"The interpreter would suddenly forget his English," in many cases when Erickson desired to request permission for closeups. He finally found the way through the help of Florence Ng, also on the trip. She taught him how to ask, "May I take a picture of your child," in Chinese. It seems even the Great Wall cannot hold back the pleasure of a Chinese in his or her child. He got his closeups.

His non-shooting impressions of China include the amazing difference



Those suffering the misfortune of gym assignment for registration probably noticed the gym and hallways heat more than the periodic absence of light all summer. Both are part of the citywide cutback in use of electricity. Reportedly, the recent heat wave also had something to do with the spontaneous combustion of a Pinto parked on campus. The fire, though quickly extinguished, charred the interior.

Roger Nelson, New Asst. HEO

Following several Cape Cod meetings with SICC President, William M. Birenbaum, Roger Nelson was appointed to an Assistant Higher Education Officer (HEO) position this summer. Faring from Staten Island, Nelson received his Baccalaureate degree from Wagner College in Biology. Following his Masters work at Indiana University in Student Personnel, Nelson worked for Thiel College as an Assistant to the Dean of Students; Ohio State in Residence Hall Programming; and Richmond College in Financial Aid and Placement before joining the SICC staff.

Specifically, he will be working on the 1974 college catalogue. In addition, his duties will include assistance to Dean of CHOICE, Stamos E. Zades on various course publications and publicity for



Roger Nelson, newly appointed Presidential assistant.

that department; possible promotional and administrative coordination for an exchange program with the Shanghai, China university following the recent China study mission of President Birenbaum; and assistance with the college press relations.

covered by the Forum up to 50 families. Trip attendees will provide their own equipment or rental arrangements. It has not yet been decided as to whether group food provisions will be handled by the club or left to individual attendees.

Those interested in joining the camping retreat should contact the Philosophic Forum or Evening Session Student Association in Room C-111.

"Carnival Knowledge"

September 18 and 19 are the scheduled dates for the Evening Session Student Association's orientation fair, "Carnival Knowledge." According to Evening Student Government officers, next week's carnival in the Student Lounge and Quadrangle will consist of music, games and various faculty department exhibits. The "event" is an open affair held to orient new students and welcome the return of older ones. It is scheduled to run from 7:15 to 8:35 p.m. on both Tuesday and Wednesday nights.

New Tutors

Continued From Page 1

the library and in the bookstore. Fill out the request form close by and drop it in the box. We will contact you.

Call our offices, 390-7823 and set an appointment up with the receptionist.

Asked to summarize his experience in the Tutoring Center, Endres said, "It's fulfilling in two ways. It fulfills the desire to help each other as students and it is an attempt to document the fact that students can succeed in tutoring without a political orientation." Equipped with a considerable amount of administrative experience, Endres leaves this term for Richmond College.

Bernstein Leaves CUNY B. A.

Alison Bernstein, former director of the SICC CUNY B.A. branch has been appointed as Assistant to President William M. Birenbaum. Presently at work toward her doctorate in American History, Bernstein took over the CUNY B.A. program from Abraham Habenstreit two years ago. Habenstreit is now an Associate Dean of Faculty.

When Bernstein took over the newly created CUNY B.A. program in 1971, there were 11 students enrolled at SICC and 42 in the entire CUNY system. The CUNY B.A. originally proposed to CUNY by SICC President Birenbaum, now has about 700 enrollees in the CUNY system with the largest number still at SICC... 120 students.

As Bernstein explains it, the program offers 30 credits for non-classroom learning and up to 15 credits for previous life experience. She explained that, in principle, the CUNY B.A. is similar to the University Without Walls program. SICC is the only member school of that program in CUNY.

Ms. Bernstein is a Vassar graduate who recently terminated a three-and-a-half year tenure as the youngest member to ever serve on Vassar's Board of Trustees. Her Master's thesis at Columbia was on the social influence of Griffith's classic film, "Birth of a Nation." Her interest in film led to her teaching a course on the subject at SICC. She is presently working on the subject of American Indians in World War II for her dissertation.

When queried on the success of experimental programs such as CUNY B.A. and University Without Walls, Bernstein held that most schools still retaining a highly structured and



Alison Bernstein moves from CUNY BA to Asst. to the President's term.

traditional approach are now having to defend why they do not have alternative programs. She feels this is a major change in the status of experimental or alternative modes of education indicative of their strength in the college community.

"Integrating Friday morning breakfast meetings with senior staff," is what Bernstein describes as a major satisfaction in her new position. She will be the only woman. Although her duties have yet to be clearly outlined, Bernstein expects she will be working in the area of program development with the President. Her personal goals in the position include, "working toward more female visibility on campus."

Typifying what she likes best about working at SICC, Bernstein referred to a lecture she once gave on "cultural pluralism." She feels SICC's most exciting aspect is its serious attempt to be a genuinely pluralistic institution.

Public Notice Misc. Items No. 1

Welcome back to the campus. I hope you had a good summer. As we begin another school year, I would like to call your attention to a few things:

- ACCIDENTS ON CAMPUS**
We have experienced some difficulty with reporting of accidents on campus. I should like to call to your attention that all accidents involving any persons on our campus must be reported. Such reports should be sent to the Business Office (for insurance purposes) as well as to the Medical Office. In addition, a statement should be taken immediately from any witnesses and this should be sent together with the accident report to the appropriate offices.
- PARKING**
Parking once again this year will be very difficult and the guards have been instructed to bar entry to the campus of any vehicle which does not have an appropriate decal properly affixed. Please cooperate so that guards will be able to do their job and reduce congestion.
- SMOKING IN CLASSROOMS**
I call your attention to the fact that smoking in all classrooms and laboratories is prohibited. I would appreciate it if instructors would call this to the attention of students and would themselves refrain from smoking in the classrooms. Smoking is both a fire hazard and a source of annoyance and discomfort to non-smokers. Your cooperation will be appreciated.
- EATING IN CLASSROOMS**
By the same token, eating in classrooms is also prohibited and violation of this regulation makes housekeeping much more difficult and also presents certain health hazards. Once again, I call upon instructors to bring this prohibition to the attention of their students to see that eating does not take place in classrooms.
- PETS**
While many of us are pet lovers, pets do present various hazards. Of particular concern is the fact that there are young children on campus (in our Day Care Center) and there is a danger that they may annoy animals. Please make sure that your dogs and cats are left at home.
- I.D. CARDS**
College regulations require that students and staff carry required I.D. cards. Such cards, properly validated for this semester, are available and if you will check the posters around the college, you will see when and where you can obtain such a card. Please call this to the attention of your students and secure an up-to-date validation of your own card, or a new card.
- HOUSEKEEPING**
During the summer we have made an effort to generally clean up the campus. There is much new planting which has been done and a number of areas that have been freshly painted. Also there are receptacles provided at many locations throughout the college and we urge all persons to refrain from littering and to try to keep the premises looking good. Your cooperation in these matters will help.
- DRUGS**
Once again I should call to everyone's attention the fact that there is a very clear policy on drug use on campus which can lead to drastic interference with the academic career. All students are urged to become familiar with the college's drug policy and abide by these regulations.

I also call to your attention the fact that the unauthorized consumption of alcoholic beverages on campus is also prohibited. Students should familiarize themselves with those regulations as well.

Leonard Kreisman, Dean of Administration

News Ferry Review: Fact Finder's Report II

10. Facilities & Services.

(BKGRND) Prior contracts recognized the problem of adequate space and facilities for faculty. According to former contracts: "The Board (BHE) recognizes the problem of providing adequate space and facilities for faculty and will request the President to establish committees on each campus to analyze the space and facilities problem and to chart specific progress towards those ends... such committee shall have Union representation."

(PSC) claims either committees were not established or, where established, did not function. It asserts there has been substantial deterioration of existing facilities and cites various shortages; lack of sufficient telephones; secretarial help; staff housing, child care facilities and medical services. The PSC seeks to mandate in detail in the Agreement the facilities and services to be furnished in the contract period.

(BHE) proposes continuation of consultative arrangements on faculty space and facilities with at least equal FSC designated representation on committees. It asserts the specific contract provision as unnecessary based on the BHE's demonstrated commitment to the same goals, verified, according to the BHE brief, by its extensive capital construction projects in progress.

(PANEL) The Panel notes, "it appears to us that much more is involved in the PSC proposal than the expansion of space. The aims expressed in the prior contracts obviously have not been met, or even approached." Though the Panel observes that, "it does not appear to us to be excessive to ask that there be furnished a desk-chair-a drawer in a file cabinet-a book shelf," they held "it would be sheer nonsense for us to recommend a contract provision making contractually obligatory the facilities and services listed in the expired contract as 'aims' exclusive of the space aims." Instead, they recommend a negotiated time table for those aims not dependent on extensive construction and renovation.

11. Salary.

(BKGRND) The present salary structure is composed of various ranks or position levels, with salary schedules which have minimum and maximum rates and incremental steps (in most cases, 8 step levels in total). The step increases vary in dollar amounts and in percentages, not necessarily on any kind of consistent pattern. They are paid annually. The structure negotiated into the 1969 collective bargaining agreements evolved from the unilateral pay practices established by the BHE, prior to collective bargaining.

Although there is some dispute between the parties as to the precise dates of the first automatic increment provisions, it appears that they were first provided for Professors in or about 1935, and subsequently extended to professorial ranks (1955), to all others now represented by the PSC except Lecturers and Business Managers (1961) and as a result of collective negotiations to all others in the bargaining unit (1969).

In the LC and UFCT contracts, increments became effective on January 1st of each year 1969 and on September 1st of each year for Community Colleges. Salary schedule changes became effective on October 1st of each year. At the present time, employees are being compensated at rates which went into effect on October 1, 1971 (see chart).

(BHE) The BHE proposed to eliminate the incremental steps and substitute a schedule of salary increases of varying percentages, with salary ranges for each classification.

There are some 16,000 - 18,000 full-time personnel currently included in the bargaining unit. Under the 1969 schedule, the individual employee in each classification automatically moves up annually until ultimately he reaches the top step; individuals may be hired into any step of a classification; may be granted merit increases within their classifications and may be moved to a higher paying classification by promotion.

An individual who reaches the top step of his classification, however, and who is not promoted therefrom to a higher classification, remains at that step. The only additional compensation he receives thereafter is that resulting from such salary schedule increases as may be negotiated. He receives no further incremental increase while he remains in that classification. In the rank of Professor, 193 were at the top step in 1969; 417 in 1973. The parties agreed that the average salary for those in the teaching ranks is approximately \$18,000.

(BHE) The BHE proposed to eliminate incremental steps and substitute a schedule of salary increases of varying percentages, with salary ranges for each classification. The annual increases in the BHE's proposal is estimated by it as averaging a 5 per cent increase the first year and a compounded 4.7 per cent annual average over three years, with a total estimated cost of \$25,000,000 for the five full-time teaching ranks alone over the life of a three-year agreement.

The BHE notes that CUNY staff salaries have increased dramatically over the past three years. The average level of total compensation, i.e., salaries and fringe benefits, has increased from \$19,300 in 1969-70 to \$22,700 in 1971-72; an average annual

increase in the past two years at CUNY of 11.4 per cent and 6 per cent. This compares with the 6 per cent and 4.3 per cent, respectively, for the faculties surveyed in the 1971-72 study of the American Association of University Professors, Coping with Adversity.

Moreover, the BHE points out that individual increases since 1968 have run as high as 90 per cent for staff in Community Colleges. It contends that the current levels of compensation place the CUNY faculty at higher levels than at any of the 1,479 institutions covered by the AAUP survey. It notes that CUNY compensation averaged 40-50 per cent above the salaries paid by the State University of New York for the period studied, rank for rank. The rapid increase to such high levels, it points out, has been facilitated by the granting of annual increments as well as annual salary schedule increases, providing a "double whammy," allegedly unmatched in any other university structure, and that even SUNY, which the BHE claims previously had granted annual increments as well as annual increases, had abandoned that increment system under the terms of its initial contract.

In order to bring the CUNY salary structure into greater conformity with such structures in nearly every other university, the BHE proposal for salary during the life of the forthcoming Agreement is that one increase per year be agreed to, consistent with increases in other institutions of higher education. In determining the appropriate level of upward movement, the BHE proposal would encompass

"It does not appear to us to be excessive to ask that there be furnished a desk-chair-a drawer in a file cabinet-a book shelf." Fact Finders

both the increments and salary schedule increases since, in its view, dollars received from the payment of increments clearly are part of "salary."

The BHE proposes variable percentage per annum increases of from 3 per cent to 6 per cent over the 1971-72 salary levels, with a guarantee the first year to at least match, in salary increases, the dollar value of increments in the prior agreements. This, it asserts, would equal a compounded average of 4.7 per cent increase per year over the three-year period of the Agreement.

At various times during the hearings, the BHE used the following descriptions of its specific proposal:

"...Our proposal on increments, on the elimination of increments, is a proposal which has a simple and simply stated objective: It is a necessity for the City University in this contract to reduce the rate of increase in the salaries of its instructional staff. That is what our target is, to reduce the rate of increase under this contract."

"Now, we have said that the vice in the existing system is the double whammy, the double increase."

(PSC) The PSC proposes that the incremental structure be retained with its present dollar amounts of step increases; that a fixed, flat dollar increase of \$1,800, (i.e., 10 per cent of the \$18,000 average salary), be paid to all covered employees and added to the salary schedules in each year of a three-year contract. The flat dollar amount instead of a percentage is proposed to compress the spread in the scales.

The PSC criticizes the BHE's proposal on increments as being contrary to tradition initiated by the BHE itself and as being inequitable to faculty and staff. It asserts that such action constitutes a salary decrease and considers the BHE proposal as developed at the hearings to be grossly unfair.

The PSC acknowledges that the current salary levels at CUNY are high, pursuant to the Administration's own best faculty, but argues that the stated salary ranges alone, are misleading, inasmuch as the bulk of the teaching faculty either is employed in part-time teaching or is located in the lower ranks, or both. It cites the fact that less

"The institution which set out to be predominant in the field of higher education should not now be heard to complain that the result of pursuing this goal has been achievement of that predominance." Fact Finders

than 30 per cent of those on teaching lines are earning in excess of \$20,000 and that CUNY has a lower percentage of staff on the top steps of the salary schedule than do most other universities. It asserts that a high salary schedule is necessary to attract competent faculty in the light of adverse living conditions, costs, poor working conditions and university facilities in New York City.

The PSC seeks to establish a salary schedule that retains CUNY's position of salary leadership; that fulfills the advancement expectations held out to individuals by the BHE at the time of their employment; and that furnishes adequate protection to the staff against increases in the cost of living in this highly inflationary period.

It cites the Chancellor himself as proclaiming that CUNY is one of the lowest cost institutions of higher learning in the country; that its cost per student is the lowest of any major institution in the state; that the cost per student has actually declined despite dramatic rises in the cost of living; and that even with "extraordinarily congested, inconvenient, and uncomfortable" facilities, CUNY faculty has functioned with a high level of efficiency.

(PANEL) The Panel is confronted with proposals covering both increments and salary schedule increases. Historically, in public education generally, and before collective bargaining, incremental systems were the methods employed for moving individuals into higher levels of pay within a pay schedule considered appropriate or modified over time to time to remain appropriate. Increments generally have presupposed the establishment of an entry rate, followed by a number of steps at specified time

intervals, all structured to move the individual through predetermined stages reflecting the attainment of increased skills and experience. As the individual faculty member matured and gained the proficiency and talents regarded as useful in the academic community, and if he remained at the same institution, he received increases in salary based on the salary schedule then in effect. This created the system which has been in effect at CUNY for the faculty for the past three years.

The PSC's proposal for retaining the incremental system and, in addition, increasing salary structures by \$1,800 per year for each year of a three-year contract, amounts to annual dollar increases of 15 per cent per year. We consider that proposal to be inflationary and, consequently, unwarranted.

The Board's position has, to a considerable extent, been crystallized by its post-hearing brief and emphasis is not on the elimination of the increments or of the "double whammy" so much as it is on receiving "credit," or making the increment "count" as a salary adjustment.

It is our conviction that the new money which comes to an individual through an incremental step, no less than the new money which comes to that employee as the result of a general salary schedule increase, is the annual increase in salary for that employee. We would have no difficulty in recognizing the propriety of either the BHE or the PSC seeking to negotiate variation of steps, dollar amounts, or coverage of the incremental system. As a cost component of salaries, in-

crements clearly are negotiable.

The exact cost of the current incremental system has not been easy to ascertain. It was estimated by the Board's expert witness on salary at an annual cost of 4.7 per cent. There is no doubt in our minds that with the rapid increase in faculty size and additional growth expected, increments will represent a heavy on-going cost.

We do not consider that the BHE's specific proposal presents a viable alternative salary structure which we should consider. It has the failing of providing almost meaningless minimum and maximum levels for entry and ceiling rates, with no rational method for progression from one to the other. Thus the recognition of added skills and experience, the maturation factor, would suddenly be lost. The only "movement" assured by the BHE proposal is to an individual's future at higher percentage increases at the lower levels and lower percentage increases at the higher levels. This opens the door to the possibility of discretionary action, which generates suspicions of favoritism, discrimination, and individual bargaining.

We therefore recommend that the incremental structure should continue in its present form. This leads us to a consideration of what further increases in salary are warranted, if any.

In reaching a determination on this aspect, we have taken into account a number of considerations, among which the following are most important.

First is the undisputed fact that CUNY's faculty salaries and compensation in 1971-72 on a rank-by-rank comparative basis were the highest in New York City, and, with a few exceptions, the highest in the nation. Hence, we do not find any evidence of need for CUNY faculty to "catch up" with those at any other institution of higher learning, since they are already leading the parade. On the other hand, we do not find any evidence to justify CUNY's loss of its superior salary ranking.

The institution which set out to be predominant in the field of higher education should not now be heard to complain that the result of pursuing this goal has been achievement of that predominance. Indeed, the Board

itself, during the course of these proceedings has expressed its desire to maintain CUNY's competitive salary standing in the academic community.

The maintenance of relative rank rating, however, provides no warrant for the PSC's demand for a 10 per cent per year rise in the salary schedules on top of the estimated annual 4.7 per cent incremental increase.

A second criterion for arriving at a recommendation on salary schedule increases is the rise in the cost of living. Although the parties were not in agreement as to the precise measure to be used in computing this increase, they both concurred as to the need for protecting real income against the erosion caused by inflation. Their respective proposals also reflected a mutual interest in granting to individuals in the lower ranks larger percentage increases than those at the higher steps.

It seems to us that an equitable settlement of this dispute designed to meet the mutual objectives of both parties would be to increase the salary schedules at each step for each rank by \$600 for the first year of the agreement, 1972-73. This sum would mean an increase of less than 2 per cent to those at the top of the salary schedule as compared with the 3 per cent offered by the University to those on these steps. On the other hand, it would grant those earning the average salary of \$18,000 an increase of 3.3 per cent which corresponds closely to the rise in the cost of living during the last year of the expired agreements, while giving to those on or near the bottom steps increases of approximately 6 per cent.

Because we possess no special

crystal ball enabling us to project the future in an era of what appears to be rampant inflation, we recommend to the parties that for the second and third years of the contract, they adopt the approach we have used as the basis for formulating the first year salary schedule adjustment; namely, to apply the year-to-year percentage increases in the cost of living to the "average" salary of the instructional staff at that time in order to determine the appropriate sum.

In recommending such a general across-the-board increase in the salary schedules we do not intend thereby to foreclose the parties from agreeing upon an alternative method of distribution, such as percentages, flat or variable, or variable dollar amounts. What we are recommending, however, is that whatever the formula for distribution, the total amount should not exceed the sum produced by applying the percentage increase to the average salary then in effect.

(BKGRND) There were four areas of concern under the tenure and job security area of discussion. The first area covered by the Fact Finders was that of various proposals for contractual tenure to Business Managers and that title's various sub-levels, and Higher Education Officer (HEO) and its sub-titles. Secondly, Instructor tenure was at issue and, third, Research Assistants, Associates and three teachers at the Hunter College school. Finally, the PSC proposed automatic promotion for all Lecturers and the merge of Instructor and Lecturer titles.

(BUS. MGR., HEO) Both parties agreed on the desirability of contractual tenure to employees under the Business or HEO job title lines. Major points of dispute were the BHE assertion that Assistants and Associates be covered, but full titled Business Managers and HEO's be excluded as they paralleled executive management in industry and necessarily came without job security provisions; the second point was that contractual tenure time schedules were too extreme.

(PANEL) The Fact Finders could see no reason why the full titles positions should be excluded from contractual tenure procedures, but argued that the PSC and BHE timetables for tenure and trial periods were exaggerated. As such, they did not recommend a probationary period for tenure achievement, but deferred to the general contract provisions for tenure as adequate for people in these titles.

(INSTR.) In 1968, the State Legislature removed the Instructor title from its list of statutory tenurable positions and extended the previous three year probationary period to five years for an instructor to achieve his or her doctorate for the necessary promotion to Assistant Professor.

Lecturers, on the other hand, are eligible for contractual tenure upon appointment to their sixth year of service. Unlike Instructors, they are not required to have a research commitment.

Now that the bargaining units have been merged, the PSC is proposing that all Instructors who did not have tenure as of September 1, 1972, be re-classified as Lecturers, Full Time, effective as of that date or, in the alternative, that Instructors retain their titles, but that the Board By-Laws be changed to convert the Instructor title back to a tenurable position. The Board, on the other hand, proposed to retain the two former title and tenure structures unchanged.

The BHE contends that maintenance of the "two track" system of Instructors and Lecturers provides important career options for faculty and opposed a merge.

The parties came close to a compromise whereby an Instructor would have the option to switch tracks and, with departmental approval, become a Lecturer. As outlined, the years of service as an Instructor would be credited toward accomplishment of contractual tenure under the Lecturer line. The compromise foundered due to a PSC claim that the proposal would not guarantee contractual tenure.

(PANEL) The Fact Finders agreed with the BHE position that the two title systems should not be merged and recommended the BHE compromise of departmental option for lateral transfer to provide a basis for resolve of the dispute.

(LECTURERS) In addition to merging the Instructor and Lecturer titles, the PSC proposed that all Lecturers, full time, who have completed their doctorate, or its equivalent, should be promoted to Assistant Professor; and all Lecturers, full time, who have served ten or more years of cumulative service and have a Master's degree should likewise be promoted to Assistant Professor without the requirement of a doctorate.

(PANEL) The Fact Finders made perhaps their strongest statement in rebuttal to the PSC proposal for a system of automatic promotion, "we find little justification for the concept of automatic promotion on which... these proposals are premised. To substitute a system of automatic promotion based on length of service flies in the face of academic tradition and practice, makes a mockery of the whole system of peer evaluation, and threatens the standards of excellence and academic superiority which the PSC, itself, professes to cherish."

They concluded by claiming they were not persuaded by the arguments for Research Assistants or Associates, nor Hunter College staff, to be provided tenure agreements.

12. Tenure & Job Security.

(BKGRND) This grouping of familiar issues constitutes one of the major disputes between the parties.

Basically, the principle controversy here centers around three sub-issues or questions, which can be briefly stated as follows:

1. Should the contract contain a statement that until tenure is achieved there shall be no presumption of reappointment?
2. Should the contract require that a College President who reverses an affirmative recommendation of the college P & B Committees that an individual be reappointed, promoted, or granted tenure, be required to state his reasons to the individual concerned, upon his request?
3. Who shall make the final academic judgment involved in matters of appointment, reappointment, tenure and promotions?

The expired contracts contained almost identical language covering the grievance and arbitration procedures.

A grievance was there defined as an allegation by an employee or a bargaining agent that there had been:

(1) A breach, misinterpretation or improper application of the terms of this Agreement; or

(2) An arbitrary or improper application of, or a failure to act pursuant to the By-Laws and written policies of the Board related to the terms and conditions of employment.

Restrictions on an Arbitrator's power to review substantive matters involving academic judgments were contained in an italicized portion of the grievance procedure headed *Nota Bene*, which stated:

Grievances related to appointment, reappointment, tenure or promotion which are concerned with matters of academic judgment may not be processed by the Conference beyond Step 2 of the grievance procedure. Grievances within the scope of these areas in which there is an allegation of arbitrary or discriminatory use of the procedure may be processed by the Conference through Step 3 of the grievance procedure. In such case the power of the Arbitrator shall be limited to remanding the matter for compliance with established procedures. It shall be the Arbitrator's first responsibility to rule as to whether or not the grievance relates to procedure, rather than academic judgment. In no event, however, shall the Arbitrator substitute his judgment for the academic judgment. In the event that the grievant finally prevails, he shall be made whole.

Of the seventy-three grievances which had been arbitrated under the expired contracts, as of the last date of the Panel hearings, fifty-nine involved issues of appointment, reappointment and promotion, subdivided as follows:

| | |
|--|----|
| Denial of appointment | 1 |
| Denial of reappointment with tenure | 13 |
| Denial of reappointment without tenure | 41 |
| Denial of promotion | 4 |
| Total | 59 |

Of these fifty-nine cases brought to arbitration, fifty-one protested action by a departmental or college P & B Committee, one protested action by a Dean, and seven protested action by a College President.

The system for making academic judgments in the CUNY is based upon peer evaluations. Customarily, and under By-Law provisions, the initial recommendation is made by a departmental P & B Committee, the members of which are elected by the faculty in the department. The decisions of the P & B Committees, both at the departmental and college level, are reached after discussion by a secret ballot vote which is recorded in the minutes of the meeting. The recommendations of the College P & B Committee are then transmitted to the President of the College, which may accept or reject them. The final step in the procedure is action taken by the BHE upon the recommendations of the College President.

A preliminary issue in this dispute concerns the definition of a grievance, a matter that is dealt with elsewhere in this report. The BHE seeks to limit the definition of "a breach of... a stated term of the Agreement," whereas the PSC proposes to broaden the definition

to "a breach... of The Agreement, omitting the words, 'terms of.'" As noted elsewhere, we do not recommend the BHE's definition because of the practical impossibility of covering all practices governing terms and conditions of employment in a single master contract.

Nor are we persuaded by the merits of the PSC's proposal to eliminate any reference to the terms of the agreement. So broad a charge as a "breach of the Agreement" could, in our judgment, open up the grievance procedure to reckless and unsupported allegations which could cause problems for both sides in the orderly administration of the contract. CUNY subsequently, we recommend that no change be made in the prior definition of a grievance.

14a. "NO PRESUMPTIONS" ARGUMENT

(BHE) The BHE is seeking to include in the contract a specific provision that there be no presumption of reappointment for untenured members of the instructional staff.

Although the Max-Kahn Report, which is the basic BHE statement of University policy on standards and procedures for reappointment and tenure, specifically states that "each appointment (prior to tenure) is for one year and that there is no presumption of reappointment," the BHE contends that it is necessary to restate this stricture in the contract because the PSC refuses to accept it and instead is trying, through these negotiations, to establish as a substantive standard that anyone whose work is "not satisfactory" is presumptively entitled to reappointment and, eventually to tenure.

(PSC) PSC rejects the BHE's view. It argues that the inclusion of the phrase sought by the Board will defeat the very goals of excellence which the University is seeking to achieve since it will discourage prospective faculty from seeking employment at CUNY and will encourage those now employed to transfer elsewhere because of the uncertainty which shrouds their future prospects for advancement.

The PSC's own proposal is that:

No classroom teaching member of this unit, full-time or part-time, shall be denied reappointment unless he has been evaluated according to the provisions contained in this Agreement, Article II-F and either:

- a. the last two semester teaching evaluations and the last yearly overall professional evaluation are all rated 'unsatisfactory'; or
- b. the last three semester teaching evaluations are rated 'unsatisfactory'; or
- c. the last two yearly overall professional evaluations are rated 'unsatisfactory'.

(PANEL) As indicated, the BHE's proposal to include a "No-Presumptions" clause in the contract was apparently a fairly large part as a response to the PSC's demand that an individual whose work is not rated "unsatisfactory" in no less than three professional evaluations is presumptively entitled to reappointment. Such a standard, as the BHE correctly observes, is one which, if literally adhered to, would not only make it impossible to replace a faculty member whose performance, though satisfactory, might be less distinguished than that of a replacement, but would also prevent the University from making necessary adjustments in its teaching staff to meet new educational and institutional needs.

Moreover, such a system of almost guaranteed reappointment leading to automatic tenuring would be destructive of the goals of academic excellence which are the basic purposes of the University. We must candidly state that we find no merit in the proposal and we recommend that it be withdrawn by the PSC.

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The Max-Kahn Report also sets forth the policy that no reasons may be given to a member of the teaching staff who is not reappointed, promoted, or granted tenure, except by the Chairman of the Department or by the President of the College.

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(PSC) PSC argues that the President does not suffer from the handicap attached to fathoming the collective mind of a peer committee operating through a secret ballot, since he knows why he acted and therefore is in a position to state and justify his reasons. Moreover, unless the President is prepared to state and justify his reasons, his actions will be viewed with suspicion by the individuals adversely affected, so the PSC contends, since they will have no way of determining whether he acted arbitrarily, capriciously, or in a discriminatory fashion. Hence,

grievances will multiply, according to the PSC, because only in this way can the President's decisions be tested.

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(PANEL) In our judgment, a President should be required, upon the request of the individual concerned, to give his reasons for overruling a favorable recommendation by a college P & B Committee. Such action on the part of the President is not proscribed by the Max-Kahn Report. On the other hand, we do not support the PSC proposal that the President be required to justify his decisions. The arbitrators, that the reasons be given under those circumstances is not only consonant with elementary principles of due process, but should also help to reduce the use of the grievance and arbitration procedures as the sole forum available to an individual who wishes to test judgments which he may, out of ignorance, suspect were based upon arbitrary, capricious or discriminatory reasons.

14c. ACADEMIC JUDGMENT REVIEW

(BKGRND) The complexity of the *Nota Bene* provision in the expired contracts became a problem for both sides in the administration of the prior agreements when the 58 non-reappointment arbitrations led not only to differing results, depending upon the views of the arbitrators as to the scope of their authority, but also to a number of post-arbitral court actions which were processed up to the State Court of Appeals. These divergent results are illustrated in the following "box score" of the 58 arbitration awards involving the *Nota Bene*.

As a consequence, both parties have reached agreement during the current negotiations to eliminate the *Nota Bene* (facetiously described during the hearings as a Latin heading followed by six sentences in Greek!). They have further agreed upon a definition of academic judgment which reads as follows:

Academic judgment under this paragraph shall mean the judgment of academic authorities (including faculty, as defined by the By-Laws and the Board) (i) as to the procedures, criteria and information to be used in making determinations as to appointment, reappointment, promotion and tenure to particular individuals on the basis of such procedures, criteria and information;

Still in dispute, however, is the whole question of the arbitrator's authority to review substantive actions involving the exercise of academic judgment.

(PSC) In arbitration of a grievance based in whole or in part on academic judgment, arbitrators may determine:

- (1) that the action violates the agreements;
- (2) that it does not accord with Board By-Laws or written policies;
- (3) that the claimed academic judgment in respect of appointment, reappointment, promotion, or tenure of an individual constituted an arbitrary or discriminatory application of academic judgment.

(BHE) In arbitration of actions based on academic judgment, arbitrator shall not review the merits of the academic judgment nor substitute his own judgment therefor.

Arbitrator may determine:

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On balance, therefore, we prefer the remand and appellate system contemplated by the BHE's proposal.

What strikes us as the fairest method for assuring an impartial review is No. 4 - the select committee. The parties might want to consider, additionally, whether the Chairman of such a committee might be mutually selected by the representative members and only failing this agreement, would be designated by either the Faculty Executive Officer of the CUNY Graduate Program in the grievant's discipline or the President of the University Faculty Senate. Another method might be to establish panels for each discipline, made up of Department Chairmen in the various colleges, from which the parties could mutually choose the Chairman of a select committee by a process of striking names.

Therefore, we recommend that the definition of grievance be retained as it appears in the expired contracts and that the parties use the Board's proposal as a basis for reaching agreement on the arbitration system

Ed. Note: Part III, the conclusion of the series condensing the Fact Finders' Report, will be run in our next issue.

The Report is the key document used as a basis for the recently derived negotiated settlement between Professional Staff Congress and Board of Higher Education. Part I ran in News Ferry's August issue.

13. Preferred Rehire & Vacancy Posting.

(PANEL) The PSC proposes that Article XXVI of the expired UFCT contract, relating to the establishment of a departmental preferential rehiring list for part-time members of the then existing unit should be made applicable to all members of the bargaining unit, not just to its part-time faculty.

Since this demand was insufficiently explored at the hearings we have no data upon which to base a recommendation.

14. Remove & Reappt., Pres. Reasons, Grievance & Arbitration.

(BKGRND) This grouping of familiar issues constitutes one of the major disputes between the parties.

Basically, the principle controversy here centers around three sub-issues or questions, which can be briefly stated as follows:

1. Should the contract contain a statement that until tenure is achieved there shall be no presumption of reappointment?
2. Should the contract require that a College President who reverses an affirmative recommendation of the college P & B Committees that an individual be reappointed, promoted, or granted tenure, be required to state his reasons to the individual concerned, upon his request?
3. Who shall make the final academic judgment involved in matters of appointment, reappointment, tenure and promotions?

The expired contracts contained almost identical language covering the grievance and arbitration procedures.

A grievance was there defined as an allegation by an employee or a bargaining agent that there had been:

(1) A breach, misinterpretation or improper application of the terms of this Agreement; or

(2) An arbitrary or improper application of, or a failure to act pursuant to the By-Laws and written policies of the Board related to the terms and conditions of employment.

Restrictions on an Arbitrator's power to review substantive matters involving academic judgments were contained in an italicized portion of the grievance procedure headed *Nota Bene*, which stated:

Grievances related to appointment, reappointment, tenure or promotion which are concerned with matters of academic judgment may not be processed by the Conference beyond Step 2 of the grievance procedure. Grievances within the scope of these areas in which there is an allegation of arbitrary or discriminatory use of the procedure may be processed by the Conference through Step 3 of the grievance procedure. In such case the power of the Arbitrator shall be limited to remanding the matter for compliance with established procedures. It shall be the Arbitrator's first responsibility to rule as to whether or not the grievance relates to procedure, rather than academic judgment. In no event, however, shall the Arbitrator substitute his judgment for the academic judgment. In the event that the grievant finally prevails, he shall be made whole.

Of the seventy-three grievances which had been arbitrated under the expired contracts, as of the last date of the Panel hearings, fifty-nine involved issues of appointment, reappointment and promotion, subdivided as follows:

| | |
|--|----|
| Denial of appointment | 1 |
| Denial of reappointment with tenure | 13 |
| Denial of reappointment without tenure | 41 |
| Denial of promotion | 4 |
| Total | 59 |

Of these fifty-nine cases brought to arbitration, fifty-one protested action by a departmental or college P & B Committee, one protested action by a Dean, and seven protested action by a College President.

The system for making academic judgments in the CUNY is based upon peer evaluations. Customarily, and under By-Law provisions, the initial recommendation is made by a departmental P & B Committee, the members of which are elected by the faculty in the department. The decisions of the P & B Committees, both at the departmental and college level, are reached after discussion by a secret ballot vote which is recorded in the minutes of the meeting. The recommendations of the College P & B Committee are then transmitted to the President of the College, which may accept or reject them. The final step in the procedure is action taken by the BHE upon the recommendations of the College President.

A preliminary issue in this dispute concerns the definition of a grievance, a matter that is dealt with elsewhere in this report. The BHE seeks to limit the definition of "a breach of... a stated term of the Agreement," whereas the PSC proposes to broaden the definition

to "a breach... of The Agreement, omitting the words, 'terms of.'" As noted elsewhere, we do not recommend the BHE's definition because of the practical impossibility of covering all practices governing terms and conditions of employment in a single master contract.

Nor are we persuaded by the merits of the PSC's proposal to eliminate any reference to the terms of the agreement. So broad a charge as a "breach of the Agreement" could, in our judgment, open up the grievance procedure to reckless and unsupported allegations which could cause problems for both sides in the orderly administration of the contract. CUNY subsequently, we recommend that no change be made in the prior definition of a grievance.

14a. "NO PRESUMPTIONS" ARGUMENT

(BHE) The BHE is seeking to include in the contract a specific provision that there be no presumption of reappointment for untenured members of the instructional staff.

Although the Max-Kahn Report, which is the basic BHE statement of University policy on standards and procedures for reappointment and tenure, specifically states that "each appointment (prior to tenure) is for one year and that there is no presumption of reappointment," the BHE contends that it is necessary to restate this stricture in the contract because the PSC refuses to accept it and instead is trying, through these negotiations, to establish as a substantive standard that anyone whose work is "not satisfactory" is presumptively entitled to reappointment and, eventually to tenure.

(PSC) PSC rejects the BHE's view. It argues that the inclusion of the phrase sought by the Board will defeat the very goals of excellence which the University is seeking to achieve since it will discourage prospective faculty from seeking employment at CUNY and will encourage those now employed to transfer elsewhere because of the uncertainty which shrouds their future prospects for advancement.

The PSC's own proposal is that:

No classroom teaching member of this unit, full-time or part-time, shall be denied reappointment unless he has been evaluated according to the provisions contained in this Agreement, Article II-F and either:

- a. the last two semester teaching evaluations and the last yearly overall professional evaluation are all rated 'unsatisfactory'; or
- b. the last three semester teaching evaluations are rated 'unsatisfactory'; or
- c. the last two yearly overall professional evaluations are rated 'unsatisfactory'.

(PANEL) As indicated, the BHE's proposal to include a "No-Presumptions" clause in the contract was apparently a fairly large part as a response to the PSC's demand that an individual whose work is not rated "unsatisfactory" in no less than three professional evaluations is presumptively entitled to reappointment. Such a standard, as the BHE correctly observes, is one which, if literally adhered to, would not only make it impossible to replace a faculty member whose performance, though satisfactory, might be less distinguished than that of a replacement, but would also prevent the University from making necessary adjustments in its teaching staff to meet new educational and institutional needs.

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in the
future —
Everyone
will be
famous for
15 minutes.
Andy Warhol

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

Who Staffs The News Ferry...

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:

EDITORIAL:

"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 Ernie Pyle Award for advocacy journalism (on the now well known, then little known, LNG tank dispute on Staten Island) and Pulitzer prize for investigative reporting.

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-

Intern Openings...

(4) Writing Assistants:

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:

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 aspects of layout.

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 typesetter 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 directly.

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 production.

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.

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.

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

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 NYU 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.