



# Corson Makes His Report On Long-Range Planning

## Text of Report In This Issue

The text of the report "Cornell in the Seventies: Goals, Priorities and Plans" is published as a 12-page supplement beginning on Page 5 of this edition of Cornell Chronicle. Because of space limitations, appendices to the report, including many supporting tables, could not be included this week. They will be published in the next Chronicle, May 5. Copies of the appendices will be distributed to appropriate FCR and Senate committees and local news media. They will also be available for public scrutiny at the reserve desks of Olin, Mann and Uris Libraries beginning April 23.

Cornell University President Dale R. Corson yesterday reported to the Executive Committee of the Board of Trustees on his recommendations for the future of the University.

At the meeting of the Executive Committee in New York City, he presented a 102-page document titled "Cornell in the Seventies: Goals, Priorities and Plans" that listed a number of basic goals for the University and contained in its recommendations:

—A student body size to be stabilized by the fall term of 1976 at the level of 16,500. This increase of 300 over the enrollment already established for the fall of 1973 will be accomplished at the rate of 100 per year, most of them at the transfer and graduate level.

—The faculty and staff size stabilized at the 1973-74 level, except where commitments already have been made. At the same time, high priority will be given to increasing the excellence of the faculty. New programs will be made possible by development of new funds, by savings in

other areas and by transfers of positions.

Many other recommendations to help chart the University's future follow at the end of the 11 chapters contained in the report, which is intended for preliminary discussion in the Cornell community before the final report is presented to the full Board in May.

In his memo transmitting the report to the Trustees, Corson reviewed the activities that led up to the document he presented. In March, 1971, the Long-Range Financial Planning Committee was formed under the chairmanship of Edmund T. Cranch, dean of the College of Engineering.

"This committee," Corson said, "spent

an extraordinary amount of effort, compiled a great deal of information, raised many difficult questions and made a series of far-reaching recommendations. We all owe much to this committee and especially to its chairman."

Since that report was issued last fall, response has been sought from all campus constituencies and from alumni.

Corson set up an administrative committee under the chairmanship of W. Donald Cooke, vice president for research and dean of the Graduate School. This committee reviewed the many documents received from the Cornell community and assisted Corson in identifying key issues. Corson said, "We have ... concentrated on those issues requiring the most immediate decisions in order to shape our course for the next few years."

He said, "There simply has been insufficient time to study, and to discuss with those most vitally concerned, such problems as the faculty tenure system and the means of insuring the continuous addition of young members to our faculty. There are many other issues and recommendations that must be studied and discussed in much greater depth than has been possible so far."

He said it became clear in this study that "the future is much too cloudy, and the factors bearing on our operation are changing much too rapidly, to permit detailed recommendations beyond a three-year period. Consequently the present report speaks in detail only to this period."

In his introduction to "Cornell in the Seventies," Corson described in broad terms his own views "on the goals we must have before us as we find our way through the next decade.

These broad general goals included:

Maintaining Cornell as a major research University...

Maintaining the excellence of the Cornell faculty...

Maintaining student excellence and diversity through new selection processes...

Regaining a sense of community for the University ...

Achieving change within the University through substitution rather than growth...

Developing a broader concept of Cornell's land-grant mission...

Improving Cornell's relationships with the state...

Developing a single administrative system to embrace statutory as well as endowed units at Cornell.

"Cornell must continue to be one of the  
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# Museum Dedication Set

The \$5 million Herbert F. Johnson Museum of Art at Cornell University will be dedicated May 23 and opened to the public May 25.

Among the dignitaries planning to take part in the dedication and related activities are Herbert F. Johnson, whose \$4.8 million gift in 1967 made the museum possible, and I.M. Pei, architect of the reinforced concrete structure which will provide six times the exhibition space of the University's recently closed Andrew Dickson White Museum of Art.

Johnson, a member of the Cornell Class of 1922, a Cornell Trustee Emeritus and Presidential Councillor, is honorary chairman of S.C. Johnson & Sons, Inc., the Johnson Wax company of Racine, Wisc.

Pei, founder of the New York City architectural firm of I.M. Pei & Partners, is considered one of the nation's leading architects. Among his firm's award winning designs are the Center for the Earth Sciences at the Massachusetts Institute of Technology (MIT) and the National Airlines Terminal at John F. Kennedy International Airport. Pei has also designed several museums, including the Everson Museum of Art in Syracuse and the major annex of the National Gallery of Art in Washington, D.C.

In addition to Johnson and Pei, numerous leaders from the worlds of art, education and government have been invited to the ceremonies. A luncheon for the invited guests will precede the dedication, which will feature comments from dignitaries and a serenade from the Cornell Glee Club.

Located at the northwest corner of



*The new Herbert F. Johnson Museum of Art.*

Cornell's Arts Quadrangle, the heart of the College of Arts and Sciences, the Johnson Museum rises six levels above the ground, providing panoramic views of Cayuga Lake and the hills and valleys surrounding Ithaca. Covering 20,000 square feet, it contains 20 exhibition galleries distributed on six levels, two of them below ground.

Its function as a teaching museum has been enhanced by the installation of climate control and elaborate security and fire prevention devices. According to its director, Thomas W. Leavitt, these measures will enable the museum to attract exhibitions of valuable and rare

works of art heretofore unavailable to the Cornell community and the residents of central New York, the public that the new museum will serve.

The museum's first exhibitions will highlight works from the University's own collections, which are strong in American and Asian art and the graphic arts, particularly prints. Major exhibitions, including one titled "Directions in Afro-American Art," are planned for the 1973-74 academic year.

In addition to the galleries, the new museum has an extensive open-air sheltered area between the second and  
*Continued on Page 17*

# Trustee Exec. Committee Summary Journal

SUMMARY JOURNAL for the meeting of the Executive Committee of the Cornell University Board of Trustees held April 18, 1973 in New York City.

(NOTE: This summary journal, as released for publication, does not include confidential items which came before the meeting.)

1. The minutes of the Executive Committee meetings held February 21 and March 15, 1973 were approved.

2. University President Dale R. Corson made a brief report on the status of the 1972-73 budget for the endowed colleges at Ithaca. His report indicated that the estimated deficit for the year, revised to \$316,000 at the March meeting, continued to be a realistic figure.

3. The Executive Committee approved the President's recommendation, pursuant to a recommendation of the Investment Committee of the Board of Trustees, that the 750,000 shares of unregistered Calspan common stock remaining in the University's investment portfolio be established as a separately invested fund benefiting the endowed colleges at Ithaca. The Executive Committee also approved the President's specific recommendations concerning the annual income distribution of these shares.

4. The President presented long-range planning recommendations to the Executive Committee for discussion. Since the recommendations were presented on an information-only basis, the Executive Committee took no action. (See story on Page 1. The full text of the Corson recommendations appears in this week's Chronicle, beginning on Page 5.)

5. Acting Provost David C. Knapp reported on the deliberations and tentative recommendations of the ad hoc committee to study the privacy of student records, with special concern for security and privacy within the new student information system. Knapp told the Executive Committee that the final written report of the ad hoc committee would be forthcoming shortly.

6. The Executive Committee discussed the President's recommended schedule of Committee meeting dates and full Board of Trustee meeting dates for 1973-74. The date for the July Executive Committee meeting was set for July 19 in New York City. There will be further discussion on the remainder of the proposed meeting dates.

7. The Executive Committee approved the recommendation from the graduate faculty and the Faculty Council of Representatives (FCR) providing for the establishment of a new degree, the master of professional studies (international development). The Executive Committee action is subject to approval by the New York State Board of Regents. (See story on Page 2.)

8. The Executive Committee approved the President's recommendation that the University administration be authorized to proceed with alteration of some 2,000 square feet of laboratory space on the third floor of the Cornell Medical College's Harkness Building at a cost not

to exceed \$79,000. The President recommended, with the approval of the chairman of the College's Department of Medicine, that the project be financed by appropriation of \$79,000 from the Guttman Fund No. 2. The Executive Committee approved the financing recommendation.

9. The Executive Committee approved the President's recommendation that the University administration be authorized to undertake architectural and engineering studies to establish the feasibility and means of renovating the Medical College auditorium (Room B-011) at a cost not to exceed \$8,000. The President recommended, and the Committee approved, funding the project from an appropriation from The Fund for Medical Progress.

10. The Executive Committee approved the President's recommendation that the University administration be authorized to retain a consultant to develop a master plan for campus outdoor lighting and furnishings, with specific design solutions for the highest priority lighting needs. The President recommended, and the Committee approved, an appropriation of \$30,000 from the Hurlburt Fund to finance this master plan development. The Committee further approved the retaining of the firm of Johnson, Johnson and Roy as project consultant. (See story on Page 18.)

11. The Executive Committee approved the President's recommendation that the University administration be authorized to construct a women's restroom, locker and shower facility in Barton Hall within a project budget not to exceed \$85,000, the funds to be allocated from State General Service funds (\$20,000) and the General Contingency Fund (\$65,000). (See story on Page 4.)

12. The Executive Committee approved the President's recommendation that the installation of roadways and related storm drainage in the Slim Jim Woods Pasture area of the Cornell Plantations be approved as the first phase in the development of the Plantations arboretum. The President also recommended, and the Committee approved, that the University administration be authorized to award a contract(s) for construction of these roadways and drainage upon receipt of bids provided they are within the approved budget. Funding for this project from the FRN Excess Gifts Account was approved by the Executive Committee on July 12, 1972.

13. The Executive Committee approved the President's recommendation that the University administration be authorized to proceed with major electrical renovations to comply with life safety standards and other improvements such as exterior painting and refrigeration repairs at University-owned property at 112 Edgemoor Lane occupied by Triangle fraternity. The President recommended, and the Committee approved, the funding of this project by \$12,000 advanced from Current Fund balances subject to repayment from

Housing Department Income over a five-year period with interest.

14. The report of the Buildings and Properties Committee was presented to the Executive Committee and the minutes for the meeting held March 15, 1973 were presented and approved.

15. The President recommended that several University areas and facilities be given memorial designations.

16. The President recommended a series of personnel actions. (See stories on Page 4.)

17. The President reported to the Executive Committee the results of the recent election for non-tenured faculty trustee in which Mary Beth Norton, assistant professor of history, was elected to a two-year term effective July 1, 1973. The Committee made a finding that the election had been fairly conducted and Professor Norton was representative of her constituency on the basis of a 40.25 per cent participation.

18. The President reported the sale by the New York State Dormitory Authority of \$5 million in Cornell University Issue, Series F, notes at 4.23 per cent interest to provide construction funds for Lasdon House at the Cornell Medical College.

19. The President reported that the University Senate has established the 1974-75 academic calendar. (See 1974-75 calendar on Page 2.)

20. The proceedings of the Joint Administrative Board of the New York Hospital-Cornell Medical Center for March 13, 1973 were presented for the information of the Executive Committee.

21. A report of construction contracts awarded from January 18 through March 15, 1973 was presented to the Executive Committee. (The report covered minor contract awards only.)

22. The Executive Committee approved the President's recommendation, subject to reconfirmation of support from the principal donor, that the University administration be authorized to proceed with rehabilitation of the Riding Hall and associated facilities at their present site. The Committee also approved the President's further recommendation that the University administration be authorized to negotiate a "turnkey" contract for rehabilitation and extension of the Hall and construction of new stables and a feedbarn. The project will be funded from Current Fund balances subject to repayment over a five-year period from gifts pledged in support of the project.

23. The Executive Committee took action on the voting of shares held by the University at upcoming stockholder meetings of five corporations: International Business Machine Corp. (IBM), Mobil Oil Corp., Eastman Kodak Company, International Telephone and Telegraph Corp. (ITT) and the Pittston Co. (See story on Page 3.)

## Academic Calendar 1974-75

Academic year begins	Aug. 22, 1974
Fall term begins	Aug. 27
Registration, new students	Aug. 29
continuing students	Aug. 30
Instruction begins	Sept. 2
Thanksgiving recess	Nov. 27 - Dec. 1
Instruction resumes	Dec. 2
Examination period	Dec. 13-21
Spring term begins	Jan. 21, 1975
Registration, new students	Jan. 23
continuing students	Jan. 24
Instruction begins	Jan. 27
Spring recess	March 22-30
Instruction resumes	March 31
Examination period	May 19-28
Commencement	June 2

## Career Calendar

Sign-ups are now being taken at the Career Center for informational meetings with the following schools:  
 Paralegal Institute — New York City, Monday, April 30.  
 Institute For Paralegal Training — Philadelphia, Tuesday, May 1.

## In International Development

### Trustees Approve New Degree

Cornell will establish, subject to approval of the New York State Board of Regents, a new Graduate School degree, Master of Professional Studies (International Development), M.P.S. (I.D.).

The Executive Committee of Cornell's Board of Trustees, at its meeting yesterday in New York City, ratified the degree program recommended by the Graduate School faculty and the Faculty Council of Representatives.

The degree is primarily meant for practitioners in administration, planning and applied research in (International Development), for practitioners in administration, planning and applied research in international development. Concentrations would initially be available in international nutrition, international population and international studies in policy planning and regional analysis.

The Cornell Graduate School receives an increasing number of inquiries each year about the availability of a degree program such as the M.P.S. (I.D.).

There is a large group of existing courses at Cornell into which these degree candidates would fit, he said. The degree requirements would be for 30 credit hours of work to be completed in a period of 11 to 18 months, with at least 24 hours of graduate courses or seminars and a six-credit project. Normally a candidate would take half of his courses in his concentration and half in an area such as development administration, development economics and communications. The academic performance required of these candidates would be the same as other Cornell graduate students.

Most students would be expected to have their own

financial support through their government or international agency.



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# University Announces Decisions on Proxies

The Executive Committee of the Cornell University Board of Trustees yesterday announced how the University will vote its shares at upcoming stockholder meetings of International Business Machine Corporation (IBM), Mobil Oil Corporation, Eastman Kodak Company, International Telephone and Telegraph Corporation (ITT) and the Pittston Company.

The Executive Committee decided how it will vote on Cornell-held proxies of these five corporations at its meetings in New York City.

The Executive Committee, taking into account the recommendations of the Joint University Senate-Trustee Investment Advisory Committee which met in New York yesterday, will vote against management on issues involving employee political contributions, and political lobbying. It will vote for management on issues dealing with greater shareholder involvement in nominating and electing boards of directors, greater shareholder involvement regarding a corporation's federal relations, donations to charitable and educational institutions, disclosure of the full text of annual meetings, the reporting claims made against a corporation, and reporting about mine safety and ecological effects of mining. On the issue of South African involvement it will vote once for management and once against management.

The Committee will vote against a shareholder proposal which would establish procedures for shareholders to nominate individuals for the board of directors of IBM. It will vote with management against a proposal made by the United Church of Christ requesting that IBM disclose its involvement with South Africa within four months of its April 30 annual meeting. However, the Committee will send a letter to IBM management reflecting its concern that information be released regarding IBM's South African involvement.

Another proposal made by the United Church of Christ requesting that Mobil Oil adhere to fair and equal employment practices without regard to race, sex, or religion and that in countries where under local laws or custom, discrimination by race, sex, or religion is practiced that the corporation request its affiliates to initiate affirmative action programs to achieve meaningful equality of job opportunities will be given an affirmative vote by the Committee.

In the case of a proposal calling for Eastman Kodak to describe how special funds are utilized for political purposes and to list contributions and their donations to these funds and payments made out of the funds to political

candidates, the Committee will vote against management and will call for disclosure. However, the Committee will vote for Kodak management and oppose a resolution requesting descriptions of company positions communicated to the federal government concerning unusually significant matters to the company be made available, and that Kodak list the names of each lobbying association with which it is involved and the names of corporate employees holding positions in the associations.

The Executive Committee will vote against ITT management on a proposal to affirm the political nonpartisanship of the corporation. It will vote with management against a proposal calling for an end to donations to charitable and educational institutions by ITT. The Committee also will vote against a stockholder proposal requesting that ITT board of director members be chosen by cumulative voting by the shareholders instead of appointment by the company.

The Committee voted, in the case of the Kodak and ITT shares, to send a University representative to the shareholder meetings of these two companies to vote the Cornell shares. The taking of this action by the Committee was meant in no

## For Planet Saturn Additional Ring Predicted

Two Cornell electrical engineers predicted at the meeting of the American Geophysical Union yesterday in Washington, D.C., that the planet Saturn is encompassed by a giant new kind of ring — shaped like a slightly squashed doughnut and, in absolute dimensions, larger than the sun.

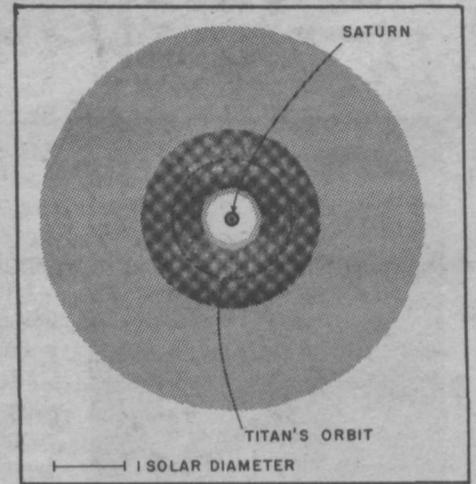
Thomas R. McDonough, research associate, and Neil M. Brice, professor in Cornell's School of Electrical Engineering, discussed the possibility of another ring around Saturn before a gathering of scientists from all over the United States. Their research was funded by the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA).

They said that the ring is composed of atoms of hydrogen gas, unlike the known rings of Saturn which are thought to consist of crystals of ice and grains of ice-coated dust. The new ring is invisible to us because of the interference of the earth's atmosphere, but, Brice argued, it should be visible to satellites in orbit around the earth.

The source of the toroidal (doughnut-shaped) ring is Titan, one of Saturn's 10 moons, which has an atmosphere of hydrogen and methane nearly as dense as the earth's atmosphere. Titan is the only

way to minimize Cornell's support of Project for Corporate Responsibility stockholder proposals in the Kodak and ITT cases, but to assure Cornell's control of its proxy votes on any or all issues beyond the Corporate Responsibility proposals which might surface at the meetings of these two companies.

The Committee will vote against the three proposals sponsored by the Field Foundation against the management of the Pittston Company. Proposals asking for a report on outstanding claims arising out of the Buffalo Creek, West Virginia flood disaster in February, 1972, which allegedly stemmed from the collapse of a Pittston-owned dam; calling for the



NEW RING DEPICTED — The shaded portion of this diagram represents the giant toroidal (doughnut-shaped) ring around Saturn, as described by two Cornell electrical engineers. The heavier shading near the center indicated the densest part of the doughnut.

moon in the solar system which is definitely known to possess an atmosphere.

McDonough and Brice hope that their announcement will initiate a search for the giant ring. Its discovery would prove that a satellite need not have a large gravitational field to maintain its atmosphere.

issuance to shareholders of a full summary of the company's annual meeting; and asking Pittston to report on potential hazards which may exist in the company's mining operations and to report on the effectiveness of the measures it is taking to correct ecological damage in the Appalachian region caused by its strip and deep mining procedures will be voted against by the Executive Committee.

The Joint Senate-Trustee Investment Advisory Committee also announced that it has tentatively scheduled a May 7 meeting to advise the Board on proxy issues pertaining to General Motors, Exxon, and Xerox Corporations.

# Corson Makes Report on Long-Range Planning

Continued from Page 1

major research universities in the country," Corson said but also noted that "to play a larger role and to deal more effectively with the problems (of society) which are so painfully obvious to everyone, universities must undertake new approaches."

He said "The real problems of the world cannot be tackled without bringing to bear all the disciplines relative to problems, whether law, history, engineering, economics, sociology or biology. We must learn how to undertake such research successfully without destroying the basic discipline-oriented departmental structure which is natural to a university setting."

Commenting on the faculty, Corson said, "Excellence of the faculty must continue at the top of our priority list. Without this, every aspect of the University is diminished."

He said further that, "One of our biggest problems will be that of maintaining faculty excellence in a period of limited growth or no growth in faculty size, when there will be little opportunity to strengthen emerging disciplines or to undertake new initiatives through additions to the faculty. One of our biggest tasks will be that of assuring growth in stature without growth in size."

The President said, "This limitation will severely restrict our flexibility to undertake new disciplines or programs or new initiatives within old ones... The hardest part of the change process (at Cornell) will be to change by substitution rather than by growth. In the most fundamental terms, this means the transfer of vacant faculty positions from one department or college to another."

Speaking on the diversity of the Cornell student body, Corson said that Cornell must maintain a selection process aimed at admitting students based on intellectual capacity. But he warned that as Cornell moves toward the national goal of "universal access, our definitions of selectivity are likely to change. We must continue to seek and to admit students we believe capable of high achievement at Cornell, but the selection process, to assure this capability, must be the subject of continuous study and reevaluation."

Referring to Cornell's land-grant mission, Corson noted that from the beginning of the University the mission has applied to all of Cornell.

"Broadly stated, the land-grant mission requires us to employ the methods and findings of scholarship and research to meet the problems of the people in their everyday life and work," he said.

"We must now ask whether there are

other areas of public concern where a land-grant institution such as Cornell can contribute to the welfare of the people and whether or not the entire University has the responsibility to undertake such an effort," he said.

He said he believed that unless Cornell expands its land-grant activities "at best our effectiveness and prestige in the state will be diminished and at worst we will lose our designation as the land-grant college of New York State."

Speaking of the relationship of the University to New York State, the President said, "Our status in formal dealings with the State of New York is complex, at times awkward, and often confused."

He emphasized the generous support received at Cornell (some \$40-million per year) for the statutory colleges but also warned that operation of those colleges at Cornell "is shaped to fit the pattern of State University, a university whose colleges are, for the most part, much different from Cornell. This produces distortions within Cornell."

Corson noted that, "With the good will and cooperation of the SUNY administration we have undertaken a joint effort to identify, clarify and hopefully solve our common problems," but cautioned that this effort "will inevitably

be a long and at times a frustrating task."

The President said that the fact that Cornell includes both endowed and statutory colleges "provides Cornell with problems that are large and opportunities which are enormous."

Among the problems referred to by Corson are different personnel systems, payroll systems, etc.

He said that, "We must move to consolidate and simplify these dual systems into a single system wherever possible. We have the potential (in doing this) to improve efficiency without increased cost."

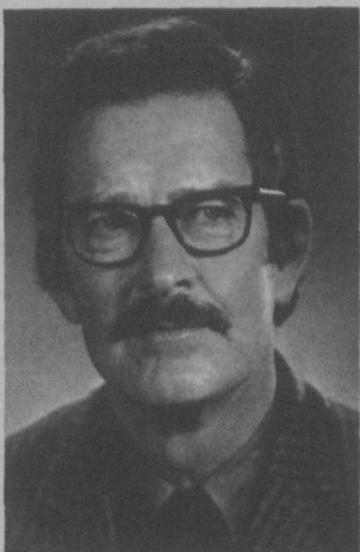
Corson also said that the endowed-statutory character of Cornell provides "opportunities afforded by the enormous academic resources of the endowed side of the University on the one hand and the statutory colleges on the other," and he urged "appropriate moves toward a one-university reality," stating that without it, "Cornell will never reach the full stature of which it is capable."

In his final basic goal, the President described the need to regain the University's "sense of community."

He said, "A University is more than a collection of lecture halls, libraries and

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## K. W. Evett Named Art Dept. Head



**Kenneth W. Evett**

Kenneth W. Evett, professor of art, has been elected chairman of the Department of Art in the College of Architecture, Art and Planning at Cornell for a three-year term starting July 1.

The appointment was approved by the Executive Committee of the University Board of Trustees at its meeting in New York City yesterday. Evett succeeds sculptor Jason Seley who is completing a five-year term as chairman.

Evett, whose paintings are in the permanent collections of numerous museums, has had his works exhibited at the Whitney Museum of American Art, the Metropolitan Museum of Art in New York City and the Corcoran Museum of Art in Washington, D.C. He has received critical acclaim for the three huge murals he painted on the interior of the Nebraska State Capitol Building in Lincoln in the mid-1950s.

He has had a number of one-man shows, including several in New York City where some 30 of his watercolors and drawings will be on exhibit May 13 through June 2 at the Kraushaar Galleries.

In addition to his paintings in both oils and watercolors, Evett has written numerous articles on art and art criticism. A number of his articles have appeared in *The New Republic*.

A member of the Cornell faculty since 1948, Evett was named associate professor in 1954 and professor in 1962. He taught at Salem College, Winston-Salem, N.C., for two years before coming to Cornell.

## To Perform in Prison

### Uba Visits Auburn

The United Black Artists (Uba), under the direction of Chestyn Everett, Langston Hughes Professor of Black Theater Arts at Cornell, will perform the original theatrical production, "Blackness is a Rainbow," inside the walls of Auburn Prison on Easter Sunday, April 22.

"This will be the most significant and meaningful contribution Uba has made in its history," Everett said. "You can't seriously talk about black awareness and contribution without considering our large black prison population," he said.

Interest in Uba at Auburn grew out of a class in drama and literature taught there by Everett and Norris Clark, a graduate student in English at Cornell, over the last two semesters.

"Prison superintendent Robert Henderson and deputy superintendent of program services John Miskell have been very cooperative in allowing our full cast (male and female) to perform," Everett said.

Auburn inmates will be responsible for printing programs, preparing the sound system and building a platform for the production, according to Everett.

"Blackness is a Rainbow," conceived by Everett, was first performed on Feb. 16 at Cornell. It was the third Uba production at Cornell. "To All Things Black and Beautiful" was performed in 1971 and "Who's Got His Own" in 1972.

## Fisher Will Direct Urban Research Unit

Gordon P. Fisher, professor of civil and environmental engineering at Cornell, has been named the first director of the University's Center for Urban Development Research.

The appointment, approved at yesterday's meeting in New York City of the Executive Committee of the University Board of Trustees, is for a two-year term starting June 1. Fisher will devote his time primarily to the center and reduce his duties with the College of Engineering.

The center was established in the summer of 1970 to enable the University to expand its research, training and services in the area of urban development.

The center has been under the acting directorship of Barclay G. Jones for most of the time since its establishment three years ago. Jones is also chairman of the Department of Policy Planning and Regional Analysis in the College of Architecture, Art and Planning and will continue his research activities in the center.

A member of the Cornell faculty since 1948, Fisher is a specialist in transportation systems engineering and traffic flow theory, engineering economics and systems analysis.

He was head of the Department of Environmental Systems Engineering from its inception in 1966 until January, 1971. Before that he served six years as associate dean of engineering and was responsible



**Gordon P. Fisher**

for the formation of the University's Water Resources Center.

Cornell's center has recently received support for four research projects totaling \$309,823 under a joint funding arrangement with the New York State Urban Development Corporation (UDC) and the Ford Foundation.

Other support from the U.S. Environmental Protection Agency, the U.S. Public Health Service and the Exxon Education Foundation bring the total sponsored research and training programs on-going within the Center to more than \$800,000.

The center is housed in a three-story building at 726 University Ave. at the north end of campus.

significantly increased over the past several years. Women now have restricted use of the visiting team locker room in Teagle Hall. The planned facility, containing a locker room and showers, will enable women use of a permanent, all-day shower and locker room of their own.

Plans for the new facility in Barton, a state-owned building, must be approved by the State University of New York.

## Job Opportunities At Cornell University

The following are regular continuing full-time positions unless otherwise specified. For information about these positions, contact the Personnel Department B-12 Ives Hall, N.W. Please do not inquire at individual departments until you have contacted Personnel. An equal opportunity employer.

POSITION	DEPARTMENT
Senior Administrative Secretary, A-17	Africana Studies & Research Center
Senior Administrative Secretary, A-17	University Counsel
Administrative Secretary, A-15	University Development
Administrative Secretary, A-15	Engineering Dean's Office
Administrative Secretary, A-15	University Unions
Administrative Secretary, A-15	Hotel Administration
Department Secretary, A-13	College of Architecture, Art & Planning
Department Secretary, A-13	Scholarships & Financial Aid
Department Secretary, A-13 (2)	Computer Science
Department Secretary, A-13	Law School
Department Secretary, A-13	Arts and Sciences — Admissions
Department Secretary, A-13	Electrical Engineering
Steno A-11	Hotel Administration
Steno A-11	University Development
Steno II, NP-6	Poultry Science
Steno II, NP-6 (2)	Education
Steno II, NP-6	ILR
Steno II, NP-6	Vegetable Crops
Steno II, NP-6	Community Service
Steno II, NP-6	Education
Steno III, NP-9	Human Development & Family Studies
Senior Clerk A-12	Office of Academic Funding
Account Clerk	B & P Telephone Division
Principal Clerk A-14	Dining
Records Clerk A-11	Support Services
Head Account Clerk, A-15	Office of the Dean of Students
Administrative Clerk, A-16	Personnel
Cerk III, NP-7	ILR
Keypunch Operator, A-13 (3)	Controller's Office
Computer Operator A, A-16	Student Information Systems
Searcher I, A-13	Olin Library
Searcher/Editor	Library
Library Assistant III, A-15	Library
Library Assistant III, NP-8	Library
Curatorial Assistant (7/1/73)	Museum
Program Aide, NP-5	Extension NYC
Assistant	Affirmative Action
Assistant Counsel	University Counsel
Senior Auditor	Auditor's Office
Counselor	ILR
Statutory Facilities Engineer	Controller
Assistant Director	Scholarship & Financial Aid
Associate Director	University Development
Director, Engineering College	Engineering Admissions
Minority Programs	University Health Service
Staff Psychologist	Engineering Dean's Office
Director of Engineering Projects	Office of the Dean of Students
Assistant Dean of Students — Student Activities & Fraternities	Office of the Dean of Students
Residential Area Coordinator for Counseling & Program Development	Office of the Dean of Students
Associate Director	Laboratory of Ornithology
Business Manager	Laboratory of Ornithology
Assistant Auditor, A-26	Auditor's Office
Research Associate	Consumer Economics
Extension Specialist U-8	Entomology
Lab Technician I, NP-8	Vet College
Research Technician V, NP-17	Agricultural Engineering
Research Technician III, NP-12	Veg Crops
Programmer II, A-21	MSA
Experimentalist II, NP-15	Plant Pathology
Dining Manager	Dining
Research Associate U-20	Veterinary Pathology
Technical Aide I, NP-9	LAMOS
Groundsman NP-6	B & P
Electronic Technician, A-19	CRSR
Lab Technician I, NP-8	Vet College (Kingston)
Registered Nurse	Health Services
Sr. Electronics Technician A-19	Applied Physics

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## Women to Get Barton Showers

The Executive Committee of the Board of Trustees approved the construction of a women's rest room, locker and shower facility in Barton Hall at its meeting yesterday in New York City.

The present women's rest room facility in Barton is inadequate for concerts and other public events which draw upwards of 10,000 people.

In addition, use of Barton and Teagle halls for women's intercollegiate athletic events, physical education classes and informal recreation has

# Cornell in the Seventies: Goals, Priorities and Plans

## LETTER OF TRANSMITTAL

April 18, 1973

TO: *Executive Committee of Board of Trustees*

FROM: *Dale R. Corson*

SUBJECT: *Cornell in the Seventies: Goals, Priorities and Plans*

Every institution of higher education in the country is probably going through a period of introspection and Cornell is no exception. Not since the Depression forty years ago have so many difficult problems faced universities and colleges as has been the case in the last few years. For the first time since World War II Cornell faces the prospect of no growth or at most limited growth, and as we look beyond the present decade, there is at least the possibility of reduced demand and reduced enrollments.

Over a year ago we took the first step in evaluating our position by forming the Committee on Long-Range Financial Planning under the chairmanship of Professor Edmund T. Cranch. This committee spent an extraordinary amount of effort, compiled a great deal of information, raised many difficult questions and made a series of far-reaching recommendations. We all owe much to this committee and especially to its chairman.

The committee's report was submitted to the Faculty, to the University Senate, to the Deans' Council and to the Alumni for formal reactions. In addition, many individuals volunteered their own comments, many of them reflecting carefully thought-out positions on various committee recommendations. Also, a large number of staff studies were undertaken in order to understand more fully some of the issues raised by the committee as well as to explore the implications of its recommendations.

Dozens of reports and thousands of pages concerned with the committee's report have been received over the past three months. There has been limited time to digest the responses and to distill a set of recommendations to the Board of Trustees. One important study, for example, became available less than one week before this meeting, at which my initial recommendations were scheduled for presentation.

My administrative colleagues and I, with as much consultation as time permitted, have sought to find the common themes in the various responses and to concentrate on those issues which have the greatest interest to significant fractions of the community. We have also concentrated on those issues requiring most immediate decisions in order to shape our course for the next few years. There simply has been insufficient time to study, and to discuss with those most vitally concerned, such problems as the faculty tenure system and the means of insuring the continuous addition of young members to our faculty. There are many other issues and recommendations in the earlier report which must be studied and discussed in much greater depth than has been possible so far.

The recommendations presented here are for discussion only. They will be submitted to the same campus groups as was the *earlier report*. I propose to consider the new responses as soon as they are available, to modify the present recommendations if it seems appropriate and to submit the same or appropriately modified recommendations to the full Board of Trustees for action at its meeting on May 24. I propose further to continue our study and discussion of the many remaining problems and issues for appropriate action in the future.

One fact, became clear early in the deliberations which led to the present recommendations. The future is much too cloudy, and factors bearing on our operation are changing much too rapidly, to permit detailed recommendations beyond a three-year period. Consequently the present report speaks in detail only to this period.

Increasing limitation on the aspirations of all components of the University brought us to this point in our long-range considerations. In such a situation we must establish priorities that emphasize the well-being of the entire institution. In some cases the intensive

evaluation of the total operation pointed up changes that should be made regardless of the financial situation.

At every stage, boldness can result in serious problems if expectations do not materialize. Excessive caution, on the other hand, can result in lost opportunities. The choice is never easy.

No one can be certain just what resources will be available to the University, what other responsibilities not now recognized will be thrust upon us, or what new limits will be imposed on our freedom of action. Our projections are subject to these limitations.

To an important degree, Cornell's health and development depend upon the active support of its many constituencies. We depend upon both the state and federal government to furnish some \$1.8 million of institutional support each year, in addition to the \$40 million appropriations for statutory college operations and \$36 million of research and training contracts. The University has come similarly to completely depend on some \$4 million in annual giving for general operating purposes plus \$7 to \$8 million of gifts for restricted purposes, and about \$8 million annually in capital gifts for endowed chairs, new construction projects, scholarships, and the like. In the current year we are expecting an extraordinary \$16-\$17 million of capital gifts. In our planning we have taken the bold assumption that annual giving will increase by 8 percent per year and that gifts which can be capitalized for the production of unrestricted income will continue at levels of \$14 to \$20 million annually through 1978. Unfortunately, despite these assumptions, our projections suggest that Cornell will be hard pressed to operate solely on the basis of current income. Indeed, over the three-year period 1975 to 1977 it may be necessary to use some \$2 million of unrestricted capital in addition to the capital which is now routinely applied to operations through application of the "total return" concept in operation of the Capital Fund.

This outlook dramatizes four principles: First, we must be unremitting in our efforts to operate with maximum efficiency and effectiveness, particularly in the area of support costs and services, to assure that every dollar spent is necessary and spent to good effect. Second, we must continue the search both for new sources of unrestricted income and for opportunities to achieve major savings through inter-institutional cooperation, phasing out of secondary programs, and fuller cost recovery for special services. Third, our many enterprise-type activities must, overall, continue to pay their own way. Finally, we need the goodwill and financial support of our alumni and of the state and federal government. In particular, we look toward the creative implementation of the recommendations of the Keppel Commission and of the New York State Regents for expanded state support to New York's private institutions of higher education and to its university students through scholar incentive grants.

The strategy for the period through 1978 embraced within this report emphasizes stabilization — in our enrollment, in our faculty, and in the general scope of our program and its supporting components. This is necessary to assure that the valued core of Cornell's program is not eroded; we have achieved a worldwide reputation in many fields of scholarship and we must preserve the best of what we have achieved. But this cannot be a standstill period while we await some more favorable turn in events. There must be procedures on a continuing basis to re-examine programs, to update offerings, and to move into new fields. Some recommendations to this end are incorporated in the chapter on Academic Affairs.

With the present state of rapid change and the heavy dependence on decisions external to the University, it is difficult to predict even the short-range future. Even in the short time since the Committee on Long-Range Financial Planning completed its deliberations the pressure for growth in statutory college enrollments has relaxed and a series of major gifts has provided continuing income which relaxes somewhat the financial pressure.

Universities have been in difficulty before and yet we have the best system of higher education in the world. American scholars and scientists dominate their fields. No other nation has undertaken the task of providing

opportunity to such a broad segment of its youth, and it is impossible to believe that this commitment will be rejected. The commitment to education, science and the search for rational solutions to social problems runs deep in our society. Therefore we should approach our present problems with optimism for the future.

With so many proposals received from such a variety of sources, it is inevitable that there are major disagreements about the best course of action or about the extent of the gamble we should accept. Once decisions have been reached, I hope there will be a reasonably united front in meeting our internal and external challenges.

Many of the statements in this report are based on data which have been accumulated in the course of the effort. Because of its voluminous nature, this back-up material will be presented separately. It will be available to all interested members of the community.

Finally, I wish to point out that the digestion of the Long-Range Financial Planning Committee recommendations, the preparation of staff studies bearing on those recommendations, the distillation of the common concerns and suggestions reflected in the extraordinarily vigorous response to the earlier report, have all been done by my administrative colleagues while they carried on their normal duties. I want especially to note the role played by Mr. Jackson Hall and particularly by Vice President Cooke, who directed the entire operation which has made presentation of these initial recommendations possible.

## INTRODUCTION

*Historical Perspective.* Cornell is probably as complex a university as exists in this country. It is neither public nor private — it is both, and has been since its founding in 1865. It was endowed initially with public funds from the sale of federal land and with the private funds and land of Ezra Cornell.

As the land-grant institution in New York State, we have a mandate from both the federal and the state governments to provide instruction in "agriculture and the mechanic arts" on the one hand, and in the "liberal arts and sciences" on the other. We also have the responsibility to perform research and scholarship for the advancement of knowledge as well as the responsibility to apply the products of research and scholarship to the problems of society and to bring these new-found insights and understandings to the people who need them.

These broad responsibilities rest on all of Cornell. Three decades before the first state-supported unit was established at Cornell, the requirements to engage in the specified types of instruction, research and public service were written into the Cornell Charter.

This mixture of public and private support, of instruction and scholarship, of research and public service have evolved over the last hundred years into a nearly unique blend of a liberal arts college with a galaxy of professional and specialized schools and colleges. This evolution has been characterized by a special spirit which has served to give Cornell a distinctive character, cherished by those whose lives have been influenced by Cornell. The evolution has also been characterized by a degree of tension between public and private, between liberal and professional, between public service and the classroom — a tension which has led at times to conflicting attitudes and conflicting objectives.

The spirit of Cornell, and the embodiment of at least a part of Cornell, was stated eloquently by Professor Carl Becker, in his address on April 27, 1940, at the 75th Anniversary Celebration of the signing of the Charter. Professor Becker said:

"...The essential quality of a great University derives from the corporate activities of ... a community of otherwise thinking men. By virtue of a divergence, as well as of a community of interests, by the sharp impress of their minds and temperaments and eccentricities upon each other and upon their pupils, there is created a continuing tradition of ideas, and attitudes and habitual responses that has a life of its own. It is this continuing tradition that gives to a University its corporate character of personality, that intangible but living and dynamic

influence which is the richest and most durable gift any University can confer upon those who come to it for instruction and guidance."

Becker further summarized the essential role of the University as follows:

"There is indeed no reason for the existence of Cornell, or of any University, or for maintaining the freedom of learning and teaching which they insist upon, except insofar as they serve to maintain and promote the humane and rational values which are essential to the preservation of democratic society, and of civilization as we understand it."

The other side of Cornell, the side that in part distinguished it so completely from its sister institutions at its founding, is embodied in the Charter:

"The leading object of the Corporation hereby created shall be to teach such branches of learning as are related to Agriculture and the Mechanic Arts, including Military Tactics, in order to promote the liberal and practical education of the industrial classes in the several pursuits of life. But such other branches of science and knowledge may be embraced in the plan of instruction and investigation pertaining to the University as the Trustees may deem useful and proper."

Ezra Cornell summed up the concept with his statement at President White's inaugural as follows:

"I hope we have laid the foundation of an institution which shall combine practical with liberal education, which shall fit the youth of our country for the professions, the farms, the mines, the manufactories, for the investigations of science, and for mastering all the practical questions of life with success and honor."

*Present Situation.* Thus Cornell evolved for a hundred years until the decade of the 1960's which was one of unprecedented growth and of great turbulence in higher education in the United States. The rapidly changing demands and pressures on higher education brought about by this growth and turbulence, together with an even more rapidly changing pattern of financial support and public attitude, was accompanied by rampant economic inflation which left most institutions reeling. They are now seeking to stabilize themselves, to define their future objectives, and to clarify the means of achieving those objectives.

This is precisely where Cornell is today. We have survived the storm better than many institutions but uncertainty about the future has brought us to the point of greater self-examination than we have ever attempted before. Guided by the rich tradition of the past we need to redefine the goals toward which we must work, and we need to assure the resources which will enable us to attain our goals. We are at a point in our history where decisions must be made with these goals in clear focus before us, and with understanding of all that the decisions imply.

The Committee on Long-Range Financial Planning took the first large step in this direction. We take the next step with this set of recommendations which accommodate both the community response to the earlier report and the circumstances which have changed since that report. Everyone must understand that this is only the second step in what necessarily will be a long series of steps — steps which must be taken after further study and when some of the fog surrounding higher education has cleared.

The following introductory paragraphs represent my views on the goals we must have before us as we find our way through the next decade, a decade that will be difficult at best. The recommendations which follow these introductory statements speak only to the next three years. State and national policy, economic uncertainty, public attitudes and student requirements are too unclear to permit detailed planning beyond this point.

*Nature of the University.* Cornell must continue to be one of the major research universities in the country. The commitment to the development of new knowledge and new insights is one of the principal factors which distinguishes a university from a liberal arts college. This commitment is the special province of graduate education — a part of Cornell's mission which has been conducted with distinction from the beginning. To learn the attitudes and the techniques necessary for successful attacks on the problems of scholarship, students must work with, and apprentice themselves to, faculty members who are themselves immersed in such problems — problems which are at the frontiers of the relevant fields. The greater the scholarly achievement of individual faculty members, the greater will be the stimulation of their graduate students.

Research, scholarly work and graduate study are somewhat discredited these days but this is a temporary

distracted. The country needs a continued output of people with quality graduate education and it needs both basic research and research applied to a large number of pressing technological and social problems. These problems can and should be attacked by universities through both teaching and research activities.

Part of the public disenchantment with research stems from the inevitable tortuous path from fundamental understanding to applied technological and social solutions. The immense investment in research appears to many to have produced little of direct value to them. The impact is usually indirect and rarely obvious. The problems besetting society are obvious, however, and the public tends to believe research useless unless it produces solutions. To play a larger role and to deal more effectively with the problems which are so painfully obvious to everyone, universities must undertake new approaches. Some of our research — and some of our teaching — must be "problem-oriented." The "real" problems of the world cannot be tackled without bringing to bear all the disciplines relevant to the problems, whether law, history, engineering, economics, sociology or biology. We must learn how to undertake such research successfully without destroying the basic discipline-oriented departmental structure which is natural to a university setting.

In discussing research and the problems of society one must not neglect the importance of scholarly work in areas which appear far removed from the immediate problems of the day — areas such as the humanities, the arts and the fundamental parts of the basic sciences. The insights and understandings of ourselves and of our world which these fields can bring to us can be the most important of all.

In discussing graduate education and its importance, it is worth noting that Cornell is unusual in having one of the highest ratios of undergraduate to graduate enrollments among the major universities. The fact that Cornell has achieved distinction in scholarly areas and still maintained this emphasis on undergraduate education is a tribute to the quality and dedication of our faculty. In this connection it is important to mention the importance of scholarly work related to the teaching function itself — whether in the production of up-to-date textbooks or in the development of experimental and innovative approaches to teaching and learning. The distinction and effectiveness of the institution can often be enhanced as much by these activities as by disciplinary research.

*The Faculty.* Excellence of the faculty must continue at the top of our priority list. Without this, every aspect of the University is diminished. Excellence, of course, is an elusive quality and impossible to define with precision. The first consideration, however, is scholarly achievement. This is what distinguishes a university from a liberal arts college. The ability of a university to attract outstanding new faculty members, its ability to attract outstanding students and to attract financial support all depend on the scholarly achievements of the faculty.

The manner in which these scholars interact with their students, in the classroom and out, determines the degree to which the institution is a truly great university and the degree to which the students are stimulated to outstanding achievements is the degree to which faculty members' achievements are amplified through the achievements of their students.

One of our biggest problems will be that of maintaining faculty excellence in a period of limited growth or no growth in faculty size, when there will be little opportunity to strengthen emerging disciplines or to undertake new initiatives through additions to the faculty. One of our biggest tasks will be that of assuring growth in stature without growth in size. The *sine qua non* will be the continuous addition of young members to the permanent faculty, and development of the means to assure such additions must have a high priority for our attention.

*The Students.* The Cornell student body has always been characterized by its diversity. The students come from diverse social backgrounds, they have diverse educational goals and they come from all over the country and from all over the world. This diversity must continue. It will inevitably be more difficult to achieve, however, as the cost of education increases without an adequate increase in the amount of available financial aid. Unfortunately, our national objective of universal access to higher education has so far not been accompanied by student aid funds adequate to realize the objective. To maintain our diversity, we will have to concentrate effort toward the provision, through one means or another, of the necessary financial aid. This is particularly important as we enter the period of stabilized enrollment projected in these recommendations.

We have made significant progress in recent years in increasing the fraction of our students from economically disadvantaged and minority groups. This fraction is still short of the national or state fraction of such students in the population, however. Until more financial aid is available we will not achieve a student body characteristic of the socio-economic mix of the general population.

Our students have one characteristic in common. They have been selectively admitted insofar as intellectual capacity is concerned. We must continue to admit students selectively, but as we move toward the national goal of universal access, our definitions of selectivity are likely to change. We must continue to seek and to admit students we believe capable of high achievement at Cornell, but the selection process, to assure this capability, must be the subject of continuous study and re-evaluation. More significantly, methods of instruction which will result in high achievement are likely to require study and modification as well. Traditional instructional techniques which facilitate high achievement by students from the secondary schools we have known in the past may be inadequate for the growing number of students from secondary schools which have not ordinarily sent students to universities such as Cornell. Furthermore, we need continuous interaction between those charged with the instructional problem and those charged with the selection problem.

It may be necessary to adjust to a portion of our enrollment being part-time adult or off-campus students or professionals seeking newer skills.

*Flexibility for Change.* The detailed recommendations which follow these introductory paragraphs, paragraphs which outline broad goals for the future, are designed to move us forward over the next three years in the directions specified. A principal feature of the recommendations is stabilization of the faculty at or near its present size. This limitation will severely restrict our flexibility to undertake new disciplines or programs or new initiatives within old ones. Continuous change, however, is essential in any vital university and the present period with its rapidly changing social concerns and its rapidly changing concerns about higher education may call for even greater change in the universities than has characterized them in the past. How do we approach this problem? There is no easy solution.

The hardest part of the change process will be to change by substitution rather than by growth. In the most fundamental terms this means the transfer of vacant faculty positions from one department or college to another. Only patience, good will and intelligent determination of priorities can make such a process operate successfully.

*The Land-Grant Mission.* From its beginning Cornell has been the Land-Grant College in New York State. The responsibilities specified in the introduction to this paper are the responsibilities of all of Cornell University. As pointed out there, they were written into the Cornell Charter three decades, before the first state-supported college was established at Cornell. With the passage of time, however, many have viewed the land-grant responsibility as resting on the statutory colleges, particularly on *Agriculture and Human Ecology*. The improvement of the food production system through the land-grant system of research plus extension services has been dramatic. We must now ask whether there are other areas of public concern where a land-grant institution such as Cornell can contribute to the welfare of the people and whether or not the entire University has a responsibility to undertake such an effort.

Broadly stated, the land-grant mission requires us to employ the methods and findings of scholarship and research to meet the problems of people in their everyday life and work. This broadly applied concept raises many interesting questions. What can a university such as Cornell do to help improve the secondary school systems in the cities? Do we have any responsibility to bring the world of arts and letters to the general public? Can we help give people at large a firmer base on which to build their own value systems? With the growing importance of public service television, do we have either an obligation or an opportunity to focus attention on the use of this particular medium of communication?

We must address these questions and a hundred others like them about the meaning of the land-grant responsibility in the last third of the 20th century.

In my own view, if we continue to rely on the county agent-cooperative extension mechanism, even though it is a high-quality operation, as our primary means of discharging our land-grant status, at best our effectiveness and prestige in the state will be diminished and at worst we will lose our designation as the Land-Grant College of

New York State.

*Relationship to New York State.* Our status in our formal dealings with the State of New York are complex, at times awkward, and often confused. The state supports us generously with nearly \$40 million per year — equivalent to the income from an endowment of \$800 million — for the statutory colleges. Without that support Cornell would be a much lesser University. The administration of these colleges, however, is complex in the extreme. The sections of the New York State Education Law regulating these colleges specifies their objectives, reserves the ownership of facilities to the state, but gives Cornell University complete authority to administer the total program of the colleges — with "whatever state monies may be received for the purpose." The same statutes give the State University trustees "general supervision over the requests for appropriations, budgets, estimates and expenditures" of these colleges. That the system works so successfully is a tribute to the ingenuity, goodwill and hard work on the part of all concerned with the operation.

As budgetary stringencies mount and as the obligations of both the state and of the statutory colleges become larger and more complex, the Cornell-State relationship grows more difficult. The budgeting process appears to be conducted at times without regard to the objectives specified in the controlling legislation. The operation of the statutory colleges at Cornell is shaped to fit the pattern of State University — a university whose colleges are, for the most part, much different from our statutory colleges. This produces distortions within Cornell. For example, we have an artificial and outmoded system of paying for instruction back and forth across the endowed-statutory boundary. We have many other policies which vary widely from one side of the boundary to the other.

With the goodwill and cooperation of the SUNY administration we have undertaken a joint effort to identify, clarify and hopefully solve our common problems. Cornell's relationship to the state extends far beyond SUNY, however, and the problems in many other areas require attention as well. We must identify the problems as clearly as possible and move ahead as rapidly as possible with what will inevitably be a long and at times frustrating task.

One of the requirements for a successful attack on our state-relations problems is for the availability of competent people to undertake the task. This requirement for more administrators runs counter to the view held by many that we have let various external and internal circumstances lead us to an already top-heavy administration.

*One University.* The combination of endowed and statutory colleges provides Cornell with both problems that are large and opportunities which are enormous. We have two personnel systems, two payroll systems, two fringe benefit programs, two accounting systems, two public-relations programs. Consistent with resolution of the problems with New York State, we must move to consolidate and simplify these dual systems into a single system wherever possible. We have the potential for improved efficiency without increased cost.

More important are the opportunities afforded by the enormous academic resources of the endowed side of the University on the one hand and the statutory colleges on the other. One has only to look at the campus-wide resources in such fields as economics, sociology, psychology, nutrition and business management to see the potential of our total strengths — if the strengths can be focused on common efforts at curricular coordination and combined research programs. Only in the Biological Sciences has such an effort been attempted — with a successful if complex structure and with a distinguished faculty and a greatly improved curriculum as a result.

The appropriate moves toward a one-university reality are not necessarily clear but without a concerted effort in this direction, Cornell will never reach the full stature of which it is capable.

*A Sense of Community.* A university is more than a collection of lecture halls, libraries and laboratories; it is a community of scholars, students, administrative staff and employes, all dedicated to the central theme of teaching and learning. Above all it is a community of people.

The Cornell community atmosphere has had a special quality from the beginning, partly from the unusual academic nature of the University, partly from the physical setting of the University, and partly from the particular individuals who were attracted to the University. In the past decade, when growth has been so rapid and the sheer number of people on the campus has increased so rapidly, when the times have been so turbulent and the alienations so severe, this community

atmosphere has been eroded. Now we must regain it.

Several important steps have already been taken. The creation of residential colleges, the establishment of the University Senate, with its Division of Campus Life, the addition of students to the Board of Trustees, are all moves in this direction. We must seek an atmosphere of mutual trust, honesty and respect. There must be an awareness of common purpose and personal identification with rewarding experiences. All of us concerned about Cornell and about the people who are Cornell must have the importance of a growing sense of community firmly fixed in our minds and in our actions.

One aspect of this sense of community and one which is especially important to the academic quality of Cornell concerns the relationship of the faculty to the central administration and to the college administrations. A major strength of Cornell, and one that has distinguished it from many universities, is the collegiality of its faculty, resulting probably from its strong sense of independence, the relatively compact size of academic departments, the isolation of the Ithaca location and, at least in the beginning, a common bond in a special academic venture. This faculty cohesion, coupled with a cooperative interaction with the college and central administrations, could present a powerful force in coping with the current problems facing all academic institutions.

In recent years the faculty-administration rapport has deteriorated, partly from internal strains within the faculty but more importantly from the increased preoccupation of the central administration with a series of crises, both internal and external, which has distracted it from its essential academic focus. Campus turmoil and dissent, necessary interaction with federal and state officials to preserve Cornell's interests, and the ever-present requirement to assure adequate financial support have all contributed to the distraction. These activities have been unavoidable but the price has been neglect of more central questions.

The distractions have not abated nor is it likely that they will any time soon. Nonetheless, the present isolation of the senior administrative officers from the faculty must be reduced. I propose to move in this direction to the maximum degree possible and I shall consult the Deans and the faculty leadership about the means. Careful study of the assignment of responsibilities among the senior administrative officers will be a first step. Again the question of additional administrative help to share the various burdens in the face of an already large administrative staff complicates the solution.

*Conclusion.* In the light of the basic goals I have highlighted, Professor Becker's closing paragraph, at the end of his 75th anniversary address, is as appropriate now as it was then. He said, "These considerations make it seem to me appropriate ... to recall the salient qualities which have given Cornell University its peculiar character and its high distinctions; and in conclusion, to express the hope that Cornell in the future, whatever its gains, whatever its losses, may hold fast to its ancient tradition of freedom and responsibility — freedom for the scholar to perform his proper function, restrained and guided by the only thing that makes such freedom worthwhile, the scholar's intellectual integrity, the scholar's devotion to the truth of things as they are and to good will and humane dealing among men."

Dale R. Corson  
President  
April 18, 1973

## Chapter I THE PUBLIC CLIMATE, AND PUBLIC SUPPORT

Higher education is described by Earl Cheit, now at the Ford Foundation, as having reached middle age — past the great period of growth in the '60's and into the problems of adjustment. Fiscal crisis is a dominant feature of the campus. There is no faculty growth to make way for new tenured professors. New programs can be established only at the expense of old ones. Management efficiency, and "accountability" are the new watchwords.

The transition from growth to steady state was extremely rapid and, in Cheit's words, "hardly graceful." The factors accelerating the transition, said Cheit are declining rate of income growth, rising cost pressures, changes in attitudes toward higher education, and a substantial drop below the projected enrollment rate caused by rising costs, changed attitudes, a slack job market, and a new draft situation.

In setting the perspective for the change in public climate, Cheit points out that the universities are in a sense the victims of their own success. The growth which began following World War II and continued through the

'60's was a product of deliberate public policy, beginning with the G.I. Bill to meet the educational needs of war veterans, and later responding to the nation's need for scientific, technical and defense skills as perceived in the post-Sputnik era. Higher education was able to meet these enormous challenges of national need and purpose without sacrifice in quality.

"Ironically," Cheit says, "success has generated some new problems and illuminated some old ones:

"—justifiable pride in the achievements of our mass system is giving way to complaints about impersonal instruction;

"—delight with the rapid expansion of graduate work has become a lament that undergraduates are being neglected;

"—enthusiasm for financial support for graduate students has been soured by complaints that it is mainly a method of exploiting labor;

"—patriotic feelings that accompanied scientific work for the federal government has been supplanted by feelings of guilt about complicity of a large educational establishment with the military-industrial complex;

"—the autonomy of our institutions, which made their excellence possible, is now criticized as an unfair, clumsy, and expensive form of governance;

"—what academics laud as a reduction in loss of talent is being criticized as a new form of waste. We are now accused of giving a college education to many more people than need it for the labor market;

"—the question arises about the large institutions which performed admirably in absorbing so many students, thus producing new forms of irritation, is more better?" Indeed, the whole society is being forced to come to terms with growth and its effects on the quality of life.

Public attitudes toward higher education, as reflected by elected representatives, have unquestionably changed in the past few years. On the basis of the available evidence, however, these attitudes are still generally positive.

Substantial slippage in higher education's ranking among national and state priorities is the principal manifestation of the change. President Nixon obviously feels, for example, that improving fiscal soundness through a balanced national budget is more important at the moment than increasing the levels of federal support to higher education.

The reasons for the decline are complex and probably are rooted in such factors as reduced cold-war tensions and the problems of "success" as described by Cheit — including a sense that the nation has already made huge and productive investments in education and has thus largely met its needs and obligations. Tensions bordering on hostility which were generated a few years ago by widespread campus unrest have receded, but still undoubtedly affect attitudes.

The specific evidence that higher education is still in good general repute can be found in current and recent legislative action. The Education Amendments of 1972, passed by Congress and signed by the President in June 1972, authorize the most comprehensive package of federal financial supports to higher education in history. Although only a fraction of the funding necessary to carry out these provisions is expected to materialize, the measure still could not have passed Congress without a basic climate of goodwill towards education.

A similar attitude of basic goodwill is evident in Albany, a state capital which has put into effect the most comprehensive program in the nation of state assistance to public and private higher education. Recent conversations by university presidents with the legislative leadership and the Governor indicate a deep and sustained commitment by these leaders to the welfare of higher education.

There are, however, some areas where attitudes and actions are not so favorable.

The Department of Health, Education and Welfare and its Office of Education have made it clear that general institutional aid and graduate education are at the bottom of their priority list for aid to higher education. Highest on the list are disadvantaged students and developing institutions that are especially oriented to disadvantaged students. The next priorities go to community colleges and vocational and continuing education.

Federal training grants, traineeships and fellowships for graduate education are being largely phased out. Cornell is losing some \$4.5 million per year from this source, with the decline spread over a four-year period as commitments to individual students are terminated.

Basic Educational-Opportunity Grants for needy students, a new program of grants ranging from \$200 to \$1,400 per student per year, depending on family ability

to pay, appears likely to be funded. At the same time, however, the intent seems to be to abolish the existing Educational-Opportunity grants and direct loan programs. It is not clear at this time whether this will mean any additional support in total dollars for Cornell students.

Bankhead-Jones funds, intended to strengthen teaching at land-grant institutions, has been producing some \$200,000 per year for the endowed colleges and \$150,000 for the statutory areas for Cornell. Even these funds are in jeopardy, since both the administration and some members of Congress have expressed the desire to end this program.

There also is a growing expectation that the federal government will move toward increased controls over the spending of federal funds on higher education. If the federal government should follow the lead of some states in demanding standards of educational productivity and service to narrowly defined public missions as the price of federal support, Cornell and other institutions would have to think hard about the values of that support.

At the New York State level, two of the most important sources of aid for Cornell are the "Bundy Program" of direct aid to institutions based on the number of graduates, and the Scholar Incentive Program which provides vouchers to students from low-income families. There appears to be support in Albany this spring for some increase in both of these programs, depending on the state's fiscal condition. At best, this increase is expected to be modest. Bundy money currently totals approximately \$1.9 million per year in a Cornell budget of nearly \$200 million. Cornell students currently receive approximately \$1.5 million per year under the Regents College Scholarship Program, about \$750,000 under the New York State Scholar Incentive Program and roughly \$200,000 under the Higher Education Opportunity Program.

Private institutions in New York have been put on notice, however, that future financial aid may come with a set of constraints, so far unspecified, attached to it. There are increasing signals from Albany that institutions must be "accountable" for public funds they receive beyond the fiscal accountability normally expected. As an example the possibility of a state tuition control system has been discussed.

One of the "public missions" discussed most often is that of providing access to post-secondary education for all New York students. This objective is pursued by Cornell and other institutions with substantial use of their own funds for financial aid to those who demonstrate need. There is a limit, however, to how much the University can do without outside assistance. There is also a point at which the quality standards of the institution become jeopardized, either through the lowering of admissions standards, the diversion of funds needed for academic programs, or excessive increases in the student-faculty ratio.

A critical question for all those concerned with the future of Cornell University will be whether new forms of federal and state aid, as they are proposed and implemented, will bring with them such major constraints as to make those forms of aid unacceptable to us.

#### *Relations with New York State*

In the introduction of this report, Cornell's responsibilities as the land-grant institution of New York State were discussed. These responsibilities for instruction, research and extension describe the broad outlines of the University's relationship with the state.

The focus of this broad relationship centers on the statutory colleges at Cornell because they are units of both Cornell and SUNY.

By law, Cornell University has administrative responsibility for the statutory colleges. The state's budgetary process, however, requires that funding proposals for the statutory colleges, after being approved by the Cornell University Board of Trustees, must be further reviewed by SUNY and the State Division of the Budget before being presented to the State Legislature for final consideration. Thus, Cornell's administrative responsibility for the statutory colleges is to a degree shared on fiscal matters with SUNY and other state agencies.

Although this relationship is complex, past experience indicates that Cornell can work with SUNY and other appropriate state agencies to insure the ability of the statutory colleges to fulfill their mandated missions. It is clear, however, the responsibility for achieving this effective, cooperative effort rests with Cornell as the administrator of the colleges.

The course to be followed by Cornell in achieving a more effective, cooperative relationship with SUNY and other state agencies was described by the University Board of Trustees at its March 1973 meeting when it

approved a series of policy recommendations developed by its State Relationships Committee.

The administration, together with the deans of the statutory colleges, has begun to implement the directives of the Board of Trustees. Real progress has been made but we cannot realistically expect to achieve all of the Board's directives over a short term.

The reexamination of the role of Cornell, endowed as well as statutory, as the land-grant institution of New York State is underway. Preliminary results of this study are reflected in the introduction of this report. In the future, the administration looks forward to assistance from an appropriate faculty group as it continues this attempt to redefinition.

The administration has scheduled a series of meetings that will involve key operating officials of SUNY and Cornell in the continuing examination of Cornell's land-grant role as well as its administrative responsibilities for the statutory colleges. These meetings have as one of their purposes the development of administrative, personnel and budgetary procedures for the statutory colleges that will be more compatible with those of the endowed units at Cornell. In this regard, a personnel study has been initiated which is expected to determine the feasibility of developing a single program of job and salary classification for all University units. The State University of New York has indicated an interest in and a willingness to cooperate in this effort.

Procedures are being developed to make the Board of Trustees, through its State Relationships Committee, more fully involved in all policy determinations affecting the statutory colleges. For example, the State Relationships Committee is scheduled to review preliminary budget proposals for the statutory colleges at the end of April. It is also planned to involve the State Relationships Committee, to the greatest degree possible, in all statutory college considerations including budgets, personnel matters, capital projects and academic planning.

The statutory colleges are in the process of developing long-range master plans, which will be included with the administration's revision of the Cornell University master plan to be submitted to the state this summer.

At present, the central administration is reexamining its organizational structure and, as part of this effort, special attention will be given to the need for providing the most effective possible mechanism of liaison and coordination between the statutory colleges and the central administration as well as between Cornell, SUNY and other state agencies.

Finally, special attention should be given to what has been and should continue to be the most essential attribute of Cornell's relations with the state. For more than a century, the University has recognized its responsibilities as the land-grant institution to the people of New York. At the same time, Cornell has maintained its right to decide for itself how it will respond to its broadly stated public responsibilities. In the future, Cornell must maintain an awareness of its public mission as well as its legislated independence from government control or direction.

## **Chapter II MANDATED COSTS**

The purpose of this presentation is to share with the community some of the people that have a significant influence on the University budget but over which there is little control. Little of this information is available except to those in the administration who have the responsibility for coping with the difficulties. It is hoped that this presentation will bring a better understanding of this difficult area to a wider segment of the University.

In the preparation of a budget for any organization there is always a large percentage of the total available funds over which there is little control. Substantial commitments from one year to the next leave the amount of flexible money as a relatively small portion of the total amount. In addition, a significant portion of the budget, involving millions of dollars, is determined by forces external to the University. Unfortunately, these costs have been escalating at rates beyond normal inflation.

Within that continuing fraction of the budget there are variations in the rigidity with which financial commitments are necessary. In those cases where adjustments are required by law, such as increases in Social Security benefits, there is no choice. Similarly, there are commitments to staff benefits such as retirement, health insurance and the staff children's tuition plan. The University has no control over the rapidly rising costs of major items such as utilities, although consumption can be reduced as was recently done in lowering the level of heat in buildings. The cost of maintenance could be reduced, but the savings accruing

in the short run would have more serious negative effects on future budgets.

Increases in costs resulting from governmentally mandated programs are becoming a major financial burden. In recent years there has been a trend to bring educational institutions under the same legal controls as those applicable to profit-making organizations.

Legally mandated employee benefits over which the University has no control include Social Security, Disability Benefits, Workman's Compensation and Unemployment Insurance. The combined costs of these programs increased rapidly compared to other expenditures and more than doubled from \$600,000 to \$1.3 million over the past four years. The increase in Social Security benefits effective in January, 1973, will add an estimated \$250,000 annually to the unrestricted budget and future increments are already included in existing legislation. Unemployment Insurance became applicable to Cornell's staff in 1971 and in 1972 coverage was extended to the faculty. This program unpredictably required \$300,000 from the 1971-72 unrestricted budget. Cost trends involving employee benefits are shown in Appendix II.

In the past few years Cornell came under a number of new or modified legislated programs, such as the Affirmative Action Order, the Animal Welfare Act, the Fair Labor Standards Act, Regulations on the Use of Human Subjects, and Occupational Safety and Health Act and the Emission Standards Regulations.

The estimated costs directly resulting from the Affirmative Action Law alone are about a quarter of a million dollars, exclusive of data processing. The indirect cost in administrative and faculty time is undoubtedly far larger.

The new Animal Welfare Act has necessitated far more rigid requirements on the use of animals in research and will probably result in much greater centralization of animal records, inspection, purchasing and care. Most of these costs, but not all, will be borne by research grants and contracts.

The Fair Labor Standards Act establishes minimum wages, requires time-and-a-half payment for work in excess of 40 hours per week for non-exempt employees, and requires standardization of payroll procedures. There is no disagreement with these regulations as they regard requirements for the fair treatment of employees. The major and costly impact from a fiscal viewpoint is the requirement for additional administrative staff, record-keeping, inflexibility of operation and centralization of responsibility. The cost of a new payroll system which was required by this act resulted in the expenditure of a substantial amount of unrestricted money.

Another impact of the Fair Labor Standards Act is Wage and Salary Equalization. This facet of the program, sometimes called "Equal Pay for Equal Work," coupled with Affirmative Action, may require a reclassification of all positions and associated wages across the University. This will be an expensive undertaking and will require close to one-half million dollars. External consulting will be necessary because of the expertise and experience required for this task.

The regulations on the Use of Human Subjects, while requiring little money, resulted in an additional burden on the Office of Academic Funding and a further diversion of faculty time and effort to administrative procedures.

The Occupational Safety and Health Act will bring the University under much stricter standards of safety. Anyone who has had experience with industrial safety standards can understand the implications involved with this new program. It is difficult to estimate the financial impact of the legislation, but it could be millions of dollars. As a minor example, effective January 1973, this law mandates ground-fault interruption on electrical distribution systems which will require a capital investment of \$50,000 to \$100,000. Again, the primary effect will be restraining current operational procedures, particularly in the areas of scientific research. It is estimated that air-pollution regulations will require an additional million dollars in capital and operating expenses in the coming years.

Revisions in the tax laws which are currently being considered could have far-reaching implications on the possibility of receiving major gifts in the future. Under current regulations, there are appreciable advantages accruing to the donor who makes a contribution to an educational institution. If the proposed changes were to eliminate or reduce these advantages, this important source of income would be jeopardized.

Recent changes in laws on veterans' benefits require that most vacant positions at Cornell be filed with the Federal Unemployment Office. This has placed an additional burden on the Office of Personnel Services.

The recent devaluation of the dollar has had a profound effect on acquisitions in the library. As with any major library, a large amount of money is spent on foreign material which is essential for high-level scholarship and research. Two years ago the University Libraries spent \$450,000 for foreign books and periodicals. Because of the devaluation of the dollar \$540,000 would be required today for the same purchases.

There are plans in the local community to improve the quality and capacity of the present sewage-treatment system. When this change is made the charges to Cornell for sewage disposal will escalate far beyond present levels.

Programs such as Health Insurance, Group Insurance, the Cornell Children's Tuition Scholarship Program and Retirement added an amount just short of \$1 million to the unrestricted budget over the past four years. As a result of the pattern of growth of Cornell, the cost of the retirement program will increase at an unusually high rate over the coming years and will require additional funds involving many millions of dollars.

As another example, the cost of legal service, both internal and external, has escalated at a disproportionate rate. The widespread changes in attitudes regarding real and imagined legal rights have placed an increasing burden on the University Counsel's Office. All universities have had the same experience. Even if a complaint is not well-founded, it still requires time and effort on the part of the legal staff to establish that fact.

All of the programs described are desirable and worthy. They do, however, have a major impact on the budget and the control largely depends on forces that are external to the University. The direct impact on the budget is only a portion of the cost. Almost every new regulation puts additional strain on the administrative resources of Cornell to comply with the law.

The other effect is one of centralization of responsibility. As a general rule, administrative functions are best performed by those close to the operating unit who are aware of the needs of the unit, are more readily available and have a better understanding of the problems as they arise. Unfortunately each new legal restraint forces us in the direction of more concentration of responsibility to be assured that the University is complying with regulations.

It is not expected that the intrusion of the outside world on universities will decrease and there is every indication that the trend is in the other direction. Within the year we will probably be faced with the necessity of supplying to state and federal agencies far greater information on our students, faculty and facilities than we now have available. The result will be inevitable. New requirements will be placed on the staff, additional administrative computing time will be necessary, and additional funds will be required for a function that will have little direct benefit to the institution.

### Chapter III ENROLLMENTS AND THE SIZE OF THE UNIVERSITY

The size of the student body is an important factor in determining the nature and character of an academic institution. Over the past decade both internal and external pressures for increased enrollments have been great and will probably persist until college-age population levels off in the late seventies.

During much of Cornell's development, individual colleges and academic units expanded for their own reasons and often without consideration of the total impact on the institution. At the present level of enrollment, it is time to make a decision which emphasizes the importance of the nature of the institution and takes precedence over the desires of its individual academic units.

It is anticipated that the total Ithaca enrollment which was 15,800 in the fall of 1972 will be 16,200 in the fall of 1973. This level was decided many months ago and is irreversible. Beyond 1973-74, enrollments will be restrained so that by 1976-77 there will be 16,500 students. Beyond 1977, it is hoped that enrollments will remain at the 16,500 level. However, since there have been continuously increasing enrollments for the past two decades, we are moving into an uncharted area. What stresses, both academic and financial, will arise are uncertain and can only be evaluated after the experience.

The recommendation of the Long-Range Financial Planning Committee that enrollments increase to 17,500 over a five-year period included consideration of the New York State enrollment goals of an additional 800 students in the statutory units. Since the committee submitted its report the state has eased its pressure

considerably and now desires only modest incremental goals. This change in attitude may well have resulted from the fact that earlier state projections for expanding enrollments in SUNY units and even community colleges have not been realized.

Another important recent change at Cornell is the increase in large gifts which will provide additional income to help offset the loss in tuition from expanded enrollments.

The choice of 16,500 as a stabilized enrollment level is a decision that will affect individuals according to their own assessment of the effect of enrollments on the nature of the University. Some will think that Cornell should not increase in size. Others will think that the effect of remaining at this level will be too restrictive in terms of financial restraints and the impact on the aspirations of academic programs. Few will deny, however, that at some point in time a decision to limit growth must be made. The only alternative to making such a decision is a continuously expanding enrollment, with uncertain long-range financial implications and a postponement of the day of reckoning when the facilities of the campus are obviously unable to accommodate the enhanced population of students, faculty, and staff.

The increase of 300 students will be accomplished selectively by keeping the number of freshmen essentially constant and admitting more students at the upperclass and graduate levels where there is greater capacity for absorbing increased numbers.

The admissibility of transfer students to Cornell cannot be ignored. The state system of community colleges is a relatively new educational experiment, at least in the magnitude of its scope, and cannot be frustrated by a policy which would exclude the transfer of qualified students to four-year institutions. If the pressure for increased opportunity for transfer students increases, it may be necessary to decrease the number of freshmen.

At the same time the University must recognize that students at all levels feel more free to interrupt their collegiate career. This may mean making adjustments in curriculum, particularly in spring and summer semesters, to enable students to re-enter the University at those times. The objective should be to achieve steady enrollment throughout the academic year, which is necessary for "steady state" University operations, as well as to accommodate student schedules.

While there will be a continued desire on the part of the faculty to increase graduate enrollments, it is expected that the massive loss of support which we have already experienced and the phasing out of what is now available, will make expansion in this area unlikely. There may, however, be some internal shifting of student interest. We will be fortunate if the graduate student population is sustained over the next few years. It may be that professional master's degrees will be more attractive to college graduates, but this may be balanced by a loss in students at the Ph.D. level, where sustained financial support is necessary. It should be realized that the incremental cost of increasing graduate enrollments is low because the facilities and staff for accommodating them already exist in most areas.

There are other secondary effects that will evolve from stabilizing enrollment. While some colleges may have adequate faculty and facilities for additional freshmen within their own units, the impact of expansion on the overall University capacity must be considered. The expansion of enrollments in any college of the University which would exceed the ability of the biology and chemistry departments to absorb the students in introductory laboratories must be seriously evaluated. In such a situation a marginal number of students could necessitate the expansion of facilities and the addition of new faculty and supporting staff.

To achieve a reasonable distribution in the use of available facilities and to prevent the shifting of transient student choices from resulting in new and costly capital construction, it may be necessary for colleges to minimize this stress by exercising some selectivity in the admission process. Cornell cannot be in the position of admitting students who, once matriculating, are not able to enroll in the introductory courses necessary for their academic concentration. Nor is it possible to build and expand physical facilities in response to short-term variations in student interest. The capacity for students should be expanded only after a sustained period of examination indicates that there has been a fundamental change in student interest. This suggestion is primarily limited to the sciences because of the inflexibility of undergraduate laboratory space. While the selection of academic major by applicants is tentative and frequently changes, these transfers are invariably in one direction. Freshmen rarely transfer into scientific areas. This fact

increases the feasibility of adjusting to the tight situation in undergraduate laboratories in the admission process.

The stabilizing of enrollments which will result in the loss of additional income, involves an increased uncertainty of attaining a prudent level for the operating budget. It is hoped that this deficiency will eventually be made up in additional gifts and support from other sources. Over the past years, enrollment increases of three or four hundred students per year has supplied substantial amounts of new money to the operating budgets and has facilitated expansion of the operation. The loss in tuition income will eliminate this important margin of unrestricted funds. However, it will also protect the University from having to make significant capital outlays and expanding facilities for increased numbers of students.

However, less new money will be available and this fact coupled with the loss of autonomy in the desires of the academic units for more students will require the understanding and cooperation of all.

#### Recommendations on Enrollments

1. That the growth of student enrollments beyond the 16,200 expected in the Fall of 1973 be limited to a total of 300 additional students through Fall Term 1976.

2. That the enrollments of freshmen across the University be maintained at approximately the 1973-74 levels and that the projected increase be at the transfer and graduate levels. If it is necessary to accommodate additional transfer students the number of freshmen will be reduced.

3. That steps be taken in curriculum planning, admissions, and financial aid to accommodate both the more flexible study and work patterns of the student body and concurrently to maintain an approximately constant enrollment throughout the academic year.

### Chapter IV TUITION AND FINANCIAL AID

The cost of attending Cornell is an important issue. It is a matter of great concern to students and, for undergraduates, to their families, who generally provide the money. It also has an important influence on the type of student who matriculates. This affects the character of the institution.

There is too much emphasis paid to the tuition figure only. The total cost includes not only tuition, but fees, room, board and incidental expenses. In the endowed divisions at Cornell, for example, tuition for this year is \$3,000. However, the Office of Financial Aid estimates that the average expenditures for room and board are \$1,500 and other incidental expenses add an additional \$700, for a total of \$5,200. In the statutory colleges the total estimated expenses for a New York State resident are \$3,400. It is these amounts of money, rather than merely tuition, that applicants and their families must consider in making a choice as to which college or university to attend.

When one speaks of the effect of the level of tuition on the accessibility to Cornell it should be realized that the question applies primarily to those students from higher-income families that do not require financial aid. This group represents approximately one-half of the student body. For the other half of the students who do receive financial aid the situation is more complex and the level of tuition and even living costs has less effect as will be discussed subsequently.

In setting a level for the expense of a Cornell education there are two major factors that must be considered. One is the necessity of defraying to some reasonable degree the operating expenses of the University so as to prevent an unwise drain on endowment funds. In the present economic situation the cost of services which are labor-intensive have risen at a higher rate than other prices, or something over six percent annually in recent years. Since universities are labor-intensive operations it can be assumed that the increased cost of running the institution will be higher than other types of costs and will probably increase at a rate of at least six percent per year for the foreseeable future unless there is a major change in economic trends.

The other important factor is the ability of higher-income families to absorb the increasing expenditures for education within their own budgets. Since income from tuition is such a large percentage of unrestricted income, if this ability were impaired it would eventually be necessary to decrease the rate of growth of the University budget. Over the past five years the annual increase in the cost of attending Cornell has been about 7 percent in the endowed units and 8 percent in the statutory colleges. This rate of increase is too high to be maintained in the present circumstances.

However, it does appear that under current economic conditions a 6 percent, or even slightly higher, annual

increase for educational expenditures would not exceed the growth in disposable income for those families which do not require financial aid. In addition, given current economic trends, the number of families with sufficient income to send a daughter or son to Cornell particularly in the endowed colleges has been increasing over the past few years.

For the other half of the students, whose families do not have the financial resources to attend Cornell without financial aid, the situation is far more complex and there are more subtle implications that affect that composition of the student body. Cornell is underrepresented in students from families of both the lower quarter (\$0-9,000) and middle half (\$9-20,000) of the income distribution when compared to national family income norms. But to a large degree this is not a result of either financial aid policies or the level of tuition. The major reason is the relatively large percent of applicants from high income families. The assessment that financial aid policies are not the cause of this bias is underscored by the fact that the percentage of those who accept admission to Cornell is statistically independent of family income and size of the financial aid package.

The relatively high cost of education is not the primary barrier to attendance at Cornell for those with financial aid. The University subscribes to the principles of the College Scholarship Service by which a detailed analysis of the economic situation of each family determines the amount that it is capable of contributing to the cost of education. Once this level is established, the difference between the family contribution and the total costs of attending a specific institution is made up in the form of a financial aid package. By this procedure the financial accessibility to all institutions that subscribe fully to the principles of the College Scholarship Service is uniform.

For families in the lower half of the national income distribution, the outlay of money necessary to attend an Ivy League institution is approximately the same as that required to commute to a New York State community college.

The average family of four persons with the age of the head 45 to 64 years old (this grouping was chosen as the closest one in the U.S. Census categories to represent typical families of college-age children) had a mean income of \$13,950 in 1971. Currently the College Scholarship Service would indicate that such a typical family would be able to contribute about \$2,000 to the educational costs for a daughter or son. Since this is close to the total cost of attending a New York State community college on a commuting basis, the \$2,000 could be used in this way. On the other hand if the student went to an Ivy League institution where expenses are estimated at \$5,000, the same \$2,000 would be required but the difference would be made up by financial aid from the institution.

It is only those higher-income families which would be expected to pay full educational costs at any institution which can save money by choosing a lower-cost college or university.

The future of this system for equalizing educational opportunity depends on the financial stability of the private institutions and their ability to continue to fund financial aid at the level required to eliminate discrepancies in accessibility. In the fall of 1972 Cornell did not have the necessary resources to make the process completely workable since about 9 percent of the admitted students with demonstrated financial needs were offered admission with no financial help. (Thirty percent of these students did attend somehow or other.) The cost of the elimination of the admit-deny category would require about \$400,000 per year in a steady state. However, there has been a rapid decline in the number of admit-deny students at Cornell over the past few years and this decrease is expected to continue.

The financial accessibility of a Cornell education and the ultimate cost are not necessarily the same. For virtually all students there is a loan component in the financial aid package. For the entering freshman class in the fall of 1972, the average student with aid in the endowed colleges had a scholarship of \$2,200, a loan of \$801 per year and a campus job for \$140. About twenty-five percent of the aid packages included jobs paying an average of approximately \$600. For the average student in the statutory colleges these figures were \$1,047, \$660 and \$121, respectively. The size of the loan component has increased from about \$540 in 1968 for endowed students to \$801 in 1972. For students in the statutory colleges the increase has been from \$441 to \$660 over the same period. These increases are considerably beyond the rate of inflation.

The ultimate effect of increasing indebtedness on

young people and young families is unknown because loans have not previously attained such high levels. About two-thirds of the undergraduates receiving degrees in 1972 left Cornell with loan commitments and an average debt of \$2,500. The size of this debt is not much different from the national average. While it is not an intolerable sum for many, there is considerable inequity in the system. For those who go on to graduate school and accumulate further debts, the problem becomes more difficult. For those students who marry other students, the combined debt is a difficult burden for the young families. The new government loan programs that allow borrowing up to \$1,500 per year or a total of \$6,000 for an undergraduate degree would seem to create a difficult burden. The question that must be asked is what the attitudes of future alumni will be toward Cornell when they are forced to absorb such an enormous long-term debt for the opportunity to attend the institution.

Contrary to statements from many quarters that major private institutions are pricing themselves out of the market when compared to public colleges and universities, there is no evidence as to the validity of the speculation.

In the early sixties the expenses required to attend private universities were rapidly increasing while those at public institutions were relatively stable. In the last five years, however, the costs of attending both public and private institutions have been increasing at roughly the same rates as a result of the states transferring more of the cost of education from the taxpayers to the student, particularly the non-resident.

The increasing percentage of college students attending public institutions has been frequently presented as evidence that the private institutions are not effectively competing for applicants from a financial point of view. The argument is of questionable validity. State institutional systems have a lower academic admissibility barrier in some of their units, and in most states all high school graduates are guaranteed an educational opportunity by being automatically admitted to some form of higher education. The advent of open admissions programs in some state institutions and the growth of community colleges would be expected to increase the percentage of students enrolled in public institutions. How much these factors have caused the shift to public institutions and how much is caused by financial considerations is unknown. Another important factor could be the lack of knowledge among high school seniors as to the net costs of private institutions and the possibility of obtaining appreciable financial aid to offset the differential in the educational expenditures. This might also explain the underrepresentation in applicants from lower and middle income families at Cornell.

The effect in competition for applicants is probably being felt by those private institutions that do not have the financial resources to overcome the cost differential through financial aid. For the major private institutions which still have adequate financial strength to meet the difference between the educational costs and an equitable family contribution, it is by no means obvious that they cannot compete successfully for applicants with public institutions.

The cost differential between public and private universities is frequently eliminated through significantly larger scholarship aid at the private institutions. Further, at many public institutions a student is less likely to receive financial aid, fewer are awarded full aid, and most financial aid is in the form of loans and jobs. This means that on the average the family of a student with financial aid requirements who attends a major private institution, will not need more than the calculated family contribution while attendance at a public institution is likely to result in costs beyond the ability to pay.

Using the Cornell experience to test the hypothesis, we lose only one admitted student in six to public institutions overall, and fewer than one in ten for the Arts College. The majority of students who choose to go elsewhere eventually enroll at institutions that are similar to Cornell. In fact the statutory colleges lose almost two-thirds of their admitted applicants to private institutions. In the fall of 1972 the College of Agriculture lost more students to other Ivy League institutions than it did to SUNY units.

The advantage that major private institutions have over public institutions in competition for applicants was pointed out by S. E. Harris in his book, "Higher Education and Finances," in 1962. From evidence currently available, the situation does not seem to have changed substantially.

All academic institutions aspire to attracting students with the highest potential and Cornell is no exception. An

important factor in this regard is the type of financial aid package offered to incoming students. The actual size of the financial aid offer is not significant since most of the private institutions with which Cornell competes for students also comply with the College Scholarship Service policy. What is important, therefore, is the distribution of scholarship funds and self-help (loans and jobs) in the financial aid package. Compared with other Ivy League institutions, which are one source of our competition, the Cornell financial aid package is competitive and recent trends in these institutions indicate that we can remain so. With most major state institutions with which we compete, our package is undoubtedly better.

The problem of financial aid at the undergraduate level is almost insignificant compared to the loss of support for graduate students. The precipitous decline in government and foundation fellowships and traineeships will have a major effect. The fact that the Graduate School will lose another 200 external fellowships this year will bring the total loss of aid over the past three years to about \$4.5 million annually. Unfortunately, the financial support of a number of continuing graduate students will be abruptly terminated before their studies are completed. Many of these students have been independent of their parents for some years and many have started families of their own. In an attempt to minimize this serious problem, the allocation of a contingency fund will be recommended to the Board of Trustees that will contribute to aid for continuing students whose federal fellowships have been abruptly terminated so that they can continue their studies through 1973-74. The fund applies particularly to students currently on NDEA Title VI fellowships.

Many responses indicated that financial aid should be given a high priority in the University budgeting. The recommendation of one of the subcommittee of the Faculty Council of Representatives gives this item the highest priority while a similar subcommittee in the Arts College recommended that student aid be second only to instruction and research budgets. As with many other private institutions, student aid at Cornell has been one of the most rapidly growing components of the University budget.

The Office of Financial Aid's budget presentation in December, 1972, shows that the 1968-69 expenditures of unrestricted funds for endowed undergraduates were \$1.1 million or 7.4 percent of the undergraduate endowed tuition income for that year. In 1970-71, \$1.8 million was expended or 10 percent of the tuition income. In 1972-73 it is estimated that \$3.5 million was expended, or 16 percent of the tuition income.

Such rapid convergence of financial aid expenditures and tuition income cannot continue very long, but it is not likely that the past rate of increase in financial aid funds will be necessary for the next few years. Over the past four years, two-thirds of the increase in unrestricted scholarship aid has been allocated to minority students, and as the fourth class is admitted a steady state will be attained and the necessity for additional scholarship funds will ease.

The COSEP program has been successful in meeting the goals established by the Board of Trustees for admission of minority students. The program has been expensive in terms of scholarship funds necessary for student support. In 1972-73 this program cost \$1.6 million in unrestricted scholarship funds out of a total of \$3.5 million. However, the COSEP funds were from additional sources and the program has not affected the competitiveness of the financial aid package received by other students.

The total financial aid package from all sources, both internal and external, for the entering freshmen in the Fall of 1972 was \$3.0 million. Of this total, only \$126,000 was in the form of campus employment. Compared to many other universities, both public and private, this is a small component of the financial aid package. As suggested by the Senate Long-Range Planning Committee, ways must be found, consistent with qualifications, to give preference to the employment of those students with financial need over other students. If this could be done, it would result in a decrease in the loan component of the financial aid package.

To a large degree, Cornell currently provides equal access to all qualified applicants regardless of the economic background of the student's family. The lack of representation of students from lower and middle-income families stems from the paucity of applicants rather than the level of tuition of the financial aid policy. A more equitable distribution could be attained by an active, broadly based recruiting program aimed in this direction and the communication of the details of

financial aid arrangements to high school students and counselors in the state. Such procedures should encourage applications from qualified students who might otherwise mistakenly exclude Cornell from consideration for financial reasons.

All social systems, including institutions of higher education, have an obligation to provide access for all qualified applicants regardless of financial background.

However, the sudden and successful implementation of a program to broaden the economic mix of students would place the University in an impossible dilemma. If the program of recruitment and communication were suddenly successful and if Cornell were to attain a freshman class which represented students from families on a statistical national economic cross section, funds would not be available from any presently imaginable external source to offer the applicants the financial aid necessary to allow them to matriculate.

For such a mix of freshmen, it is estimated that financial aid for the endowed divisions only, would increase from \$2.4 million to \$4.9 million. This doubling of financial aid in a steady state as freshmen moved beyond the first year would require an additional \$10 million in aid from all sources to finance the revised program.

The seriousness of the dilemma is obvious. Our mandate, and even basic human responsibility should give us in one course of action. However, it would be a noble gesture resulting in unfulfilled aspirations for the students involved. The only hope lies in the expansion of government aid to deserving students. If the nation and the state expect Cornell to attain the aspirations we have in common, new publicly supported programs are necessary which would allow the University to fulfill the modern concept of its Land-Grant responsibilities and aspirations and at the same time remain financially viable.

#### *Recommendations on Tuition and Financial Aid*

1. That Cornell be committed to maintaining a scholarship program for undergraduates comparable with other major universities. It is believed that maintaining unrestricted scholarship funds at the percentage of the 1973-74 tuition income will accomplish this objective.

2. That the University increase its efforts in seeking endowment funds for scholarships to maintain the adequacy of the Cornell financial aid package.

3. That consistent with qualifications, methods should be explored to give financial aid recipients an advantage over other students in obtaining suitable campus employment. Information should be obtained on the present level of student income resulting from campus employment.

4. That efforts consistent with the availability of funds be made to broaden the accessibility to Cornell for those young people of high potential who qualify for admission, regardless of their economic and social background.

Increased public support will be necessary to accomplish this goal.

5. That tuition be increased at a level consistent with the financial needs of the University and with the ability of families to pay the increased costs as measured by economic trends. Current family income trends indicate that this increase can be six percent per year or slightly higher.

6. That the information from the current study of the economic impact of increasing levels of loans on Cornell's young alumni be considered as one of the factors in setting various limits on student loans.

7. That the Admissions and Financial Aid Offices monitor on a continuous basis the effects of tuition and financial aid policies in terms of: admissions process; the adequacy of the aid package; the input on families from various economic levels; the ability of young alumni to meet their loan obligations. This information will be made available in the form of an annual report to the President, college offices, and to those committees with concerns in this area.

### **Chapter V**

#### **FACULTY AND STAFF COMPENSATION**

The Long-Range Financial Planning Committee recommended that Cornell faculty salaries should remain competitive. There is no question that this must be the case if Cornell is to remain an institution of excellence.

In addition to the competitiveness of faculty salaries at Cornell, relative to similar universities, there is also the separate question of the economic status of the profession. This factor is a measure of how well professors have fared in their standard of living when

measured against economic indicators such as the Consumer Price Index.

In the first half of the past decade on a national scale, and Cornell was no exception, the economic situation of the profession increased at a substantially higher rate than the Consumer Price Index. Within the past five years the average rate of increase for continuing Cornell faculty has been about five per cent per year in the endowed units with a somewhat higher figure in the statutory colleges. This rate is slightly greater than the Consumer Price Index, but considering the fact that Cornell is in New York State the difference is probably minimal and the faculty has just managed to hold its own against price increases over this period.

It is difficult to obtain reliable comparative information on faculty compensation with other universities and with some positions such as lecturers there is no available data. The American Association of University Professors rankings, while widely used and quoted as a guide, contain inherent flaws that make these comparisons difficult and even misleading. However, there are no other indicators available except in selected areas, and year-to-year comparisons are probably more valid than absolute rankings of institutions.

A study was made of the rank of Cornell professors with the 27 universities which produce the largest number of Ph.D.'s. Unfortunately, detailed information has been available in the Bulletin of the AAUP only for two academic years, 1970-71 and 1971-72. Those tables show that there has been a decline in the competitiveness of Cornell compensation for this period. While Cornell still maintains a strong position relative to this group of universities, this decline must be arrested and even reversed if Cornell is to remain an institution of the highest quality. It is anticipated that the 5.5 per cent increase in compensation for continuing endowed faculty for 1972-73 and the increment for 1973-74 will strengthen our comparative standing.

The fringe-benefit portion of the faculty compensation is an important aspect of the attractiveness of the position. The Committee on the Economic Status of the Faculty recommended that this area be reviewed and the administration concurs.

For the smooth and efficient functioning of the University, a competent and dedicated staff is essential. An important factor in attracting and retaining such staff is the level of compensation. The detailed information on a National scale which is available for faculty compensation does not normally exist for other areas. In addition, while there are only four academic ranks there are innumerable positions at many levels of ranging responsibility for the support staff. It is not therefore possible to analyze this situation with such detail. However, it is essential that the level of compensation for the Cornell staff be consistent with the object of attracting and retaining well-qualified persons at all levels.

#### *Recommendations on Faculty and Staff Salaries*

1. That the level of compensation of Cornell faculty members be competitive with comparable universities at the college and departmental level.

2. That staff salaries be consistent with the object of attracting and retaining well-qualified persons and be competitive in both the geographic and employment area.

3. That the Faculty Council of Representatives study the present fringe benefits for the faculty and report its recommendation to the administration.

### **Chapter VI**

#### **THE SIZE OF THE FACULTY AND STAFF**

The major strength of a university depends on its faculty and the supporting staff necessary to allow its members to function effectively and to concentrate on its primary academic role. While the primary measure of a faculty is its quality, there is also a secondary effect of size that allows new scholarly areas to be covered, results in reasonable teaching loads and a general sharing of more general responsibilities.

A major component in the growth of Cornell's budget in recent years has been the expansion of both faculty and staff. In order to keep operational expenditures within available funds estimated for the future, to accommodate to stabilized enrollments and to be able to maintain a competitive salary scale, it will be necessary to stabilize the number of faculty and staff on the Ithaca campus.

The effect of restricted faculty growth on the health and vigor of the University is of great importance. There is a widespread feeling in academic circles that expansion of

departmental faculty size is necessary to attain increased faculty excellence. Even if this were so, growth could not occur indefinitely without fragmentation and a change in the basic character of the department. A recent article in Science, Vol. 175, p. 381, 1972, shows that there is no correlation between faculty quality (as measured in the American Council of Education study of the quality of graduate programs) and the size of the department. For example, in the ranking of the quality of the faculty in physics programs the smallest and the largest departments in the study with 18 and 106 faculty members respectively, tied for fifth place.

Smaller departments with excellent national reputations probably have greater selectivity, more emphasis on excellence of their faculties, and a more attractive level of compensation. It is the intention of the administration to cooperate with the colleges and departments to emphasize the excellence of the University Faculty.

Currently the rate of faculty turnover at Cornell is such that a stable faculty size would have a smaller impact than might be expected on the entrance of young faculty, tenure promotions and the ratio of tenured to non-tenured faculty. Fortunately this turnover will allow the University to continue its commitment to its Affirmative Action Program.

If university faculties were to be denied the infusion of young and new faculty members over any substantial period of time, it is difficult to imagine that the effect would be anything but deleterious. While there are differences across areas of scholarship, in general, young faculty members bring different attitudes to the campus, challenge the existing system, are closer to the students, more experimental in teaching and give a more desirable age distribution of future faculty. Despite any restrictions, it is essential that there be a flow of young faculty to the University with the assurance of reasonable probability for the attainment of tenure.

Retirements in the statutory units of the University will increase substantially in the early 1980's, offering many faculty openings at that time in those colleges. However, retirements in the endowed units do not increase materially until the mid-1990's.

The supposition that a stable size will lead to a completely tenured faculty with few new young scholars does not seem to be valid from information currently available. The rate of opening of new positions could also be accelerated by an attractive voluntary early retirement program and greater selectivity in extending appointments beyond age 65.

The information presented above averages over larger units such as the colleges. When further subdivided it is possible that individual departments may be in a more difficult situation than indicated by the average. If the responsibilities for teaching and research in one department were to increase beyond those of the rest of the college, some accommodation would have to be made by the dean transferring vacated positions within the college. To compensate for significant changes among colleges, a more centralized responsibility will be necessary. Therefore, the filling of vacated positions will require the approval of the provost. Additional faculty positions must also be approved by the provost even if funds are available within the college budget. The reason for not automatically allowing such appointments is that they have implications for future budgets because of such factors as salary increases and promotions, fringe benefits, administrative costs, and the quality of faculty life as measured by such things as office space, departmental services, library carrels and parking.

Similarly, new line items for exempt non-faculty employees must be carefully controlled by similar centralized administrative procedures at the college or University level. Transfers of vacated positions and sometimes personnel from one area to another will be necessary.

The number of additional positions requested by the statutory units also requires approval by the administration. However, these positions are completely funded by the state and do not affect the endowed budget. In many cases appointments are made to fulfill objectives of New York State in such areas as extension and research. It is expected that Cornell will cooperate with the state in the solution of the social and scientific problems that it faces. The effect of additional staff on available campus facilities must be considered but it is expected that the impact of these additional non-teaching faculty in the statutory units will be minimal.

The applicability of the policy to the statutory units will differ in one further respect. Under current budgetary procedures of the State University of New York, it is not

possible to transfer positions from one college to another.

For nonexempt employees, the system previously described for exempt employees would be far too cumbersome to administer. Therefore, control in this area will be exerted through overall budget allocations, and the constant reevaluation of functions and shifting responsibilities in the University.

Another area in which long-term financial commitments are often incurred by the University is that of external research and educational grants or contracts. Appointments to grants or contracts from any source must be in the form of term appointments for the duration of available funding. Exceptions can be made only if other arrangements are approved or other sources of potential funds are available to guarantee a long period of appointment.

#### *Recommendations on the Size of the Faculty and Staff*

1. That the size of the faculty and staff be stabilized at the 1973-74 level with the exception of any commitments that have already been made. At the same time high priority will be given to increasing the excellence of the faculty at Cornell. In the statutory colleges some allowance must be made to permit these units to react to possible future objectives of New York State, particularly in the areas of extension, public service and research.

2. That additional faculty and staff be found for new ventures and shifting responsibilities in a forward-looking institution. When necessary, the changes in the academic programs will be accomplished by transfers of vacated faculty positions from one college to another. With the support and administrative offices, personnel as well as vacated positions will be similarly moved from one unit to another.

3. That appointments funded by grants and contracts be made only for the duration of the project and that any extension of those appointments be contingent on the availability of future funding.

### Chapter VII ACADEMIC AFFAIRS

Many of the recommendations made in response to the Long-Range Financial Planning Committee pertain to academic affairs and thus come within the responsibility of the colleges and departments or in some cases the University Faculty. Some of the questions raised include the concept of part-time tenured faculty, improvements in skills of teaching assistants and the phasing out of lower academic ranks. These will be referred to the colleges or the Faculty Council of Representatives for consideration. Other recommendations are concerned with matters that are primarily internal responsibilities of the colleges and departments.

One of the suggestions of the Long-Range Financial Planning Committee relates to the interaction between department chairmen and individual faculty members. This involves personal attitudes and methods of operating that are difficult to fit into a standard pattern, and is primarily a department or college matter.

However, there are faculty members who report with some dissatisfaction that over a period of many years they have never had a discussion with their chairman relative to any phase of their academic responsibilities. While personal style is highly variable, chairmen should be available for those who desire such consultation and the responsibility for initiating such discussions resides primarily, although not entirely, with the chairman.

At the time of appointment new faculty members must be informed of the criteria upon which they will be judged when considered for tenure. They should also have some idea of the chances that a typical assistant professor has for attaining tenure in the department.

Untenured faculty members also have the right to know where they stand in their progress toward tenure. While it is not possible to judge such cases finally without an intensive internal and external review, it is the responsibility of the chairman to review periodically the status of his colleagues in some formal way. The administration insists that this be done, but the procedures for accomplishing these objectives will be left to the college.

The tenure system in institutions of higher education has just received an intensive review by a commission headed by William R. Keast and supported by the Ford Foundation. It strongly recommends that tenure "should be retained as our most tested and reliable instrument for incorporating academic freedom into the heart of our institutions." The administration endorses this statement. However, the report notes some of the deficiencies in the system and makes many suggestions that are worthy of consideration. It is recommended that the Keast Report be studied by the appropriate committee of the Faculty

Council of Representatives with the object of reporting any conclusions or recommendations to the faculty and the administration.

#### *Recommendations in the Area of Academic Affairs*

1. That at the time of appointment, nontenured faculty be made aware of the conditions of their appointment and the qualities on which the department will judge them for tenure. They should also have some idea of the probability of an assistant professor attaining a tenured position.

2. That in fairness to the individual, department chairmen keep non-tenured faculty members informed of their progress toward tenure in some regular and formal way. Other tenured faculty members should also offer advice and counsel in a less formal way.

3. That the report of the Keast Commission relative to academic tenure be considered by the college faculties and by an appropriate committee of the Faculty Council of Representatives, with the object of reporting its findings to the University Faculty and the President.

### Chapter VIII PLANNING IN THE CORNELL CONTEXT

One of the major recommendations of the Long-Range Financial Planning Committee emphasized the need for planning with the principal focus being at the departmental level.

The primary purpose of a planning program is to enable Cornell to move in its chosen direction. Planning should never be the mechanism by which goals are defined, but should be subservient to the aspirations of the University and its component parts, which must define their own objectives. It should provide a service that enables all units making decisions about their future to have a better understanding of the present situation, the future implications of current decisions, and a knowledge and explanation of factors that might restrict their aspirations. The effort should provide information to these groups on whether decisions and policies both within the unit and more generally throughout the University are consistent with their own objectives.

Every academic department should seek to be the best of its kind in terms of criteria on which it wants to be judged, within the overall aims of the college and University. The departments themselves generally have the greatest insight on their internal restraints to this ambition. They should also be supplied with the best current information on other limitations for the near future and for longer time periods. Currently the budget looms importantly, but this is not the only factor that must be considered. Enrollments, physical space, graduate student aid and priorities for external funding are examples of other parameters that should be known. Support departments also have the responsibility to look to the future and to assess what additional services they will be expected to provide to the academic units, the administration, faculty and students.

In order to obtain advice and counsel on the basic questions and problems facing the University it is recommended that the role of the Deans' Council be changed. Currently this group is most concerned with consistency of administrative procedures. A more valuable role for both the deans and the administration would involve continuing discussions of such questions as faculty salaries, administrative costs, enrollments and others that set the tone and future of the University. It is envisaged that this would be an important part of the planning program.

The administration should become better informed on the plans and aspirations of the colleges and departments of the University. It is recommended that the academic officers meet on a rotating basis with chairmen and departmental faculty to discuss their present situation and plans for the future. Currently the time available to this small number of academic administrators precludes this possibility and adjustments in staffing would be necessary to accomplish this important objective.

When a college or a department, whether academic or nonacademic, is making decisions for the future, it should have information on the availability of funding for more than just a year. Budgets that are on a year-to-year basis tend to narrow horizons and to result in a fragmented approach to the planning. In order to overcome this difficulty and to allow more confidence in making decisions it is proposed that a system of multiple-year income projections be developed. As a result, forecasts for the extended period can only be in broad terms. It is envisaged, however, that the first two years of the multiple-year budget would be firm enough so that financial decisions could be made with some confidence. Following each budget cycle the latter years would be adjusted to conform with the additional experience.

It should be realized that there can be no monolithic definition of the aspirations of Cornell University except in the most general terms. The Colleges of Agriculture, Arts, and Human Ecology, to select three examples, might well choose somewhat different criteria on which they would want to be judged. This does not mean that individual groups can divorce themselves from the more fundamental mission of Cornell. Nor does it imply that a college or a department can concentrate exclusively on graduate education and research to the detriment of its undergraduate teaching responsibility. Conversely, scholarship must be recognized to be a major role for a university such as Cornell, and an academic unit would be remiss if this aspect of a university were to be ignored. Other units might give public service as an important component of their missions. Further, it is not reasonable for any department to ignore the overall direction of the college or University or to deviate from the high standards at Cornell. Nor should it be possible for one academic unit to consciously or unconsciously intrude on the responsibility and role of another, without the University eventually becoming a group of separate and individual colleges. It is the responsibility of the University's central academic administration to concern itself with such matters. However, within these restrictions the college's and department's own individual character determines the role it emphasizes.

In considering a planning program there is often far too much emphasis on the future, and in fact, to some this appears to be planning's only function. It is just as important to understand what is currently happening, and by coupling this knowledge with the past, to assess the impact of present policies, or lack of policies, on the direction of the University. It is possible that current trends, which may even have resulted from a lack of a conscious decision, are at variance with the accepted goals of the institution. It is essential to understand the direction in which current procedures and decisions are leading. Typical analysis of this sort might include the effect of financial aid policies on the quality of students, the competitiveness of graduate student stipends, trends in administrative and indirect costs or the impact of salary increments on the economic status of the faculty. These are only examples of the pool of information that should be continuously available both to those charged with making decisions and to all those interested in the future of Cornell. Without such background knowledge, decisions for the future course of the University could be meaningless if unevaluated present policies are leading us in a different or uncertain direction.

Predictions of the future are fraught with danger. Almost no one in 1952 would have had the foresight to have forecast correctly the situation which prevailed in universities in 1962. The changes during the period 1962-1972 would have been equally difficult to predict. Except in the broadest terms, it is not the role of planning to try to outguess the future over such a long period of time. There are too many forces, both internal and external, that are imponderable and reactions must be devised as changing situations arise.

Some aspects of the future such as the population of the college-age group are known with considerable certainty and should be considered by those who are concerned with long-term effects. On the other hand, the attitudes of youth, which have a major impact on educational institutions, are constantly undergoing significant fluctuations and there is no way to accommodate to such changes before the fact.

There is a spectrum of difficulty in understanding the future. It is relatively simple to know when the number of books acquired by the library will fill the last available space. While one must be aware of advances in the storage and dissemination of knowledge and the time scale over which they might become economically feasible, the time at which action will be necessary is known with some certainty. On the other hand, the prediction of the future demand for Ph.D.'s, particularly those from Cornell, is a problem of another dimension. The oversupply of Ph.D.'s was a critical national problem in 1900, and in almost every decade since dire predictions have been made on the approaching surplus of engineers.

Perhaps the best position for a university on such issues is to minimize the disruptive effects of violent fluctuations in either direction, to retain a reasonable stability in its outlook and actions, and to temper its reaction to external forces.

#### *Advice on the Priorities of the University*

The Faculty Council of Representatives has recommended a greater role for its committees on the basic decisions facing the University. Particularly in these times when financial limitations dictate that difficult decisions must be made, it is important that advice be

sought from a broad segment of the community. The ideal mechanism by which such advice is obtained in a complex institution such as Cornell is not obvious. The selection of a group of workable size that would include representation from the eleven colleges and schools, the various areas of scholarship, and the many distinct constituencies, is not reasonable. But an attempt must be made to obtain broader advice and counsel on issues facing the University.

Since there appears to be no entirely satisfactory solution to the problem of representation, the following proposal should be considered as an experiment that would be used for a year or two and subsequently evaluated by the groups and individuals involved.

The proposal would involve groups which already exist for advising on program plans and priorities, the Academic Programs and Policies Committee of the Faculty Council of Representatives, the Deans' Council, and the Senate Planning Review Committee. Among them these committees provide a breadth of viewpoints of major campus constituencies. It is possible that the Faculty Council of Representatives and the Senate would choose other committees or develop new ones to serve in this role.

The procedures for consultation with the committees will need to be developed with practice. Budget timetables are always tight and sufficient staff would not always be available to document and research all the topics which might be of legitimate concern to the advisory groups. Furthermore, two critical stages of the budget process normally occur when few students are on campus. Guidelines for budget preparation are normally prepared over the summer and reported about September 1. The final stages of developing the budget for presentation to the Board of Trustees takes place over the Christmas and New Year's period to permit mailing in early January and action by the Board at its January meeting. These are practical realities which will need to be addressed in finding a workable procedure.

It should also be recognized that in working with budgets one is forced to confront competing priorities. Different groups inevitably will have different views regarding the priorities among such major claims on the University's limited resources as increased scholarship funds, increased salaries, or improvements in our physical plant. The ultimate responsibility for making a recommendation on these matters rests with the President and the responsibility for action rests with the Board of Trustees. On the other hand, in taking action it will be useful both to the President and the board to have before them statements of views from the principal elements of the campus. Preparing such statements might be one of the objectives of the consultation groups. Thus it is expected that as the final budget emerges it would be presented to these groups for consideration before being presented to the Board of Trustees for approval. Some of these groups ordinarily hold open meetings and it must be anticipated that the draft budget will be a subject of general public comment and of a general public release prior to its presentation to the Trustees if this procedure is followed.

In addition to providing advice on specific budget issues, it is hoped that the three committees mentioned can advise generally on planning processes and priorities throughout the year. This type of involvement coupled with sponsorship of special studies and a continuing interaction with the community at large is essential to keep the committees informed on the many facets of the University program and finance.

In filling their advisory role, it is expected that the three groups would ordinarily work separately, although identical materials would be presented to each. Also it is anticipated that the Faculty Council of Representatives and Senate committees will work on a continuing basis with the administration.

#### Capital Projects

Any major university is continuously facing pressures from its various constituencies for the remodeling of its existing facilities to house better its faculty, students and service functions, or for the construction of additions to its physical plant to accommodate new academic ventures and reorganizations. At Cornell, to compensate for depreciation of the endowed buildings alone, replacement capital investments of about \$5.4 million a year (at 1973 construction prices) is required. This means that we should be replacing facilities, hopefully with gifts, at that rate or setting aside funds for the future to avoid incurring a mounting deficit in capital projects for those who will follow us.

There are many capital projects that require consideration if Cornell is to remain an attractive institution for its students and faculty. Major needs which have been proposed by various constituencies include

additional library space; new quarters for the Biology Division, new computing facilities, remodeling of the old buildings on the Arts College Quadrangle, state construction to replace some condemned buildings of the Agriculture College, replacement of the Sage Infirmary and new apartments for single students.

Unquestionably additional library space is inevitable. While Olin Library is a relatively new building it is projected that its shelves will be filled by new acquisitions by the year 1976 and departmental libraries are also running out of space at a rapid rate. Considering the time lag of construction this is an uncomfortably short time away. There is no doubt that in the long run there will be some other way of storing and retrieving information. There must be, for we cannot continue to build major new libraries every 15 years. But the information industry is not yet near a financially sound solution. The next generation of computers will still be far too inefficient to reduce costs to a reasonable level.

There must be a new library space. Where it will be and the type of facility to be built will require considerable discussion by all concerned and the choice will not be easy. If it is on campus, it would be ideal from the point of view of the user but it will consume more of the rapidly disappearing central campus area and would be far more expensive to build. An off-campus storage facility for lesser-used material, while far less convenient, will conserve campus space, be less expensive to build and have the possibility for modular construction which could accommodate to almost any need for the indefinite future. If the decision is made to build on campus, it will almost certainly be the last library building to be centrally located.

A central facility for the Biology Division is a more difficult decision because it will increase the amount of building space to be maintained. The commitment is an old one, going back to the initiation of the division. The Biology Division substantially increased the stature of the University in basic biology to match our reputation in the more applied aspects of biological science, and the interaction between the two has undoubtedly strengthened both. From the beginning, faculty members of the division have been carrying out their research and teaching efforts at many different and scattered campus locations and at Langmuir Laboratory at the airport.

Although the research space at Langmuir is of excellent quality, the facilities are five miles from campus and the off-campus location of 27 professors has disturbing effects upon their ability to teach, advise undergraduates, or to interact with their colleagues in biology and other sciences.

Many faculty members were attracted to Cornell primarily because of the exciting science being carried out, but also with the promise that the research space they were allocated would eventually be replaced by a modern laboratory which would bring them closer to undergraduates and their fellow researchers. Perhaps in no other branch of science is interaction across broad areas as important as it is in biology.

The capital requirements of the divisional faculty are extensive, but it will be necessary at this time to settle on the first stage, which will represent about one third of the eventual complex of buildings. Some portion of the cost will come from the federal government, which is still allocating construction funds for research on cancer, and the remainder from external sources. To a large degree the operating costs will be supported by charges against government contracts.

This building will also serve to relieve the pressure of space limitations on undergraduate teaching in biology. There has been a spectacular increase in the number of undergraduate majors and under present circumstances, some freshmen are not able to enroll in the basic courses in their major.

It is recommended that continuing planning for the first stage of these buildings proceed and that external funding continue to be sought for this important facility.

The University Computing Board has examined the problem of the future of the computing effort at Cornell. Our present facility is approaching saturation and is a less sophisticated tool than newly emerging machines. There is no question that the use of computers will increase in research, instruction and administrative data-processing which will create excessive demand on our limited facilities. It is particularly in the instructional area that Cornell has fallen behind many if not most other similar institutions. In the administrative area the relatively new implementation of the payroll system and the projected new student record system have greatly shortened the time for action. As in the case of the library, the decision is inevitable; it is only the timing that is a question.

The continuing renovation of the old buildings on the Arts Quadrangle must be considered seriously, with

regard to the quality of study and living conditions for faculty and students, and to prevent further deterioration resulting in increased maintenance costs. Funding for the remodeling of the undergraduate teaching laboratories in the Chemistry Department has been sought for a number of years and is still a high-priority project. These laboratories served as models for other universities when they were built 50 years ago, but they are essentially unchanged since that time. Unfortunately, external funding which will be necessary to initiate these projects has not been forthcoming.

In addition to the remodeling of the buildings on the Arts Quadrangle, there is a major plan for New York State to replace many of the older buildings of the College of Agriculture over a period of years. Obviously this program is of great importance to Cornell and particularly the faculty of the college.

Another suggested capital project involves medical care for students. The broad question of medical care is currently under intensive discussion in the local community. What will be proposed and how it will interact with the student health program is unknown. Any decision by Cornell may well be affected by the broader scope of local medical care. Despite the uncertainty of an overall approach, one thing is fairly obvious. From the point of view of modern medical care, Sage Infirmary is obsolete, inadequate, expensive and misplaced. Its separation from the ambulatory facility seriously compromises the efficiency and effectiveness of medical care. It should be abandoned as a student infirmary.

A recent committee set up at the request of the University Senate and chaired by Dean Elmer Meyer, has recommended additional housing for students. The committee proposed that additional units be constructed and that they be in the form of apartments for single students. The project would be self-amortizing. The concept is still in a formative stage but the University is not in a position at this time to incur new mortgage debts that would not be self-liquidating. This would mean that if such a project were to proceed, charges to students would have to cover the total costs including operation, maintenance, services, debt service and amortization.

The projects described so far are only some of the major demands. There is also need for many other items, and while each is small the total is not. A new kitchen facility for Willard Straight is almost essential. With some buildings, renovation is necessary for safety reasons. Increasing demands on campus for increased electrical power will necessitate the construction of a new power distribution substation even without additional buildings. The replacement of portions of the sewer system cannot be ignored. These are only examples of the many smaller items that require consideration.

Further information on possible capital expenditures is included in Appendix II to this report.

In terms of the operating budget, the expansion of the library will be the major factor, but there seems to be no way to avoid fulfilling this need. A considerable portion of the operating cost of the biology building, except for the teaching space, would be chargeable to sponsored research.

Both the library and biology projects will raise considerable concern and even dissent in many quarters. The problem with capital projects is that the potential cost comes as a sacrifice to many for the benefit of few. Over the long run, however, each has a turn at benefitting. It is also true that what strengthens any sector of the University is eventually for the good of all. The fact that new library facilities attract better faculty in the humanities influences the overall status of Cornell with a positive effect on the competition for the best science faculty. Conversely, a modern biology facility is necessary in recruiting a science faculty of high quality and indirectly aids the humanities.

Capital construction is always a gamble for the future. At the time the decision on the new Social Science Building was being made, financial clouds were appearing on the horizon and some consideration was given to dropping the project. After a good deal of agonizing reappraisal, the decision to proceed was reaffirmed. It was felt that this action was an important and almost essential factor in retaining our present social sciences faculty and recruiting the best new faculty.

#### Campus Planning

The report of the Senate Campus Planning Committee made a number of recommendations in its area of interest. Campus planning is an activity that evokes such intense interest from all quarters of the University that a large number of interacting groups now have a voice in the decision and a plethora of committees exist with overlapping responsibility and concerns. There is the University Committee on Campus Planning, the Senate Committee on Campus Planning, the Senate Planning Review Committee, the Senate Sub-Committee on

Parking and Traffic, the Senate Sub-Committee on Student Housing, the Statutory Colleges Land Use Committee, the Transportation Advisory Council, the Special Projects Committee and, of course, the Trustees' Building and Properties Committee. In addition, a number of other University offices are involved in matters concerning the buildings and facilities of the statutory colleges.

Not mentioned above are ad hoc groups that are formed to focus on particular questions such as the ad hoc Committee on Apartments and Future Student Housing, to name one of many such examples.

Approximately one half of the effort of the Planning Office is expended on meeting with these committees, consulting with individual members, responding to inquiries and attempting to let one group know what another is doing. Some members of Buildings and Properties Department are similarly diverted.

In addition to the above fragmentation of effort, the responsibility for planning is divided between Buildings and Properties and the Planning Office.

It is difficult to imagine that the present situation does not result in duplication of effort, conflicting viewpoints with no mechanism for resolution, and uncertain and overlapping responsibilities, to say nothing of the vast amount of effort expended by a large number of students, faculty and staff.

It is difficult to assign an indirect cost to the time and effort expended in the present mode of operation. With some small projects, it may represent a significant portion of the funds actually spent. It appears that an effort must be made to consolidate a major portion of the responsibility for campus planning into a manageable format.

#### *The Academic Calendar*

Over the years the Cornell academic calendar has been studied and modified. However, none of the changes have been of a fundamental nature and Cornell still operates with a conventional two-semester, summer-school format. The most recent minor revision is largely the result of work by the University Senate.

Any fundamental change in the calendar would have major academic and financial implications and would involve a sustained effort.

There are many questions that must be considered. Among these are the educational effects, the adaptability of change to departmental curricula, possible effects on teaching loads, faculty size, and financial implications. It would also be necessary to obtain information from institutions with other calendars on their experience and the applicability of their system to Cornell. Considerable expertise would be necessary, particularly to establish the financial implications.

#### *The Use of Campus Expertise*

One of the suggestions generated by the process of organizing this long-range planning effort was one from the Arts College faculty: That the University, and particularly the administration, make greater use of faculty expertise. Cornell has a vast reservoir of expertise in the faculty, which all too often serves to a greater degree off campus than on campus. In addition, there is the added factor that faculty members care deeply about the future of the University. Calling for faculty advice would involve something beyond the regular interchange that is so much a part of this institution. It would establish a system under which faculty members with particular expertise could be used as consultants both on short-term and long-term projects, for periods of time consistent with their primary academic objectives. The character and magnitude of tasks cover a wide range from what would be considered a community duty on one end to consultation at the other, with considerable grey area between the two extremes. In cases which are basically consultant and which would involve more than casual advice, some form of compensation would be necessary. Arrangement would have to be worked out which would be mutually agreeable to the person and the administration.

In addition to members of the faculty, there are also students with special training and, of course, a large number of experienced alumni who have a great deal of experience in areas directly related to University problems. Both of these groups also share the interest of the faculty and could be called on for similar service.

In times when things were less complex, there was an understandable reluctance to ask faculty members to divert their energies from their basic tasks of teaching and research. The problems the University faces today are far more complicated, the troubles far deeper, and it seems appropriate in these times that help be sought from the University community in seeking solutions.

#### *Recommendations Relative to the Planning Process*

1. That the advice and counsel of the Faculty Council

of Representatives, the Deans' Council and the Senate be sought on the priorities of the University and in particular the assimilation of these choices in the preparation of the annual budget.

2. That in addition to the role described above the Deans' Council be involved in continuing discussions and consultation on the basic question and issues facing the University.

3. That the administration become better informed on the plans and aspirations of all colleges and departments in the University through regularly scheduled consultations and discussions.

4. That the Provost in consultation with the appropriate deans and faculty work toward minimizing unwarranted duplication of courses in different colleges and discourage tendencies for colleges to initiate competing offerings.

5. That, drawing on these consultants, the President will annually update a three- to five-year program for the University. This program shall identify the University's major priorities and the plans and assumptions regarding enrollments, research, public service activities, capital improvements, staffing, and tuition and other income necessary for their achievement. The five-year program shall be presented annually to the community for advice and comment. The Trustees shall act on the budget for the following year and shall offer such comment and directions it may deem appropriate regarding the plans and assumptions for the period extending beyond the budget year.

6. That the administration expand its data system so as to provide more information to colleges and departments for their evaluation of present trends and to develop knowledge of those factors that might affect their plans and aspirations for the future.

7. That planning proceed on additional library space and the first stage of the Biology Division buildings and that funds be sought for both of these projects.

8. That the administration take the lead in consulting with the many groups interested in campus planning with the object of consolidating the overall effort into a more manageable operation.

9. That beginning in the fall of 1973 Cornell take the lead in organizing a multi-university study of various academic calendars with a concurrent focus on their applicability to our institution. Since it is essential to understand the financial implications involved, the administration will make the necessary expertise available to those who have the responsibility for the decision on the calendar.

10. That the University make more use of the expertise available within the Cornell community.

### Chapter IX

## NEW ACADEMIC PROGRAMS AND EDUCATIONAL CHANGE

The Long-Range Financial Planning Committee recommended that funds be allocated specifically for new academic programs and educational change. This recommendation was supported by a number of the groups which responded to the committee's proposals.

There are significant reasons for the support of this recommendation.

Any major university must develop new academic programs if it hopes to keep pace with the society it serves. To remain static is to insure that Cornell, or any other university, will decline in prestige and attractiveness to students and faculty. In addition to the need for new programs, institutions hoping to remain in the forefront of higher education must also be willing to promote educational change by attempting innovation in teaching methods. They should also be prepared to respond to new trends which depart from traditional patterns of teaching and research, such as the recent expansion of interdisciplinary studies which cross college lines.

Attempts to develop new programs and educational techniques should not be made indiscriminately. It is necessary to balance the desirability of change against the fiscal realities confronting the University.

External sources, primarily foundations and the federal government, have in the past provided the bulk of funds for new programs and teaching innovation. For the past several years, however, funds from these sources have been declining rapidly. Nor can Cornell simply divert available funds from current programs to underwrite new educational endeavors. The University must first seek to maintain its strengths in existing programs. Together these factors mean that Cornell is faced with severely limited funds for new programs from either external or internal sources. And yet, if the University is to avoid

stagnation, it must be able to support both important new educational and research programs as well as promising teaching innovations.

To achieve this goal we recommend that funds equivalent to one percent of the total of the college budgets be made available. We recommend further that allocation of these funds be made through a new mechanism designed to permit the colleges to apply a portion of these funds to support programs of their own selection. Attention should also be given to the need for continuing evaluation of new programs to ensure that once initiated they make significant educational and research contributions to the University. We believe this is required because experience indicates that new programs will continue on their own momentum unless careful evaluative measures are applied.

At present we lack a satisfactory mechanism for the allocation of new program funds. We suggest, therefore, that the Deans' Council and the President or his designate study this question in order to develop the necessary mechanism.

#### *Recommendations on New Academic Programs and Educational Change*

1. That funds equivalent to at least one percent of the total of all the college budgets be made available to support new educational and research programs as well as teaching innovations.

2. That the colleges receive a portion of these funds to support programs of their own selection.

3. That procedures be developed by the deans and the administration for the distribution of the new program funds.

### Chapter X

## ACADEMIC-SUPPORT SERVICES

The efficiency of the University's administrative and support services has a great influence on all University operations. Well done they can powerfully assist the teaching research and public service activities they are intended to serve. Poorly performed, they can severely inhibit the faculty's effectiveness.

Administrative technical, logistic and maintenance services are critical supporting activities to the University's primary mission of instruction, research and public service. At Cornell, the large scale of our operations requires that support services continue to be professionally conducted to strict standards of efficiency, and at the same time be sensitive to the special needs and characteristics of the academic community.

Broadly construed, academic-support personnel are a group of more than 5,000 full-time non-faculty employees on the Ithaca campus.

Cornell is a community of more than 20,000 individuals who study, teach, do research, work and live on a sprawling campus with an immense physical plant. For the University to accomplish its mission, and to provide a satisfactory campus life it is necessary that there be plumbers, carpenters and electricians to maintain the buildings, people to cut the grass and remove the snow from the parking lots, secretaries to type letters, cooks to prepare food, accountants to keep books, people to program computers, research associates to assist principal scientists, lawyers to provide counsel, doctors and nurses to treat students, a safety division to provide help in emergencies and an almost endless list of supporting services.

In short, someone has to be responsible for providing a broad range of support services which make it possible for students and faculty to devote the maximum amount of their time and attention to their basic roles. Some of the recent growth in support staff has occurred because those responsible for the University's teaching and research have asked for added support personnel to make the faculty more effective.

In an institution as complex as Cornell, strong central management is needed to provide a focus for its many diverse elements.

The importance of adequate administration is underscored by Earl Cheit in his Carnegie Commission Report "A New Depression in Higher Education." He concluded that universities generally are "under-administered." He said further that it was those schools which had skimmed the most on support services which found themselves in greatest financial difficulty during the late sixties and early seventies.

In order to assure ourselves that Cornell University is doing all it should to administer itself properly during this period of change, we will need to examine all our systems, procedures and staffing, using experts from both on and off campus, and make whatever adjustments seem necessary. This type of review should be done on a

regular basis.

This administrative review should give particular attention to procedural differences which exist between the statutory and the endowed units at Cornell. As noted in the April 1973 report of the Trustee State Relationships Committee, these procedural differences often present serious obstacles to development of intercollege programs between statutory and endowed units. Thus, one primary goal of future attempts at refinement of Cornell's administrative procedures should be the development of a comprehensive system of administration for all of Cornell, a system that will facilitate the development of cooperative programs in teaching, research and public service.

However, in spite of these demands, over the past two years, Cornell's support departments have been required to cut back operating costs, and an additional reduction is planned for 1973-74. As a consequence, these units have in most cases been required to absorb added work of increased complexity.

To deal with these complexities, closer coordination is required between college and department activities and the central administration. To help achieve this, an advisory group of representatives from the colleges and departments which use administrative services will be established under the chairmanship of the Vice President for Administration.

There are additional factors related to Cornell's need for improved administrative services. The University's Affirmative Action goals, as established by the Board of Trustees, require improved administrative procedures if they are to be realized. The University must also recognize the need for employee training and development as an essential component of the administrative process. This must include provision of career development opportunities for employees who stay with the University and have the potential for development. The University is also well aware that it is increasingly being treated, particularly by the government, like any other corporate organization which hires employees, conducts business and provides services to the public. It is expected to manage its affairs in a consistent, organized manner, and to be able to report accurately on that management. In order to satisfy these increasing requirements, it will be necessary to have greater coordination of administrative procedures through all levels from central administration to the individual departments.

Strengthening of Cornell's administrative functions will be a high-priority need over the next several years, to respond to ever-growing pressures on the University for accountability and to achieve wider participation in setting priorities for its operations. The reduced budgets of the past several years have left a backlog of unfilled needs which will have to be met through a combination of administrative savings and the provision of new funds.

#### *Buildings and Properties*

An area that produces sobering projections in terms of costs mandated by external agencies, and by internal needs, is that of the operation and maintenance of the University's physical plant. A five-year projection indicates that these costs could increase by nearly 50 percent, from \$4,250,000 in 1972 to \$6,100,000 in 1977. This estimate includes not only an increase in facilities to be maintained, but makes allowances for assumed inflation and rising expectations for services. These costs are expected to rise more rapidly than the general level of inflation.

One function in which we have been most severe in restricting costs over the last seven years has been maintenance. A comparative cost study which Cornell organized with several other major universities shows that, on the average, other institutions have had annual maintenance costs for academic buildings of 24 cents per square foot. At Cornell the equivalent figure is 15 cents. With 3.5 million square feet of buildings to maintain at Cornell, these figures mean that we are spending approximately \$315,000 per year less than what other universities would be spending if they were our size. Thus, over these seven years we have developed a backlog of about \$2 million in needed repairs and maintenance. This figure includes such items as the roofs of Clark Hall, Newman Laboratory, Carpenter Hall; heating systems in Rockefeller, Olin Lab, Sage Chapel; masonry on Myron Taylor, Clark, and the Clocktower. All of these are deteriorating and must be extensively repaired or replaced before serious damage results. A major program of interior maintenance such as painting is long overdue in many campus buildings.

The 15 cents per square foot Cornell spends for maintenance is the total cost of all repairs to both buildings and equipment, but does not include custodial

service. For a home containing 2,000 square feet of space, this is equivalent to spending \$300 per year for total repairs to the building and supporting equipment.

The cost of preventive maintenance is about one-fourth of ultimate replacement costs. Recognizing this the Buildings and Properties Department is developing a comprehensive program of preventive maintenance which is designed to save money over the long run.

Another concern based on the five-year projections, is the cost of utilities. For example, the University's peak demand for electricity has nearly doubled each five years over the past decade. Our consumption of electricity has done likewise. The demand is the maximum amount of power we need to have available to us at any one time. Consumption is the number of kilowatt hours of power actually used. The cost of all utilities totaled \$1.2 million in 1967, \$1.9 million in 1972, and are projected to go to \$3.1 million in 1977. This is an annual growth of almost 10 percent per year, and has been absorbing a larger percentage of the budget each year. The cost of generating and distributing steam, chilled water and potable water is included in this figure, although the costs of electricity have been rising most dramatically. The cost of fuel oil to produce steam also appears likely to escalate considerably over the next few years because of the rapidly shrinking domestic supply.

When planning new facilities, consideration must be given to these increasing costs of utilities. Laboratories are extremely costly to operate and maintain, particularly those where temperature tolerances are rigorous and air-change rates are high. For example, the Chemistry Research Building, while it is only one-half the size of Baker Laboratory, had utilities costs of \$156,177 last year. The costs for Baker were \$110,771. In contrast, Kimball-Thurston in the Engineering Quadrangle, which is 90 percent of the size of the Chemistry Research Building but has less sophisticated needs, had utilities costs of only \$20,703.

In planning for future facilities, the University must be sensitive not only to the initial costs of these buildings, but to the cost of operating and maintaining them. Architects and others working on any proposed new structures must be careful not to set up excessive specifications for air-change rates, temperature tolerances, humidity control, lighting systems, heat-recovery systems and the amount of exterior glass.

Utility system upgrading and expansion demand careful planning to assure that replacements are adequate to meet future needs. Sensitivity to the impact on the environment also will continue to be a high-priority consideration.

Another point on which the University is going to have to be more conscientious in future planning is in terms of costs for new buildings, and their maintenance. The University must also assess the costs of developing a central system capacity to provide heat, light, air-conditioning, water and the other utility requirements for new buildings.

#### *Information and Its Availability*

The Long-Range Financial Planning Committee recommended an improved information system. This conclusion was reached because of the committee's frustration in attempting to obtain information essential to its deliberations. The administration has also experienced the same difficulty in establishing a basis for decisions. Many questions were raised by the Long-Range Financial Planning Committee and by those responding to its recommendations which were difficult to answer because of the lack of basic data. Some important information was not available, and much of what was finally obtained was only discovered after visits to several offices of the University. Even when the required data was found, complications arose when what was supplied by one office was not compatible with that of others. This required inordinate time to resolve discrepancies.

The establishment of a policy on financial aid requires information about students, their numbers and economic background, the percentage of students requiring aid, and the components of their financial aid package.

The size of the faculty and the supporting staff is a question which has been extensively studied in the past few months. However, since each college counts its faculty in a different way and other offices have different variations, the number of faculty is not known precisely. Comparisons from year to year even within a college, are difficult because of changes in procedures. Information of reasonable reliability regarding the present supporting staff now exists, but it has been impossible to retrieve reliable data from the past. The complexity of the problem is indicated by the fact that the University prepared approximately 24,000 income tax W-2 forms

for all its employees, both full- and part-time for the past year. However, even though the University knows that about one-third of these are full-time employees, these W-2 forms do not tell which are faculty, which are staff, which are part-time and which are full-time. It is important to monitor and control the ratio of academic staff to support personnel, but to do so we need better information than now exists.

Information is being continuously requested by state and federal agencies, frequently with a legal obligation to respond. This often requires a major *ad hoc* effort involving considerable time and expense and little is gained in regard to future requests for similar information.

There is considerable interest on the part of both the state and federal agencies on the question of the accountability of educational institutions for their use of public funds. Commissions, such as that at the federal level studying the costs of higher education, are already in existence and are framing the questions that we will be asked in order to demonstrate our fiscal responsibility. We probably will not like many of the questions that will be asked, but responses are likely to be required either by the force of law or the threat of the loss of funds. At the moment an adequate mechanism does not exist at Cornell for supplying such information.

For these reasons it is essential that we establish a uniform University information system. Maintaining reliable records in most cases depends upon developing better procedures and information systems. It will also require the support and cooperation of all University personnel who use facilities, enroll students or otherwise contribute to the operation of the University. This needed development will require an additional expenditure of funds.

In the various responses to the Long-Range Financial Planning Committee Report there was a widespread expression of interest in the statistical data and information it contained. Many of those responses expressed the hope that more information on the operation of the University be made available to the community.

In order that the community be fully informed, information compiled by the proposed system will be made publicly available.

#### *Recommendations Relative to Academic-Support Services*

1. That an advisory group of representatives from colleges and departments will be established under the chairmanship of the Vice President for Administration to help achieve more effective operations based on the needs of colleges and departments, particularly in the introduction of new administrative procedures and systems.

2. That in order to maintain a check on administrative and academic-support costs, an operations review be undertaken, drawing on both on-campus teams and external consultants, to look in detail at the procedures and staffing of all University operations on a regular basis.

3. That the University undertake a more integrated and comprehensive training program to permit it to meet increasing demands and to provide rewarding career opportunities for employees who have the potential for advancement. This recommendation relates to the University's responsibilities to individual employees and to its previously announced Affirmative Action goals.

4. That expenditures be made to improve the University's information systems to supply basic data about the institution, for planning and operations, and to satisfy anticipated governmental requirements.

5. That more information on Cornell be made available through such mechanisms as reports on the budget, statistical information and various studies that might become available.

## **Chapter XI FINANCIAL PROJECTIONS**

Projecting the economic future of any institution is complicated. This is especially true at Cornell, with its mix of public and private funds and its diverse academic and research programs.

In looking forward, the figures that make up the current budget have been studied category by category. In each instance, the best information available on inflationary factors has been coupled with judgments that have been made on such variables as faculty and staff size, enrollments, tuition and salary levels, income from gifts and investment and government support. These are assumptions on which the projections have been made.

Cornell's operations have a strong financial base in

terms of its substantial capital resources. These resources are estimated at current market values of some \$230 million to support the endowed colleges at Ithaca. Most of this is either required to be held in perpetuity by the University as endowment, or restricted to specific purposes. However, approximately 37% of this amount is available to the endowed colleges in Ithaca in the form of unrestricted capital funds. With this reserve, what we have available is not limited exclusively to such current-fund income sources as tuition, investments and gifts. On the other hand, the balance of current-fund revenues and expenses, as defined within accepted practices, provides an important benchmark against which to make financial projections. The projections have been developed within these limitations.

One major assumption underlying the financial projections is that Cornell will be able to expand the very substantial support it now receives from alumni, foundations and friends. On the other hand, the projections have not reflected the possibility of such major new public programs as increased Bundy aid, a more attractive scholar-incentive plan for New York State students, full funding of the Basic Educational Opportunity Grants, or other elements of the 1972 Federal Higher Education Act amendments. There is no

way of knowing if or when these programs may be funded.

For the most part, income and expense projections reflect the long-term trends within different sectors of the University's operations. While an overall 5 percent inflation rate has been assumed, trends for various units deviate from this average and are based on informed forecasts for the future as well as on historical experience. Specific planning policies, such as the overall stabilization of enrollments, faculty and staff also are a part of these projections.

Although the projections incorporate our best judgments of income and expenditures, there are many uncertainties arising from external forces. These could include such things as new legislation involving pension plans, legal restraints on tuition charges, increased state scholarship aid and changes in tax laws.

There are also internal uncertainties. There are some essential construction projects for which it is unlikely the University will receive outside support, such as electrical distribution system improvement, the repair of Schoellkopf to meet safety standards, dredging of Beebe Lake and a new waste-disposal incinerator. Other examples can be found in Appendix 2. These projects have not been reflected in our forecasts and will need to

be undertaken as resources are identified.

The projections assume that overall enterprise-type activities, such as housing and dining, will break even. It is anticipated that this desirable result will be achieved for the most part in the current year. It is hoped that the surpluses for this year, as well as those projected for 1973-74, in housing, Buildings and Properties and other operations will be adequate to offset expected losses in dining.

For the most part, projections have focused on the endowed colleges' general purpose funds. However, they have included the effect of statutory college operations to the extent that they interact with the endowed budget.

For the next year, projections indicate that the budget should be balanced. But then, as noted in the memorandum to the Executive Committee of the Board of Trustees, which introduces this report, the fiscal projections and assumptions described in this chapter indicate that "over the three-year period from 1975 to 1977 it may be necessary to use some \$2 million of unrestricted capital in addition to the capital which is now routinely applied to operations." This clearly indicates a need for continued evaluation of the University's changing financial condition, based on both external and internal forces.

### Appendix I TRENDS IN FUNDING OF STAFF BENEFITS

	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972
Social Security	\$ 530,528.84	\$ 633,497.99	\$ 781,163.22	\$ 852,687.75	\$ 920,699.83
Disability Benefits	26,046.68	21,390.36	21,578.35	4,853.60	12,969.43
Workmen's Compensation	43,000.00	43,444.51	61,327.13	64,925.56	65,649.56
Unemployment Insurance	0	0	0	64,845.28	307,480.07
Health Insurance	123,000.00	154,660.81	208,499.72	254,051.21	285,520.40
Group Life Insurance	0	0	250,000.00	0	200,000.00
Cornell Children's Tuition	435,899.06	452,757.39	477,378.84	484,237.04	554,052.95
Retirement	1,345,766.23	1,438,124.95	1,605,926.82	1,717,977.95	1,823,971.00
Totals	\$2,504,240.81	\$2,741,876.01	\$3,405,854.06	\$3,443,578.39	\$4,170,343.24

### Appendix II

#### A LISTING OF SOME CAPITAL PROJECTS

A listing below identifies some facilities capital projects which may be required or desirable in the next few years. Some of the projects have some degree of Trustee or Administration commitment; others are not yet well enough formulated to have any commitment at the present time although they will probably have to be done soon. None are for work now under way, although some are funded and will be begun shortly.

Only major projects are listed. Normal maintenance projects are not included. Not included also are projects which have been completed but for which capital gifts are still being sought.

Where no detailed planning has been done, the costs indicated are no more than guesses based on 1973 levels.

**Marine Biology Station — Isles of Shoals — Phase III:** The third year of construction has been authorized. This is the final phase of the original construction program. Estimated project cost \$125,000. Source of funds: gifts and grants in hand or pledged.

**A.D. White House Rehabilitation:** To be developed for the Humanities. Estimated project cost \$187,000. Source of funds: gifts and grants in hand.

**Biological Sciences Facility — Phase I:** The first component of a Biological Sciences complex to house Biochemistry, Cell and Molecular Biology. A Master Plan for the ultimate development is now being prepared. Estimated project cost of Phase I \$12,000,000. Source of funds: gifts and grants.

**Barton Hall Locker Room and Toilets:** New locker room and toilets for women. Estimated project cost \$85,000. Source of funds: operating funds plus statutory college funds.

**Rand Hall Rehabilitation:** Rehabilitation of 2nd and 3rd floors for Fine Arts Library. Estimated project cost \$450,000. Source of funds: unknown.

**Library:** Addition to library facilities. The form that this

should take — addition to Olin, new central library peripheral storage is now under study. Estimated project cost unknown. Source of funds: unknown.

**Sibley Hall Alterations:** Conversion of Sibley Dome to other uses after moving of Fine Arts Library. Estimated project cost \$100,000. Source of funds: unknown.

**Franklin Hall Alterations:** Improvement of life safety conditions by rebuilding stairs. Some alterations to interior space. Estimated project cost \$200,000. Source of funds: unknown.

**Rockefeller Hall Rehabilitation:** Continuation of work begun to rehabilitate Rockefeller for Physics and other uses. Estimated project cost \$1,200,000. Source of funds: unknown.

**Willard Straight Hall Renovations:** Renovation of kitchen and dining area. Estimated project cost \$600,000. Source of funds: unknown.

**Riding Hall Rehabilitation:** Expansion and rehabilitation of Riding Hall and replacement of auxiliary buildings. Estimated project cost \$290,000. Source of funds: pledged gifts.

**Schoellkopf Stadium Repairs:** Continuation of phased program of repairs to Crescent to improve safety. Estimated project cost \$200,000. Source of funds: separately allocated from current funds.

**Campus Store:** Close in light well and convert to selling space. Reorganize selling space, stock space, circulation. Estimated project cost \$50,000. Source of funds: on a self-amortizing basis.

**Goldwin Smith Hall:** Renovate lecture rooms A and C. Estimated project cost \$150,000. Source of funds: unknown.

**Incinerator:** Campus-wide waste disposal facility for chemical and solid wastes. Estimated project cost \$75,000. Source of funds: unknown.

**Baker Laboratory Teaching Labs:** When Baker was rehabilitated, the teaching labs on the east side were left to be rebuilt as Phase III of the program. Estimated project cost \$1,500,000. Source of funds: unknown.

**Student Health Facility:** Either expansion of Gannett Clinic to provide for bed care facilities and other services or construction of new building to accommodate both infirmary and clinical facilities. In either case, Sage Infirmary would be shut down. Estimated project cost \$2,500,000 - \$5,000,000. Source of funds: possible gifts and grants.

**Ethology Facility:** For the Biological Sciences to be erected at Ornithology Laboratory. Estimated project cost \$200,000. Source of funds: gifts and grants.

**Special Maintenance Problems:** Major maintenance problems at Myron Taylor Hall, Sibley Dome, and Rockefeller. Estimated project cost \$75,000. Source of funds: operating budget.

**Squash Courts:** Additional squash courts either as addition to Grumman or separate building. Estimated project cost \$270,000. Source of funds: gift in hand.

**Carpenter Hall Addition:** Addition of floor to expand library and administration space. Estimated project cost unknown. Source of funds: unknown.

**Plasma Studies Facility:** Replacement elsewhere of Mitchell Street facility. Estimated project cost \$500,000. Source of funds: unknown.

**Computer Facilities:** Increased computer capacity together with improvements in electrical distribution system to service computer. Estimated project cost unknown. Source of funds: unknown.

**Student Housing:** Apartments for students. Feasibility study now under way. Estimated project cost \$5,000,000. Source of funds: Dormitory Authority bonds to be amortized from project income.

**Beebe Lake Improvement:** Dredging of Lake and improvement of banks. Estimated project cost \$300,000. Source of funds: unknown.

**Gorge Trail Improvements:** Rebuilding of trails in Cascadilla and Fall Creek gorges. Estimated project cost \$122,000. Source of funds: OEP funds in hand.

**Cornell Plantations Arboretum—Phase I:** Estimated project cost \$50,000. Source of funds: gifts in hand.

**Cornell Plantations Arboretum—Phase II:** Remainder of work. Estimated project cost \$1,600,000. Source of funds: gifts.

**Parking Facilities:** Additional parking areas. Estimated project cost \$500,000. Source of funds: partially from revenues from system.

**Kite Hill Road:** From Garden Avenue to new east entrance to the campus from Route 366. A major link in the traffic and parking plan. Estimated project cost \$150,000. Source of funds: unknown.

**Lighting Improvement:** Improvement of exterior lighting, primarily for life-safety reasons. Estimated project cost \$300,000. Source of funds: Hurlburt Fund.

**Landscape Projects:** Replacement of trees and general improvement of the grounds. Estimated project cost \$200,000. Source of funds: unknown.

**North Campus Tennis Courts:** Tennis courts and basketball/handball courts in accordance with plan for completion of North Campus playing areas. Estimated project cost \$75,000. Source of funds: unknown.

**Central Avenue Mall:** Creation of pedestrian mall from Campus Road to Uris/Olin Libraries. Estimated project cost \$75,000. Source of funds: unknown.

**Electric Power Distribution System:** Enlarging of Kite Hill sub-station, estimated project cost \$500,000. Source of funds: unknown.

**Property Acquisition:** A number of properties are in some stage of consideration or negotiation for acquisition. Estimated cost \$650,000. Source of funds: Development Fund and gifts.

**Large Animal Research Laboratory:** Near Morrison Hall. Now in planning. Estimated project cost \$3,650,000. Source of funds: SUNY-State Construction Fund.

**South Chilled Water Plant:** New facility near Heating Plant — with distribution system. Estimated project cost \$950,000. Source of funds: advance from Endowment Fund to be paid off by annual appropriations.

**East Chilled Water Plant:** New facility to serve statutory colleges. Estimated project cost \$1,780,000. Source of funds: SUNY-State Construction Fund.

**Agriculture Building Replacement Program:** Replacement of older buildings on Agriculture Quadrangle. Estimated project cost \$12,000,000. Source of funds: SUNY-State Construction Fund.

**Martha Van Rensselaer Hall:** Renovation. Estimated project cost \$3,000,000. Source of funds: SUNY-State Construction Fund.

**Medical College:** There are a number of physical plant improvement projects at the Medical College in New York City. These projects will require several hundred thousand dollars within the next few years. Projects will be financed from funds restricted to the use of the Medical College.

# Bulletin of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty Robert M. Cotts, 315 Day Hall, 256-4843).

## Report of the Meeting of the Faculty Council of Representatives

April 18, 1973

In a special meeting, the FCR first heard Dean of the Faculty Norman Penney summarize which reports can be expected this term and what legislation needs attention before the end of the term. Then it debated the proposed new Class Schedule until the time for adjournment without reaching a decision.

Debate on the proposed Class Schedule (published in the April 11 Chronicle) became hung up on two issues. Early in the meeting, Prof. W.T. Dean, Law, moved to postpone action on the Schedule until the Senate had made a formal report on it with its recommendations. It was arguable, he stated, that because the Senate has jurisdiction over the Calendar, the Senate should make a recommendation on Class Schedules. Others who favored Prof. Dean's

motion expressed a need to obtain student opinion through their representatives in the Senate.

Opponents to the motion argued that any delay in adoption of a new Class Schedule after the end of this semester would mean that no new Schedule could be put into effect before Fall, 1975. It was announced that the Senate had just begun to study the question. Several suggestions were made to allow the Dean of the Faculty discretion to withhold implementation if the Senate were later found to have serious objections. In response to a specific question on jurisdiction over Class Schedules, Dean Penney stated that the Faculty has the final authority.

The motion to postpone failed, 35 to 15. A motion to postpone until the May 9 FCR meeting, with instructions to appropriate FCR and Senate

### Faculty Response to the Carter Report

Faculty response to the Carter Report on the Africana Studies and Research Center would be welcomed by a subcommittee of the FCR Committee on Academic Programs and Policies which is reviewing the Report. Comments may be sent to Professor Eldon Kenworthy, Government, in McGraw Hall. The report was published in the Feb. 15, 1973 issue of the Chronicle.

Committees to go into conference on the issue, also failed.

One amendment to the main motion to allow exceptions to the reserving of Tuesday and Thursday evenings for preliminary examinations did pass.

The second part of the debate centered on problems of scheduling laboratories in the new Schedule. Prof. C.F. Wilcox, Chemistry, described the present situation in Organic Chemistry where a laboratory which was once scheduled in two 2-hour-and-45-minute sections was now given in one 3-hour section per week. The new schedule would compress an already compressed laboratory to one 2-hour-and-45-minute section; an intolerably short time. It was suggested by some that exceptions might be allowed in special situations. Various ideas for special late ending or early starting times on Tuesday and Thursday were aired.

As the meeting wore on, and the hour of 6 p.m. drew nigh, the body voted on a motion to end debate so that a vote

could be taken on the main motion. The motion to curb debate failed, 25 to 16. The meeting then adjourned. Presumably the first item on the May 9 meeting of the FCR will be the Class Schedule.

In other business, Dean Penney announced that:

1) a report on Grievance Procedures could be expected from the Professional and Economic Status Committee for the May 19 meeting.

2) a revised recommendation on S/U grading was almost ready for FCR consideration.

3) a report from the Nominations and Elections Committee with nominations for vacant committee posts would be presented at the May 9 meeting.

4) the Committee on Academic Freedom and Responsibility has proposed amendments to its enabling legislation.

5) new enabling legislation for a Faculty Calendar Committee (to deal with educational policy questions associated with the Calendar) has been proposed.

6) new proposals on equal access to classes (the Gordon Chang resolution) and related matters were being considered.

7) a revised proposal on student excuses for holy days has been prepared, and

8) there was some probability that a Response to the Carter Committee Report would be prepared this term.

He also announced that the May 16 University Faculty meeting would be scheduled as a joint meeting with the FCR.

## Corson Makes Report on Long-Range Planning

Continued from Page 3

laboratories; it is a community of scholars, students, administrative staff and employes, all dedicated to the central theme of teaching and learning. Above all it is a community of people."

Over the past decade, Corson said, a variety of factors have led to an erosion of the sense of community at Cornell.

He noted that progress toward regaining a sense of community had already been made but that a particular concern must be the relationship of the faculty to the central administration and to the college administrations.

"Faculty cohesion, coupled with a cooperative interaction with the college and central administrations, could present a powerful force in coping with the current problems facing all academic institutions," Corson noted. He said that there had been a deterioration of faculty-administration rapport at Cornell in recent years caused primarily by "the increased preoccupation of the central administration with a series of crises, internal and external, which have distracted it from its central academic focus..."

The President said, "The present isolation of the senior administrative officers from the faculty must be reduced. I propose to move in this direction to the maximum degree possible and I shall consult the deans and faculty leadership about the means. Careful study of the assignment of responsibilities among the senior administrative officers will be a first step."

Recommendations in other chapters of the report which would apply over the next three years include:

—That enrollments of freshmen across

the University be maintained at approximately the 1973-74 levels.

—That steps be taken to accommodate both the more flexible study and work patterns of the student body and concurrently to maintain an approximately constant enrollment throughout the academic year.

—That the University maintain a scholarship program for undergraduates comparable with other major universities. Maintaining unrestricted scholarship funds at the percentage of the 1973-74 tuition income should accomplish this objective.

—That consistent with qualifications, methods be explored to give financial aid recipients an advantage over other students in obtaining suitable campus employment.

—That tuition be increased "at a level consistent with the financial needs of the University and with the ability of families to pay, as measured by economic trends." Current trends indicate this figure at about 6 per cent per year.

—That faculty compensation be "competitive with comparable universities at the college and departmental level."

—That staff salaries "be consistent with the object of attracting and retaining well-qualified persons and be competitive in both the geographic and employment areas."

—That nontenured faculty members, at the time of their appointment, be told the probability of an assistant professor attaining tenure in that department.

—That department chairmen keep nontenured faculty members informed of their progress toward tenure in some regular and formal way.

—That the advice and counsel of the

Faculty Council of Representatives, the Deans' Council, and the University Senate be sought by the administration on the priorities of the University, and in particular the assimilation of these choices in the preparation of the annual budget.

—That the President annually update a three- to five-year program for the University, identifying major priorities, plans and assumptions.

—That funds equivalent to at least 1 per cent of the total of all the college budgets be made available to support new educational and research programs as well as teaching innovations.

—That an operations review be undertaken on administrative and academic-support costs, using on-campus and external consultants.

The report also dealt with the impact of the short-range recommendations and various other assumptions about the

University on Cornell's future financial stability.

Commenting on the financial projection, Corson noted in the letter of transmittal to the Executive Committee which accompanied his report that "over the three-year period 1975-1977 it may be necessary to use some \$2 million of unrestricted capital in addition to the capital which is now routinely applied to operations..."

The President also noted that in spite of the implications contained in the financial projections of his report, the University must be willing to plan and move ahead with "boldness."

"At every stage, boldness must be weighed against caution in deciding a course of action," he said. "Boldness can result in serious problems if expectations do not materialize. Excessive caution, on the other hand, can result in lost opportunities..."

## Museum Dedication Is Set

Continued from Page 1

upper levels of the building for exhibiting sculptures.

Leavitt said it is significant that Cornell's new art museum is a result of the efforts of one of the nation's leading architects, Pei, and one of its outstanding patrons of the arts, Johnson.

In the 1930's Johnson commissioned Frank Lloyd Wright to design and build a new office building for his company in Racine. When the modernistic structure was opened in 1939, other architects termed the building "the greatest innovation in business housing since the skyscraper."

After he had given the funds for a new museum at Cornell, Johnson asked the committee selecting the architect to find "the Frank Lloyd Wright of today."

Shortly after his graduation from Cornell, Johnson joined the wax company full-time, working first in the chemical laboratory, then selling wax on the road and acting as purchasing agent. Six years later, upon the death of his father, he became the 28-year-old president and chairman of the Racine company.

He remained as president and chairman until 1958 and was active as chairman until 1966, when he became honorary chairman.

# The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Michael E. Fisher, secretary of the Senate, 133 Day Hall, 256-3715.

Next Senate Meeting: Tuesday, April 24, Kaufmann Auditorium, 7:30 p.m.

## Report on Public Hearing: 'The Senate and the ROTC'

The Committee on Military Training of the Third Senate held a Public Hearing at 8 p.m. on 21 February 1973 to review the question, "How far have we proceeded towards the objectives recommended by the Senate in December 1970?" (The relevant Senate legislation is SA-30 (A-107), passed December 1970, and SA-35 (A-160), passed January 1971.) The Committee has prepared a fairly detailed Report of the Hearing, including various documents pertaining to it, and to the relation between the Senate, the University, and the ROTC programs. (Copies of their Report will be available in the

Senate Office.) After cautioning that "many of the matters considered are quite complex" the Committee felt that the following *summary conclusions* could reasonably be drawn:

a) Following Faculty resolutions of 1969 and Senate resolutions of 1970, significant changes have taken place in the organization of the ROTC program at Cornell. Specifically: (i) only the three commanders are granted faculty status; (ii) they and other military instructors are now subject to an academic review procedure before appointment; (iii) the University ROTC-Relationships Committee acts as an Educational Policy Committee for the military programs and reviews all courses, and assigns credit to those which meet the required academic standard. (Detailed curricula are set locally under only general Defense Department guidelines.) (iv) Some Naval ROTC courses have been totally transferred to Engineering Departments; (v) after a sharp decrease in credit for military-taught courses in 1970, total credit hours granted have risen slightly in the last three years. In addition, joint civilian/military taught courses have been introduced. However, suggested courses on military justice and topics such as the Geneva conventions, are not currently taught, in part owing to difficulties in developing a common curriculum and an

## Proposed Agenda

SPECIAL MEETING

April 24, 1973

Kaufmann Auditorium  
7:30 P.M.

1. Announcements.
2. Notice of Constitutional Amendments.
3. Approval of Agenda.
4. D-5: Policy Statement on Parking and Traffic (25.3).
5. D-6: Policy Statement on Bicycles and Motorcycles (15.2).
6. D-8: To Save a Life Act (15.3).
7. D-54-a: Further Recommendations on C.N.Y.P.I.R.G. (30.3).
8. D-4: Organizational Penalties Amendment to SA-80 (15.3).
9. D-28-a: Recommendatory Resolution re: Course Grade Record Keeping (15.2).
10. Adjournment.

NOTICE: D-17-a (An Act to Propose A Bill of Rights) and D-56 (Constitutional Amendment to Provide for Employee Representation on the Board of Trustees) are hereby being mailed out for one week prior notification.

acceptable course load.

b) The granting of academic credit towards the satisfaction of degree requirements remains the prerogative of individual Colleges and Schools of the University; such credit is not uniformly granted. Some efforts to have certain courses co-listed by academic departments have

## Senate Calendar

Thursday, April 19 -

Committee on Academics, 1 p.m., Senate Office.

Joint meeting of the Committee on Campus Life and all Subcommittees, 8 p.m., 215 Ives Hall.

Friday, April 20 -

Planning Review Committee, noon-2 p.m., Senate Office.

Campus Planning Committee, 4 p.m., Senate Office.

Monday, April 23 -

Executive Committee, 5 p.m., Senate Office.

Wednesday, April 25 -

Campus Life Committee, 4 p.m., 388 Uris.

Nominations and Elections Committee, 4 p.m., Senate Office.

## Senate Actions — April 13, 1973

(The full text of any bill introduced in the University Senate is available in the Senate Office, 133 Day Hall.)

SA NO.	TITLE	SPONSOR	ACTION TAKEN
SA-190	COMMITTEE NOMINATIONS FOR THE FOURTH CORNELL UNIVERSITY SENATE	Comm. on Comm.	ADOPTED
SA-191	A REQUEST OF THE SPEAKER TO CALL A SPECIAL MEETING		ADOPTED

## Current Legislative Log

(Complete texts of all University Senate actions are available in the Senate Office, 133 Day Hall.)

BILL NO.	DATE SUB.	TITLE	SPONSOR	COMMITTEE REFERRED TO
D-55	4/9/73	OPERATING RULE FOR COMMITTEES [This bill provides that a committee shall report a bill out, favorably, or unfavorably, within thirty days of the date of assignment to committee, or, in the case of committee and subcommittee consideration, forty-five days, or explain inaction.]	C.K. MacKay, Parliamentarian	Executive Committee
D-56	4/9/73	CONSTITUTIONAL AMENDMENT - TO PROVIDE FOR EMPLOYEE REPRESENTATION ON THE BOARD OF TRUSTEES [This act would amend the Constitution - Article III, such as to provide for employee representation on the Board of Trustees.]	Steve Hanzlik	1. Executive Comm. 2. NEC
D-57	4/9/73	STANDING RULE OF ORDER ON SPEECHES [This bill alters the Senate's use of Robert's Rules of Order by changing the maximum length of a speech on the floor from ten to three minutes.]	C.K. MacKay, Parliamentarian	Executive Committee
D-58	4/11/73	SUBPOENA POLICIES ACT [This act would require prompt notification when an individual's University records are subpoenaed and would mandate that the University seek to delay surrendering the subpoenaed records for a minimum of 48 hours.]	Heber, Kauber, Hernandez, Youngquist, Gerber	Codes and Judiciary
D-59	4/12/73	LIBRARY ACQUISITIONS INVESTIGATORY RESOLUTION [A bill requesting a report on how library outbacks affect undergraduates.]	Jarett, Esposito, Rafner (Eng. Undergrads)	Committee on Academics
D-60	4/13/73	COMMITTEE PROCEDURE FACILITATION BILL [Legislation improving communication between committees and Senators.]	Dan Grauss, N. Haber	Committee on Committees

## For Campus Safety

# Light Plan to Come

The University will hire the consulting firm of Johnson, Johnson and Roy to develop a master plan covering installation of extensive campus outdoor lighting, principally to insure the safety of the Cornell community.

The Executive Committee of the Board of Trustees, at its meeting yesterday in New York City, appropriated funds for the overall master plan which is expected to take a year to develop.

According to Thomas W. Mackesey, vice president for planning, lighting needs have been classified in priority groups, the top priority projects being improved lighting on East Avenue and in certain secluded parking areas. These projects should be completed by next fall at a cost of approximately \$120,000.

He said the project will be carried out in close collaboration with interested campus planning committees and agencies.

At the request of the Board's Buildings and Properties Committee, the consultant preparing the lighting master plan will consider signs, graphics, outdoor furnishings and basic landscaping considerations.

failed.

c) There has been no significant recent change in the question of the Land Grant status. The problem remains primarily a political one in the view of many observers. However, future changes in the form of the military training programs which are acceptable to the three Services, could probably be introduced without endangering the Land Grant status. Aspects of specific proposals made by Professor Paul Olum might, indeed, prove negotiable between the Universities and the Defense Department over a reasonable period.

d) The disenrollment procedures from the ROTC programs seem to have been less stringent and to have operated more smoothly in recent years. No causes for concern were uncovered.

e) The Defense Department has not agreed to the proposal (of the Association of American Universities) for a reimbursement of \$500 per student. However, some general reimbursement may still be forthcoming in the future. Currently scholarships worth

\$750,000 are provided through the ROTC programs to Cornell students.

f) The response to the Hearing seemed to indicate that there is little strong community sentiment for further changes to the military training programs at this time.

Michael E. Fisher (Chairman, Faculty Senator)

Frank H. Esposito (Vice-Chairman, Student Senator)

Arthur A. Muka (Faculty Senator)

Charles Mackay (Liason, Graduate Senator)

A.L. Dungan (Graduate Non Senator)

Robert A. Reich (Student Non Senator)

Mark D. Rattinger (Student Non Senator)

Robert J. Young (Faculty Non Senator)

## Clarification

Both the Non-Exempt Other and Non-Exempt Endowed Constituencies are eligible to nominate candidates for the vacant employe Senate seat. Petitions are available in the Senate Office, 133 Day Hall.

# Job Opportunities

Continued from Page 4

## TEMPORARY AND PART-TIME POSITIONS

Grader	Ag. Economics (temp. full time)
Statistics Clerk I	Ag. Economics (temp. full time)
Temp. Laborer	Entomology
Lab Tech, NP-8 (1/2 time)	Genetics, Development & Physiology
Field Assistant	Herbarium (part-time)
Laborer (4)	B & P
Ombudsman	Office of Ombudsman (permanent part-time)
Typist A-10	Library (permanent part time)
Transcriber A-15	Library (temp. part-time)
Weekend Receptionist	Laboratory of Ornithology (temp. part-time)
Typist	Wiegand Herbarium (temp. part-time)
Program Aide I, NP-5	Extension NYC (permanent part-time)

## Shoshana Z. Dannhauser, 35

Mrs. Shoshana Z. Dannhauser, wife of Werner J. Dannhauser, associate professor of government, died April 11, in Tompkins County Hospital after a brief illness. She was 35.

She was born in Jerusalem, daughter of Ezra and Anna Schoenberger Zalzman; and attended Hebrew University

there.

She received her B.A. degree from the University of Bristol, Bristol, England and was presently engaged in doing graduate studies in Semitics at Cornell University, where she was also a teaching assistant.

In addition to her parents and husband she is survived by two

daughters, Fanya and Anna Dannhauser, both at home.

Funeral services were held Friday, April 13, in Cleveland, Ohio. Burial was in Zion Cemetery, Bedford, Ohio.

In lieu of flowers friends are asked to make contributions to the Cancer Society or Fund for Israel.

### Academic and Financial Dateline

**Tuesday, May 1** — All graduating students who plan to stay in their rooms until graduation must fill out and return a "Request to Remain in Room" form to the Mail office by this date.

Financial Aid Applications for Summer 1973 are now available at 203 Day Hall and are due by May 1.

**Friday, May 4** — All students holding space in University Housing who wish to cancel '73-74 room contracts should inform the Housing Office in Room 223 Day Hall as soon as possible and no later than the May 4 deadline.

Deadline for submitting all material for May degree for Graduate students. (Graduate Office — Sage Hall).

**Reminders:** All students who expect to receive a degree at the close of the current term must personally visit the Student Accounts section of the Bursar's Office, 260 Day Hall between May 1, 1973 and May 16, 1973, clear their accounts with the University and pay any amount then due.

**Fall Term Registration 1973** — All students continuing in the Fall Term 1973 will register Friday, Aug. 31. Students in Agriculture and Life Sciences, Arts and Sciences, Basic Engineering, Graduate School, Hotel and Human Ecology will pick up registration material at Lynah Rink. Students in other divisions will pick up material at their division offices. *Registration material will not be mailed.* Registration material will be available for pickup Tuesday, Aug. 28 through Thursday, Aug. 30, 8:30 a.m.-4 p.m., and Friday, Aug. 31, 8:30 a.m.-noon.

See story elsewhere on this page for room and phone number changes in the Registrar's Office.

### Sidewalk

Superintendent



(Notes from the Department of Buildings and Properties)

Replacement of a steam condensate line from Phillips and Upson Halls to a manhole south of Campus Road is in progress.

The disruption to activities in this area will be kept to a minimum due to the location of the line. Project completion is scheduled to permit the placement of the Swanson Memorial plantings during the spring season.

The memorial plantings will overcome the unsightly appearance of the area caused by the loss of elm tree plantings there.

#### Chilled Water System

Work has started on the

project to provide increased central chilled water system capacity for the Endowed Campus. The first phase, on-campus, is the construction of a pipe-line connecting the existing chilled water system southeast of Uris Hall to the new plant to be constructed east of the Central Heating Plant. Trees and shrubs have been relocated and a pipe-line will be constructed between Barton and Ives Halls during April. It is planned to have at least the chilled water line completed before Commencement so that the

Safety Division, in Barton Hall, can have the benefit of air conditioning (from the Weinhold Plant) during next summer. In spite of the tight schedule a new sanitary sewer is also to be placed in the same area this spring and early summer. The construction will necessitate the closure of the concrete stairs and wall along the south side of Ives Hall. Pedestrian traffic will be routed through Ives Hall during this period. The new chilled water plant is scheduled for completion in the spring of 1974.



### Sage Notes

Senior Fulbright-Hays awards for university lecturing and advanced research during 1974-1975 in more than 75 countries are now being accepted. The booklet on the program for this period is available on request from the Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W.,

Washington, D.C. 20418. Application requirements include U.S. Citizenship; for lectureship, college or university teaching experience; for research awards, a doctorate or equivalent in professional accomplishment. Deadline for application is July 1, 1973.

## Bulletin Board

### Registrar's Office Is Remodeled

The University Registrar's Office has been remodeled to prepare for the new Student Information System (SIS) which will be in effect soon. The new address is 222-224 Day Hall.

The office is now located on the west side of Day Hall, directly across from the Housing Office. The office is on the ground level floor from the East Avenue entrance or one floor up if entering from the west side of Day Hall.

The following is a list of the office services, personnel and new telephone numbers:

General information — Mrs. Margaret Cuning and Mrs. Suzanne Cunningham, 6-4232 or 6-4233; academic records (course data, grades and registration) — Beatrice Nurmi, Janet Arnold and Barbara Robbins, 6-2373; transcript — Alice Gere and Kathleen DeAngelus, 6-4232; certification — Mary Ann Robinson and Margaret Hagin, 6-4233; classroom assignment — Minnie Cutter, 6-5080; diplomas — Deborah Shaff, 6-6-3400.

Registrar — Byron McCalmon, 6-6218; associate registrar — Phillip Sperry, 6-4149; assistant registrar — C. Edward Maynard, 6-3400; assistant registrar — Mary Alice Cleary, 6-6218; office manager — Helen Letteer, 6-3400; programmer/analyst — Rita Chi, 6-4149; senior production controller — Sandra Pastore, 6-4149; administrative secretary — Charlene Lewton, 6-6218 and project secretary — Cornelia Foley, 6-4149.

### Senate Committees Have Vacancies

The University Senate Committee on Committees is accepting applications from non-Senators for University judicial and traffic boards and for the University Unions Board of Governors.

Persons interested may pick up applications in the Senate office, 133 Day Hall. They must be returned to the same office by Monday.

Nine vacancies exist for two-year terms each on the University Hearing Board (UHB) and five on the University Review Board (URB), both judicial bodies. Three faculty, four students and two employees are needed on the UHB and one faculty, two students and two employees are needed on the URB.

Three vacancies exist on the Violations Appeals Board (VAB) and three on the Special Requests Appeals Board (SRAP), both traffic boards. Vacancies are one each for faculty, students, and employees on both boards.

On the Unions Board of Governors, one faculty, two students and one employee are needed to fill five vacancies.

### Summer and Extramural Office Moves

The Division of Summer Session and Extramural Courses will move from Ives Hall to 105 Day Hall next week. Assuming everything goes according to plan, the Division should be established in its new office in Day Hall and ready for business on Thursday, April 26.

### Symposium on Literary Criticism Set

A two-day symposium featuring some of the academic world's leading literary theorists will take place April 20 and 21 at Cornell.

Sponsored by Diacritics, a review of contemporary criticism published by the Department of Romance Studies at Cornell, the symposium will explore the theme "Texts, Pretexts, Contexts."

Open to the public, the three sessions of the program will take place in 700 Clark Hall. The first will start at 2 p.m. on Friday, April 20. There will be sessions starting at 9 a.m. and 2 p.m. on Saturday, April 21.

There also will be a reception in the Big Red Barn between 5 and 7 p.m. on Friday, April 20.

According to David I. Grossvogel, chairman of the Department of Romance Studies and editor of Diacritics, "The symposium will pursue the business of finding viable modes of articulation between American and European critical efforts as well as between what have been previously discrete disciplines."

### Sir Fred Hoyle to Give Lecture

Sir Fred Hoyle, Andrew Dickson White Professor-at-large famed for his contributions to both science and science fiction, will give two popular lectures on campus in the coming weeks.

He will speak about "Astronomy at Stonehenge" on Friday, April 27 at 4:15 p.m. in Ives 120, and "The Origin of the Universe" on Tuesday, May 1 at 4:30 p.m. in Uris Auditorium.

### Textbook Exhibit Planned

All faculty members are invited to attend a textbook exhibit at the Campus Store on Tuesday, May 1 from 9:30 a.m.-4:40 p.m. The exhibit is co-sponsored by the Campus Store and several major publishing companies. Copies of new titles will be on display and information about forthcoming titles distributed. Cheese, crackers, wine and coffee will be served.

### Intramural Golf Deadline

The deadline on entries for intramural golf is Monday, April 23 at 2 p.m. in the Intramural Office now located in the Grumman Squash Courts building.

## Sports Scoreboard and Schedules

**Baseball** — Record to date: 10-10-1. Last week's results: Cornell 8, Brown 7; Yale 2, Cornell 0; Cornell 2, Yale 0; Pennsylvania 5, Cornell 0. This week's schedule: April 20, at Princeton; April 21, at Columbia (2); April 24, at Colgate (2).

**Lacrosse** — Record to date: 1-3. Last week's results: Brown 11, Cornell 3; Cornell 12, Syracuse 3. This week's schedule: April 21, Harvard; April 25, at Dartmouth.

**Heavyweight Crew** — This week's schedule: April 22, Rutgers.

**Tennis** — Record to date: 9-3. Last week's results: Brown 6, Cornell 3; Cornell 5, Yale 4; Pennsylvania 6, Cornell 3; Cornell 9, Syracuse 0. This week's schedule: April 20, at Princeton; April 21, at Columbia.

**Golf** — Record to date: 2-2. Last week's results: Harvard 399, Cornell 410; Williams 405, Cornell 410; Cornell 410, North Adams St. 417; Cornell 376, Syracuse 382. This week's schedule: April 24, at Bucknell.

**Lightweight Crew** — Record to date: 0-1. Last week's results: Pennsylvania 1; Cornell 2. This week's schedule: April 21, Platt Cup with Princeton and Rutgers.

**Track** — Record to date: 1-1. This week's schedule: April 21, at Queens-Iona Relays.

# Calendar

## April 19-26

### Thursday, April 19

11:30 a.m.-1:30 p.m. Film: *The Forbidden City*. International Lounge, Willard Straight Hall. U.S. China-Friendship Week.

11:30-1:30 p.m. Slides: "Modern Chinese History" and "Chinese Student Movement." North Campus Union Activities Room. U.S.-China Friendship Week.

Noon. Administrators Anonymous Luncheon. North Room, Statler Inn. Speaker, Prof. Jenny Farley, director, Women's Studies Program, "Women's Studies at Cornell."

12:15 p.m. Sea Grant Seminar Series: "The Health Significance of Environmental Pollutants With Reference to Shellfish." Dr. Benjamin H. Pringle, Northeastern Water Supply Research Laboratory, Narragansett, R.I. James Law Auditorium College of Veterinary Medicine.

4 p.m. Women's Studies Program Advisory Group Meeting. 431 White Hall. Everyone welcome. Informal discussion with Professor Alice S. Rossi.

4:15 p.m. Dobro Slovo presents Nikolai Troitsky, emigre writer, reading his works (short stories) in Russian. (English translations of works also read.) International Lounge, Willard Straight Hall.

4:15 p.m. Freshman Baseball—Ithaca College.

4:30 p.m. University Lecture: "Towards a Technologically Fixed Society: The Practically Perfect Program." Uris Auditorium. Elting E. Morison. (Third Messenger Lecture.)

4:30 p.m. Food Science Seminar: "New Advance in Canning and Restoring of Flexible Packages." Dr. A. L. Brody, Arthur D. Little, Inc., Cambridge, Mass., 104 Stocking Hall. Coffee at 4:15.

4:30 p.m. Cornell University Symphonic Band Concert. Memorial Room, Willard Straight Hall. Sponsored by the Music Dept.

4:30 p.m. Materials Science and Engineering Seminar: "Structural Analysis of Non-Crystalline Materials by the Extended X-ray Absorption Fine Structure Technique." Dr. Farrell Lytol, Boeing Company, 140 Bard Hall. Refreshments served in Bard Hall Lounge (260) at 4 p.m.

6 p.m. Christian Science Organization testimony meeting. Founders Room, Anabel Taylor Hall. Visitors are welcome.

7:30 p.m. North Campus Union Free Film Series: *Un Chirm Andalou* (silent) and at 8 p.m. *Land Without Bread*. Multi-purpose Room, North Campus Union.

8 p.m. Films: *Conversations With Allende and El Campamento*. Uris Auditorium. Sponsored by Latin American Students Assoc. and Comm. of U.S.L.A. Relations.

8 p.m. Cornell Duplicate Bridge — regular duplicate game. Sage Hall Cafeteria.

8 p.m. Panel Discussion: "Land Use Planning at Cornell." James Parkes, James Yarnell (Office of Planning); Kermit Parsons (Arch., Art and Planning); Richard Lewis (Plantations); Marvin Adleman (Landscape Architecture). 204 Stocking Hall. Sponsored by the Sierra Club.

8 p.m. Kappa Alpha Theta Lecture: "Sexuality and Marriage: A Feminist Perspective." Dr. Alice S. Rossi, professor and chairperson, Dept. of Sociology and Anthropology, Goucher College. Ives 110.

8 p.m. \*Chinese Dance Concert: Han, Tibetan and Mongolian dances by Chiang Ching, who graduated from the Peking School of Dance. Statler Auditorium. U.S.-China Friendship week.

8 p.m. Lecture: "The Warsaw Ghetto." Dennis Praeger, national spokesman for the Student Struggle for Soviet Jewry. Memorial Room, Willard Straight Hall. Sponsored by Young Peoples Socialist League.

8:15 p.m. \*University Theatre Production: *The House of Blue Leaves*. Willard Straight Theatre.

8:30 p.m. Film: *The Parable*. The Commons, Anabel Taylor Hall.

### Friday, April 20

8:30 a.m. Latin American Day Conference — Plenary Session. Noyes Center third floor lounge. Sponsored by Latin American Students Association.

10 a.m. International Fair. Memorial Room, Willard Straight Hall. Sponsored by I.A.G.

10 a.m.-noon. Chinese dance class given by Ms. Chiang Ching. Helen Newman Dance Studio. U.S.-China Friendship Week.

11:30 a.m.-1:30 p.m. Film: *The Forbidden City*. Activities Room, North Campus Union. U.S.-China Friendship Week.

11:30 a.m.-1:30 p.m. Slides: "Modern Chinese History" and "Chinese Student Movement." Noyes Center third floor lounge. U.S.-China Friendship Week.

4 p.m. Films for Cornell University AFFS Regional Screening: *Punishment Park*. Ives 110.

5:15 p.m. Shabbat Service. Founders Room, Anabel Taylor Hall.

6-8 p.m. \*Steaks Royale in Statler Main Dining Room. A project of students of the School of Hotel Administration.

7:30 p.m. Film: *East Is Red*. U.S.-China Friendship Week program. Ives 120.

7 & 9:15 p.m. \*Cornell Cinema Film: Bernardo Bertolucci's *The Spider's Stratagem*. Uris Auditorium.

8 p.m. Lecture: "Being Gay in 1973 — A Post Gay-liberation View." Allen Young and Karla Jay. Ives 110. Sponsored by Gay

Liberation.

8 p.m. \*Cornell Cinema Film: *Doctor Zhivago*. Statler Auditorium. One show only.

8:15 p.m. Concert: Lawrence Schubert, piano. Works of Mozart, Liszt, Chopin and Jack Gallagher. Barnes Hall. Sponsored by the Dept. of Music and the Faculty Comm. on Music.

8:15 p.m. \*University Theatre Production: *The House of Blue Leaves*. Willard Straight Theatre.

8 p.m. \*Dance Concert: "Indreni Rehman." Bailey Hall. Sponsored by the Cornell India Association.

8:30 p.m. Latin American Day Party. Noyes Center third floor lounge. Sponsored by Latin American Students Assoc.

### Saturday, April 21

Lightweight Crew — Platt Cup. Princeton-Rutgers-Cornell.

9:30 a.m. Shabbat Service, Edwards Room, Anabel Taylor Hall.

10 a.m. Films for Cornell University AFFS Regional Screening: Uris Auditorium.

10 a.m. *Blood of the Condor*.

12:30 p.m. *Gladiators*

2:30 p.m. *Murder of Fred Hampton*.

4 p.m. *The Battle of Algiers*.

Noon. "Rally Round The Lake." Theta Delta Chi Parking Lot. Sponsored by Theta Delta Chi and Sports Car Club.

1:30 p.m. Freshman Baseball — Lackawanna J.C.

2 p.m. \*Varsity Lacrosse — Harvard. Schoellkopf Field.

4 p.m. \*Freshman Lacrosse — Suffolk S.C. Schoellkopf Field.

5-7:30 p.m. \*Complete Steaks Ltd. Dinner at the Student Cafeteria, Statler Inn. A project of students of the school of Hotel Administration.

6-8 p.m. \*Steaks Royale in Statler's Main Dining Room. A project of students of the school of Hotel Administration.

7 & 9:15 p.m. \*Cornell Cinema Film: Bernardo Bertolucci's *The Spider's Stratagem*. Uris Auditorium.

8 p.m. \*Cornell Cinema Film: *Doctor Zhivago* (1965) with Julie Christie, Omar Sharif, Tom Courtenay. Statler Auditorium. (one show only).

8 p.m. \*Gay Liberation Festival Dance. Memorial Room. Sponsored by Gay Liberation.

8 p.m. \*Harry Houdini and Mr. Fingers. Bailey Hall. Sponsored by University Unions Program Dept.

8 p.m. \*Film: *The Road*. Ives 110. Sponsored by the Chinese Student Assoc.

8:15 p.m. Concert. Cornell University Trio. Sonya Monosoff, violin; John Hsu, cello; Malcolm Bilson, piano; with guest artists. Works of Schubert: Trio in B and Trout Quintet. Barnes Hall. Sponsored by Music Dept. and Faculty Comm. on Music.

8:15 p.m. \*University Theatre Production: *The House of Blue Leaves*. Willard Straight Theatre.

8:15 p.m. \*Varsity Polo — Ithaca. Cornell Riding Hall.

9 p.m. \*Semi-formal Dance. Statler Ballroom. Sponsored by the Cornell Law Students Assoc.

9:30 p.m. Risley College Free Film Series: *Holiday* with Katherine Hepburn and Cary Grant. Risley Theatre

### Sunday, April 22

9:30 a.m. Episcopal Church at Cornell. Worship, Anabel Taylor Chapel. Church school and nursery care provided. All are welcome.

10 a.m. Friends (Quaker) Meeting for worship. Anabel Taylor Blue Room.

10 a.m. Films for Cornell University AFFS Regional Screening: Uris Auditorium.

10 a.m. *Battle of Culloden*.

12:30 p.m. *Made in Sweden*.

2:30 p.m. *Ice*.

4:45 p.m. *The War Game*.

11 a.m. Sage Chapel Convocation. "Theology of Liberation and the Renewal of Prophecy." Rosemary Ruether.

4 p.m. Concert. Cornell University Trio. Barnes Hall. (See April 21.)

7 p.m. Cornell Table Tennis Club weekly meeting. Barton Hall (ROTC) Cage. Everyone welcome.

8 p.m. Special — Free showing of *Godspell*. Cornell Cinema. Uris Auditorium.

8 p.m. Ping-pong matches for the Americans and Chinese. Barton Hall.

Afternoon — Heavyweight Crew — Rutgers.

### Monday, April 23

4 p.m. AAUP Spring Meeting: "Teach and Perish": The relation of teaching to promotion and tenure at Cornell. Discussants: Dean Keith Kennedy, College of Agriculture; Prof. Harry Alker, Dept. of Psychology; Prof. David Novarr, Dept. of English; Mr. Allan MacNeil, Class of '74. Room 200, ILR Conference Center.

4:30 p.m. Concert: Douglas Diegert, violin; Sharon Brook, piano; Work: Franck, Sonata for violin and piano. Barnes Hall. Sponsored by the Music Dept. and the Faculty Comm. on Music.

7 & 9:15 p.m. \*Cornell Cinema Film: *Woman in the Dunes* (1946) Directed by Hiroshi Teshigahara. Film Club members only. Memorial Room, Willard Straight Hall.

8 p.m. Biology and Society Lecture Series: "Food Additives: Why or Why Not?" M. Washbon. Statler Auditorium.

### Tuesday, April 24

Noon. Lecture: "Measuring the Environmental Impact of Development." Harvard University. Carl Steinnitz. 157 East Sibley. Sponsored by the College of Architecture, Art and Planning and the College of Agriculture and Life Sciences.

3 p.m. Seminar on "Ethnic Processes in the Soviet Union," by D. Peter Mazur, visiting professor of Sociology, 202 Uris Hall. Sponsored by the C.I.S., I.P.P. and Soviet Studies. Open to

Cornell Community.

3:30 p.m. Seminar: "Appropriate Technology for Chemical Industries in Developing Economics." Robert P. Morgan, director of the Center for Development Technology, Washington University. Ground Floor Lounge of Uris Hall.

4 p.m. Panel Discussion: "Women in Prison." Moot Court Room, Myron Taylor Hall. Sponsored by Women's Law Coalition. Reception to follow.

7:30 p.m. Food Facts and Fads: "Answers to Questions About the Nutritional Value and Fortification of Foods." Dean R. H. Barnes, School of Nutrition; Prof. L. R. Hackler, Food Science & Tech; Prof. Ruth Schwartz, School of Nutrition. Uris Auditorium.

8 p.m. \*Cornell Cinema Film: Arlo Guthrie in *Alice's Restaurant*. Directed by Arthur Penn. Statler Auditorium

8 p.m. Landscape Architecture Free Film Series: *Imagery in Space* and *The Educated Eye*. Also two short films, Norman McLaren — *Lines Horizontal, Lines Vertical*. Room 404, Plant Science.

8 p.m. Lecture: Dr. Pierre Aigrain, director, National Delegation for Scientific and Technological Research (France), and A.D. White Professor-at-Large, will speak on "Current Scientific and Technological Priorities in French Policy." 700 Clark Hall.

8 p.m. Introductory Lecture on Transcendental Meditation. Noyes Center third floor lounge. Sponsored by SIMS.

8:15 p.m. \*Concert: William Masselos, piano. Works of Copland, Brahms and Schumann. Bailey Hall. Sponsored by the Music Dept. and the Faculty Comm. on Music.

### Wednesday, April 25

4:30 p.m. \*Freshman Lacrosse — Corning. Schoellkopf Field.

4:30 p.m. Seminar in Remote Sensing: "The ERTS Experiments of the Canadian Forestry Service and Sampling With Large-Scale Aerial Photography." Dr. L. Sayn-Wittgenstein, program coordinator, appraisal, Canadian Forestry Service, Ottawa, Canada. Hollister Hall 162.

5-7 p.m. \*Willard Straight Dining Special — English Night. Cafeteria.

6:30 p.m. International Wives Friendship Club's annual Dish-to-Pass supper. One World Room, Anabel Taylor Hall. All international women and their husbands are invited and should bring a dish of food typical of their country. Cabaret-style entertainment to follow the dinner. If transportation is needed call Dorothy Nichols 273-9453 or Gail Kramer 277-0685.

8 p.m. Lecture: "Preservation Planning in Developing Countries: The Mediterranean Model." Hugh Miller, planner, National Park Service, Washington, D.C. Franklin 115.

8 p.m. \*Cornell Cinema Film: *Rebecca* (1940) directed by Alfred Hitchcock. With Joan Fontaine and Sir Laurence Olivier. Uris Auditorium.

8:30 p.m. Bede Festival Series — lecture: "Pictland and Northumbria in the Age of Bede." Prof. David Wilson, University College, London University with commentary by Prof. Rosemary Cramp. Ives 110.

### Thursday, April 26

12:15 p.m. Sea Grant Seminar Series: "The Use of Fishery Products in Animal Feeding." Dr. Lawrence E. Ousterhour, Prof., Dept. of Animal Science, University of Rhode Island, Kingston, R.I., Warren Seminar Room — fourth floor.

4:30 p.m. Food Science Seminar: "Red Meat Flavor." Dr. A. M. Pearson, Dept. of Food Science and Nutrition, Michigan State University. 204 Stocking Hall. Coffee at 4:15.

4:30 p.m. Materials Science and Engineering Seminar: "Structure-Property Relations of Collagen — the Aging of Tendon." Prof. E. Baer, Case Western Reserve University. 140 Bard Hall. Refreshments in Bard 260 at 4 p.m. (Bard Hall Lounge).

4:30 p.m. Joseph Brodsky, renowned Russian poet, reading his poetry. Ives 110. Sponsored by Soviet Studies and Dobro Slovo.

6 p.m. Christian Science Organization testimony meeting. Founders Room, Anabel Taylor. Visitors are welcome.

7:30 & 9:15 p.m. North Campus Union Free Film Series: *Moonwalk One*. Multi-purpose Room, North Campus Union.

8 p.m. Films for Cornell University AFFS Regional Screening: *Burn!* (Pontecorvo; Brando) Uris Auditorium.

8:15 p.m. \*A Concert of Modern Dance. Performed by the Cornell Modern Dance Group. Willard Straight Theatre.

8 p.m. Duplicate Bridge — regular duplicate game. Sage Hall Cafeteria.

### Exhibits

Sibley Dome: Lynda Rothbard — Painting. Open to April 21; Eric Berendt — Painting. Apr. 23-28.

Franklin Gallery: Junior Class Exhibition. Open to April 21; Peter Jogo — Graduate Thesis Show. April 23-28.

History of Science Collections, 215 Olin Library: Recent Acquisitions.

Andrew Dickson White Museum will be closed to prepare for the move to the Herbert F. Johnson Museum.

Anabel Taylor Commons: Photographs by Dan Finlay. Open to April 27.

\*Admission charged.

Attendance at all events is limited to the approved seating capacity of the hall in which they are presented.

All items for the Cornell Chronicle Calendar must be submitted to the Office of Central Reservations, Willard Straight Hall (either through the mails or by leaving them at the Straight desk) at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.