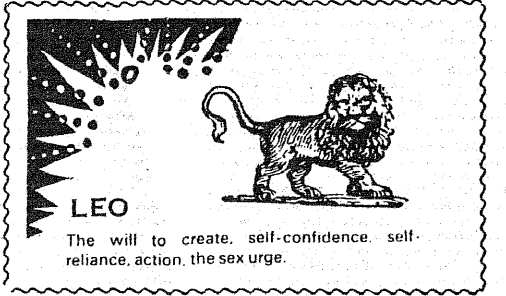


The News Ferry

The Learning Town Press



Vol. 2, No. 1

Staten Island Community College

Tuesday, August 7, 1973

SICCA BOARD: Summer Allocations Hit Six Figures

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

SUMMER STUDY MISSIONS:

Over \$20,000 was provided to allow 15 students join the Chi-Birenbaum study mission to China. The Association funds went toward reducing the average student cost of the trip down to a \$500-\$600 range. The study group has committed itself to returning whatever funds accrue from the trip film or other commercial activities to the Association, up to the amount provided.

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

The Universities of Delhi and Punjab are the destinations of Pam Mahajan, Student AID staff member and Leona Sanders, President Day Session Student Government. Intended to develop a cooperative student leadership exchange in the East Indian

Universities, the trip was funded for six weeks at \$1845. In addition, Ms. Sanders was allowed to receive the rest of her summer stipend.

CONVENTIONS:

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

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

STUDENT LOANS-FUNDS:

A special student loan fund has been established in the amount of \$5,000. Loans will be made at the discretion of the SICCA Board Treasurer (Frank Allen, Business Manager) and secured by a negotiable promissory note due no later than 90 days from date of issue. The new fund carries a proviso that at no time can the amount of outstanding unsecured loans be in excess of 10 percent of the total fund and rescinds any previous programs of the Board.

Alumni Elect New Officers

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

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

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

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

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



Ed Gray, from ticket booth to Alumni President.

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

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

Continued on Page 5

Three of Ten CUNY Grants Go To SICCA Programs

Three of the first ten grants to faculty members under a new program are being awarded to Staten Island Community College teachers, SICCA's President William M. Birenbaum has been notified by the City University of New York.

The grants, one of \$12,440, one of \$4,500 and one of \$1,240, were made under the Chancellor's Grant Program for Curricular Diversity, a project approved by the Board of Higher Education last winter to encourage educational innovation. The total awarded for the ten grants was \$213,881, a sum which will be used to support projects ranging from computer simulation of biological processes to experiments in peer teaching.

The largest award at SICCA, \$12,440, went to J. Michael O'Shea, director of

internships at the college, and Professors Harvey B. Taub and Howard R. Weiner for a program of student internships in each of the college's academic departments. The program seeks to have students combine classroom learning with experience in the world outside the college grounds, through work assignments in related fields.

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

between teacher and student. Another group of three faculty members, Professors Carl T. Erickson, Julian Alfaro and Marguerite D. Bomse, shares the third award, \$1,240. This grant will help finance a project for creation of videotape kits for the teaching of Spanish at a practical level to people in jobs requiring a basic knowledge of the language, such as policemen, firemen, ambulance attendants, nurses, court clerks etc.

Tuition Hike Hits Non-City, Non-State

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

The tuition jump of \$650 for out-of-town undergraduates in the university's senior colleges and \$600 for graduate students takes effect as of this September. In presenting the recommended tuition hike, Chairman Luis Quero-Chiesa said, "These increases are dictated by the action taken at this year's session of the State Legislature at the recommendation of the Governor. The 1973 Omnibus Higher Education Bill, which this board vigorously opposed, specifically excluded counties outside New York City from the requirement of reimbursing this municipality for a portion of the cost of educating their residents who are enrolled at our colleges."

Since the new law took effect, the counties of Rockland and Westchester have adopted resolutions declaring they would not reimburse CUNY for the operating costs covering their students enrolled at City University senior colleges. Nassau County, with the largest out-of-town enrollment, has decided to continue reimbursing CUNY on a voluntary basis. Tuition charges to Nassau residents would not be raised as long as the county government continues to meet its full reimbursement obligations, according to Frank J. Schultz, CUNY vice chancellor for budget and planning.

Total reimbursements to CUNY from suburban counties came to \$3.7 million last year, Mr. Schultz noted, virtually all of that amount contributed by Westchester, Rockland, Suffolk and Nassau.

The Community Colleges will only be effected in the Out-of-State category, Out-of-City remains reimbursable.



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



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

Boom in Summer Study Missions...



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

Sanders Gets Nod For Second Term

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

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

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

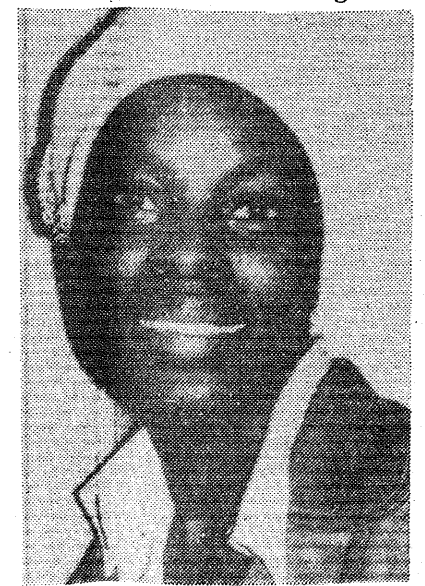
Dino Lagravinese, Senator from Business Transfer, suggested that a rider be placed on the term of office of Chairperson which would require the Chair to be vacated within the first month of the Fall semester. His request was based on the "short length of time that each of us has known each other and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

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

Prior to the third ballot, Sanders read a statement into the record which

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

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



statement stipulating withdrawal in October. As emotions rose, and the chair became vacated, other Senators rose to ask "for a vote of confidence in Leona." Joan Bodden, representing Nursing, asked for a sense of the Senate to "support the full integrity of Leona Sanders, and express full confidence in her and that the statement be stricken from the record." The motion passed 10-2-4.

Sanders resumed the chair and Senator Constanzo di Fazio, opposed to the group's action, walked out of the meeting.

...SICCA Summer Session Swings



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

New SICCA By-laws Await Executive OK

Interim Board Serves Agreement Reflects Student Power Struggle

The recently elected Student Government wasted no time before flexing its muscles in the basement cafeteria this summer. Before disbanding for summer, a committee was selected to review SICCA Association by-laws and proceed to negotiate for student control of the Association.

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

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

On the interim Board are William M. Birenbaum, SICCA President; Frank E. Allen, Business Manager; Professors Joseph Surace and Martin Black; Leona Sanders, DSG President; Joe Hamill, DSG Finance Committee Chairperson; Lorraine Ercolano, ESG President; and Karen Sadoff, ESG Vice President.

Final approval of the revised by-laws, and the changes in voting membership of Association and Board, rests with the President. Presently on an educational junket to China, members estimate a Fall decision on his part. As the final draft was han-

mered out of heated bargaining sessions and passed unanimously by the present Board, it is unlikely the President will veto the new draft.

Following is a corrected text from the former by-laws:

ARTICLE I - Name and Purposes

Section 1. Name. This corporation shall be known as the Staten Island Community College Association, Inc. hereinafter referred to as the Association.

Section 2. Purposes.

(a) To promote and cultivate educational and social relations among the students and the faculty of the Staten Island Community College, an educational unit of the Board of Higher Education of the City of New York.

(b) To aid the students and faculty of the Staten Island Community College by assisting them in every way possible in their study, work, living and extracurricular and curricular activities.

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

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

Continued on Page 6

DSG Allocates "C" Building Space

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

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

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

Following is a list of the space allocations in C Building for the Fall semester:

ORGANIZATION	ROOM
Evening Session Student Government	C-111
PRO and B.S.U.	C-128
International Center	C-129
Student Government	C-130
Student Activities	C-132
Day Care Center and Evening Child Bank	C-133
Not allocated	C-145
Gay Lib.	C-142
Arts and Crafts	C-138
Chinese Cultural Club	C-137
Audio-Visual and WVSI	C-116
Nurses Association	C-115
Civil Technology	C-114
Student Medical and Health Related Services Association	C-113

Summer Reps, Ok'd by DSG

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

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

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

The committee begins with a budget of \$9,056 which is derived from the \$3 portion of the \$17 registration fee that remains for student activities. That amount will increase as each session of the summer semester increases enrollment.

Wounded Knee Legal Fund

The price of recent negotiations at the Wounded Knee occupation is about to be paid by the Indian leadership. Funds are requested to assist in the upcoming court battles for the defense of the Wounded Knee occupation force.

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

The News Ferry

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SICCA Fight: An Exercise in Power

By Fred Armentrout

ANALYSIS. In a time when members of the Nixon administration have fulfilled even the most cynical fantasies of politics as a study in callousness...

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

Counselor Reassignments Announced by CHOICE

Following reorganization of student services delivery, Stamos Zades, Dean of Students announced the scheduled assignments of counselors to specific academic departments or centers.

- Dr. Blatt — Electrical-Mechanical-Civil Tech., Computer Science
Prof. Culbert — Math, Chemistry, Physics
Dr. de Moose — Psych-Sociology
Prof. Genco — English, Modern Language
Ms. Nass — Economics-Political Science-Philosophy, Performing and Creative Arts
Prof. Smith — Nursing, Public Health
Prof. Stamps — Biology
Mr. Torre — Nursing, Public Health
Prof. Zuckerman — Business
Prof. Lum — CHOICE Center
Prof. Hannan — Associate Dean of Faculty (People Center)
Dr. Smolaka — Associate Dean of Faculty (People Center)
Mr. Siegel — CHOICE Center

Eve Session Budgets Approved

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

Funds for evening activities and government are derived from an assessment of \$3.00 on each registered Evening student. The \$3.00 is a portion of the total \$17 fee paid by each student.

Speaking for the group, Lorraine Ercolano, President of ESG, explained that the stipend fund was submitted by the previous administration. She argued for its validity and outlined the amount of work required.

Alumni Gives 14 Scholarships

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

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

Beyond the Bread & Butter...

While difficult to speculate on the tentative Professional Staff Congress-Board of Higher Education agreement based on what must have been a hurried public announcement...

The Professional Staff Congress statement outlines a 4.7 per cent average annual increase over the life of the contract, with additional increases of 3.3 per cent, 4.0 per cent and 4.4 per cent per year, respectively.

Implicit in the statement is a union victory in the retention of increments. Yet the actual fact finders' report states that, in the post-hearing brief of the BHE...

A second interesting comparison is the PSC statement that the union "deferred" to the fact finders' recommendation that students should not have voting rights on personnel committees.

The PSC's public statement would suggest that it was at the urging of the fact finders that they yielded to closing the possibility of the student voting on personnel and budget committees.

A close reading of the actual contract, when and if ratified and released, may very well lead to the conclusion

that the single major victory of the PSC was the BHE concession to deny students voting rights on those committees. Certainly, if one reads this issue's front page story and compares it to the actual report, nothing outlined in the release was decided as absolutely in favor of the PSC as that item.

This brief comparison is not intended as an anti-PSC statement. No doubt the Board of Higher Education has already declared a similar series of victories. It is intended to point out that John Mitchell's advice to his "plumber" friends and, via the Watergate hearings, the nation, may be a most important element in evaluating just how much the tentative PSC-BHE agreement has risen above "bread-and-butter" issues.

"Judge us by what we do, not what we say," was the Mitchell motto. Fortunately, the Congressional Watergate Committee is doing just that. Perhaps the most conservative interpretation of fact in the PSC statement was its claim that "the CUNY talks have been closely watched as a forecast of things to come in higher education."

We urge you to read the statements of all parties closely. Every member of the SICCA community is directly or indirectly affected by whatever is finally ratified as the three-year contract. Being part of CUNY, we are all participants in what is done over the bargaining tables.

It would be a sad epitaph on a generation of campus unrest to have been an unconscious participant in the demise of its many accomplishments. Not the least of which were the confrontations that led higher education systems and their members to be judged by what they do, as well as what they say.

the editor



"Another Mind Mobile?" This most recent addition to the trailer complex remains a mystery. Inquiries to the administration have thus far produced, "Well, it's a Board of Education operation, let's just wait for them to begin." Edgar Grey verified that he has no record of a parking sticker being issued to the Board of Education.

Library Plugs in New Watchdog

The College has completed installation of a book security system aimed at keeping library books in general circulation and out of the private collections of "forgetful" borrowers.

The new book security system, based on magnetic-sensitive probes, means that if a college library user attempts to leave the library without charging out books or other materials belonging to SICCA, three things will happen: 1, a warning signal will sound at the librarian's desk, 2, a red light will flash on at the library doors, and 3, the exit turnstile from the library will lock in position.

Introduction of the new security system, according to Vann, is due to SICCA's sharing in the book loss problem of libraries throughout the United States, where the average library loses 12 per cent of its books every year to thieves.

through the use of energizable material detectable by the magnetic-sensitive probes, Vann said. Should a library user attempt to leave while carrying a library book not charged out, the book itself will sound the alarm; only the library staff at the circulation desk can deactivate the built-in alarm so that the book can leave the library without triggering the detection system.

"Introduction of this book security system," Dr. Vann commented, "is important to every user of the college library, because it means that the chances of locating a needed book are greatly increased. The new system should drastically reduce the 'inventory shrinkage' which occurs among our important reference works during every pre-examination period."

Library Gets Book Budget

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

The \$5,000, awarded to SICCA under the federal College Library Resources Program, will be used by the college to purchase books and audio-visual resource material, according to Professor Daniel Vann, chairman of the SICCA Library Department.



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

Gillikin along with Lester Keyser and George Thomas of the English Department were elected to delegate-at-large seats. Addickes was elected Vice-Chairperson. Mohamed Yousef, succeeded himself as Chairperson and Irene Luckazewski of Nursing was re-elected Secretary to the chapter.

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

- Kwok Ning Ng, Manhattan, \$500, Willig Fund.
Steven Katz, Brooklyn, \$250, Willig Fund.
Ms. Penny Grillos, Brooklyn, \$200, Willig Fund.
Ms. Margaret A. Bowman, Staten Island, \$200, Willig Fund.
Ms. Rita Cetta, Brooklyn, \$200, Williamson Fund.
Ms. Kathryn Monahan, Staten Island, \$175, Boera Fund.
Robert Sortino, Brooklyn, \$150, Willig Fund.
Fred Masten, Staten Island, \$100, Goller Fund.
Ms. Linda Baffi, Brooklyn, \$100, Goller Fund.
Gerard O'Brien, Brooklyn, \$100, Goller Fund.
Ms. Sally J. Padilla, Staten Island, \$100, Boera Fund.
Ms. Mary Ellen Agolia, Brooklyn, \$100, Boera Fund.
Ms. Kathleen F. Gales, Staten Island, \$75, Boera Fund.
Ms. Veronica Firsching, Staten Island, \$50, Boera Fund.

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

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

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

Programs Switch...

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

Proposal for the next year's program of advisement and programs services calls upon a program which is not only supportive but also educational in nature. An attempt would be made to maximize the experiential learning of the students through on and off campus involvement. A Learning Living Center proposal is also under consideration. The details of the programs would be available in the Fall 1973.

PAM MAHAJAN

Letters...

Social Science Advocacy...

In the short time since the formation of SICCA, an excellent Social Science faculty has been assembled (as compared, certainly, with most two-year colleges in the country) and a broad range both of traditional and unusual courses are being offered. The emphasis has been on the transferability of courses because the majority of our students receiving the Associate diploma go on to 4-year schools.

My impression is that the Social Science Departments have taken the general position that their purpose is to offer and teach courses of the kind offered at the best four-year colleges at the highest possible level. They have made only limited adjustments to Open Enrollment, the specific character of our student body, or the New York City environment. I am unclear about the background of this explicit and implicit set of decisions, but my impression is that they were not seriously questioned until President Birenbaum took office.

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

The Social Science faculty response (not necessarily my own) was apprehension that the "suggested" division structure would greatly reduce the autonomy and authority of the two departments, and the faculty countered (based on a meeting of the full Social Science faculty) with the proposal of an Executive Committee for the existing departments. The President rejected this, noting that he would make a decision soon.

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

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

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

The Committee is now in the process

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

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

ARTHUR J. FIELD

French Correction...

- 1. The French city's name is REIMS (not Riehms), as reported in the paper.
2. All that I have done so far is to transmit Prof. Bissainthe's proposal to Dr. Birenbaum and to contact Prof. Kudla and Dean Atkinson. Prof. Kudla is arranging the business seminars and Dr. Nigro will be arranging the business contacts. Dean Atkinson will be in charge of the program for the wives.
All other arrangements are being made by Prof. Bissainthe. The French staff of the language department will act as interpreters and participate in some of the activities.

Prof. Marguerite Bomsse

ISC Cosmology...

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

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

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

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

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

The article continues "Mahajan's plan calls for the breakdown of the program into three distinct units:

- 1. Admission and selection of the International Student...
2. Placement...
3. Familiarizing the International Student with the policies and procedures of American culture and specifically college life.
First of all, unit 1 is self evident, as admission is a prerequisite for being considered a student, whether the person be foreign or not.
Secondly, Professor Calderon's proposal consisted of seven main units which are:

- 1. Orientation and Tutoring Programs (held in all subjects, especially English).
2. Social and Cultural Programs (dealing with American and Foreign Cultures).
3. Counseling Services (provided through the Counseling Center).
4. Financial Aid (in the form of grants and loans).
5. Placement Services (on and off campus, wherever possible in the student's field of study).
6. Health and Accident Insurance
7. Housing Services.

Let me briefly give you the history of the present International Center:

About 5 years ago, after numerous foreign students had approached me about forming a club or having activities, I paid a visit to Prof. Genco, the Foreign Student Advisor on campus and asked him what we were doing for our students. The advisor said that little was being done other than giving visa information and personal counseling because he had other functions within the Student Personnel Department and was also on loan to the English Department for part-time teaching, and therefore had little time for

anything else.

To me this was appalling as I found, by attending conferences on International Affairs, as chairman of SICCA's committee on International Education, that all over the country the foreign student had a prominent position in the school community and was given special care and recognition of his special problems. At our school, nothing!

As I felt the situation called for drastic action, I wrote a proposal for a Foreign Student Program covering the most pressing needs of the foreign student and explaining where the responsibility of the school lay and by what means we could help our foreign students.

Not being a specialist on English, I gave the proposal to the advisor asking him to put it in a "correct" format. He was kind enough to agree.

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

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

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

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

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

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

had, and more specifically, our foreign students. She had been working with the foreign students, handling their visas and doing counseling since the other advisor had stopped.

At the same time I tried attacking the problem from a different angle - because I meant business and wanted to move. Too much time was passing and too little was being accomplished.

Dean Fitz Patrick was involved in setting up the Experimental College, so I proposed an experimental project together with Prof. Bomsse from the Language Department for one of his "circles." We went down as a committee from the department with a proposal for an International Studies Center. This was to be a learning center with the following areas of concern:

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

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

Dean Zades then finally gave me the go ahead, named me Foreign Student Advisor and Mrs. Staszewski Foreign Student Counselor. The only drawback was that our project would be of great benefit to the entire school and community population, once again we were told "it's a great idea, but—no money, no facilities," etc.

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

From then on Mrs. Staszewski and I worked together planning programs and activities as I had been suggesting for years, working closely with numerous foreign students who had shown an interest in this project.

The Center progressed from a small group of perhaps 15 active members to a large one of somewhere near 100 active members, from a shabby little group meeting in various classrooms on permanent room open 5 days a week from 8 a. m. to 9 p. m. - and it is still growing.

Fact Finder's Report

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

1. What's A Fact Finder?

With an October 1st strike deadline set, the negotiations between the Professional Staff Congress (PSC) and Board of Higher Education (BHE) remain, as of our publication deadline, deadlocked.

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

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

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

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

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

Following are highlights of the Fact Finders Report:

2. Scope of Bargaining

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

(BHE) The BHE claimed negotiation of such subjects was discretionary with the BHE and that it was under no legal obligation to bargain on them.

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

3. Governance

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

CUNY now embraces 22 individual units with dates of founding or affiliation ranging from 1847 to 1968. Of these, 13 units were added in the 1960's alone. Besides the CUNY Graduate School and University Center, (1961) Senior Colleges include: Baruch (1968); Brooklyn (1930); City (1847); Medgar Evers (1968); Hunter (1870); John Jay (1964); Lehman (1931); Queens (1937); Richmond (1965); York (1966); Community Colleges include: Manhattan CC (1963); Bronx CC (1957); de Hostos CC (1968); Kingsborough CC (1963); La Guardia (1968); NYC CC (1948); Queensborough CC (1958) and SICC (1959). In addition, Mt. Sinai School of Medicine is affiliated (1963) and two contracted Urban Centers (with SUNY) operate from Manhattan and NYC Community Colleges (both 1967).

In May of 1969 the BHE issued a governance statement which espoused four goals: "Means must be found of moving the focus of major decision-making closer to the colleges; Means must be found to permit the institutions to take part in creating their own variations in patterns of governance; Means must be found to create a flexible and responsive pattern for governance at the University-wide

level; and Means must be found of including the entire community in periodic examinations of such matters."

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

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

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

1.3 If there is any inconsistency or conflict between the By-Laws of the Board and this Agreement, the provisions of the Agreement shall apply.

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

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

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

EXISTING PRACTICES. Noting the contract language and governance conflicts over the University's need for

secede any inconsistent provisions contained in this Article."

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

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

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

prohibiting voting on Personnel and Budget Committees; Urged continuation, protection and, in some instances, enhancement of various practices currently in effect (involving faculty prerogatives and privilege as practiced at individual institutions or CUNY wide). (BHE) The Board of Higher Education sought language which would constitute the written Agreement as entire understanding between the parties, terminating all prior agreements and

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

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

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

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

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

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

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

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

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

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

Further arguments by the PSC entail assertions that many Counselors are engaged in academic study on the same level as regular faculty; points to the number of counselors in teaching titles with advanced degrees; some, it claims, teach in graduate or undergraduate courses; several train students in peer counseling; many are near completion of study toward Doctorates; it is the responsibility of the party seeking change (BHE) to show the need for change; that the By-Laws of the BHE treat the guidance function on the same basis as the teaching function; and that the BHE proposal seeks to divide faculty by isolating functions.

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

(Panel) The Fact Finders defined the actual proposal of the BHE as "the same job with different working conditions; potentially or actually the identical duties, however distributed; and the new pay schedule, at least for some of the levels, to fall below those currently in effect."

According to the Panel, there is no question the Board of Higher Education has a clear right to attempt to negotiate agreement on a longer work week and a longer work year, but they do not recommend that this be done through the removal of Counselors from teaching lines to do exactly the same job, with the same requirements.

They claimed that examination of the entire record of testimony produces the conviction that what began as a fiscal matter (based on pressures from the NYC Budget Bureau), continues to be a fiscal matter.

The Panel concluded that, "if a functionally different job were to be carved out which called for a different treatment, that might provide a basis for further negotiation on this subject. Absent that, we cannot recommend the Board's proposal for a new title series for Counselors."

5. Non-Teaching Workloads; Annual Leave; Staffing

(PSC) The PSC divides the problem in these areas into three groupings, described by the PSC as follows:

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

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

3. College Laboratory Technicians, for whom the PSC seeks a method of increasing professional opportunity and status, reducing annual work time by increasing annual leave and adding another title for a different job level.

To achieve a solution to these problems, the PSC proposes the following:

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

LIBRARIANS: Workload not to exceed 35 hours per week, of which 25 shall be assigned and 10 unassigned for professional development. Employee option to work a 4 or 5 day week. 30 hours per week during period from last recitation of Spring Semester until Labor Day. In that period, when Temperature Humidity Index is "excessive" and in non-air conditioned offices or libraries, employees be permitted to leave.

OFFICERS:

Workload not to exceed 35 hours per week, of which 30 shall be assigned and 5 unassigned for professional development. Employee option to work a 4 or 5 day week. 30 hours per week during period from last recitation of Spring Semester until Labor Day. In that period when THI is "excessive" and in non-air conditioned offices and libraries, employees shall be permitted to leave. Annual leave of 45 days, with 1 additional day per year of service after the 2nd year, to a maximum of 60 days of annual leave.

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

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

The Librarians proposal again calls for free time to do committee work and research. The PSC points out Librarians are in instructional titles but do not enjoy the same weekly hours or annual leave as other faculty. The PSC further claims the lack of Librarians in the "higher" teaching titles is due to lack of opportunity for professional improvement. The PSC also suggests creation of a new title (Library Technical Assistant) to provide a better ratio of professional to non-professional library personnel, "perhaps 1 to 1 or 2 to 2", rather than the present 1 to 1. PSC claims its proposed new classification is not intended to impinge on the work of the clerical bargaining unit (Gitleston), but to relieve Librarians of that phase of their work (technical assistance).

PSC proposals on Business Managers, College Laboratory Technicians, Higher Education Officers and Registrars would equalize their annual leave on an expanding scale based on length of service and to provide uniform annual leave for those in non-teaching positions. The thrust of all PSC proposals in these areas centers on establishing the same calendar year for all categories of employees and to create job title levels and pay scales that match the four established faculty ranks of Professor, Assoc. Professor, Asst. Professor and Instructors.

(BHE) The Board position on Counselors has already been stated. In connection with work load questions as to Counselors and Librarians, the BHE points out that the PSC has attempted to compare workload of non-teaching faculty with workload of teaching faculty, but that nothing except raw arithmetical estimate made by librarians has been furnished as to faculty work load, and the PSC has stated frankly that it cannot furnish an estimate of average faculty workload.

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

(PANEL) The Fact Finders held that the PSC's claimed need for contractual breakdown of working time into assigned and unassigned hours does not seem to the Panel to have been sup-

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

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

SPECIAL SALARY CON-

SIDERATIONS:

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

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

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

(PANEL) The Panel agreed with the BHE argument against additional title, but held "the difficulties attendant in managing a Community College in the face of open enrollment and diverse funding which have the greatest impact upon such institutions, force us to conclude that parity with Senior College Business Managers should be attained within the life of the Agreement." They recommended parity in compensation as well as title by 1974.

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

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

6. Adjunct Faculty; Multiple Positions and Other Fractional Lines Part-time

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

Adjunct staff. Those hired to fill out teaching requirements after a Department has staffed courses with all available full time staff, or who serve short-term replacement for staff on sabbatical leave.

Fractional line appointments. Personnel teaching part of a regular program against a budget line assignment to the department and are paid a proportionate share of full time salary accrued by that line. Fractional and Adjunct staff comprise some 3400 employees.

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

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

(PSC) Seeks direct pro-rata com-

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

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"Centralizing tendency argued by the PSC...to revise the trend to administrative implosion." BHE

flexibility and the PSC's contention that the Agreement should pre-empt BHE governance goals and protect existing faculty privileges and prerogatives at individual institutions, the Panel stated:

"It is well established that a collective bargaining agreement should set forth terms and conditions of employment governing covered personnel for a fixed period of time, without a continuing right to open negotiations on uncovered matters."

It is also well established that a collective bargaining relationship encompasses more than what is specifically stated in the agreement." Based on these observations, the Panel concluded that a jointly established grievance procedure be used to deal with negotiated terms as well as those terms not specifically stated in the contract. As such, it would be the responsibility of the grievant to prove that a past practice is in fact a binding term or condition of employment, even though not specifically stated in the contract. They found "little merit" to the BHE proposal for a zipper clause and recommended instead continuation of the predecessor contract provisions (see background section for two clauses in previous LC and UFCT contract). The Fact Finders made no commentary on the PSC position on language.

DECENTRALIZED CONTROL OF GOVERNANCE. The Panel summarized its interpretation of the parties' positions on decentralized control of governance as follows:

The Board desires to protect the autonomy of the college through its By-Laws which grant to each campus staff the right to structure its own Personnel and Budget Committee as it wishes. Thus, if a campus opts to include students as full voting members (John Jay) it should not be prohibited from doing so by restrictive contract language.

The PSC seeks to exclude student participation in decision-making since, in its view, the PSC alone is the recognized agent for negotiating terms and conditions of employment with BHE.

The Fact Finders noted the emphasis on "peer judgement" in matters of faculty job status and concluded "To extend the decision-making authority in these areas to include students who are not the peers of the faculty or the staff would, we believe, be inappropriate to the maintenance of the concept of peer judgement endorsed by both parties."

They further concluded that there was no evidence of student voting at any campus beyond John Jay, and that it would not be desirable to disturb the existing arrangement, but that the student voting arrangement not be extended to other campuses.

In an effort to assure maximum autonomy to each of its institutions, the BHE innovated a program whereby "each constituent unit was authorized to develop its own governance plan and charter subject to approval of the BHE." Recognizing that such governance plans might vary from the Board's By-Laws, several articles were adopted with release clauses such as the following: "The provisions in a duly adopted college governance plan shall super-

understandings, and which would prohibit diminishing the:

"rights granted under the By-Laws of the Board to the entities and bodies within the internal structure of CUNY so long as such rights are not in conflict with a stated term of this Agreement."

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

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

4. Counselors

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

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

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

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

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

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

SICCA Hits Six Figures

Over \$30,000 was expended to the college's Intramural Sports Program for the upcoming year...

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

'C' BUILDING: A request for a sum not to exceed \$3,000 for new furnishings for 'C' building was trimmed down to \$1,000...



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

VET Scholars Get \$71,000

Staten Island Community College's program to open college doors to jobless and disadvantaged Viet Nam veterans has been awarded a \$71,250 federal grant...

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

PSC/BHE Reach Agreement, Strike May Be Averted

Pending ratification by the full memberships of the Professional Staff Congress and Board of Higher Education, a new three year contract agreement has been reached.

PROMOTIONS. The contract authorizes 1800 promotions of qualified faculty in the next two years.

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

Keller Comes to SICCA?

Born of the "Skinner box" trend toward uses of behaviour modification systems of instruction, the "Personalized System of Instruction (PSI)," otherwise known as the "Keller Plan," was first used at the University of Brasilia in 1963.

Education's decisions list, several pilot projects using some form of contract approach now operating, and elements of the college faculty looking for alternative approaches to the lecture system...

pace and in his own way. Though individual courses differ, the basic structure of a PSI class contains several similar features: 1. Specific objectives are laid out for a student in a comprehensive course guide given to him during an initial meeting of the entire class.

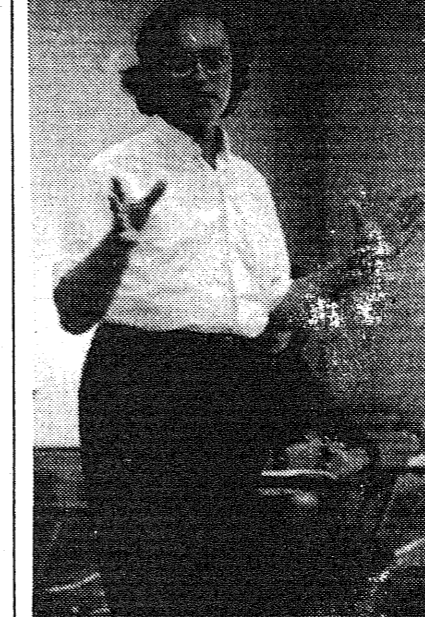
all units in the course. As a result, grades in a PSI course tend to be largely A's, with a few B's, and a smattering of incompletes and withdrawals.

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

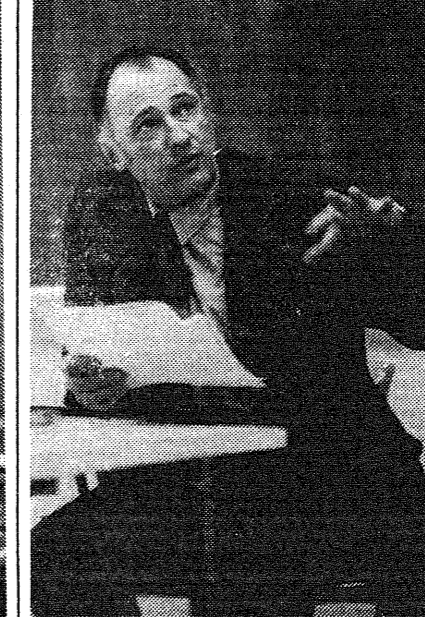
OTHERS. Board negotiators dropped their insistence on a contractual clause stating that non-tenured personnel have "no presumption of reappointment."

OTHERS. Board negotiators dropped their insistence on a contractual clause stating that non-tenured personnel have "no presumption of reappointment."

Keller: "I can see the day when the length of a course depends on its natural content, when letter grades are gone, when everybody is a dropout at one time or another, when no one is moved up unless he deserves it and when teacher pay and tenure is dependent on teaching and not on scheduled presence in the classroom."



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



Fact Finders...

argument and point out that by equalizing cost of part-time staff to full time, "would tend to freeze out part-time teaching opportunities for thousands of employees currently enjoying this opportunity for additional income."

both references, the PSC has offered to accept its wording as the discrimination clause of the new agreement. It reads: "The Board will not discriminate in respect to hire, tenure of employment or any terms or conditions of employment of any employee covered by this Agreement because of sex, race, age, national origin, religion, political belief or membership in, or lawful activity on behalf of the Union, nor will it discourage or attempt to discourage membership in the Union."

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

(BKGRND) The original LC agreement with CUNY called for a timetable in Distribution in Rank which, by January 1972, was to fill the four regular faculty titles as follows: Professor 30 per cent; Assoc. Prof. 30 per cent; Ass't. Prof. 30 per cent; and Instructor 10 per cent.

Med Tech Drops Interns

At its final meeting of the semester, the Faculty Council, acting on a recommendation from Anne Merlino, Chairperson of the Biology Department, voted to drop the hospital internship requirement from the Medical Technology Curriculum.

ther study in biology or pre-med. The Medical Technology program, according to Merlino, provides an excellent basis for further study in the sciences.

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

7. Research Ass'ts; Associates; College Physicists; and Hunter College School Staff

(PANEL) Although the PSC did make proposals for salary increases for employees in these titles, we do not believe there has been sufficient justification shown for any special treatment for these groups beyond the general increases which we are elsewhere recommending.

(PANEL) The PSC acknowledges that inclusion of the word "hire" provides duplicate remedy, but sees nothing objectionable in choice of forum or duplicate forums. It points out that "employees" as in the National Labor Relations Act, includes "applicants for

8. Non-Discrimination

(BKGRND) The dispute over Discrimination Clauses in the contract centers around two key references in the former contracts with LC and UFCT. Since the UFCT clause contains

9. Distribution in Rank

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

ED NOTE: Part II of the Fact Finders Report will cover Facilities and Services; Salaries; Tenure and Job Security; Appointment, Reappointment, Presidential Reasons, Removal and Suspension, Grievance and Arbitration Procedures; and Teaching Workload.

SICC Power Exercise

Continued from Page 2

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

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

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

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

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

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

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

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

In a sense, the dynamics of the "box" all members of the Association are in was not accounted for in the Student strategy. Robert's Rules in hand, they were well prepared to use a moral-parliamentary "box" strategy on the part of members who would reflect or react to the "in loco parentis" assumptions...but were ill-prepared to challenge the legal box that the Administration representative would claim surrounds the Association itself.

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

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

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

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

Following are the by-law sections:

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

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

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

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

Section 4. Effect of Termination or of Suspension.

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

Section 5. Voting Right.

Each member shall have one vote only at a meeting of the Association.

ARTICLE III Meeting of Members

Section I. Annual Meetings.

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

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

- a) Have the affirmative responsibility of conserving and enhancing the educational standards of the college under his jurisdiction.
- b) Be an advisor and executive agent of the Board and of his respective College Committee and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees, and the policies, programs and lawful resolutions of the several faculties.
- c) Exercise general superintendence over the concerns, officers, employees and students of his college.

Article XV further defines the responsibility of the President and the College as follows: Section 15.10 Paragraph (a) reads in part: "A College Association shall be considered approved for purposes of this Section if (1) its charter and bylaws are approved by the President and filed with the Secretary of the Board of Higher Education," Section 15.10 paragraph (c) states: "Where more than one appropriately elected Student Government exists, the College or College Association shall allocate the Student Government Activity Fees to each student governmental subdivision in direct proportion to the amount collected from the members of each student governmental subdivision." Section 15.11 paragraph (a) reads: "The College President shall be responsible for the full disclosure to each of the Student Governments of the College of all financial information with respect to Student Activity Fees."

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

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

Association or the Board of Directors and still retaining Alumni Association membership on the Board.

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

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

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

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

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

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

Continued on Page 7

15 At Arthur Kill Complete SICC Courses

At a recent gathering, Staten Island Community College and the Arthur Kill Rehabilitation Center jointly honored 15 of the center's residents on successful completion of courses given by the college for ex-addicts.

President William M. Birenbaum, other officials of the college and the state's Narcotics Addiction Control Commission took part in the program.

The men honored are the first to complete, for college credit, courses in accounting and data processing which have been given at the Arthur Kill center during the past ten weeks.

The program at the Arthur Kill Center was begun in 1969 as a project to make higher education and its allied services available to the rehabilitation center residents. The Special Addictions Program is intended to open new avenues and alternatives to the ex-addicts who, through counseling and successful completion of the college's courses, can achieve full-time matriculation as a way of reentering society in a productive role.

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

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

Section 2. Special Meetings.

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

Section 3. Waiver.

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

Section 4. Quorum.

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

Section 5. Voting.

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

Section 6. Order of Business.

The usual order at all meetings of the Association shall be as follows:

1. Reading and approval of minutes of last meeting
2. Reports of officers
3. Reports of committees
4. Election of directors
5. Unfinished business
6. New business

ARTICLE IV - Directors

Section 1. Number.

The property, affairs, business and

concerns of the Association shall be vested in a Board of Directors consisting of twelve directors. Four regular directors shall be elected annually; one of each from the following constituencies: Day Session Student Government, Evening Session Student Government, Faculty and Administration.

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

Section 2. Qualifications.

All directors shall be members of the Association.

Section 3. Duties and Meetings.

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

Section 4. Quorum.

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

Section 5. Vacancies.

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

Section 6. Compensation.

No director shall receive any compensation from the Association for services performed in his official capacity but directors shall be reimbursed for reasonable expenses incurred in the performance of official duties.

Section 7. Assessments.

The Board of Directors shall have no

ISC

Continued from Page 2

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

My official, full-time position in this school is as language teacher, all the rest has been done on a purely voluntary, non-paid basis, as a second full time job (about 30 hours a week) - it seems sad that all I have done has not only gone unthanked but even unrecognized according to the "new" proposal.

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



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

duplicate what already exists, people ought to face facts and work with each other rather than against each other for the common good of our foreign students.

Only, then, could we call ourselves professionals and mature people, give a good example to all of our students, and, even more important, could we reach our goals of helping the international students with their very special needs of adjusting to an understanding American culture and

provide an opportunity for them to enrich and broaden the educational experiences of our American students.

For further information about the goals and activities of the International Center please see the articles in the Dolphin and March 1971 issues of the Dolphin and write-ups in the '71 and '72 catalog, page 54; the '72-'73 catalog pages 1 and 168; and the Student Activities Handbooks.

Prof. Ruth Lopez-Calderon

ESG Budgets Approved

Continued from Page 2

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

Following is a list of the budgets approved:

TOTAL BUDGET ALLOCATIONS

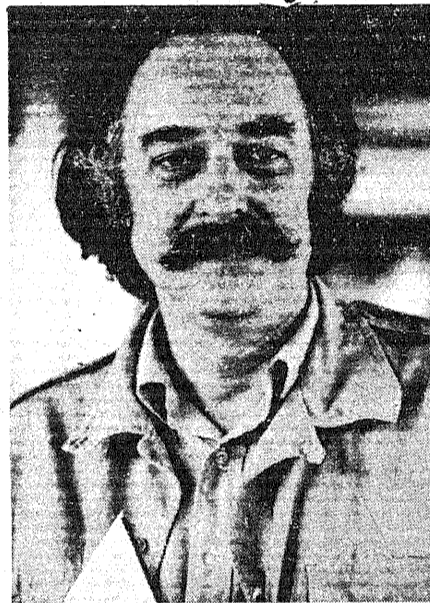
1. Evening Engineering Tech. Society - \$	615.00
2. Evening Session Ms. Club -	00.00
3. The Evening News -	3400.00
4. The Newman Club -	465.00
5. Philosophical Forum -	225.00
6. Evening Session Student Government -	10,100.00
7. Common Fund -	3195.00
	\$18000.00

Zimmerman Pulls Pinky

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

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

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



power to impose any liability or assessment upon any member or officer of the Association.

Section 8. Reports.

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

Section 9. Liability.

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

ARTICLE V

Section I. President.

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

Section 2. Vice-President.

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

Section 3 - Treasurer

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

business and fiscal officer of the Association. The Board of Directors may require the Treasurer to furnish such bond or security as it directs, for the faithful performance of his or her duties. The Treasurer shall perform such other duties as requested by the Board of Directors.

Section 4. Secretary.

The Board of Directors shall elect one of the members of the Association as Secretary of the Association. The Secretary shall be elected for a term of one year but shall continue in office, if otherwise qualified, until his successor shall be duly elected and qualified. He shall take and record minutes of all meetings of the Association and Board of Directors. He shall keep the Seal of the Association and shall, when necessary, attest to the official acts of the President and Board of Directors. Whenever a person is elected or appointed to one of the positions specified in Section I of Article II hereof, the Secretary shall immediately notify such person, in writing, of his membership in the Association. The secretary shall perform such other duties as requested by the Board of Directors.

Section 5. Compensation.

No officer shall receive any compensation from the Association for services performed in his official capacity but officers shall be reimbursed for reasonable expenses incurred in the performance of official duties.

Section 6. Corresponding Secretary.

The Board of Directors shall elect, from the clerical or administrative staff of the college, a Corresponding Secretary.

All books, records, and accounts of the Association shall be subject to examination and audit by the State University of New York and the Comptroller of the State of New York at any time.

Section 4. Dissolution.

In case of dissolution of the Association, the assets remaining after payment of its just debts and obligations shall be transferred to the City University of New York or to such other non-profit organization or organizations as in the judgment of the Board of Directors is best qualified and competent to promote the purposes of the College and the educational activities of its faculty and students.

Section 5 - Restriction on Reserve Funds

All allocated reserve funds shall be used specifically for their intended use and no other. In the event of an emergency, other use of the aforesaid funds may only be approved by a two-third vote of the Board of Directors with the approval of the President of the College.

ARTICLE VII. Amendments.

Section I. Procedure.

These by-laws may be amended only at a duly held annual or special meeting of the Association by vote, in person or by proxy, of thirteen of the twenty-one members of the Association, provided that the purpose of the proposed amendment has been stated in the notice of the meeting. Said notices will be mailed or hand delivered five business days in advance of the meeting.

ARTICLE VIII. Rules of Order.

All Rules of Order, debates, etc., when not specifically provided for in these by-laws, shall be governed by the newly revised edition of Robert's Rules of Order.

BHE Policy Statement

Continued from Page 3

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

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

1. Despite the efforts of the Board to increase the participation of all groups in University governance, numerous factors have continued the pressure for increased centralization of control, policy and operation of the University. This increased tendency toward centralization has become a counterforce to the individual colleges' ability to operate autonomously and has increasingly slowed the ability of the University to react calmly, sensibly, and in a forward-looking way.

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

The funding agencies and their bureaus within the City, State and Federal Governments have made it increasingly clear that they no longer propose to deal with 20 separate units when they have available to them the choice of dealing only with the office of the Chancellor on behalf of all the units.

The expanding capital facilities program is vital to the growth and well-being of the University and all of its units. It is also true that the law which provides for the financing of this program, as well as the natural characteristics of capital programs, in terms of overall priorities and comparability of programs again tend to result in centralization of authority.

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

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By-Laws Discussion

Continued from Page 3

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

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

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

H. Minutes of the 3rd meeting of Faculty Council, December 16, 1970, item seven:

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

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

an elected committee of the Council creates its own By-Laws was tabled by the Council."

J. XVI: 13 (5th Meeting of the Faculty Council, February 17, 1971): "MOTION TO CREATE FACULTY COUNCIL BY-LAWS. The Faculty Council approved a motion directing the Faculty By-Law Committee to prepare By-Laws for the Council. The current Faculty By-Laws will be used until the Faculty Council adopts its own By-Laws." (A copy of the current By-Laws dated 10-13-67 accompanies this report by Dr. Keyser for the Faculty Council in June 1973).

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

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

Any action, taken by the C & S Committee in performance of the functions assigned to it by the By-Laws of the Faculty of Staten Island Community College, which affects in any manner general grading policy shall be presented in the form of recommendations to the Faculty Council for its review and approval. For adoption by the Faculty Council, such recommendations of the Course & Standing Committee affecting general grading policy shall require an affirmative vote by a majority of the members of the Faculty Council. At least 5 days before the vote is taken, a copy in writing

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

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

M. SVI: 3 (11th Meeting of the Faculty Council, October 13, 1971): FACULTY COUNCIL DIRECTIVE TO BY-LAWS COMMITTEE. "The Faculty Council approved a motion that directed the Faculty By-Law Committee to recommend procedures for the election and replacement of Council delegates.

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

O. SVI: 11 (15th Meeting of Faculty Council, April 12, 1972): COMMITTEE ON COMMITTEE ELECTIONS. "The Committee on Committee Elections to expand the membership of the SFCSAS to include evening session personnel was referred to the By-Law Committee."

Faculty Council Committees

STATEN ISLAND COMMUNITY COLLEGE
Faculty Council Committees

1. Committee on Faculty By-Laws:

- Stevens M. Rosen (Psych. and Soc.) (6-30-72)
- Morris E. Levine (E.T.) (6-30-72)
- John T. Shawcross (English) (6-30-72)
- Claudia Corradini (Language) (6-30-72)
- Nathan Greenspan (Eco., Gov't., Phil.) (6-30-72)

2. Committee on Committees:

- Arnold M. Rieger, Chairperson (Business) (6-30-72)
- Ann Merlino (Psych-Soc-Anth.) (6-30-72)
- Oded Remba (Eco., Gov't., Phil.) (6-30-72)
- Fred Bohensky (Biology) (6-30-72)
- Jerry P. Melmed (Library) (6-30-72)

3. Course and Standing:

- Clarence Beninoff (Stu. Pers.) (10-73)
- Gilbert Beninoff (Stu. Pers. ev.) (10-74)
- Andrew Frieser (E-G-P) (10-73)
- Solomon Gemorah (E-G-P) (10-73)
- Roger Gordon (Math) (10-74)
- Giovanni Imparato (Phys. and Geol.) (10-73)
- Peter Kell (English) (10-73)
- Edward Lepelst (E-G-H ev.) (10-73)
- Ruth Lopez-Calderon (Language) (10-73)
- Arnold Margolis (English) (10-74)
- Suzanne Angellier (Library) (6-74)
- Davis McGehee (E-G-P) (6-76)
- Marsha Miorah (Comp. Tech) (10-74)
- Eugene Nellen (Bus. ev.) (10-74)
- Patricia Nolan (Nursing) (10-74)
- H. David O'Brien (H and Phys. Ed.) (10-74)
- Michael Petrides (E.T. ev.) (10-74)
- George Stern (Nursing) (10-74)
- Sidney Richard (Math ev.) (10-74)
- William Schreiber (Phys. and Geo. ev.) (10-74)
- Alex Tufano (Business) (10-73)
- Alex Tufano (M.T.) (10-73)

4. Curriculum Committee:

- Michael Sormani (Math) (6-73)
- Norman M. De Moor (Stu. Pers.) (6-74)
- Seymour Charas (Physics, Geo., Astron.) (6-74)
- Nicholas Parkour (Health and Phys. Ed.) (6-73)
- Stanley Pacini (History) (6-74)
- Neil Williams (Language) (6-73)
- Bertha Breidenbach (Nursing) (6-73)
- Ann M. Marmorale (Psych-Soc-Anth.) (6-74)
- Emil Wildman (Chem) (6-73)
- Grace Petrone (Business) (6-73)
- Stanley Pacini (History) (6-74)
- Joel S. Schwartz (Biology) (6-73)
- Clude Campbell (English) (6-73)
- Archibald Walton (Language) (6-74)
- Stany Zimmerman (M.T.) (6-74)
- Janine Klingman (P.C.A.) (6-73)
- Emile Chi (Comp. Tech.) (6-73)
- Robert Calligari (E-G-P) (6-76)

5. Student-Faculty Discipline Committee:

- Clara Melmed (Psych., Soc., Anth.) (6-73)
- Kathy Harmon (Biology) (6-73)
- Richard F. Dowd (Eco., Gov't., Phil.) (6-73)
- Richard Kamen (Health and Phys. Ed.) (6-73)
- Helen B. Siner (Math.) (6-73)
- Steven Zuckerman (S.P.) (6-73)

6. Representatives to the Student-Faculty Committee

- Patricia Nolan, Chairperson (Stu. Pers.) (Chm.) (6-73)
- Joseph Surace (P.C.A.) (6-73)
- Mow Niliagan (Health and Phys. Ed.) (6-73)
- Rosemarie Walsh (Nursing) (6-73)
- Harry Kirsch (Eco-Gov't., Phil.) (6-73)

7. Representatives to the Student-Faculty Committee on Student Activities and Services:

- Garyell Watson (P.C.A.) (10-73)
- Carroll Wolf (Biology) (10-73)

8. Representatives to SICCFaculty Assn., Inc.:

- Stamos Zades, Chairperson (Health and Phys. Ed.) (6-73)
- Jerrold Hirsch (S.P.) (6-74)
- Ruth M. Lopez-Calderon (Language) (6-73)
- Frank Battaglia (English) (6-74)

9. Library Committee:

- Paul Nace (Biology) (6-76)
- Lorraine Cohen (E-G-P) (6-76)
- Ronald Meyers (E.T.) (6-76)
- Najim Jabbar (Health and Phys. Ed.) (6-76)
- David Trauboulay (History) (6-76)
- Martin Blank (P.C.A.) (6-76)
- Michael Sormani (Math.) (6-74)
- Saul Levinson (M.T.) (6-74)
- Archibald Walton (Language) (6-74)
- Ruby Fulmer (Nursing) (6-74)
- David Friedricks (Psych and Soc.) (6-74)
- Shalom Fisher (Computer Tech.) (6-73)
- Arnold Olenick (Business) (6-75)
- Alfred Maceri (Chemistry) (6-75)
- Sara Kelley (English) (6-75)
- William Chinitz (Physics, Geo., Anth.) (6-75)
- Gilbert Beninoff (S.P.) (6-75)
- Daniel Vann (6-75)

10. Scholarship Committee:

- Stamos Zades, Chairperson (Business) (6-74)
- Frank Balweg (6-74)
- James L. G. Fitz Patrick (6-74)
- Harriet Levine (6-74)
- Joseph Harris (P.C.A.) (6-74)
- Harold W. Stamps (6-74)

11. Sunshine Fund:

- Grace Petrone, Chairperson (Business) (6-74)
- Shalom Fisher (Computer Tech.) (6-73)
- Charlotte M. McPhee (E.T.) (6-74)

Power Exercise

Continued from Page 6
any motion. The Administration-Faculty block would not adjourn with the student majority intact in the old by-laws; and the Student block would not recess to reconsider any further. After several hours of motions and counter motions, that could not pass, the Student block agreed to recess.

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

Section 3. Waiver.

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

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

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

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

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

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

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

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

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

Considering the limited arsenal at their disposal, the students were adroit statemen. Not wanting to extend hard bargains. Without going to extremes, they pushed the other side to extremes. Using only an ethical edge and Robert's Rules, they hammered out a veto power in the Association and Board memberships and forced the Alumni off the board.

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

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

The President's office is undoubtedly the only clear winner. Conceding that a game shall be played with a certain composition over another can never be a loss as long as one holds the game board. In actuality, the President compromised nothing. As pointed out earlier, there was never any real challenge to the legitimacy of his need to control, via veto power, the Association's actions.

However, conceding nothing in such a drawn out struggle would hardly merit the time and effort put into it. It would seem the "Skinner box" has won.

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

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

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

BHE Policy Statement

Continued from Page 6

Last but by no means least of all the pressures are those that emanate from the growth of discontent in the student body, the rising aspirations of the minority communities, the student communities' demands for control of their own destinies, and the experiences of the public with the Board of Education. All these groups in times of crisis appear to be convinced that they must seek their victories at the office of the Board of Higher Education and not on the college campuses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

increasingly becoming understood by all components of the university community."

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

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

With the intention of exercising its responsibility to the University community and the people of this City, the Board now reaffirms its commitment to achieve solutions to the four problems set out in its statement of May 5, 1969, and to that end, the Board issues the following statements and guidelines for college governance to aid the colleges in the development of new governance structures and to resolve some of the existing problems with respect to college governance. Concurrent with the adoption of this statement, the Chairman of the Board is directed to appoint a Committee on Governance. The Committee on Governance will be charged with the responsibility of reporting to the Board, after consultation with members of the University community, on the progress made toward the solution of governance problems within the University and recommendations for amendments to this statement. In addition, the Committee will present to the Board at such time as may be appropriate a comprehensive report on the status of governance at the City University and recommendations for future action in this area.

THE UNIVERSITY

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

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

For this reason, some organization made up of the principal officers of the colleges, the presidents, appears indispensable. The Administrative Council, as it is now constituted and organized, has proven to be unwieldy. It is, therefore, recommended that the Administrative Council be replaced by a Council of Presidents, consisting of the college presidents, with the chancellor as chairman and the deputy chancellor as an ex-officio member. (Other members of the central staff should be available during the regular meetings of the council as their knowledge, expertise and advice are needed.)

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

RESETTING

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

THE COLLEGES

The statements which follow are designed to guide the colleges in the development of new governance structures, which when properly approved will replace the structure specified by the bylaws of the Board.

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

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

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

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

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

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

i) The final responsibility for development of the faculty must lie with the chief academic officer, the President. To this end, the President has the affirmative responsibility for passing on all faculty personnel actions, and in the case of the granting of tenure, the President should rely on the judgment of experts in the various disciplines to aid him in making a final decision. In cases of controversial, early, or other special tenure decisions, consultation with faculty members or other qualified persons within or outside the City University may be appropriate. Such consultation should be undertaken together with, or in agreement with, an appropriate elected faculty body: departmental/divisional or college-wide within the college or University.

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

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

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

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

c) The Faculty: Subject to the Board of Higher Education, the faculty is primarily responsible for academic matters, including the criteria for admission and retention of students, promotion of rules concerning attendance, the awarding of credit and degrees, the quality of teaching, research and

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

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.

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

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.

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.