

SUBJECT TO SENATE APPROVAL

MINUTES OF THE ONE HUNDRED AND FORTY-FOURTH PLENARY SESSION OF THE
UNIVERSITY FACULTY SENATE (OF THE CITY UNIVERSITY OF NEW YORK)

January 28, 1986

Chairman Wasser called the session to order promptly at 6:30 p.m. in Room 1700 at the Graduate School. Present were: Senators Alsop, Baker, Barbanel, Beheshti, Berkowitz, Binder, Boylan, B. Cohen, Constantinides, Cravats, De La Campa, Donleavy, Donovan, Eisenberg, Feingold, Flashner, Ginsberg, Gluck, Greenbaum, Grossman, Guydon, Hayon, Hecht, Hernandez-Miyares, Hinds, Jaffe, Johnson, Kachućk, Kadushin, Lea, Loetterle, Milentijević, Muchlig, Muller, Ofelsberg, Picken, Plissner, Quinn, Rodriguez, Rosen, Rotwein, Russell, Seguire, Shaffer, Sohmer, Speidel, Stern, Sullivan, Thaxton, Timoni, Trefousse, Wedeen, Wimmershoff-Caplan, Zades and Zarin; Alternate Senators Ginsberg, Glass, Kleinman, Levitan, Meister, Nowinski, O'Riordan, Richter, Sessions, Singleton, and Weiszmann. Senators Baumrin, Bloom, Brogan, Cooper, Danziger, Davidson, Depas, Ercolano, Cura, Litke, Riley, Simor, Stroup, Waldinger and Walter were excused. Liaison Member Zeller (PSC) and Dr. Jean Ellis, Executive Director also attended.

I. Approval of the Proposed Tentative Agenda: Chairman Wasser announced the following changes in the proposed Tentative Agenda: Item 7 to become item 3; items 3,4 and 5 to become items 4, 5 and 6; because Chancellor Murphy was again unable to be present, due this evening to his absence from the City to be in Albany on University business, item 7 as revised would be a Proposed Resolution to lift the censure of President Shenker, La Guardia Community College. The chairman then asked for a motion to approve the revised tentative agenda. The motion was made, seconded and passed.

II. Approval of the Minutes of the 143rd Plenary Session (December 10, 1985): The minutes were approved by motion duly made, seconded and passed with the following correction noted by Professor Lea (English, Lehman) despite his stated reluctance to call attention to the doggerel that constituted the motion to approve: Page 1, l. 2 of the third verse: "Spediel" should be "Speidel". The correction was duly noted.

III. Guest Speaker: President Mancuso-Edwards (Hostos Community College): "New Clients in Higher Education." Professor Wasser greeted President Mancuso-Edwards and introduced her as follows: President Edwards, he said, holds the B.A. in Romance Languages, the M.A. in Romance Literature, and the Ph.D. in Linguistics from New York University. She has been president of Hostos since 1979, but has been at the City University since 1969, when she joined the faculty of the then New York City Community College as a Lecturer in Spanish History and Literature. In 1970, she became an Instructor in Spanish at City College and the following year an Associate Professor and Director of Bilingual Programs at La Guardia Community College. She was appointed Associate Dean of Faculty at La Guardia in 1976 - a position she held until her appointment to head Hostos.

President Edwards, he continued, has published several articles on the mission of community colleges and has presented papers at many professional conferences on career education and Hispanic education as well as at meetings of administrators' associations such as ACUSNY. She takes an active role in a number of professional organizations and as a member of governmental commissions. She is a member also of the Board of Trustees of Iona College and of the governing boards of many civic organizations. Throughout her career President Edwards has had a special interest in curriculum development and in extending the services of the college to the local community. We are fortunate, he concluded, to have her with us this evening when she will speak about "New Clients in Higher Education."

President Edwards thanked Dr. Wasser, noting that she hoped the introduction would not eclipse her remarks. She had decided not to confine her comments to ESL - as she had planned initially - but to address the subject of clients in higher education. The May/June 1985 issue of Change, she said, presents a profile of "tomorrow's student". That portrait reveals a slightly older, increasingly minority population turning to college for upward mobility in a period in which the Bureau of Labor Statistics predicts that one out of every five members of the college graduating class will take a job for which no college education is required and despite all of the discussion regarding "New High Tech" industries the vast majority of new jobs will be created by replacement and not by new industries. It is within this context, she suggested, that the new immigrant student enters the college scene. What is more, President Edwards explained, the Hostos student, in many cases, illustrated the thesis put forward in the Change article and possessed the characteristics enumerated there. Considerably older than the traditional foreign student, the new student with limited English proficiency often comes to college with a poorly developed linguistic frame of reference in his/her native language and has concomitant deficiencies in other critical basic skills areas. That student has not pursued a traditional education in the country of origin but is a product of a non-traditional education. Furthermore, the student is in the United States not as a foreign student but as an immigrant and more often than not that is also the student who labors under almost unbelievable economic stress. College for these immigrants is the one way out of linguistic isolation and economic disenfranchisement.

Because the goals of these students tend to be clear and their need so great and their consumer skills so unsophisticated they are an exceptionally easy group to recruit, but they are a clientele equally difficult to retain because they are so high risk. And, even if despite the handicaps of their having come with great expectations, though they have poorly developed consumer skills and haven't figured out the system, they are retained? it is very difficult for a college to be sure that it has done its piece so that the student may go on to a senior college, or be placed in a labor market that trades almost exclusively on ideas, skills and services.

Confessing to a certain messianic and missionary approach to her topic, President Edwards said that it appeared to her that there is an important role to be filled by higher education vis-a-vis the new immigrant. There was the opportunity to empower them economically and eliminate their current status as the structurally unemployed - economic surplus in a society that has increasingly less use for a strong back and willing hands. In a sense, she continued, Hostos is a microcosm of the population - a small community college with enrollment of approximately 5,000. The student body is essentially non-English speaking adults, predominantly female, who are the sole supports of households that include two to three children on less than \$8,000 per year and with most of that income derived from public assistance. Hostos graduates, however, present a somewhat different picture. According to a recent survey made by the college, the average income of a Hostos graduate is approximately \$20,000 per annum - not enough to place them at the topmost levels but sufficient to represent the difference between dependence and independence. A follow-up of liberal arts graduates further indicates a 75% transfer rate to a senior college. Furthermore, and President Edwards begged the Senate's indulgence if she spoke proudly, Hostos was one of only six institutions in the nation that was the recipient of a grant from the Ford Foundation for promoting transfer opportunities. As a result of that grant the college was working with some of the CUNY senior colleges to develop means of joint admission to both institutions. The college was committed to its population, she added, and proud of what it did - although not always entirely satisfied with how well it did it - in fact, she said, if she ever stated that she was satisfied, that would be the moment when a Search Committee for a new president ought to be established to find her replacement. The college worked hard at what it did and over the years partly on the basis of research, partly on the basis of trends and statistics and partly on gut feelings the college seemed to have identified things to do

for these students. What it had identified as critical factors in dealing with the new immigrant, President Edwards cautioned, applied to the Spanish-speaking immigrant but there was no intent to suggest that it applied to all immigrant students.

The critical factors, according to President Edwards, are 1) academic; 2) support and intervention; and 3) role models and research. The first requires knowledge of the linguistic framework that the student brings to the college, i.e. what is the student's ability in speaking, reading and writing his/her first language since that framework, it has been demonstrated, is a critical factor in the student's acquisition of a second language. The college has discovered that there is a substantive difference between the student who comes with the foundation of a traditional education in his/her native country and the one with a high school equivalency diploma but who has left school at the fifth or sixth grade level in the native country. Therefore, the college tests all students in Spanish upon entrance in order to determine the linguistic skills in that language. Then, the college uses the results of those tests to place students. At times using the bilingual model that it has developed, the college also permits some course work at the beginner's and intermediate levels to be given in ESL but meeting basic skills prerequisites is necessary for entrance into content courses in Spanish. The college has learned also that English as a Second Language instruction conducted in isolation or in a non-traditional setting, i.e. separate from the traditional academic process is ineffective and creates a process that must be aborted. In other words, it is necessary to ask students not to pass go and go on to the traditional academic route immediately. It is evident that language reinforcement can not be dumped exclusively on the English department but requires a conscious effort after the ESL course has been completed successfully by which the skills acquired can be reinforced in content courses. This is done in three or four programs at Hostos - for example, in Allied Health courses, in transitional ESL courses in the liberal arts, and in Vocational Education courses. Thus, access to content is provided and the college learned through a pilot project that the results are positive because of 17 students who took the CUNY Basic Skills exams after three semesters 16 passed. Finally, in the academic area the college has targeted tutorial support. All colleges and all Hostos students have tutorial support but with the ESL student such support can not be left to happenstance. The failure of such students to succeed in content courses is not due to lack of ability to deal with the subject matter but to a lack of language skills. What the college therefore provides is an integrated model called the FIPSE model since the original project that developed the model was funded through a FIPSE grant. The major portion of the college's tutorial resources is vested in this area and thus it is possible for the ESL student to handle the "killer courses" such as Physics successfully.

The second factor is support and intervention since most of the ESL students are being chewed up by the welfare system and lose precious time because of it. What the college has done is to help the student spot the problem and to bring it to the multi-service intervention center that the college has established. In addition, the college has struggled for day care facilities for its students. Child care is essential for this student population because otherwise it would be unreasonable to expect a mother to come to school and pay attention if she had no place to leave her child. The fact that the City and State have made funds available for child care facilities at the college has made the college's effort easier in the past year. In this area too, the college has some form of health care since it is very important to provide such services for an immigrant population that lacks confidence in, is confused by, and is unused to a large health system such as they must face in the New York environment.

In the third area - role models and research - President Edwards said that she was a proponent of affirmative action since she, as well as the Hostos staff, were convinced that if students never saw faculty who looked and sounded like them, they would never believe it possible that they could achieve such status or ameliorate their situation in some comparable way. They needed role models to do that. Therefore, the college tried to hire black faculty across the disciplines and in the administrative

areas. President Edwards said that it was her sense that CUNY has a moral obligation to ensure good and equal representation of minority faculty if it were to accomplish its missions. There must be a commitment to affirmative action from the top down and it must be an important factor in every search.

President Edwards then responded to questions and comments from the floor.

1) Professor Lea (English, Lehman) - " I should like to welcome you to the Senate and to say that I have a question that I wish to ask, but that I do so with some degree of fear and trembling because I have had other discussions about bilingual education and what I have said has been assumed to be the opposite from what I meant. My name is Gordon Lea and I am in the English Department at Lehman. As a result, I encounter not a few students from Hostos Community College and many of them are not anywhere near where they should be in language skills. Does Hostos follow its students who transfer to other CUNY institutions to see what happens to them after they do so? In addition, I have found that often there is little that the receiving college can do for these students since the attitude, the cultural assumptions of the students from the other college make effective communication impossible. How does one deal with that situation?" / In response to your first question you may have students with less than the needed skills but have you checked to find out whether or not they are graduates? There are students who leave without a degree and that is something students can do. At Hostos students can not take Freshman comp without passing the CUNY exam and the college can not take responsibility for transfers without knowing whether they are graduates or not. - As an aside I can tell you an anecdote. I encountered a student who came to us monolingual and who remained monolingual despite many years of work in English. That student finally left the college without graduating and transferred to another institution from which he graduated and then obtained a master's degree elsewhere. After all of that the student still was monolingual. With respect to follow-up of our students it is very difficult to do this. We have found them somewhere in the middle of the University average in terms of GPA but to know how many are still in the University is difficult. So far as the second question is concerned and what you said about cultural assumptions, I think that students behave the way we expect them to behave. At the college the very best teachers demand a great deal and they are not only the best teachers but they are loved and respected because they don't make the assumptions you make. Professor Lea rose to take personal exception to President Edwards comment insisting that she was misstating his remarks. President Edwards responded that she did not believe she was. After a further exchange Professor Lea desisted and President Edwards continued. One cannot make assumptions that there are built-in cultural behavior patterns. If students are treated with respect that is the basis for a future relationship. The assumption to which I refer is the one you identified Professor Lea, that is, that there are built-in cultural assumptions that inhibit academic success. 2) Professor Speidel (Geology, Queens) - "I am happy it was not me who asked Professor Lea's question. I have a linguistic comment about moralizing. A Senator here spoke to me about a student who spoke five languages and was illiterate in all of them. I also have a comment about articulation. Are you suggesting that the recently adopted revised articulation policy makes it possible for students to transfer without having graduated from the community college?" / No, I didn't put it that way. In general, it is better for students to finish their basic skills work before going to a senior college, but I am not sure if one University should be in the business of circumscribing student choice within the system. To keep students at Hostos is in the interest of the college but, I suspect, against the interest of the senior college to which the student wishes to transfer. I think too that there are students who are at different stages in their may arrive at a different stage and thus be ready for a different kind of experience. The student may not need the community college experience or education but requires some English language education that he/she can acquire at the community college but then be ready and need to move on. The key to articulation, I believe, is faculty sitting down with faculty to work out arrangements and that is what we are doing now. Professor Wasser interjected with an anecdotal comment. He said that he remembered a meeting between the Executive Committee of the Senate and the Council of Presidents' Academic

Affairs Committee at which the proposed revision of the articulation policy was being negotiated. At the crucial point in that discussion when both groups were searching for the right language to express their agreement on a particular statement, it was President Edwards who had found that language. He did not recall the specific point nor did President Edwards, but he remembered with pleasure her solution to the dilemma. 3) Professor Wimmershoff-Caplan (Law, Baruch) - "With respect to students' general background in language and any deficiency present have you identified the source of that deficiency?" / In general, we tend to find that if students come with a high school diploma or normal school degree they don't have a literacy problem but those who have dropped out of the system due to its structure do. And that deficiency is related to the structure and phonetic nature of the language. Remember though that "literacy" is one thing and "intellectual ability" another. 4) Professor Eisenberg (Mathematics, Kingsborough) - "To what extent do you offer courses in English as compared with Spanish?" / If it is all right I would prefer to respond to the reverse, i.e. in terms of Spanish versus English courses. The liberal arts courses given in the Latin American and Caribbean Studies area are virtually 100% given in Spanish. There are some in Psychology, Economics, Anthropology. Introduction to Business is given in English by a Spanish instructor but the courses in Spanish are limited to beginning and early intermediate ones. Professor Eisenberg further asked- "What is the proportion of women students versus faculty?" / With respect to faculty I guess it is something above 50%. Professor O'Riordan (Business, Bronx) interrupted - "I am from Bronx Community College and I doubt that is so at our college. Is it really that large at Hostos?" / I think it important to remember that Hostos is a much younger institution and that may account for the difference. 5) Professor Alsop (Biology - Queens) - "I wonder whether you think we need a third kind of institution - one that could deal with teaching ESL. Since in terms of entering students you divide them in terms of language proficiency versus intellectual ability, aren't you therefore putting students in a community college who need only English, but others need a high school education since they are semi-literate and don't those groups present very different teaching problems?" / I hadn't considered that. Off the top of my head I will try to respond. I'm not sure that dividing ESL from academic content is good. When all the work in ESL is done without content it deters the student's learning and progress. The student needs substance to keep him/her balanced and engaged. One could develop such an institution or pattern, but I think student involvement in the legitimate college experience is helpful. 6) Professor Kachuck (Education, Brooklyn) - "It is my experience that there can be built-in barriers and I am interested and excited by the feats of progress you described. There are a number of community college women faculty in departments such as chemistry and physics at Hostos where usually there are few and the same is true of students. Also, do you have a Women's Studies Program?" / We have the nucleus of a women's studies program; in chemistry we have a small department but out of three people, one is a woman; in data processing it is also 1/3. My guess is that since the community colleges don't tend to break down faculty by sex. Also the women students tend to enroll in traditional female departments although there are some in data processing. 7) Professor Rodriguez (SEEK, John Jay) - "I have found a number of students in the last few years from the Dominican Republic with good writing and reading skills but who lack speaking skill. Is it the same at Hostos?" / Yes. The comprehension is not as good as the passive skills. In the first language they are very good - at least of 22 we tested 18 were very good and this is a brand new phenomenon. 8) Professor Trefousse (History, Brooklyn) - "With reference to the students you describe as semi-literate - do such students belong in any college?" / Students come with basic skills deficiencies in their own language and that is the same throughout the University. Do the colleges have a role to play with respect to them? I am not sure that I can give you a definite answer, but I think that if one uses programs and curriculum strategies and so forth one can do something important. Students who a generation ago wouldn't have thought of college have the opportunity now to aspire to higher education, and we need to create a situation in which they have the opportunity to succeed. 9) Professor Hernandez-Miyares (Romance Languages, Kingsborough) - "If I remember correctly since I was at CUNY when Hostos was established, Hostos was to be

our first bilingual college and was to cater to students with a different basic language and I have to say that recently I met a learned physicist in Athens who is respected and regarded as an outstanding person in his field and he does not know any English. I myself have not mastered the English language, having come to this country many years ago, but I have some respect in my field and I have published books that have even earned some compliments for felicity of expression. 10) Professor Flashner (Economics, Hunter) - "As the buck passes I have encountered students who come to Hunter from a community college who are put in Intermediate Accounting although they are unprepared for the course. If they don't understand the questions in Intermediate Accounting, do they have the Elementary Accounting in English or not?"/ Principles I and II rely on some good basic mathematical skills and with those and logic, I think, they can do the work in Principles I but even having been through the ESL sequence, they are only ready to start accounting. The Principles II competency requirement has been met but what happens in Intermediate is that there is more comprehension and problem-solving and the like and the students' problem is that they have the language and the ability to conceptualize. In Chemistry, we have to tutor students until we find out the problem which is usually the mathematics. 11) Professor Muehlig (Business, Medgar Evers) - "What per cent of faculty speak Spanish and is it a requirement?"/ To answer the second first - No. With respect to the first about 1/3 is Spanish-speaking. It is not necessary or even good for students to be in an environment where all speak Spanish; they need exposure to the world as it is and to interact with some non-Spanish speaking people. It is a requirement in certain areas but not in all. 12) Professor Jaffe (Science, Borough Manhattan) - "You addressed articulation with respect to language and skills but what about the student who starts remediation at one community college and transfers to another community college, should the student complete all the remediation at one?"/ I have a problem in thinking about restricting student choice. I don't think we can deny students the option, for example, of moving from one college to another because it is more convenient. A student who starts at Hostos because he lives in the Bronx but then moves to Brooklyn should have the option of transferring to a community college in Brooklyn or the student who enrolls in dental hygiene and goes to one of the colleges that offers the program but who finds out that he hates teeth should be free to move to a college that offers a more desirable course. We shouldn't deny that student the opportunity to go elsewhere. I think that we are on the road to articulation between the community colleges and the senior colleges but I am not sure we have looked at the community colleges and that is something we need to work out.

Professor Wasser thanked President Edwards for her thought-provoking and stimulating presentation.

IV. Communications from the Chairman: Professor Wasser then reminded the Senate that an election was being conducted to select a member-at-large of the Executive Committee to serve the balance of the term of Professor Beryl Hunte who is on administrative assignment for the Spring semester. That election would be conducted during his report to the Senate. He therefore opened the floor to nominations. Professor Plissner (Student Development, Kingsborough) was nominated and duly seconded. There were no other nominations and the Secretary was instructed to cast a single ballot to declare Professor Plissner elected.

Chairman Wasser then continued his report. He spoke first of the Board of Trustees' meeting on January 27, 1986. At that time Chancellor Murphy announced two personnel changes. Deputy Chancellor Elam has resigned his position effective at the end of this month, and Vice Chancellor for Academic Affairs Barnett has resigned effective May 31 to assume the position of Chancellor of the University of Missouri/ St. Louis. Laurence Mucciolo, Vice President for Finance, Brooklyn College has been appointed Acting Deputy Chancellor. Presumably search committees for the permanent appointments to these posts will be constituted but, since the guidelines

on searches that were proposed by the Ad Hoc Subcommittee of the Board established for that purpose have not yet been reviewed or passed, the framework for those searches is not clear. It is clear that there will be a search for the permanent Deputy Chancellor position. The failure to bring the proposed guidelines back to committee in January after the rush to place them before the Committee in November - to which, you may recall, objections were made by the Senate, has not been explained and they are still up in the air so that the appointment of senior administrators is still not tied to written guidelines with the result that each search takes on an individual character. The meeting on January 27, Chairman Wasser continued, was of special interest to the Senate because among the actions of the Board was the appointment of Senator Hans Trefousse as Distinguished Professor of History at Brooklyn College. (Professor Trefousse received a round of applause and congratulations). Two other Distinguished Professors were appointed - John Corigliano, Distinguished Professor of Music at Lehman College, and Albert J. Cohen, Visiting Distinguished Professor of Sociology at John Jay College. With one exception the other items on the agenda were also adopted by the Board. The exception was a resolution proposed by the Committee on Student Affairs and Special Programs to establish guidelines for eligibility for Senators and Officers of the University Student Senate. The resolution was laid over in response to testimony of student leaders that was presented at the Board's Public Hearing on January 21 when the speakers asked for deferral of the item on the grounds that the chair of the University Student Senate had failed to inform or obtain the views of the campus student government bodies on the proposal. The student leaders who appeared at the January 21 hearing also expressed dissatisfaction with the leadership of their Senate for other reasons that arose from an internal problem with respect to the recently revised Bylaws of the Student Senate that permit the current leadership to extend its term of office through Spring 1986, instead of submitting to a January election as required by the former Bylaws. The Board took no action or position in response to that testimony, however, noting that it failed to respond to the guidelines for speakers at Public Hearings and that the Board did not exercise jurisdiction over those Bylaws. The result was that the action was postponed so that the Student Senate might have the opportunity to come back with a statement to the March meeting since there is no February meeting. In an aside, Professor Wasser stated that he did not fully understand the elimination of two meetings of the Board since the progress it was able to make did not seem to have been helped by that action, nor had the efficiency with which the Board operated improved.

Professor Wasser then announced that on February 13, the Board would hold its annual Borough Hearing in Manhattan at City Hall in the Blue Room. The hearing would last from 4 to 6 p.m. and was co-sponsored by Manhattan Borough President David Dinkins. He reminded Senators that those wishing to speak should notify the Secretary of the Board of that desire at 212-794-5450 by February 7. These hearings are mandated by law, he added, and they have a bit of the "show-and-tell" quality about them. The colleges in the borough, community leaders, alumni and other groups speak; occasionally there are fireworks. The last hearing - the Staten Island hearing - had a student who had travelled all the way from his college - York - to Staten Island to protest a failure to grant tenure to a professor at York.

Professor Wasser said that as the Senate knew, Governor Cuomo's Executive Budget 1986-87 had been delivered to the Legislature. Since Vice Chancellor for Budget and Finance Vivona was in Albany for the evening and therefore could not be present, the Chairman had asked Professor Picken, member-at-large of the Executive Committee and faculty member of the Board Committee on Fiscal Affairs which had been briefed by the Vice Chancellor, to report to the Senate. Vice Chancellor Vivona, he continued, would attend the February Plenary Session and all Senators would have received copies of the budget by that date.

Professor Picken then reported. The major highlights, he said, were as follows:

There is an increase of \$80.1 million or 12.8% in the proposed budget. The largest component of that increase, however, was committed to funding the collective bargaining increases and the cost of funding Medgar Evers as a senior college was also included and that increase was \$14.9 million. A second highlight is that tuition is held constant for 1986-87 except for the Law School where an increase of \$600 is recommended. Thirdly, the legislative initiatives that traditionally are eliminated from the Executive Budget are not all eliminated in this one which continues the Board of Education programs at the same level as in the current year.

A negative factor in the proposed budget is the continuation of the DOB's linkage of personnel and enrollment despite all of the University's efforts to secure a separation of these two elements. The result is a net reduction in positions of 8 but the recommendations for decrease mean the elimination of 150 teaching faculty and the positions added are in the support area for the most part. Of further concern to the Senate is the fact that almost all of the adjunct FTEs and dollars are transferred to the Central Office. The Vice Chancellor maintains that this was done by the DOB without the concurrence of the University but I intend to pursue this point since there is some question on it.

Among the minor features that should be mentioned, Senator Picken continued, were the fact that all legislative initiatives other than the support for Board of Education/CUNY cooperative programs were eliminated and that the details of the 1986-87 Executive Budget had not yet been made available although the Vice Chancellor had them.

Professor Picken then responded to questions from the floor. Professor Alsop (Biology, Queens) asked whether the Central Office could allocate all of the adjunct money as it wished./ I haven't asked but I intend to. Professor Speidel (Geology, Queens) asked whether one might assume that with respect to the adjunct budget that the differentiation in allocation would be based on students generated. He said too that there was a rumor that had disturbed those in the natural sciences and that was that the position of Grad Fellow was to be eliminated. Was this to be interpreted as the death knell for the Graduate School?/ As I understand the budget, it says nothing about Grad Fellows which are line positions as opposed to adjuncts who are not. There is a \$22 million increase that will be distributed among the colleges. Professor Jaffe (Science, Borough Manhattan) asked whether there really was a difference in the transfer of funds. If college "x" needs so many adjuncts and requests them could not the allocation be determined on the basis of those requests?/ There is a difference between the community college budgets and those of the senior colleges. The former have always been in the form of a lump sum but the senior college budgets are done by the State and each college receives an individual budget. Professor O'Riordan (Business, Bronx) asked whether the community colleges were included in the Governor's Budget and Professor Picken said that what he had said applied to the senior college budgets. Professor Lea (English, Lehman) asked whether the budget was characterized as good, so-so, or bad./ It is described as a standstill budget. Professor Wasser interjected that the forecast was that next year's would be terrible. He said too that he had pointed out that the newly adopted Executive Salary Schedule created a gap that broadened the existing one between faculty and administrative salaries. He had pointed this out at the Board meeting and although he knew that the reason for the new schedule was the need to make administrative salaries competitive nevertheless professorial salaries were lagging far behind. He added too that some of the programs in the University that depend on legislative initiatives were concerned about their future, for example, the Italian-American Institute that feared its fate, given the unfortunate sudden death of Senator Calandra who had been its legislative advocate.

V. Reports of Faculty Members of Board of Trustees' Committees: Chairman Wasser noted that these were available in written form.

VI. Resolution to Lift the Censure of President Shenker, La Guardia Community College: Professor Wasser said that the La Guardia delegation and the Department of Accounting/Managerial Studies at La Guardia had asked that a resolution to lift the Senate's censure of President Shenker be placed on the agenda for the session. He then called on Senator Timoni, a member of the Department of Accounting/Managerial Studies at La Guardia to present the resolution. Professor Timoni read the proposed resolution and moved its adoption. The motion was seconded and was subsequently put to a vote. It was adopted with one abstention. (A copy of the resolution is attached to these minutes).

Chairman Wasser then spoke to the national tragedy of the space vehicle's destruction and presumed loss of lives of the six astronauts and the civilian teacher-observer and called for a minute of silence in their memory.

The Senate then adjourned since there was no new business.

Respectfully submitted,

Jean Ellis