



Corson to Discuss Priorities Study

Cornell University President Dale R. Corson will address a joint meeting of the Faculty Council of Representatives (FCR) and the University Senate in late September to inform the community concerning the study of University priorities.

The address, in which he will report the status of priority decisions and plans, is scheduled for 4:30 p.m., Wednesday, Sept. 24, in 120 Ives Hall. It will be an open meeting.

Corson said he will meet, in the days immediately after Sept. 24, with the University Senate and the full University Faculty to answer questions

and to participate in discussion of points raised by faculty members and University senators. (There will be no question-and-answer period at the Sept. 24 joint meeting.) Corson said he would meet also with the news media as soon as possible after Sept. 24.

Corson reminded the community that although some of the decisions reached and plans formulated by Sept. 24 will take effect during the current (1975-76) fiscal year, the major thrust of the priorities planning is aimed at the fiscal year which starts July 1, 1976. He pointed out that, outside of the task force reports, the inter-

program studies and college self-studies themselves, he has received "valuable reaction and analysis" from the FCR, the report of the Senate Summer Study Group, and through discussions held with the deans by Provost David C. Knapp.

Corson also reported he would discuss future priorities and plans with the Executive Committee of the University Board of Trustees on Sept. 9 to obtain additional trustee thinking and aid in formulation of his Sept. 24 statement.

Corson said he will propose, on Sept. 24, a strategy for dealing with retrenchment at Cornell over the next few

years. He reminded the community, however, of what he said on June 11, that the post-task force period at Cornell will be a period of the "ongoing process of decision."

"Not all the decisions and not all the answers will be forthcoming on Sept. 24," Corson said. "Although some feasible and responsible packages of action will be put into effect immediately, others will be implemented over the short-range, still others over the long-range."

Corson also restated his opinion, as expressed at the time the first of the task force reports were made public in June, that the reports "are a product of a great deal of thought and analysis." He has now extended his evaluation to include the college studies, the work of the FCR Budget Committee and the Senate Summer Study Group. He said the efforts of all of these members of the Cornell community were "serious and should be commended."

While announcing that he would call the Sept. 24 joint meeting, Corson spoke of the process by which the decisions and plans to be announced were reached or formulated.

After receipt in early summer of all the task force reports, the report of the director of the priorities study (Ian R. Macneil, professor of law) the college-by-college self-studies, and the inter-program studies, extensive administration effort on the priorities proposals was expanded. This effort continues, Corson said.

The recommendations of the reports and studies were analyzed by the president, by the provost, and by members of the executive staff with Mark Barlow Jr., vice provost, serving as coordinator of the priorities plan.

A two-day executive staff retreat was held on July 23 and 24, in which the staff discussed general policy issues and approach to budget guidelines for 1976-77. Further, there was assignment of responsibility for follow-up tasks such as preparation of materials to be used in final budget guidelines, discussions with the deans and others, and assignment of responsibility for further studies needed to implement policy decisions.

Also during the summer executive staff members identified recommendations pertinent to their areas, stated the estimated cost savings which could be achieved if particular items were implemented, and stated whether particular items could be implemented in anticipation of the 1976-77 budget preparation and if not, why not.

COSEP Organization Top Priority This Year

The long-term organization of Cornell University's Committee on Special Educational Projects (COSEP) will be a COSEP priority for the coming year, according to Provost David C. Knapp. However, interim measures were taken over the summer to maintain an effective program for minority students, he said. These actions were taken pending the release in the near future of various studies and the evaluation of their recommendations.

The organization of COSEP became an issue in February when several hundred COSEP students voiced opposition to Knapp's initial proposals to reorganize COSEP's admissions and financial aid functions within the University's centralized admissions office,

established July 1. COSEP students also opposed Knapp's proposal to replace remedial courses offered by the Learning Skills Center (LSC) with courses offered jointly by LSC and subject-matter departments in the Arts College.

Knapp agreed at that time to make no changes in either area until he had received proposals from the various concerned groups. As of the close of the academic year last spring, no changes in COSEP had been announced, with the exception of Delridge Hunter's resignation as COSEP director. Hunter resigned to begin full-time graduate study.

Following this series of meetings held between minority students and Knapp during the spring, several attempts to develop proposals were initiated. The COSEP program has since undergone evaluation by several groups within the Cornell community, Knapp said. Some of these groups were formed after the spring meetings.

According to Knapp, "While the interim measures taken over the summer will maintain COSEP services and the LSC, the highest priority during the coming year will be placed on organizing COSEP over the long range."

Clarence Reed, acting director of (COSEP) since July 15, (see appointment story on Page 2) views the recent adjustments in COSEP's admissions and financial aid function and in its Learning Skills Center as strengthening COSEP in order "to better serve the interests of COSEP students."

Changes in the LSC function consist of a shift from an emphasis on non-credit "tutorial and skill-building course work" to recitation sections and tutorials offered by LSC lec-

turers in conjunction with several departments where they will be working directly with the teaching faculty in certain basically freshmen courses," Reed said.

Eligible COSEP students assigned to these special recitation sections will receive transcript credit. Reed said transcript credit means the student's grade will be averaged into the student's Cornell transcript but the credit will not apply toward accumulation of credit hours required for graduation.

Departments holding freshmen-level recitations are: mathematics, chemistry, physics and biology. Special support in English is being handled within the Writing Workshop program of writing tutorials, English 137. This course carries graduation credit. Members of the instructional staff for these courses are budgeted in the LSC and hold joint LSC-Arts College departmental appointments.

The joint departmental-LSC effort will aid in enabling faculty advisors of special program students to provide academic counseling to these students as to the special support services available to them.

Diagnostic tests will be used to prescribe these supportive services, according to a report prepared in May by Brackette Williams, an LSC staff member, and Raphael Littauer, chairman of the Physics Department. The tests will be initially offered in conjunction with the introductory courses in the sciences and mathematics, and in the Writing Workshop. Reviews of the program are to be scheduled after each semester of the 1975-76 academic year.

Changes in COSEP's financial aid and admissions personnel assignments also

Off to School

Everywhere that Mary went...

First 1975-76 Meeting

Senate Hears Report; Freshmen Election Set

The University Senate set an election date and received a lengthy report from its Summer Study Group on task forces' priorities studies at the University during its first meeting of the academic year Tuesday night in Bache Auditorium.

(A summary of the recommendations of the task forces and the general chairman of the task forces begins on Page 5 of this issue of Chronicle.)

Senators voted to set Oct. 7 as election day for freshmen to pick representatives, in the only legislative act passed during the evening.

The two-hour session also included the resignations of two senators from key committees, charging that the Senate is "ineffectual." The meeting

ended when a quorum call fell one vote short of the required 41 senators necessary to do business. The vote was called for during debate over a resolution calling for support of unconditional amnesty for those who evaded or resisted the draft during the "era of the war in Southeast Asia."

A summary of the Senate's study of the Task Force reports states: "There are numerous indications that the University's fiscal situation may be improving We are led to conclude that the need for budget reductions may have been substantially overstated and that rapid layoffs, etc., simply cannot be justified with data previously received

Continued on Page 4

COSEP Acting Director Appointed for One Year

Clarence H. Reed, adjunct assistant professor in the Department of Community Service Education, College of Human Ecology and field relations associate in the New York State Appalachian Child Development Project of the State Department of Social Services, has been appointed acting director of the Committee on Special Educational Projects (COSEP) University Provost David C. Knapp announced July 3.



Clarence Reed

Reed began his new position July 15, 1975.

Reed will be acting director for a one year period. Former COSEP Director Delridge Hunter resigned from the position effective July 1 to become a full-time graduate student.

A faculty, student and staff committee participated in the review of candidates for the vacant position.

Reed came to Cornell in 1972

in the College of Human Ecology. The following year he became adjunct assistant professor and field relations associate in the New York State Appalachian Child Development Project. This past year he chaired the University Priorities Task Force on Minority Programs.

Prior to coming to Cornell, Reed served as a teacher in Louisiana and in training, supervisory and administrative roles in the Office of Economic Opportunity and community action projects in Louisiana.

He was graduated from Grambling College, Grambling, La., with a degree in elementary education in 1949. He received his master's of education from Louisiana State University in 1966.

He and his wife, Patricia, live at 520 W. Clinton St., Ithaca, N.Y. They have five children.

as lecturer in the Institute for the Preparation of Health and Drug Education Coordinators

'War on Waste'

'Significant Savings' Result

Significant, even dramatic, savings have been achieved since the University launched its "War On Waste" program in February, according to Wallace B. Rogers, director of the Division of General Services.

In a recent report to deans, directors and department heads, Rogers said:

Our program to reduce telephone expenses has produced dramatic results. For the past four months, charges for equipment have dropped from an all time high of \$90,280 to \$83,877 per month. While a part of this reduction is due to seasonal reductions, about \$2,000 per month can be at-

tributed to elimination of surplus equipment.

Toll charges for the 4 months amounted to \$287,000 compared to \$284,000 for the corresponding period last year. However if the \$284,000 is adjusted for a 3 per cent rate increase and a 5 per cent normal growth rate, we have cut back on toll charge costs by an average of \$2,500 per month.

Since first offered in a sale on April 1, over 100 reams of Standardized Letterhead have been purchased from General Stores. Twenty packages of the new Reprint Request Card have been ordered since mid-May.

Sales of "Copysette"

(Manifold/Carbon Paper Sets) have increased 15 per cent in the past 3 months. Use of this product (about \$3 per ream) saves almost \$20 per box when compared to making 500 copies on IBM or Xerox. Using an electric typewriter, one can make 8 or 9 readable copies with this product.

On Air Travel, there were five occasions in May when we were able to obtain the group rate for round trips to New York City on Allegheny, thus saving each traveler \$21 on the regular fare. On a discordant note, there was at least one occasion when more than 10 persons from the University left on the same flight for New York but we could not get the group rate because several travelers purchased their tickets from Allegheny or local travel agencies rather than through the Travel Office. As a result, everyone lost.

On hotel rates, the University now has an agreement with the Sheraton organization by which faculty and staff can get reduced rates on rooms. Contact the Travel Office (Ext. 6-4710) for further details.

The techniques of using single line or 1½ line spacing instead of double line spacing (25 per cent more copy per page) and printing on both sides of the paper (50 per cent less paper bulk) are still not being used as widely as they should. Advance planning can save both paper and funds.

We are pleased to tell you about a "War on Waste" committee formed by the School of Industrial and Labor Relations. This group, headed by Dave Eastman, is making an impressive effort to cut back on the "cost of doing business" in all areas of the School's activities, particularly on photocopying costs.

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. Please do not inquire at individual departments until you have contacted Personnel. An Equal Opportunity Employer.

Individuals in lay-off status will be given preference in referrals.

POSITION (DEPARTMENT)

- Administrative Aide I, A-18 (Secretary of the Corp. (sh))
- Administrative Aide I, A-18 (Engr. Admissions)
- Secretary-Steno, NP-10 (NYC) (NYSSILR (sh))
- Administrative Secretary, NP-8 (Food Science)
- Administrative Secretary, NP-8 (Community Service Ed. (1 yr))
- Sr. Administrative Secretary, A-17 (Ofc. of Univ. Counsel (sh))
- Sr. Administrative Secretary, A-17 (V.P. Planning & Facilities)
- Administrative Secretary, A-15 (2) (Chemistry)
- Administrative Secretary, A-15 (NAIC)
- Administrative Secretary, A-15 (CRSR)
- Department Secretary, A-13 (A&S Dean's Office)
- Department Secretary, A-13 (DMLL)
- Department Secretary, A-13 (COSEP)
- Department Secretary, A-13 (Electrical Engineering)
- Department Secretary, A-13 (Civil & Environmental Engr.)
- Department Secretary, A-13 (Law School)
- Department Secretary, A-13 (Operations Research)
- Department Secretary, A-13 (Development)
- Department Secretary, A-13 (Government)
- Appointment Secretary (Arts & Sci. Admissions)
- Steno II, NP-6 (Div. of Nutritional Sciences)
- Steno II, NP-6 (Animal Science)
- Steno II, NP-6 (Vet. Pathology Lab (sh))
- Steno II, NP-6 (Coop. Extension Administration)
- Steno I, NP-5 (Mann Library)
- Steno I, NP-5 (Media Services)
- Manuscript Arranger I, A-13 (Univ. Libraries, Manuscript and Archives (1 year))
- Library Assistant I, A-10 (University Libraries - Serials)
- Library Assistant II, A-12 (University Libraries - Engineering)
- Library Assistant II, A-12 (University Libraries - Uris)
- Library Assistant II, A-12 (University Libraries - Olin)
- Library Assistant II, A-12 (University Libraries - Fine Arts)
- Library Assistant, A-15 (University Libraries - Law)
- Searcher II, A-15 (Univ. Libraries, Acquisitions (Germanic/Romance))
- Searcher II, A-15 (Univ. Libraries (Spanish))
- Searcher I, A-13 (Univ. Lib. - Acquisitions (Romance-Germanic))
- Administrative Clerk, A-16 (College of AAP, Dept. of City & Regional Planning (sh))
- Clerk I, NP-3 (Div. of Academic Services)
- Sr. Key punch Operator, A-13 (Computer Services)
- Senior Clerk, A-12 (University Libraries - Acquisitions)
- Telephone Operator (Phys. Plant Operations Telecomm Center)
- Counselor (Agr. Res. Inst.)
- Administrative Aide II, CP01 (College of Architecture)
- Registered Nurse, CP01 (University Health Services (p/t))
- Sr. Systems Programmer, CP06 (Office of Computer Services)
- Systems Programmer I, CP03 (Computer Graphics)
- Broadcast Engineer I (ETV Center, Media Services)
- Research Associate II, CP04 (STS Program (2 yrs))
- Supervisor, Technical Serv., CP04 (Theoretical & Applied Mech.)
- Research Associate, CP03 (CRSR)
- Research Associate (2) (Education (1 year))
- Research Specialist (Education (1 year))
- Assistant Director, Engineering Admissions & Transfer
- Counselor, CP03 (Engineering Admissions)
- Director of Regional Offices, CP07 (Public Affairs)
- Cooperative Extension Spec. NS (Cooperative Extension - Voorheesville)
- Cooperative Extension Spec. NS (Cooperative Extension - Chazy)
- Assistant Librarian, CP02 (Univ. Libraries - Sc. Catalog)
- Assistant Librarian, CP02 (Univ. Libraries - Rare Books/Olin (9 month))
- Assistant Librarian, CP02 (Univ. Libraries - Uris)
- Manager, Staffing Services, CP06 (Personnel)
- Asst. Dean & Director of Admissions (Law School)
- Development Officer III, CP07 (University Development)
- Administrative Supv. I, CP01 (COSEP)
- Budget Analyst II, CP03 (Nat'l Astronomy & Ionosphere Cntr)
- Business Manager, CP05 (Dining Services)

Continued on Page 4

Sage Note

Students who have temporary registration permits must complete permanent registration on Friday, Sept. 5, between 8 a.m. and 4 p.m. at Barton Hall.

Course registration deadline is Wed., Sept. 10. Students are advised to turn their green course cards in to the Sage Graduate Center before that date, if possible, to avoid lines.

Checks will be available Friday, Sept. 5 at 130 Day Hall for holders of Fellowships, Scholarships and Traineeships.

Information on fellowship programs for graduate students (for 1976-77) has been sent to Field Offices. Check with Graduate Faculty Representatives for information and suggestions.

Students who have completed four years of residence, are not receiving money from Cornell, and who need only library facilities (use of carrel included) to complete their theses may be eligible for a special tuition rate of \$400. Check with the Graduate School for details and application forms.

Graduate students whose employment is other than or in addition to a teaching or research assistantship may be eligible for proration of tuition for reasons of employment (applications available at the Information Desk, Sage Graduate Center).

All doctoral program students who have completed six residence units prior to the beginning of this semester and have not attempted the Admission to Candidacy Examination must either schedule the Examination by mid-September or request permission from the Graduate School for an extension (by recommendation of Special Committee).

Graduate students are reminded that in nominating their Special Committee only members of the Graduate Faculty of the appropriate field may represent major or minor subjects.

Housing Shortage Is Annual Problem

The annual shortage of student housing at Cornell, a problem arising several years ago, continues into the current academic year to a degree "roughly similar to last year," according to Ruth W. Darling, associate dean of students.

"We simply are unable to accommodate the number of undergraduate and graduate students who wish on-campus housing," she said. Some 100 freshmen, transfers and graduate students are currently living in temporary contract housing in University Hall lounges, Balch Hall and a few other locations, awaiting offers of permanent placement in University on-campus housing. An additional 20 temporary transient students to whom the University has made no commitment to provide on-campus housing are living in University lounges while looking for other accommodations.

"Based on past experience, we would hope to have offered all temporary contract students permanent room assignments by the end of the month," said Darling.

Each year, about 3,000 of the University's 5,500 beds for single students are reserved for all incoming freshmen and some transfers. The remaining beds are offered to up-

perclassmen through a series of lotteries conducted during spring semester.

Darling said, "The allocation to entering students of more than one-half the number of beds clearly means that undergraduates above the freshman year often have a problem finding on-campus housing. Furthermore, with the larger number of transfers being admitted, more than 800 this year, we had to turn away 300, about half those who applied for housing." Freshmen students in temporary contract housing are those whose applications for on-campus housing were received after the June 1 deadline, with the exception of some 15 students.

Darling said she had no way of estimating the number of upperclassmen turned away, although last spring 350 students entered their names on a waiting list. Of the 100 students now in temporary contract housing, about 15 are from this waiting list, she said. The remainder received on-campus housing due to cancellations; others found off-campus housing. An additional 150 graduate students who requested housing were also turned away, she said.

Railroad Stations Are Exhibition Subject

Railroad stations, "An Endangered Species," are the subject of "Terminal, Station and Depot," an exhibition at the Johnson Museum of Art Sept. 12 to Oct. 8.

Focusing on the railroad station as a solution to a unique architectural problem, the exhibition spans the period from the first station of 1830 built in Baltimore in the shape of a toll house to such monumental structures of the 1920s as New York City's Pennsylvania Station.

A catalog to the exhibition points out that in 1875 an architectural critic observed, "Railroad termini and hotels are to the 19th century what monasteries and cathedrals

were to the 13th century. They are truly the only real representative building we possess."

"The Railroad station is an endangered species. Some of the finest have already been demolished. In many instances the documentary evidence displayed in this exhibition of Historic American Buildings Survey (HABS) is all that survives."

A federal program administered by the National Park Service, HABS is viewed as a national archives of historic architecture. Conducted in cooperation with the American Institute of Architects and the Library of Congress, it is the government's oldest operative historic preservation program.

Church of Scotland Minister Sage Convocation Speaker

The Rev. Ernest Gordon, who has been dean of the chapel at Princeton University since 1955, will speak at the Sage Chapel convocation at 11 a.m. Sunday, Sept. 7.

He was ordained as a minister of the Church of Scotland in 1950, after undergraduate education at St. Andrew's University. His theological studies were at Edinburgh and continued at the Hartford Seminary and Glasgow University.

In 1952, he was elected a fellow of the Victoria Institute, the Philosophical Society of

Duilio Arigoni Baker Lecture Series Set

Duilio Arigoni, professor in the Organic Chemical Laboratories of Eidgenossische Technische Hochschule, Zurich, Switzerland will present the 1975 George Fisher Baker Lecture Series this fall.

Arigoni will present lectures on "Bioorganic Stereochemistry" each Tuesday and Thursday at 11:15 a.m. in Baker 200 beginning Sept. 9. A discussion section will be held every Wednesday at 4:40 p.m. in Baker 132. The series will run through Oct. 9.

The Swiss scientist's main research interests are in the chemistry of natural products, including structure and configuration, reaction mechanisms and biosynthesis; bioorganic chemistry; stereochemistry of enzymatic reactions.

He has received many awards for his work including the Piria Medal of the Italian Chemical Society, the Guenther Award of the American Chemical Society and the Cannizzaro Award of the Ac-



Duilio Arigoni

cademia dei Lincei, Roma.

His honorary lectureships include the Max Tishler Lectureship at Harvard University, the Sandin Lectureship at the University of Alberta, the Leermarker Symposium at

Wesleyan University, the Karasch Lectureship at the University of Chicago, the Buchmann Lectureship at the California Institute of Technology and the Squibb Lectureship at Rutgers University. He has also been a visiting professor at Harvard and Technion, Haifa, Israel.

The Baker Lecture Series at Cornell, now in its 50th year, and the Baker Laboratory, which opened in 1923, were the gifts of George Fisher Baker, a New York City banker and philanthropist who contributed more than \$2 million to Cornell for advancement of the study of chemistry. The lectureship brings distinguished scientists to Cornell for a number of weeks each year to share with staff and graduate students recent chemical progress at their laboratories.

The lectures are normally published in book form by Cornell University Press. Many of the books have become landmarks in the literature of chemistry.

Plantations Mini-Courses Offered

The Cornell University Plantations will offer a series of short non-credit courses this fall on subjects such as beekeeping, houseplants and mushrooms, according to Steven Shauger, educational coordinator, Cornell Plantations.

The courses will meet for two or three hours one evening a week for between one and five weeks each. Saturday field sessions may be included. Fees range from \$8 to \$25 per course.

The courses, dates of instruction and instructors' names are: "Mushrooms for All" on Tuesday, Sept. 16, 23, 30, and Oct. 7 and Saturday, to be arranged, by Linda Kohn; "Elementary Beekeeping" on Wednesday, Sept. 17, 24, and Oct. 1, 8, by George Strang; "A Prelude to Edible Wild Foods" on Thursday, Sept. 18, 25 and Oct. 2, 9, and Saturday to be arranged, by Ronn Brown; "Woody Plants of Ithaca" on Monday, Sept. 29, and a Saturday to be arranged, by Steven Shauger and Craig Tufts;

"Propagation and Care of Houseplants" on Tuesday, Oct. 14, 21, 28 and Nov. 4, by Richard Lewis, David Stoller and Audrey O'Connor; "The Art of Bonsai: An Introduction" on Thursday, Oct. 16, 23, 30 and Nov. 6, 13, by William Valavanis, and "Terrarium Construction and Main-

tenance" on Tuesday, Nov. 11, 18 by Russell Mott.

Advance registration and fees are required. Courses are limited to maximum enrollments of between 20 and 30 persons each. For more specific information on the courses and for registration, call 256-3020.

Judicial Advisor Sought

The part-time position as judicial adviser to those accused of violating Cornell University rules is open, according to William Provine, chairman of the Search Committee for Judicial Adviser. Applicants for the position should contact Provine immediately. Deadline for applications is Friday, Sept. 5.

A legal background is required. The term of office is two years at \$3,000 per year for approximately 10 hours of work per week.

Michael Hathaway, judicial adviser for the 1974-75 academic year, resigned effective July 1, Provine said.

Persons interested in the post should contact Provine, an associate professor of history, by calling 256-4153, or 564-7721, or at his office located at 340 McGraw Hall.

Traffic Bureau Extends Deadline

In order to facilitate members of the Cornell Community, those individuals who have applied for parking permits and have not received same are being allowed to park on the grounds of the campus using the 1974-75 parking stickers providing that the signs in the parking areas are complied with. This concession to honor the 1974-75 permits is good through Friday, Sept. 5.

Enforcement of the Rules and Regulations Governing Traffic and On-Campus Parking, however, are in effect as usual, especially no parking zones, life safety areas, fire lanes and fire hydrants.

Since all applicants for parking permits should be in possession of and have affixed all parking permits by Sept. 8, 1975, the parking regulations will be enforced thoroughly.

If individuals, because of late applications, do not receive their permits they should obtain same by Sept. 5 at the Office of the Traffic Bureau, 115 Wait Avenue.

Members of the Cornell Community with multiple car permits (pool) will not be allowed through the traffic control booths unless such car at the time is properly displaying the multiple card.

Clifford E. Dickerson

Clifford E. Dickerson, 69, of Salmon Creek Road, Lansing, died Thursday, Aug. 28, at home. He retired in 1972 from the Ithaca Journal where he

was assistant circulation manager. Both before and after retirement he helped deliver the Cornell Chronicle on campus. He was part of the original Chronicle organization in 1969.

CORNELL CHRONICLE

Published weekly and distributed free of charge to Cornell University faculty, students, staff and employes by the Office of Public Information. Mail subscriptions \$12 per year. Make checks payable to Cornell Chronicle Editorial Office, 110 Day Hall, Ithaca, N.Y. 14853. Telephone 256-4206. Editor, Randall E. Shew. Managing Editor, Elizabeth Helmer. Photo Editor, Russell C. Hamilton.



Chronicle Comment

(Chronicle Comment is a forum of opinion for the Cornell community. Address comments to Elizabeth Helmer, managing editor, Chronicle, 110 Day Hall.)

Macneil Maintains Independence

Editor:

Having inflicted on the community some 111 recommendations, with 125 pages of explanation, I do not intend to try its patience further with elaboration or defense, either here or elsewhere. Certain editorial comments in the Sun have, however, questioned the integrity of the director's report of the priorities study in a way requiring answer, both for the sake of the report and of the two individuals involved, President Corson and myself.

The director's report explains at some length the independence of the 26 task forces, but evidently spells out insufficiently the details of my own independence. I naively supposed that putting my signature to the document would be sufficient on that score, but underestimated the propensity of some of its re-

aders to assume conspiracy. I shall be obliged if you will, therefore, to print some further facts on the origin and preparation of the director's report.

It was understood between President Corson and me from the very beginning (January) that there would be an overall report of the priorities study and that I would be solely responsible for the contents of its recommendations.

At no time has President Corson communicated to me directly or indirectly a single thing about what my recommendations should or should not cover or what they should or should not contain, not so much as a hint. He did not see them in any form until their final submission, and that is the form in which they have been published without change. Indeed, no one except my secretary (at the very end

two or three secretaries in the law school were also involved) and as to a few parts of it, my wife, saw any part of the director's report while it was being prepared. Moreover, I was very careful not to discuss with anyone what my recommendations would be, trying to be careful on that score even with my closest friends in the most non-public circumstances.

In short, the recommendations in the director's report are precisely what they purport to be, the thoughts of one person free of direction from anyone else. As I believe is sufficiently indicated by the lonely signature at the end, it is, for better or worse, my work, and that of no one else. I am both obliged and entitled to take full and sole responsibility for every word in it.

Ian R. Macneil

Senate Presents Task Force Study

Continued from Page 1

from the trustees and central administration."

Copies of this summary report and the entire 170-page report are available in the Senate Office in Day Hall. It is expected resolutions concerning specific recommendations in the Senate's report will be considered at the Senate's next meeting, 7:30 p.m. Tuesday, Sept. 16, in Bache Auditorium.

Commenting as a member of the study group, Senate Speaker Benjamin Nichols emphasized the need for mutual cooperation and a community effort open to all levels, devoid of secrecy and confidentiality, in dealing with the fiscal situation facing the University.

The Senate's study of the Task Force covered these basic areas; governance of the University; education at Cornell; Cornell as Employer; and financial aid, tuition, student support, and the extent of the financial crisis.

Some of the observations made in the summary of the Senate's study are:

—Task Force proposals on

financial aid threaten to reduce student diversity.

—Task Force recommendations to reduce the size of the faculty while adding advising responsibilities would result in increased class size, thus reducing the quality of undergraduate education and adding to current feelings of student alienation.

—The Study Group recognized the need of employees for recognition of the contributions they can make to Cornell, and their dependence on the Chronicle as a means of communications, whereas it said these concerns did not appear in the Task Force Reports.

—The Task Force Reports can be useful only if they are viewed as an initial step in an ongoing planning process that involves the overall community.

During the question-and-answer part of the meeting, William D. Gurowitz, vice president for Campus Affairs, reported that the budget deficit for 1974-75 of the Department of Physical Education and Athletics was \$163,000. Of this

\$111,000 was due to spending exceeding the budget and \$52,000 to failure to earn expected income. In January of this year, he had reported a \$200,000 deficit was estimated and that budget-cutting measures would be taken.

Speaker Nichols reported a surplus of \$1,138 for the Senate's budget during the 1974-75 fiscal year and said the funds had been returned to the University's general fund. This, he pointed out, was not the general practice for surpluses on campus which he said are usually held over by the unit concerned.

In other action the Senate also defeated a resolution calling for an amendment to the Senate constitution which would enable amendments to be proposed by a petition signed by at least 10 per cent of all persons in the Senate's voting constituency. Amendments now can only be proposed by the Senate and must be approved by at least 51 per cent of the senators before they are submitted to referendum.

A resolution was tabled that would clarify that an employee-elected member of the University Board of Trustees should be eligible to be invited to serve on the Executive Committee of the Board of Trustees.

All items for publication in Cornell Chronicle must be submitted to the Chronicle office, 110 Day Hall, by noon on the Monday preceding publication. Only typewritten information will be accepted. Please note the separate procedure and deadline for Calendar entries, as explained at the end of the Chronicle Calendar on the back page.

Job Opportunities

Continued from Page 2

Associate Admin. (Area Manager), CP06 (Dining Services)
Catering Manager, CP04 (Dining Services)
Senior Vice-President (Administration)
Administrative Manager II, CP05 (University Unions)
Accountant II, CP03 (Accounting-Endowed)
Head Coach of Swimming (Athletics)
Asst. Coach of Track & Instructor in Physical Education (Phy. Ed. and Athletics)
Director of Financial Aid, CP07 (Admissions & Financial Aid)
Associate Director of Financial Aid (Admissions & Financial Aid)
Computer Staff Spec. I, CP05 (O.C.S.)
Extension Associate I (NYSSILR (1 yr))
Applications Programmer I, CP03 (O.C.S.)
Research Specialist (ILR (1 year))
Applications Programmer III, CP05 (MSA)
Cashier, A-9 (Cornell Campus Store)
Research Tech. III, NP-12 (Neurobiology (1 yr.))
Research Tech. III, NP-12 (Natural Resources)
Programmer II, A-21 (MSA)
Research Associate (Lab of Plasma Studies (1 yr))
Research Associate (Agronomy (1 yr))
Research Associate (Animal Science (1 yr))
Research Associate (Agricultural Engr. (1 yr))
Research Associate (Education (1 yr))
Research Associate (Agricultural Engr. (1 yr))
Lab. Tech. I, NP-8 (Veterinary Microbiology (1 yr))
Jr. Lab. Technician, NP-6 (Vet. Diagnostic Laboratory)
Lab. Technician II, NP-11 (Food Science)
Lab Technician, NP-8 (Div. of Lab Animal Med & Ser (1 yr))
Lab Technician, NP-8 (Neurobiology and Behavior (2 yr.))
Research Tech. IV, NP-14 (Vet - Physical Biology)
Research Tech. III, NP-12 (Vegetable Crops)
Research Specialist, I, A-19 (STS Program)
Postdoctoral Associate (4) (Genetics, Dev. & Phys. (1 yr))
Production Controller II, A-19 (Computer Services)
Experimental Machinist, A-19 (Lab. of Nuclear Science)
Asst. Supervisor, A-22 (Physical Plant Operations)
Custodian, A-13 (University Unions)
Custodian, A-13 (2) (Physical Plant Operations)
Groom, NP-7 (LAMOS)
Head Groom, NP-9 (LAMOS)
Exp. Animal Caretaker, NP-8 (LAMOS)
Freshman Lightweight Crew Coach (Athletics)
Assistant Technical Director, A-15 (Theatre Arts)
Lab. Tech. I, NP-8 (Pomology (1 yr.))
These are all permanent full-time positions unless otherwise specified.

PART-TIME AND TEMPORARY POSITIONS

(All Temporary and Part-time positions are also listed with Student Employment)

Administrative Secretary, A-15 (College of Architecture (perm p/t))
Department Concert Manager (Music (perm p/t) (10 month))
Department Secretary, A-13 (Economics (1 yr) (sh))
Department Secretary, A-13 (Biological Sciences (perm p/t))
Department Secretary, A-13 (Lab of Plasma Studies (perm p/t))
Steno I, NP-5 (Human Dev & Fam Studies (temp p/t) (1 yr))
Steno I, NP-5 (Agricultural Economics (perm. p/t))
Steno II, NP-6 (Agricultural Engineering (perm p/t))
Steno II, NP-6 (Human Dev & Fam Studies (temp p/t))
Steno II, NP-6 (Education (temp f/t) (sh))
Steno II, NP-6 (Education (temp f/t))
Secretary - Temp. (Ecology and Systematics (temp. f/t))
Committee Aide (University Senate (perm. p/t) (9 mos.))
Temp. Clerical Service (Music (temp. p/t))
Research Associate in Waste Mgmt. (Agronomy (temp. f/t))
Research Technician II, NP-10 (Plant Pathology (1 yr))
Editorial Asst. I, NP-10 (Design & Env. Analysis (temp f/t))
Research Aide, NP-9 (2) (Human Dev & Fam Studies (temp f/t) (1 yr))
Research Aide, NP-9 (Plant Pathology (perm. p/t))
Research Associate (Plant Breeding (temp p/t))
Postdoctoral Associate (2) (Agronomy (temp f/t))
Research Specialist (NYSSILR (temp p/t) (1 yr))
Research Aide, NP-9 (Human Dev & Fam Studies (temp f/t) (1 yr))
Instructor (Neurobiology & Behavior (1 yr) (p/t))
Lab Technician II, NP-11 (Biochemistry (temp f/t))
Jr. Tech Aide, NP-7 (Natural Resources (temp p/t) (1 yr))
Temporary Service Technician (Chemistry (temp p/t))
Lab Technician II, NP-11 (Div. of Nutritional Sci. (temp f/t))
Lab Technician, NP-10 (Plant Breeding & Biometry (temp f/t))

Continued on Page 20

Career Center Calendar

The following events are approaching the Cornell Community:

Sept. 2: Pre-Law Session/LSAT Workshop. Will be ongoing for the month of September. Beginning today: Tuesdays-11 a.m.-noon and 4-5 p.m.; Thursdays-11 a.m.-noon and 4-5 p.m. at the Career Center.

Sept. 8: Application deadline for the Dental Aptitude Test (DAT). Test date is Oct. 4.

Sept. 11: Penalty date for the Law School Admission Test applications. The application deadline is Sept. 18. The test date is Oct. 11.

Sept. 9 and Sept. 11: Career Center Seminar: "Anatomy and Physiology of a Career," 4 p.m. at the Career Center.

Sept. 10 and Sept. 11: Career Center Workshop: "Interviewing and Job Hunting," 11 a.m. at the Career Center.

Sept. 15: Application deadline for the Graduate School Foreign Language Test (GSFLT). Test date is Nov. 11. Check with the Guidance and Testing Office in 203 Barnes Hall for details.

Get full details on these and more at the Career Center, 14 East Avenue, the back of Sage Graduate Center.

Summaries of Task Force Reports

SUMMARIES OF TASK FORCE RECOMMENDATIONS

Most task forces compiled a summary of their recommendations. These are set out below in the numerical order of the task force numbers. Where the task force did not prepare such a summary, the Director of the Priorities Study (IRM) has prepared one; except as otherwise indicated the summary is that of the task force.

NOTE: In many instances the summary of recommendations provides an incomplete or even misleading picture of the overall task force report: the reader should refer to the reports themselves before reaching any firm conclusions.

NO. 1 LEARNING ENVIRONMENT:

Since few task force reports actually outlined areas for proposed 15 per cent budget cuts, Task Force No. 1 has found it impossible to establish a hierarchy of priorities. We have rather chosen to summarize our response to the other task force reports emphasizing whether the recommendation would be neutral to, a detriment to, or an improvement on the learning environment, as follows:

Task Force No. 2 - Student Academic Services: There is a direct bearing on the learning environment by all aspects of this report. We strongly support the recommendations 1 and 2 as areas for possible improvement of the learning environment. The need for a reward system for faculty advising was noted by Task Force No. 2 but not discussed in sufficient detail. It would be essential that a new criteria be established in order for the program to be successful. We strongly support a Central Information Center (should be phone and walk-in) as essential to a good learning environment. We do support consolidation and coordination services but not necessarily as a single physical facility.

Task Force No. 3 - Financial Aid Policy and Administration; Tuition Levels: Members of Task Force No. 1 are unanimous in our opposition to instituting a 15 per cent cut in financial aid because the remedies suggested, with the possible exception of the first (increased loans) would, in our opinion, have a detrimental effect on the learning environment. We feel that at some level a decrease in the amount of total aid available for students becomes a major liability for the learning environment. Caution should be exercised that students not carry a heavy work component to the detriment of their studies and education. We would oppose any increase in the regular student enrollment but do support increased adult education. We would oppose greater differential tuition among undergraduate schools, but feel the professional schools could more clearly reflect costs if coupled with an increase of opportunity for financial aid.

Our task force wishes to emphasize the importance of maintaining strong financial support for minority groups.

Task Force No. 5 - Academic Mission and Centralization/Decentralization: Task Force No. 1 members are unanimous in our conviction that institution of a cost accounting system to measure the value of an academic program would be antithetical to the learning environment. However, any savings in general cost accounting would be heralded and would have little or no effect on the learning environment.

Task Force No. 6 - Academic Responsibility of the Faculty - Teaching, Research, Advising: The subject of this report - academic responsibility - (teaching, research, advising) has a direct bearing on the learning environment. These responsibilities must be assumed by the faculty and preserved at all costs.

Task Force No. 7 - Faculty Compensation,

What's Included

Summaries of the presidential priority study task force reports are printed below. The study was conducted by Ian R. Macneil, professor of law, who prepared the summaries with task force chairmen. Macneil's summary of recommendations made in his own report also appears. The full reports are available at Olin, Mann, Uris and the ILR libraries, on reserve. Also included is a summary of the college self-studies, prepared by the college deans.

tion, Terminations, and Retirement: Selected faculty cuts could be helpful; however all but minimal cuts would be detrimental and should be carried out with extreme caution. A quality faculty is of utmost importance to the University.

Task Force No. 8 - Centers and Interdisciplinary Programs: General agreement with the report was expressed by the members of Task Force No. 1. Our Task Force also feels that the concept of building teaching programs on "soft monies" can be not only detrimental, but also dangerous to the academic environment. The establishment of such programs should be undertaken with due caution, if at all.

Task Force No. 9 - Graduate Education: Any reductions in the size of the graduate school should be accomplished field by field after a careful analysis of which fields should be retained and which eliminated. An across-the-board cut in graduate education would work a negative effect on the learning environment. If, however, monies were moved from non-teaching TA positions and used to pay undergraduate TA's and advisors, there could be a positive impact on the learning environment.

Task Force No. 10 - Research and Cost Recovery: We agree strongly with Task Force No. 10 that extreme care must be taken in cutting externally financed research as a way of reducing the general University budget. We do not view salary recovery as detrimental to teaching.

Task Force No. 11 - Library: PRESERVATION OF A FIRST RATE LIBRARY SYSTEM IS AN ABSOLUTE MUST. Unless inefficiencies are revealed after careful analysis, there should be no reduction in funding; in fact, budget allotments for the library should include an allowance to offset the inflation factor.

Task Force No. 12 - Support of Academic Mission: We feel that individual departments are in the best position to institute cost savings measures that will be effective, yet, at the same time, will preserve the academic excellence and general morale to the greatest possible extent. Care must be taken, however, that secretarial pooling not cause greater impersonalization.

Task Force No. 13 - Publications: There is general agreement with Task Force No. 13 that costs can be reduced by eliminating duplication of effort, establishing clearer lines of coordination, and by employing less expense in paper, type set, etc.

We also agree that publications related to the University missions of teaching, learning, and public service must remain under the jurisdiction of the department in which they originate. Attempts at consolidation could be harmful to the learning environment.

We recommend that the *Cornell Chronicle* be retained with an altered format.

Task Force No. 14 - Central Administration: Staffing and Organizing:

Any reorganization that would (1) increase the sensitivity of administration to student and faculty problems; (2) reduce red tape; (3) diminish the "them and us" syndrome; (4) increase communication, is strongly supported by Task Force No. 1 as helpful toward improvement of the learning environment.

We also see the need of role models for minority groups and women and urge an increased emphasis on affirmative action in regard to academic and non-academic personnel.

Task Force No. 15 - Self-Governing Structures: Senate, Board of Trustees, Faculty Council of Representatives, Ombudsman, Judicial Administrator, Judicial Adviser: Continued support of the self-governing structures is urged by our task force. Cuts could be made that would not be detrimental to the learning environment (e.g. reduce the paper flow from FCR and the Senate).

The importance of a representative open forum in supporting the learning environment must be strongly stressed.

Task Force No. 16 - Administrative Data Systems and Administrative Computing: Administrative data systems and computing must be handled with care and consideration of the public which such systems are designed to serve. If the servant becomes the master, a mounting bureaucracy tends to obscure human relationships and is detrimental to the learning environment. A reduction in MSA and SIS would not be detrimental to but rather an improvement on our present situation.

Task Force No. 18 - General Services: Prompt, efficient service at reasonable cost by the Department of General Services is an essential support for a strong academic program, and therefore, the learning environment. Our task force agrees in principle with the recommendations proposed by Task Force No. 18, but efficiency should not be heralded at the expense of a staff member sensitive to student needs and available to students.

Task Force No. 19 - Physical Plant Use and Maintenance Program: Our task force agrees in principle with the administrative changes proposed and urges especially that plant operations maximize student labor opportunities. A well run and maintained physical plant will not effect a student's education but a poorly run operation is a detriment.

Task Force No. 20 - Operating Efficiency: Incentives and Restraints: We do not feel the recommendations proposed will jeopardize the learning environment, but we wish to stress that the teaching mission of Cornell can be greatly affected by non-teaching staff. For this reason, it is highly important in the recruitment of staff to select personnel whose skill and efficiency is matched by an interest in and consideration for those who are engaged in learning and teaching.

Task Force No. 21 - University Health Services: The need for a first rate health service is endorsed.

We view the appointment of a planning committee by the president as top priority item for sustaining and improving the learning environment. It should take precedence over other recommendations in the report. The time to do something is - NOW.

Task Force No. 22 - Life Safety, Safety Division, Traffic/Parking, Campus Bus: We support the recommendations for insensitive and inefficient operation is a detriment to the learning environment.

Task Force No. 23 - University Unions: We see the unions as playing a direct role in education by providing space for the academic and non-academic activities and an indirect educational role by providing leadership and work experience for students.

Task Force No. 24 - Utilization of User Charges: Our task force does feel that in most cases, student user charges based on financial need would harm the learning environment. User charges to colleges, departments, etc. could, however, provide an economy without appreciable effect on the learning environment.

Task Force No. 25 - Developing Austerity in Community Behavior: We view the recommendations as supportive of the learning environment.

Task Force No. 26 - Public Affairs: Task Force No. 1 supports the recommendations and feels that they would have little direct effect on the learning environment. The exception is the adult education program which we view as a positive development.

Task Force No. 27 - Athletics and Physical Education: Cuts in Intercollegiate Athletics would affect the learning environment only slightly while cuts in the intramural programs would be most detrimental.

NO. 2 STUDENT ACADEMIC SERVICES

1. The important jobs of advising and counseling should be carried out primarily by the faculty, for whom these duties should be important and rewarded, and by student volunteers.

2. The student development staff should be supplementary to the faculty and student advisers. The specialized staff should provide counseling, consulting and training. Most of the current central services should be consolidated.

3. The consolidated central academic support staff should share a common waiting room and receptionist, office machines and library in one building.

4. Student support services should be specialized in nature and operate as a coordinated set of services from a central location.

5. There should be one administrator of student academic support services, and he or she should be associated with the Provost's Office.

6. The directors of the several independent services should be retitled according to their counseling functions: counselor, senior counselor, senior staff counselor, psychologist, etc.

7. The numerous handbooks and brochures should be reviewed, with some improved and others replaced by a telephone information service.

8. The colleges should strive to reduce their support staffs in line with the recommendation for faculty to increase their responsibilities in advising and counseling.

9. The offices of Campus Affairs and Dean of Students should be studied intensively to determine whether they should continue in their present form.

10. The separate program and management activities of Student Housing should be reviewed with scrutiny to determine whether the two can be merged and several positions eliminated. In particular, the positions of director of student housing and associate dean for housing look as if they could be merged, and the positions of residence area coordinator and area manager look as if they might be combined.

11. The positions of residence area coordinator, assistant dean of students, and program manager in the unions should be reviewed closely to see whether a consolidation of duties might take place.

12. The Division of Unclassified Students should be eliminated and the duties assumed by one of the counselors in the consolidated academic support staff, who would work with the colleges.

NO. 3 FINANCIAL AID POLICY AND ADMINISTRATION; TUITION LEVELS

1. Cornell must establish and clearly

articulate the major goals of the University and the principal parts thereof — graduate, undergraduate, statutory, and endowed — before major financial aid policies can be established.

2. Cornell should establish a clear policy with respect to setting the aggregate financial aid budget and allocation of that budget between undergraduates and graduates and the composition of individual financial aid packages, consistent with the University's major goals.

3. We urge speedy implementation of the new financial aid and admissions organizational structure.

4. We urge the creation of an internal manual of policies and procedure to insure evenhanded treatment of students by the financial aid office and urge that a similar document be made available to faculty, advisors and parents and students.

5. Recipients of financial aid should be required to contribute a portion of earnings in excess of, say, \$2,000, in addition to the current required contribution of \$600 from a summer job and \$800 from a term-time job, and financial aid recipients should be required to submit copies of their federal income tax returns annually.

6. Cornell should expand the number of student jobs offered to those with demonstrated financial need.

7. In the face of any overall cut of financial aid, we strongly recommend that special provisions for financial aid for minority students be maintained and that Cornell investigate the possibility of expanded loan programs. In the case of graduate students, an overall cut should be met by making tuition awards on the basis of merit alone, while living stipends should be awarded on the basis of need.

8. Any 15 per cent budget cut should be handled from the point of view of financial aid by a combination of increased loans, increased marginal enrollment, and selection tuition increases in units with high educational costs.

9. In all communications, Cornell should do a "marketing" job which stresses the availability of financial aid whenever tuition is mentioned.

10. Cornell should consider the abolition of leaves-of-absence for graduate students and initiation of registration fees for graduate students who stay on campus beyond their residence requirements.

11. Cornell should reconsider the COSEP special assistance provisions (lower self-help for students with a family income in excess of \$10,000). Cornell should adopt lower self-help requirements for all low income families (to equalize with COSEP levels).

12. Cornell should examine the costs of its graduate study program relative to the benefits derived therefrom.

13. Cornell should examine the extent to which cost-based tuition, with the possibility of differing tuition rates among different units on campus, is administratively feasible.

14. Cornell should re-examine annually the typical living budget used in financial aid determination, to insure that it is adequate, considering all costs.

15. Cornell should examine the costs and benefits of hiring a person to seek outside funding for graduate school students.

16. Cornell should consider using a higher self-help level with due consideration for the current economic situation (fewer summer jobs); current loan levels do not appear onerous.

17. Cornell should abolish penalties on internal transfers — students should be permitted to transfer from college to college without the loss of financial aid eligibility, but with aid adjusted only for changes in budgetary factors.

18. Cornell should develop long-range financial aid plans which are consistent with the expectation that TAP and BOG increments will level off beginning in 1977-78.

19. The financial aid office should develop models indicating the results of the various policy options discussed in this report, such as increased self-help, increased enrollment, etc.

#4 MINORITY PROGRAMS General Recommendations

1. "Minorities" should be defined...women, blacks, native Americans, etc...on a statistical basis.

2. Affirmative actions for Minorities should be more carefully defined in University policy. Such policy is needed to help shape upcoming and pending guidelines for University employment cutbacks. Time is of essence in this policy area.

3. There is potential danger in cutting back of faculty and increasing faculty "advising" at the same time. Faculty load and willingness should be carefully assessed before de-centralization of student academic services is begun.

4. There appears to be developing a "powder keg" situation in Higher Education. Rising cost to students in an economic crunch seems to be emerging as the most likely focal point. (i.e. Brown University problems this past year 74/75). The cutting back of financial aid to minority or other students should be carefully considered. The reasons and priorities used for increasing student liability should be widely circulated before implementation. This would help minimize student shock or reactions.

5. It is increasingly obvious that the required budget savings dictate a major reduction in force throughout the University. For a variety of legal and other reasons it appears that non-academic and non-professional staff will absorb a greater share of this burden. This Task Force believes that it is critical that the University not lose ground in its affirmative action achievements. We are concerned about fairness and morale throughout the University. We believe the University should proceed immediately to establish a skills bank or similar structure to assist with relocation of employees whose jobs are terminated.

NO. 5 ACADEMIC MISSION AND CENTRALIZATION/DECENTRALIZATION (Summary by IRM)

1. The University should not become a pioneer in the development of new methods of academic cost accounting, but should nevertheless study the experiences of the state colleges on its own campus and the experiences of other universities that have voluntarily or involuntarily adopted a form of academic cost accounting. In time sufficient knowledge and experience will provide an adequate basis to support a decision for or against the introduction of a University-wide system of academic cost accounting.

2. Whenever a support group is the direct executive arm by which an academic unit carries out its academic functions, then the support group should be just as decentralized as is the academic unit.

3. A dual system of responsibility is necessary, in which faculty and certain exempt non-academic personnel have a wide range of freedom in organizing the time, etc. of their work effort, and others follow fixed schedules, but with limited hours, and it is necessary to communicate to such staff the reasons for the differences.

Minority report:

1. The University, colleges, and departments identify their objectives more clearly and communicate these objectives to others inside and outside of Cornell to provide a more identifiable sense of purpose and direction.

2. The University, colleges, and departments develop written statements of policy to guide administrators and faculty in setting priorities, and making decisions that will contribute effectively to the objectives.

3. The University, colleges, and departments develop a system of measur-

ing the performance and results of departments and colleges. The results should be compared to objectives and corrective action should be taken when results do not meet objectives.

NO. 6 ACADEMIC RESPONSIBILITY OF THE FACULTY — TEACHING, RESEARCH, ADVISING

(IRM: For lack of time the task force confined its specific consideration to the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Engineering.)

Stated in the broadest terms, our charge is concerned with the effect of significant budgetary reductions on the academic responsibilities of the faculty. There are a variety of questions in our charge — some highly specific. The most important questions can be usefully rephrased as follows: First, if there is a significant reduction in the number of faculty at Cornell, how will the faculty have to redistribute their time and energy in order to maintain the excellence of the institution in research, teaching and extension? Second, how might a 15 per cent reduction in funds for faculty positions be achieved during the next three years? The two questions are clearly interrelated. It is our view that the very highest priority be given to maintaining the strength of the faculty. We much prefer to see non-academic services and activities cut more deeply than the budget for faculty positions. We believe that the faculty constitute the heart of the University, only a small number of crucially important support services are of equal importance. Both faculty and students should be prepared to face a much more austere environment in order to preserve the strength of the faculty. We approached our task by trying to answer these questions and found it essential to approach it from a rather broad perspective. In this introduction we outline the most important overall considerations that guided us, and summarize our recommendations.

We proceed from the assumption that the financial situation in which we find ourselves is so serious that substantial budget reductions will have to be made, and that these will seriously affect both faculty and students. Fundamentally we will have to adjust to the fact that higher education is no longer an expanding enterprise but must now start to contract. Most of us have only experienced the period of expansion of the last two decades and therefore find ourselves in a wholly unprecedented situation. It therefore seems almost certain to us that over the next several years Cornell must in various respects become a different place from what it has been in the immediate past. In particular, significant adjustments in the use of faculty resources will have to be made. For example, it may not be possible to fill vacant faculty positions for two or three years. We may have to teach specialized courses less frequently and we may have to accept somewhat larger class sizes. Some departments or programs may be phased out in the next few years, and there may have to be consolidation between departments in the same discipline but in different colleges. In our conversations with faculty and students, there seemed to be a general awareness of the seriousness of the situation; they are prepared for major changes.

The demographic trend towards a decrease in national student enrollments lends support to our basic assumption. This trend will probably not affect Cornell in the immediate future. However, if we can manage to 'slim down' the institution in the next few years we will be in much better shape to face the demographic facts of life in the early 1980s.

It must be understood that if our basic assumption is correct, then the required reduction in University expenditures can only be achieved if, among other reductions, there is a reduction in faculty

positions. How can this reduction in faculty positions be achieved while at the same time maintaining the quality of the institution? The two themes that most frequently appeared in our discussions with colleagues and students were the need to preserve the excellence of the institution and the need to preserve the freedom of departments and the faculty to teach and engage in scholarship and research. We believe that the freedom Cornell has traditionally bestowed upon its departments and faculty has played a vital role in making Cornell excellent. Only within a department can the difficult and often highly subjective decisions be made which will ensure that its research, scholarship and teaching are maintained at the highest level. Only if the faculty are free to pursue their intellectual interests will they excel in scholarship. We asked the following question of several of the groups with whom we met.

"At Cornell University there is an academic environment within which the faculty go about their business. The academic environment differs from college to college and from department to department. The components of the environment are fairly obvious. For example: the financial rewards, the tenure system, the degree of freedom allowed in teaching and in the pursuit of research, and the academic support services, such as the libraries. What features of the academic environment would you most wish to see protected in any recommendations this Task Force may make?"

The answer to this question was very clear. The element that we should most seek to protect is the freedom of departments and faculty to pursue their intellectual interests. With this freedom comes a heavy burden of responsibility, and as our financial resources dwindle this burden will increase. An institution can reach a point at which budgetary constraints begin to reduce the degrees of freedom available to its departments and the faculty. It will then be important to seek a wise reconciliation of the concept of freedom with the financial realities. Neither faculty nor departments can act in their own narrow interests — they must bear in mind the welfare of the colleges and of the University as a whole. Our discussions lead us to believe that this responsibility is accepted by most of the faculty.

We have used the two themes of excellence and freedom to guide us in answering the questions put to us in the charge. Surely Cornell would fail in its responsibilities if it did not give the highest priority to maintaining the quality of its research and teaching. This quality can only be maintained if we preserve the essential freedom of the departments and faculty.

Two other considerations deserve mention in this introduction, the balance between research and teaching (classroom and extension) and the diversity of the institution. Without any doubt, research and teaching constitute the two major responsibilities of the faculty. Our research and scholarship are the major factors in determining the excellence of Cornell, but also play a major role in our teaching. We cannot hope to teach in the way we do at the graduate, senior and junior levels unless the faculty have time to engage in research and scholarship. We see research and teaching as being intimately linked together. The health of the institution requires that the proper balance be maintained between these two major responsibilities.

The diversity of the institution presents a major problem to any group studying it. Cornell is partly a state institution and partly a private institution. It is partly humanistic, partly scientific and partly technological. The diversity of what the faculty does is simply astounding. We cannot conceive of making specific recommendations that are immediately applicable to the institu-

tion as a whole. Almost everything we have to say will require careful interpretation before it can be applied to a particular part of the institution. This diversity is a tremendous asset. It provides a great wealth of educational opportunities for both graduate and undergraduate students and provides immense resources for the research and scholarship of the faculty.

Our main recommendations are as follows:

(Parenthesized page numbers refer to No. 6 final report.)

1. A set of criteria should be developed to facilitate an assessment of the teaching programs of a department (page 10).

2. The quality of teaching and advising should be systematically assessed. We need to improve our methods of assessing teaching (page 12).

3. Periodic reviews should be made of the departments in the endowed colleges. These should be carried out by external groups and should cover all the activities of a department (page 13).

4. The chairmen of departments in the endowed colleges are encouraged to ask the members of their faculty to provide annual reports covering all their academic responsibilities (page 9).

5. We do *not* recommend that an attempt be made to develop criteria to measure the work loads of individual faculty (page 11).

6. Department chairmen are urged to address vigorously the problem of faculty whose performance is significantly below what can be reasonably expected (page 16).

7. We do *not* recommend any *general* redistribution of effort between research and teaching. An examination should be made of the apparently very wide variations in teaching loads in the College of Arts and Sciences. Taken at their face value these variations suggest that somewhat heavier teaching loads could be carried in the natural sciences in that college and generally in the Division of Biological Sciences (page 18).

8. While there is a need to substantially improve the quality of teaching in the large introductory courses, we do *not* recommend any significant redistribution of effort between graduate, upperclass and underclass teaching. The distribution of effort between these three levels of teaching is not known in the two largest endowed colleges. This recommendation is based on our qualitative impression that any significant redistribution of faculty effort would seriously lower the quality of our graduate and upperclass teaching. The necessary improvement in the introductory courses must be found without a significant increase in the number of faculty involved (page 17).

9. No changes are needed in the regulations governing consulting and other outside professional activities. There is no need to construct regulations to govern unpaid professional work (page 18, 19).

10. Budget Reductions

a) We strongly object to *uniform* budget reductions (page 21).

b) We do *not* recommend lowering of faculty salaries (page 22).

c) We strongly recommend that the necessary budget reductions for faculty salaries be made by using attrition and if feasible over a longer period than three years (page 25).

11. The learning environment

a) The formal undergraduate advising system needs to be improved (page 14).

b) The quality of teaching in the large introductory courses needs substantial improvement (page 14).

c) The quality of teaching by teaching assistants needs to be improved enormously (page 14).

d) We recommend that if necessary a reduction be made in the frequency with which small undergraduate courses of less than 10 enrolled students are offered (page 15).

e) We believe that the class size can be increased in classes in the range of 30-100 students (page 15).

#7 FACULTY COMPENSATION, TERMINATIONS AND RETIREMENT

1.1 Maintain a strong competitive faculty salary position based on merit increases.

1.2 Decisions with respect to salary levels and merit increases should be decentralized as much as administratively possible.

2.1 Financial exigency should not be used as subterfuge to alter University policies, rules and evaluation procedures and criteria with respect to retention, promotion to tenure, and termination of tenured faculty.

2.2 Although at times it might seem humane to make across-the-board salary increases, such practice should be limited to non-tenured faculty.

3.1 An immediate revision in fringe benefits is not recommended.

3.2 A deliberate and systematic long term study of the intricate system of fringe benefits is indispensable.

4.1 More faculty and administrative time should be given to developing and utilizing carefully controlled procedures to 1) encourage continued professional growth of faculty members and 2) terminate the appointments of tenured faculty members whose productivity has fallen significantly below prevailing university standards.

4.2 Voluntary early retirement or semi-retirement should be encouraged for faculty who are marginally productive or whose contributions are of marginal interest to the academic unit.

4.3 Part-time appointments should be encouraged and used as appropriate to satisfy the mutual interests of faculty and the University.

4.4 The present University practice of selective reappointments of valued faculty on a year-to-year basis past age 65 should be continued.

5.1 Despite faculty retrenchment, strenuous efforts must be made at all levels throughout the University to increase the proportion of women and minority faculty members, particularly at the higher levels.

6.1 Termination because of financial exigency must be done under carefully defined procedures with consistent criteria applied to determine which faculty will be dismissed. The decision on which programs or departments will be terminated must ultimately be an administrative one. However a University-wide consensus, an obviously difficult requirement, is probably the best criterion for the feasibility of this method of making budget savings; there is a high probability that termination of tenured faculty would create a great deal of campus anxiety, and thus have a very serious effect on the academic environment.

6.2 The establishment of the criteria and the procedures for deciding who goes and who stays must be University-wide, must begin now and must involve faculty input; but the ultimate decision must rest with the administration and the Board of Trustees.

7.1 A fifteen percent reduction in faculty compensation cannot be achieved without irreparably damaging the University. Some lesser amount of reduction can be achieved only through retrenchment.

7.2 Acceptable means of retrenchment include a program to encourage voluntary early retirement; a conversion of some faculty to part-time so as to select the most productive components of an individual's time; and selective termination of faculty using some acceptable objective performance criteria.

7.3 Conditionally acceptable means of retrenchment include nonreplacement of vacancies created by retirement; a delay in refilling of vacancies; new appointments only at the assistant professor level; elimination of the 6 month sabbatic option; increase in the

number of faculty terminations for cause; and the elimination of programs.

7.4 Unacceptable means of retrenchment include a reduction in compensation levels including the option of mandatory vacation without pay; termination of non-tenured faculty only; decrease in the mandatory retirement age; elimination of tenure system; and lengthening the term of non-tenured faculty or establishing quota limits on number of tenured faculty.

#8 CENTERS AND INTERDISCIPLINARY PROGRAMS

1. Deans and educational policy committees in the colleges should review periodically all interdisciplinary programs within their jurisdictions, whether or not they appear to cost money.

2. Wherever possible, centers and programs should be housed in one of the colleges.

3. Oversight of centers that cannot be included in one of the colleges should be vested in one or at most two officers of the central administration. The relationship of such officers to the organizations supervised should be that of a college dean to a department, and such officers should have the training and experience that one would expect of an academic dean. Such officers should not serve on the executive committees of the organizations supervised, and other efforts should be made to ensure that such organizations are continuously evaluated against each other and against departments and programs in the colleges. We believe that this administrative consolidation can be achieved without an increase in the number of central administrative officers.

4. The deans of the colleges should exercise strong leadership in promoting interdisciplinary studies, where these seem academically desirable, before allowing or encouraging the University to resort to the creation of independent centers for this purpose.

5. Centers should not be created on external funds without a clear plan for their going out of existence if and when those funds disappear.

6. For all organizations involved, explicit account should be taken at all stages of the budgetary process of the extent to which expenditures of unrestricted funds on specific items will be recoverable through the overhead pool. Every effort should be made to reduce unrecovered expenditures, either through their elimination altogether or through a more aggressive policy with respect to the overhead pool.

(IRM): This task force studied in detail and made recommendations concerning the 23 organizations listed below:

1. Africana Studies and Research Center (AFRC)

2. Applied Mathematics, Center for

3. Atomic and Solid State Physics, Laboratory of (LASSP)

4. Creative and Performing Arts, Council on

5. Environmental Quality Management, Center for (CEQM)

6. Herbert F. Johnson Museum of Art

7. International Studies, Center for (CIS)

Related centers and programs (the nature of the relationship differing greatly from one to the next):

a. China-Japan Program

b. Comparative Economic Development, Program on

c. International Agriculture

d. International Legal Studies

e. International Nutrition

f. International Nutrition and Development Policy

g. International Population Program

h. International Relations of East Asia Project

i. International Studies in Regional Planning

j. Latin American Studies Program

k. Participation and Labor-Managed Systems, Program on

l. Peace Studies Program

m. Policies for Science and Technology in Developing Nations, Program on (PPSTDN)

n. Rural Development Committee

o. South Asia Program

p. Southeast Asia Program

q. Structural Change and Modernization Committee

r. Western Societies Program

s. Soviet Studies, Committee on

8. Materials Science Center (MSC)

9. National Astronomy and Ionosphere Center (NAIC)

10. Nuclear Studies, Laboratory of (LNS)

11. Ornithology, Laboratory of

12. Plantations, Cornell

13. Plasma Studies, Laboratory of (including Cornell Energy Project)

14. Professors-at-Large, Program for

15. Quantitative and Mathematical Research in Economics and Management, Center for

16. Radiophysics and Space Research, Center for

17. Science, Technology, and Society, Program on (including subunit on Humanities, Science, and Technology)

18. Shoals Marine Laboratory

19. Social Analyses of Science Systems, Cornell Research Program on (including Social Systems Training Program)

20. Society for the Humanities

21. Urban Development Research, Center for

22. Water Resources and Marine Sciences Center

23. Women's Studies Program

#9 GRADUATE EDUCATION

1. Most departments at Cornell should have the capability of training majors and/or minors at the graduate level in order to (1) attract outstanding faculty, (2) maintain quality research programs, and (3) develop skilled personnel for certain types of undergraduate teaching.

2. Departments not presently training major and/or minors at the graduate level and those departments not preparing Ph.D.s should be allowed to do so only after the most careful scrutiny by the College Dean, the Dean of the Graduate School, the General Committee of the Graduate School, and the Provost. (In contract colleges and schools, the Board of Regents must also grant permission for new graduate programs.)

3. Fields presently training graduate students should be evaluated at least once every five years by a committee that reports to the College Dean (or Deans), the Dean and General Committee of the Graduate School, and the Provost (or a central administrator appointed by the Provost). One of these administrators or deans, or the General Committee of the Graduate School, should take the initiative in arranging such evaluations. Reports by the State Board of Regents or regular external review committees (as those which now periodically evaluate departments in the College of Agriculture and Life Sciences) may serve this purpose.

4. The criteria by which said committee should judge a field should be determined separately for each individual field by the Provost, the Dean and General Committee of the Graduate School, and the dean (or deans) of the respective colleges or schools. Among present and former deans, a consensus appears to exist with respect to the following criteria:

a. quality and number of applicants for admissions to the field;

b. percentage of entering students successfully completing degree programs and the ability of the field to place degree recipients in positions offering challenging research, teaching, or professional opportunities;

c. the quality and number of faculty in relation to comparable institutions (awarding similar degrees) and evidence of continuing research and professional activity (as reflected in research and training grants, appoint-

ments, commissions, etc.); and

d. the adequacy of library and laboratory facilities.

5. Those fields judged deficient and that, in the opinion of the Provost, the Dean of the Graduate School, and the respective dean (or deans) of the college(s) or school(s), cannot be strengthened to the approximate level of comparable institutions (awarding similar degrees) should be reviewed by the General Committee of the Graduate School. The General Committee and the Dean of the Graduate School should use their authority to discontinue such fields or to assign sharply reduced numerical quotas to such fields.

6. The Dean of the Graduate School should appoint a qualified representative to serve as a member of the ad hoc committee considering promotion to tenure in each of the colleges and schools in Ithaca.

7. The General Committee should enforce the provision of the Code of Legislation that states that a faculty member should be dropped from a secondary field if that faculty member has not represented the field on a Special Committee in the preceding five years.

8. The General Committee should evaluate the utility of the present system of record-keeping as a basis for awarding residence credit.

9. The graduate field should recognize the time-consuming nature of the position of Faculty Representative and only appoint as Faculty Representatives individuals whose career opportunities will not be adversely jeopardized to any significant degree. In general, this should disqualify a non-tenured member of the faculty from holding this position.

10. The Dean of the Graduate School should appoint a subcommittee of the General Committee to develop, in conjunction with the University administration, an appropriate accounting mechanism for graduate education in its entirety within the University. This accounting mechanism should be similar to those of presently designated Centers of Responsibility. This information should be included in the Dean's Annual Report.

11. The General Committee of the Graduate School is one of the more representative bodies of faculty in the University. Should significant reductions in the budget of the Graduate School be required, the Dean should consult with the General Committee prior to taking such action. It would appear, however, as though a fifteen percent reduction would have to be absorbed virtually in its entirety by the Fellowship Program. The decisions with respect to the allocation of a reduction among the various components of the Fellowship Program should be taken in the manner indicated above.

#10 RESEARCH AND COST RECOVERY (Summary by IRM)

The task force sees neither benefits nor realistic means of separating objectively the functions of research and instruction. Research, particularly in the sciences, comprises a major fraction of graduate instruction. Separating costs of research from other costs is, therefore, very difficult.

Externally funded research is beneficial to the University in general. Focusing on total costs and revenues is likely to lead to faulty decisions; rather the emphasis should be on incremental benefits and costs of specific research projects.

New proposals involving the hiring of substantial numbers of people or a material expansion of existing physical resources should be carefully examined by appropriate administration officials and the Committee on the University Budget before submission to the granting agency.

It is not useful for the administration to pursue questions such as that in Charge 2: What costs are imposed by

externally funded research in such terms as diverting faculty energies from teaching or of creating two classes of faculty, those living well on such activities, and those dependent on more meagre communal resources?

Present procedures for review of long term effects of research proposals are adequate; where there are long term effects, those aspects must continue to be studied by the appropriate administrators.

Research is a high priority activity upon which to spend general University funds; while the extent to which support is given raises difficult questions, many other costs should be saved before jeopardizing research.

Salary recovery. 1. Full salary support of research and other scholarly pursuits is a normal University responsibility where a professor is performing normal levels of instruction, administrative and committee duties. 2. In exceptional cases, where a professor has a short term need for reduction in teaching responsibilities in order to pursue research intensively, the research grant should provide for an appropriate amount of salary recovery, the funds generated thereby to be returned to the department so that it can fulfill its teaching obligations. 3. When the principal investigator can recover faculty salary without compromising the research efforts, then he should do so. Such recoveries should revert to the Dean of the college or school concerned. Such money should not be used to make long term commitments not insured by other sources of funds.

It is not feasible to specify rules by which choice can be made about levels of support to be given various kinds of projects, such decisions should be made by the FCR Committee on the University Budget (on an ad hoc basis?)

Elimination of externally financed projects reduce revenues as well as costs; each research project should be controlled in such a manner that it has at worst a neutral effect on the budget; simply reducing externally financed research will not result in cost savings, indeed the larger the research effort, the more recovery the same percentage overhead charge rate will generate.

#11 LIBRARY

1. The Cornell University Library must be considered the primary resource for research, scholarship and education, and as such must be given special consideration with respect to overall budget cuts. We recommend that the Library budget be exempted from "across the board" budget cuts.

2. We recommend that, whatever cuts be made, the "book fund" be held inviolable and that monograph purchases not be reduced.

3. If subscriptions are to be reduced, a vigorous program of cooperation with the Center of Research Libraries needs to be pursued to retain access to the literature in the Social Sciences, Technology and Physical Sciences.

4. We recommend that the operation of the entire Library be reviewed in the same spirit which, e.g., the Biological Science Division was recently reviewed.

5. It should become an administrative policy of the Day Hall administration and of the Board of Trustees that new programs or reorganization of programs — be they in research or in teaching — be discussed extensively with the Director of Libraries, and that estimates be made of new expenditures which will be necessary for the Library. After these expenditures are approved, they should be charged fully to the new program and these expenditures should not be considered an addition to the budget of the Library. If such policies are not followed, we foresee disastrous consequences for the development of the Library collection policy.

6. The administration needs to pursue whether a Social Science Library would improve the overall quality of the Social

Science collection of books and periodicals, whether such an improvement is worth the costs by itself, and whether there are long-term savings which would, in effect, save money.

Libraries Self-Study

(Prepared by the University Libraries. The Director of Libraries takes "full responsibility for the report, its conclusions, its priorities and its implications." This self-study was under the supervision of the Provost, not the Director of the Priorities Study. The summary is included here because of its importance in relation to the report of Task Force #11, Library.)

As the self-study report indicates, the staff reductions at the 10 percent and 13 percent levels would follow a decline in full time staff of 12.5 budgeted positions since 1970/71. The further reductions would, at the 10 percent level, severely impair library services particularly in capacity for research support and at the 15 percent level would

make severe inroads on our capacity to support the curriculum and to serve even minimally the present volume of undergraduate and graduate student demand. Library services to students would then be deteriorating at a time when presumably tuition was increasing.

In our effort to estimate how reductions would be achieved if budget support for Libraries declines in the scale suggested, we have tried to protect the book funds to the greatest possible extent. Nevertheless as the report shows it does not seem possible that reductions in the order of 10 percent and 15 percent could be carried out without actual cutbacks in book funds. At the level of 10 percent we would project a reduction of \$45,000 representing about 4.5 percent of the 1974/75 book fund appropriation. With a reduction of 15 percent the effect on the book funds becomes shattering with an additional \$70,000 savings required.

	Stage I	Stage II	Stage III
A. Consolidation and Centralization of Functions			
Professional positions	1 \$21,950	2 \$24,000	2 \$24,000
Non-exempt positions	1 7,350	4 32,000	1 8,000
B. Efficiencies and Economies. Reductions Resulting from Reduction of Current Acquisitions and Collection Development			
Professional positions	2 31,200	1 12,000	
Non-exempt positions	3 18,705	1 8,000	2 16,000
Other, including General Expense	6,000	15,000	19,000
C. Elimination of Outside Services or Transfer to a Charge Program			
Professional positions		1 12,000	
Non-exempt positions		2 16,000	
D. Reductions in Programs Primarily in Support of Research			
Professional positions	2 25,150	3 1/2 42,000	1 1/2 18,000
Non-exempt positions		3 24,000	2 16,000
HRAF		5,000	
E. Reductions in Basic Programs and in Programs in Support of Instruction			
Professional positions		3 36,000	2 24,000
Non-exempt positions		1 8,000	2 16,000
F. Reductions in Expenditures for Books and Library Materials		45,000	60,000
Fringe Benefits	16,640	35,000	19,500
	\$126,995	\$314,000	\$220,500

The Libraries have been fortunate in its efforts to meet staff reduction goals for 1975/76 by being able to accomplish them through retirement and normal attrition without having to resort to lay-off or terminations. Because it is extremely unlikely that further staff reductions can be realized in this fashion, it will be necessary to have very clear policies, instructions and procedures from the University administration for all categories of staff with respect to termination. These must be clear to staff as well as to University and Libraries administration. It is my understanding that guidelines are now being prepared by the University administration.

In preparing our response to the requirements for achieving program reductions we have tried to schedule them in stages which may help to clarify the increasing order of severity of impact as we perceive it. In Stage I, we identify those program changes resulting from action that has already been taken to meet the requirements for the 1975/76 budget; Stage II would include those additional program changes that would be required if a 10 percent reduction were to be imposed and Stage III would represent the more extreme changes that the imposition of 15 percent reduction would result in.

This report of the self-study has attempted to examine program by program the total operations of the en-

dowed divisions of the University libraries. It is based on existing programs at the level of operations and service during 1974/75. Reductions affect all programs supported by the endowed budget of the Libraries but with some variation in severity. There are appendices examining in some detail those programs where the impact would have a particularly negative result. (Appendix I — Memorandum from Herbert Finch, dated May 30, 1975; Appendix II — Memorandum from Harry Bitner, dated June 2, 1975)

Because book funds were not included in the current reductions for 1975/76, the scheduled total reduction for Stage I represents less than 5 percent of the total 1974/75 base. Therefore, the cutbacks required in Stage II if the full 10 percent of the base were to be applied would amount to \$314,000 or an additional reduction over 1975/76 of more than 7 percent. In this situation it would not be possible to protect entirely the book funds from actual dollar reductions which will further aggravate the erosion of inflation and declining dollar exchange rates. The minimum reduction that could be projected for the book fund at Stage II would be \$45,000 or 4 1/2 percent. To avoid a deeper reduction of book funds requires projecting from 1974/75 levels at Stage II the lapsing of 15 1/2 professional positions amounting to approximately \$190,000 and 15 non-exempt positions for approximately

\$120,000. This would amount to 14 percent in budgeted salaries from the 1974/75 level.

The further reductions that must be projected at Stage III would require further personnel reductions that would approach 20 percent from the level of 1974/75 and would require a cumulative reduction in book funds of 11.5 percent. The distribution of reductions is tabulated below:

In evaluating the responses described in the self-study to the possible levels of reduction suggested by the President and the impact of these responses on library programs, they have performed a makeshift character designed to meet a short-term cost reduction program. The nature of the library's role in support of primary academic programs limits its flexibility under circumstances where it is not yet determined whether there will be major changes in the range and depth of graduate and academic research programs.

This circumstance combined with the condition that more fundamental changes in library directions and programs requires more time and resources for preparation and long-range planning than has been available for this report meant that basically the responses described are conventional cost trimming efforts and are not an innovative blueprint for far-reaching change.

The work of preparation of this set of responses has, however, emphasized the need for a more fundamental examination of the goals and directions of the University library program in relation to new technology, to the rapidly changing national structures of research libraries and information resources, to new concepts, such as access to resources rather than unlimited collection building, and to joint action programs by research libraries for specific purposes. Therefore, assuming that the University is determined to maintain a first rate library system, I propose that the University administration consider the appointment of a commission from outside the University made up of at least three outstanding individuals from the fields of university library administration, university administration, and computer science with its broad applications to research libraries and information resources. They would be expected to take a very broad-gauge look at the major long-range problems, but with the possibility of their commissioning institutional studies or other special studies on local Cornell issues by outside experts. The notion of forming such a commission would not be to employ just another team of consultants. The Mineka committee served an important purpose, but it was an internal group; the staff work was limited and it lacked the combination of expertise and broad administrative experience that a carefully chosen outside commission could bring to the issues that are now confronting us. The 1948 report of Wilson, Downs and Tauber on the Cornell University Library preceded a period of recovery and great expansion. We are now, twenty-seven years later, facing very different conditions for higher education and for research libraries. Then the problem was largely internal and concerned with building the institutional framework and it assumed the desirability of self-sufficiency. Now the problems are much more part of a national condition and are concerned much more with designing and building external relationships and with defining the limits of growth.

In reviewing the short-run consequences of the measures described in this report it is evident that they cannot help but be very serious in all areas of library activities. In our effort to protect the book funds which account for one quarter of the total appropriated budget, the burden of the reduction of 10 percent becomes approximately 14 percent of the salary budget. The 30 positions that would be lost go far beyond those that could be accounted for by consolidation, centralization or

projected efficiencies. As the report indicates major library programs would suffer and there would be a substantial deterioration of service. A very significant point to be noted is that some reductions result in very substantial costs in the process of making reductions with the end result that by the time savings are realized these additional costs may be translated into negative consequences. For example, reducing the periodicals list by 3,000 titles involved cancellation notices and changing 3,000 individual bibliographical records in addition to the staff time involved in making decisions. The consequence was other work on bibliographical records for periodicals was not accomplished and the overall quality and accuracy of our serial and periodical records suffered.

The greater cutbacks if a level of 15 percent is projected would have an immediate impact on the book funds which could no longer be protected to any degree and would have to be reduced by about 10 percent. At the same time the staff reduction comes close to 20 percent. At this point there would have to be some major dismantling of programs and severe shortening of hours for some library services.

In my view modest short-range reductions from economies and efficiencies within the Libraries can and should be made, but major short-range cutbacks will seriously impair the Libraries' present program and make more difficult the development of long-range plans and major program modifications in concert with other research libraries and research library groups that may very well hold the future promise of much greater savings.

J. Gormly Miller
Director

#12 SUPPORT OF ACADEMIC MISSION

It is concluded that the Dean and Academic Department Chairman are best able to make necessary trade-offs in any cost reduction in the support areas of specific departments. This is because these are the only places where extensive interaction between unrestricted and restricted fund expenditures be determined and evaluated. Objective criteria and measures can define areas of concern and potential savings. Present cost accounting procedures collect all essential information on the elements involved but a satisfactory integration, which is quite difficult, does not occur. Hence such assembly of research and educational support costs must presently be accomplished in the departments and schools.

1. A savings approaching 10 percent of the 1973-74 budget can be achieved in the secretarial-clerical support area through pooling and use of word-processing techniques. This concept, of course, has much broader application than merely to academic support.

2. Savings through shop and specialized facility pooling are likely with no quality sacrifice and probably an improvement in service. Further study is necessary to indicate more precisely the most productive areas.

3. No savings should be anticipated in the academic computing area. This is a well-investigated area.

4. Any reductions in external research sponsorship will not merely serve to diminish academic support but also will require greater expenditures of unrestricted funds to continue services essential for quality endeavor.

5. The teaching assistant is appointed primarily for undergraduate teaching. On this assumption there is some advantage in allowing departments more freedom to decide on the best uses of scholarships and stipends independently and possibly to convert such amounts to other types of teachers, specifically lecturers or instructors. A detailed analysis is necessary to determine exactly how teaching assistants are being used in each area.

6. Only 25 percent of expenditures for general expense items originate from general funds, the balance coming from restricted sources. A reduction of at least \$12,000 to \$15,000 can be

achieved by using more extensions and fewer telephone lines. Further study may increase savings in this area.

7. Further reductions from 1973-74 expenditures must consider glaring discrepancies among units. With such considerations further reductions of 7 percent support personnel, of 10 percent in teaching assistants, and of 15 percent in general expense and equipment are feasible. However, trade-offs at the academic department level among elements of support must be considered so that the best balance is obtained with minimal effect on educational quality.

#13 PUBLICATIONS

RECOMMENDATION No. 1: That University-wide inventory of publications not be undertaken. Department heads should inventory publications originating in their departments, including information as to purposes, costs, and priorities.

RECOMMENDATION No. 2: That a single Publication Service Center be created to serve both the educational mission and the public relations function of the University.

RECOMMENDATION No. 3: That publication services and costs be identified by line items in all departmental budgets and that responsibility and accountability for departmental publications be assigned to one person in each department.

RECOMMENDATION No. 4: That service charges should be instituted for publication services provided by the Publication Service Center of Recommendation 2, and that user departments be free to purchase these services outside the University.

RECOMMENDATION No. 5: That the "Cornell Chronicle" and "Cornell Reports" cease publication and that the University contract for space in "The Cornell Sun" and "The Alumni News", respectively.

RECOMMENDATION No. 6: That publications that can generate non-university income optimize their opportunities in this regard.

#14 CENTRAL ADMINISTRATION: STAFFING AND ORGANIZING

(Summary in part by IRM)

FINDING 1: The President and Provost are overworked. We do not believe that two people alone — even the most dedicated people working unreasonable hours — can effectively guide and lead Cornell.

Recommendation 1: We recommend that a position of Senior Vice President be established, with the following functions reporting to the Senior Vice President: Vice President for Campus Affairs, Vice President for Facilities and Services, Vice President for Finance, Vice President for Investments, Vice President for Public Affairs, University Counsel, Director: Safety Division, Director: Personnel, Internal Auditor.

The Senior Vice President requires sound administrative experience, substantial understanding of educational matters, the ability to deal effectively with people and a certain tough-mindedness. In our opinion there are no potential candidates now in the central administration who possess the qualifications desired.

Recommendation 2: The compensation structure for the President, Provost and Senior Vice President should be reviewed by the Board of Trustees to insure attracting a well-qualified Senior Vice President.

FINDING 2: The organization of the central administration has placed too much emphasis on people and too little on function. As an indirect result, organizational tone has suffered.

Recommendations 3 and 4: Make a number of changes in functions within the areas reporting to the Senior Vice President, and those reporting to the Provost, and eliminate certain functions. (It is not feasible to try to summarize the numerous recommendations made here.)

FINDING 3: The Personnel functions need strengthening.

FINDING 4: Relationships of the Provost and academic deans have im-

proved in the past few years. More progress needs to be made.

FINDING 5: Deficit reduction is not apt to be successful without acceptance of greater responsibility by academic units.

FINDING 6: Relationships with SUNY and the State of New York will be especially critical during the next few years.

FINDING 7: Substantial program reductions are possible in several functions of the central administration (figures are 1974-75 budget):

1. Safety Division (\$913,000) can be cut a substantial amount, perhaps as much as 50 percent.

2. Committee for Pre-Medical and Pre-Dental Students (\$31,000) should break even by charging for its services.

3. Community Relations (\$36,000). We believe this function can be eliminated.

4. Non-Investment Real Estate subsidy (\$46,000) should be eliminated over time, or at the very least, policies governing such subsidies to renters of University property should be established.

5. Management Systems Analysis (\$485,000). While a vital function for the longer run in producing better management and dollar savings, the record has been poor in producing either, and we should pause and reduce before proceeding to build for the future on a sounder basis. Perhaps as much as 40 percent can be cut without near-term damage.

6. Student Information Complex (\$1,112,000). We suggest that the costs can be reduced by at least 20 percent.

7. Vice President for Public Affairs (\$2,778,000). Reductions approaching 20 percent can be made in some of the functions under the Vice President for Public Affairs.

Schools and colleges should budget directly for Publications and Computer Services, and the budgets charged for their use.

It would be false economy to economize on the travel and staff budgets of the Provost and President.

#15 SELF-GOVERNING STRUCTURES:

Senate, Faculty Council of Representatives, Board of Trustees, Ombudsman, Judicial Administrator, Judicial Advisor

(Parenthesized page numbers refer to #15 Final Report.)

University Senate

1. Recommendation of alternative approaches to achieve target levels of savings in the direct costs of this structure. (see pp. 7,8)

2. Proposals of alternative approaches to reform of Senate election procedure recommended by the Task Force. (see p. 7)

3. Recommendation that a system of record keeping necessary to monitor the cost effectiveness of the Campus Life Committee in supervising the enterprise units under the Senate's jurisdiction be installed. (see p. 7)

4. See recommendation #8 below.

5. See recommendation #10 below.

6. Recommended rationalization of the present system of distributing information to the Faculty to achieve target savings in direct costs. (See p. 13.)

7. Proposal that procedures for improving the relevance, comprehensiveness and reliability of data inputs into major policy decisions be adopted. (See p. 16.)

Board of Trustees

8. Proposal that a study be made of the role and criteria for selection of the trustees-at-large elected by the University Senate. (see p. 22)

Office of the University Ombudsman
9. Recommended study of the feasibility of recruiting retired faculty members to staff positions in this Office. (see p. 25)

Office of the Judicial Administrator

10. Recommended legislation to extend coverage of Judicial Reform and Restructuring Act as amended, to be in-

initiated by the Codes and Judiciary Committee of the University Senate. (see pp. 29, 30)

11. Proposal that systems of record keeping necessary to monitor (a) the case load, and (b) the general expense outlays of this Office be installed. (see p. 30)

#16 ADMINISTRATIVE DATA SYSTEMS AND ADMINISTRATIVE COMPUTING

Our recommendations are intended to limit, for some years, the administrative data handling systems presently in use. We believe this will result in substantial savings by allowing a reduction in the staff involved in maintenance, design, and installation of administrative systems, and by increasing the useful life of the 370/168 computer.

1. We recommend that no new large administrative computing systems nor large modifications to existing systems be undertaken.

Comments: By "large" we mean a system that costs \$10,000 installed or \$10,000 a year to operate.

We presume that good reasons may arise for making exceptions to this policy. For example, some decision about SIS will have to be made. However, we would expect this policy to raise very strong barriers to new programs by insisting that a compelling need, a feasible program, and a reliable cost estimate be demonstrated to a skeptical review board.

2. We recommend that the MSA staff be substantially reduced.

Comments: The MSA staff grew to its present size at a time when administrative computing was expanding rapidly, under the assumption that Cornell would develop new data processing systems. If Cornell stabilizes its administrative computing and installs no new large systems as recommended above, there will be a reduction in the responsibilities of MSA with a corresponding reduction in the required staff.

We are not prepared to recommend a quantitative reduction. However, a careful reading of the summary of the functions of the MSA personnel given in Appendix C suggests something like a 50 percent reduction might be possible from the 1974-75 staff. See Table III and text referring to Table III.

We understand that anything like so drastic a reduction would involve important questions of fair and humane personnel practices and could only be done gradually and patiently.

3. We recommend that the planned lifetime of the 370/168 computer be extended by three to five years.

Comments: The present schedule for repaying the load used to purchase the computer extends to 1980. This schedule is based on the estimated useful lifetime of the computer. We believe that saturation of the computer can be delayed by limiting administrative computing, and by timely attention to the problems associated with saturation. This will make it possible to extend the lifetime. Of course, there may be developments in computer technology that make it undesirable to retain the computer beyond 1980. In that case, we will have options between which to decide, rather than be forced to a decision because the present facility is saturated.

4. There should be a change in attitude toward administrative computing.

Comments: 1. Administrative computing programs should be instituted only after the need for them has been clearly established by the final user.

2. They should be kept as simple as possible consistent with this need. Specifically, the temptation should be resisted to add features that are not strictly needed, if such features increase cost.

3. Costs of running administrative programs on the computer must be regarded as real costs to the University (see also Section II).

4. Changes in programs should be made as infrequently as possible. The savings to which this leads are twofold: less time is spent on making such changes, and less time is spent on becoming familiar with the modified system. It frequently is more efficient to work with an imperfect system that is familiar, than with an improved system that is not well understood.

5. In principle, administrative users should write computer programs themselves, in the same sense that researchers should write computer programs themselves. This does not mean that users should be familiar with all technical details of computer programming; but they should understand the logical steps in their programs, and have knowledge of the possibilities and limitations of computing. While help from expert consultants on technical points should always remain available, only the user himself can judge the importance of tradeoffs which invariably have to be made. In this sense, some knowledge of computing has become indispensable to administrators.

6. Before deciding on a future student information system, the possibility should be investigated that a less expensive or complex alternative, such as a minicomputer based software package or a simpler already existing 370/168 based package, might satisfy Cornell's needs.

7. We are making various recommendations with respect to the question of centralization versus decentralization and to the handling of special cases that should not be summarized in a single sentence. These are contained in the responses to Charges 6 and 7, respectively.

Before considering any priorities in administrative data systems and administrative computing, it is appropriate to discuss general principles and guidelines affecting these subjects. To be of value, such a general discussion must take account of experiences gained at Cornell during the last four years or so, when much was learned about practical possibilities and limitations of computerized data handling.

Some four years ago the point was made that the challenges of the future demanded the development of new administrative data processing software in a controlled environment, and also demanded catching up with technology by integrating individual software requirements using the facilities of a teleprocessing oriented data management system. *Quoting directly from Ref. 1, "If the pending crisis is to be avoided, development efforts will have to be dramatically increased." Similar points were made in a report written 2 years ago,** which stated "If industrial experiences are relevant to higher education, on-line interactive data entry and retrieval will present an excellent vehicle to provide the needed flexibility to administrative users with a minimum of day-to-day support from OCS (Office of Computer Services) and MSA (Management Systems and Analysis). The costs of developing, installing and maintaining such systems are, however, high."

The time has come to examine the results of this approach critically, and this was done recently by a Subcommittee of the Research Policies Committee of the Faculty Council of Representatives.†

In considering the various innovations in administrative computing that have been either accomplished or attempted in recent years, this Subcommittee found that they tend to have certain features in common. The actual cost of the programs typically is much larger than originally estimated. The programs typically require a number of iterations before they are satisfactory, and many of them require continual attention ("maintenance costs" and further "development costs"). The costs of the latter also are typically under-

estimated at first. The programs frequently do not satisfy the requirements originally specified. The programs not infrequently are the result of desires rather than needs (i.e., the result of ideas preceded by the words "wouldn't it be nice if", rather than "we cannot go on without").

Charge 2. "In what, if any, areas of present application are the present systems the most effective and economical ways of performing the missions now being performed? In what areas, if any, could more effective and economical performance be achieved by other methods or organization of the effort?"

The response to this charge consists of a summary of responses to charges 3, 4 and 5.

a) We see no savings in changing the way that mandated reports are presently being prepared.

b) The payroll-personnel system should be simplified and streamlined over the next years.

c) The Public Affairs system may be more expensive than necessary, but we are hesitant to press this point.

d) The student information system is out of step with the present computer software. Various ways exist to achieve the improvements needed.

e) For most other systems, any changes from the existing situation tend to increase costs. Therefore, we recommend a general "freeze" on computing programs as they now exist.

*Excerpts from "The Crisis and Challenge of Administrative Data Processing at Cornell University", Henry G. Vaughan, Director, Management Systems and Analysis, March 1971.

**Excerpts from "The Future of Administrative Computing at Cornell", prepared for the University Computing Board by J.A. Campbell, Management Systems and Analysis, February 1973.

†"Report of Subcommittee on Computer Usage", P.C.T. deBoer, Chairman, N.R. Lyons, W.L. Maxwell, A. Silverman, P.C. Stein, February 27, 1975.

#17 SELF-STUDY

Task Force #17 is fictitious; it was the number put on the process of securing self-study reports from all parts of the University that we could find that were not in theory being covered either by one of the numbered task forces or one of the task forces under the supervision of the Provost.

The memorandum set out below was sent to the following and reports were received from all of them. These were forwarded to the President.

Accounting, Admissions, Aerospace Studies, Affirmative Action, Army-Military Science, Auditor, Biological Sciences, Budget-Endowed, -Statutory, Bursar, Campus Store, Conference Office, Counsel's Office, Dining Services, Fleet, State College, Housing-Student, Investments Office, Investment Real Estate, Naval Science, Nutritional Sciences, Payroll-Endowed, Personnel Services, President Emeritus, University Press, Registrar's Office, Summer Session & Extramural, Unclassified Students, WHCU.

1. As you all know, President Corson has established a Priorities Study to make recommendations to him concerning priorities in dealing with the financial stringencies in which the University finds itself.

Most of the Priorities Study is being undertaken by Task Forces. Each school and college is making a self-study by Task Forces under the direction of its dean. These self-studies are being conducted under the direction of the Provost, who is also directing Task Forces dealing with some specific academic areas. In addition, 24 Task Forces with cross-University concerns are operating under my direction. (A list of these 24 Task Forces, along with the names of the chairmen and their phone numbers is attached to this memo.)

2. In spite of the large number of Task Forces in existence numerous areas of the University, some large and some small, are not necessarily covered by Task Force activity. In other instances they may nominally be within the jurisdiction of a Task Force, but the Task Force may be able to deal with them only slightly or perhaps not at all.

3. Your unit appears to be one that either falls between Task Force assignments or that at present is not assigned so as to be studied thoroughly by a Task Force. Accordingly, I am asking you to conduct your own self-study, reporting directly to me.

4. Would you be so kind as to respond to the self-study questions appearing at the end of this memorandum by Friday, May 9?

5. Where your unit is divided into sub-units, you may, if desirable, treat any sub-unit as a separate unit for purposes of the self-study, and forward the report of that sub-unit. In such case in paragraphs 2. and 3. incorporate that sub-unit report by reference.

6. If you believe that your unit has been improperly included in this part of self-study because a Task Force is looking at it in detail, please let me know immediately upon receipt of this memorandum.

* * * * *
INFORMATION TO BE SUPPLIED BY EACH UNIT (Please use the same paragraph numbering system in your response as is used in this memorandum.)

1. Unit objectives
What is the unit trying to accomplish by its activities? The answer should be both as comprehensive and as specific as possible. One page or less.

2. Programs of activities
Describe each major program of activities of the unit. (Miscellaneous activities may be lumped together in one description. Please make sure everything your unit does is included somewhere.) One-half page or less per

(1) Revenues

(a) Income earned by unit a	
(b) Appropriations from Un	
	197
Unrestricted	\$
Restricted	\$
(identify source)	_____
Total	
Total revenues	

(2) Expenses

(a) Salaries, wages and fri	
(Break these down by th	
categories you used in	
to the extent feasible, a	
distinguishing Exempt,	
and Part-time.)	
(b) General expenses (Brea	
categories as much as f	
(c) Other expenses	
Total expenses	

(3) Capital

a. Inventory of facilities and equipment (other than buildings) used by the unit. To the extent feasible, include the following: Original cost, when purchased, depreciation (describe how figured), present value. (Please indicate any inventory or accounting systems that make this information difficult to supply or that raises questions concern-

program. Identify any separate administrative unit (or units) responsible for particular programs.

3. List any sub-unit of your unit not named in paragraph 2. and identify in a line or two what are its functions.

4. Describe as accurately as you can the steps you would take if you were faced with a budget reduced 15 percent below present levels. (Present levels include all budget reductions already directed. Note: This question is one put to virtually all Task Forces, it is not to be interpreted as suggesting whether your particular unit will in fact be faced with a reduction at all or one larger or smaller than 15 percent.)

What would be the effect of such a 15 percent reduction on accomplishment of your unit objectives and major programs of activities as described in your responses to paragraphs 1. and 2., and on the functions of sub-units identified in paragraph 3.?

End of Questionnaire

* * * * *

For your information. The following questions concerning each unit in this self-study are being asked of the Office of the Vice President for Administration. Please feel free to add to your report anything you wish respecting these questions. You need, however, make no comment, unless you want to.

A. Personnel. List numbers of personnel by category and assignment. For example: Exempt (3); Director (1); Asst Directors (2); Non-exempt (15); Clerical (10); Technical (5); Part-time (10); Hourly non-student (2); Hourly student (8).

Please always distinguish between exempt and non-exempt, full-time and part-time, and student and non-student; otherwise use whatever categories make sense in the unit.

B. Finance. Current revenues and expenses: (Include all revenues and expenses pertaining to programs of activities of this unit, irrespective of where they may appear in the University budget.)

	Actual 1970-71	Budget 1974-75
ities	\$	\$
rsity		
1974-5		
\$		
\$		
	\$	\$
	\$	\$
	Actual 1970-71	Budget 1974-75
benefits	\$	\$
ame		
Personnel,		
he very least		
n-exempt,		
own into	\$	\$
ible.)		
	\$	\$
	\$	\$

ing the accuracy of information supplied.)

b. What have been annual average expenditures of the unit on capital during each year starting with 1970-71. (Use budget figures for 1974-75, modified to show any changes that have taken place or that will take place.)

#18 GENERAL SERVICES

Organizational Goal

"General Services exists to achieve

economies in the services they perform over the cost of securing that service externally; thus their effective operation produces direct savings to other units in the University."

To achieve this objective, it is the primary recommendation of this report that the General Services Division be reorganized, including in some areas, a change in managerial personnel.

It is recommended that in reorganizing the General Services Division, attention be paid to the following points:

1. The need to establish operational objectives at the departmental level, as well as for each individual, which are consistent with University academic goals.

2. The need to increase communication and interaction between departments both within the General Services Division and with University units to develop and implement more efficient operating policies and practices.

3. The need to provide additional publicity of the services available from the various units of the General Services Division.

4. The need to increase the efficiency of General Stores by disposing of obsolete inventory, reorganizing the stockroom and improving the inventory computer control system.

5. The need to develop performance standards for each skilled position within the Typewriter and Instrument Repair Department, evaluate each individual's job performance against these standards and reclassify personnel as appropriate.

In addition, it is recommended that the Surplus Acquisitions Department be eliminated and that the staffing level of the Photographic Services Department be reduced through attrition.

(IRM: In addition to the foregoing, the report contained numerous recommendations concerning specific practices and services; it is not feasible to try to summarize all of them here. They include recommendations such as the following: controlling the numbers of copying and duplicating machines and shifting more work to copy centers; reducing the number of letterheads (currently 1100) and the quality of the paper; other kinds of forms control; requiring booking of all business related travel through the Travel Office; tightening up on travel allowances; requiring all purchases to be made through the Purchasing Department; various recommendations concerning General Stores and other units of General Services.)

This report has identified several areas in which reductions may be realized, both in the services rendered by the General Services Division, and in a reduction of relative cost of these services and/or products. If adopted, these recommendations would not be difficult to implement and would result in dollar savings to the departments. It is recommended that this be done as an interim step in addressing the basic problem. However, we are of the opinion that piecemeal reduction program, which the majority of this report represents, is only the tip of the iceberg in relation to the potential cost-effectiveness and benefit to the University inherent in this Division. To realize this potential however, the need exists for an effective reorganization and change of management, both overall and within the Division itself.

We are aware that the reader might regard the specific recommendations under Section V.2. and 3. as superficial and lacking in thoroughness. However, problems in these areas are in constant flux and more consideration and study for implementation is needed, and can only be furnished through the constant attention of skilled management.

To this end, it is recommended that executive level responsibility for this Division be assigned to the Vice President for Planning and Facilities; the primary logic being that service units,

especially those operating as enterprises, should be under the same effective and responsible leadership.

Within the General Services Division, it is recommended that the responsibility be shared by two directors, rather than one, with the stewardship of both being to the Vice President of Planning and Facilities. One area of responsibility, under the director of Mr. W. Rogers, would include the Support Services (Travel Office, Messenger Service, U.S. Post Office Substation No. 2 and the Day Hall Records Center), as well as the Graphic Arts Department (Print Shop, Photographic Services, and the three existing University copy centers). In addition, it is recommended that serious consideration be given to the inclusion of the University Publications Office within this area.

The second area of responsibility under another Director would be Purchasing, General Stores, Typewriter and Instrument Repair and the Laundry Service, as well as the support function of the Enterprise Bookkeeper. This area is in serious need of responsible, effective and aggressive leadership to coordinate activities and goals, maintain continual interaction between units and establish communications and interfaces with the University departments.

#19 PHYSICAL PLANT USE AND MAINTENANCE PROGRAM

1. That a plant utilization charge system be created for academic and administrative space. With budgetary adjustments, these units should pay for the services they receive from Physical Plant Operations, (PPO). This should be instituted by July 1, 1976.

2. That a Task Force with a one year appointment, thoroughly investigate the entire deferred maintenance problem and then recommend a course of action to the Board of Trustees and Administration.

3. That the zoning of the campus, by various enterprise units be abolished and that all grounds work be done by PPO.

4. That local facilities managers be created to supervise building use for the colleges. Where a director of a building exists, such as in libraries that they be given charge of a handyman to do generalized maintenance work around their building.

5. That the University provide the necessary funds to complete the energy conservation program by July 1, 1976.

6. That the university telephone system and its operation be evaluated by an outside communications consulting firm.

7. That the general work force be zoned to specific groups of buildings.

8. That the overhead rate charge be reduced by direct appropriation to cover salary of management. More work will be requested by local units if overall costs of work can be reduced. Long term benefit to the campus.

9. That the office of Design and Project Management be given total responsibility for determining whether work should be contracted out, or done in house.

10. That the office of Administration Operations provide budgetary & operational advice to local units.

11. That the safety & working conditions of the stem plant be upgraded immediately.

12. That PPO and the financial aid office create as many student jobs as feasible.

13. That building maintenance endowment funds must be assigned to designated purpose and not used to decrease physical plant funding level.

14. That an educational program be developed to inform university community of the operation of the physical plant, its costs, and how to run it more economically.

#20 OPERATING EFFICIENCY: INCENTIVES AND RESTRAINTS
Recommendation

1. The University should improve recruiting and selection of non-academic employees through the centralization of a screening mechanism to be administered by the Office of Personnel Services.

2. The University should charge every supervisor of non-academic employees with the responsibility of developing the potential capabilities of these employees.

3. Major legal and contractual restrictions to operating efficiency exist and little can be done to escape their consequences.

4. The University should study the tax consequence of fringe benefits and wherever possible should rearrange such benefits so that individual employees receive the maximum untaxed dollars for which they qualify.

5. The University should seriously study and give consideration to the implementation of a steeply graduated merit-increase salary program keyed to performance for non-academic employees of the endowed divisions.

6. The University should adopt a University service seniority system to be exercised within departments for purposes of reduction of force, in conjunction with other factors.

7. An All-University Study Group should be appointed to investigate and make recommendation about the "many problems and dissatisfactions" of nonprofessional academic and professional nonacademic staff, first identified in the Risley Report of 1971.

8. The University should establish a skills bank located in and administered by the Office of Personnel Services in order to provide access to the internal labor market for University employers and to facilitate upward mobility for non-academic University employees.

#21 UNIVERSITY HEALTH SERVICES

It is the express wish of this committee that all available effort be expended to maintain quality service in areas of: (1) providing comprehensive diagnostic and screening capabilities; (2) mental health services (education, consultation, and therapy); (3) emergency care; (4) emergency care for athletic injuries; and (5) cooperative working relationship with Planned Parenthood.

1. That the UHS accounting and budgetary system be developed to provide, on a continuing basis, cost information by major program or service category.

2. (a) That the director and other UHS administrative personnel consider the collective impact on administrative functions of activities and personnel acquisitions resulting from programs sponsored by the planning grant.

(b) The staff meetings for all UHS personnel be systematically scheduled to facilitate communication regarding current programs, proposed changes, and future planning.

3. (a) That the number of full-time physician equivalents be reduced to eight with the selection of staff so chosen as to be determined by the Director.

(b) That the number of nurse-practitioners be increased with a minimum of five nurse-practitioners to be required.

(c) That Sage Infirmary be closed, that administrative offices and emergency room be located in Gannett, that a small infirmary-care unit (perhaps 8-10 beds) be located on or near the campus, and that arrangements be made with Tompkins County Hospital, to provide some preferential space for student patients requiring more than minimal infirmary care.

4. (a) That the University appropriation for UHS be replaced with an identifiable charge-per-student for health services. Further, that such fee be received for all regular, full-time students with modified charges available for student spouses of "special" students.

(b) That study of the feasibility of UHS acknowledging primary health care in-

insurance held by students (or their families) be continued.

5. That Cornell establish now a health services planning committee.

(a) Institute a form of service or laboratory charges for special services (i.e. dental clinic.)

(b) Generate new income through fund raising or renting space in UHS facilities.

(c) Further reduce the number of full-time physician equivalents, expand the role and increase duties of nurse-practitioners.

(d) Increase diagnostic and screening activities to select for treatment only those more seriously in need of medical treatment (physical and psychiatric.)

6. That patient preference be gathered from actual or proposed user populations regarding reaction to alternate models of service delivery.

#22 LIFE SAFETY, SAFETY DIVISION, TRAFFIC/PARKING, CAMPUS BUS Parking, Traffic and Bus Services

1. Reduce bus service by 50 percent between the hours of 10 a.m. and 3 p.m.

2. Eliminate central campus gate control after 3 p.m.

3. Enforce the collection of fines for parking violations.

4. Establish the parking and traffic division as an appropriated budget unit. Safety Division

1. Consider a reduction in safety division staff of three to five police officers.

2. Transfer the building guard function from the Safety Division to Life Safety Services.

3. Examine the cost efficiency of the current policies and plan for the use of personnel resources.

4. Examine the present policy of limiting the employment of patrolmen to persons who have four year bachelor's degrees, particularly in terms of turnover and training costs.

Life Safety and Insurance Services

1. Consolidate building guard, life safety service and insurance inspection functions to achieve maximum use of personnel "in the field."

2. Develop a broad risk management policy and program for the protection and insurance of properties and facilities.

General

1. The directors of transportation and safety division should report to the same University officer.

2. Whenever possible, encourage employment of students.

3. Limit inter-departmental transfers to special events and occurrences that are not budgeted.

4. All three departments should prepare (1) program budgets; (2) monthly reports of expense versus budget and last year's expense.

#23 UNIVERSITY UNIONS

1. Reorganize the entire range of University Unions programs as services, activities, and operations, the principal distinction among the three groups being their financial operation.

2. Reorganize programming within the University Unions central Department.

3. Reduce programming funds.

4. Reorganize the Cornell Cinema operation by placing a greater emphasis on cosponsorship.

5. Reorganize Cornell Concert Commission following plans presently being developed by University Unions.

6. Improve overall university budgeting by identifying and allocating costs to the appropriate departments.

7. Remove debt service from the Unions budget.

8. Move the Central Reservations Coordinator position from Unions to a general university department.

9. Remove the funding of the WSH Ticket Office from Unions.

10. Increase revenues from the Big Red Barn.

11. Consider replacing UU Travel with a commercial travel agency.

12. Investigate replacing the check

cashing service with a commercial bank.

13. Make check cashing a separate budget item from the WSH Desk.

14. Move the UU Travel and Darkroom budgets from the Department to their appropriate building budgets.

15. Establish a committee to investigate and identify "dead areas" in the various union buildings.

16. Move the WSH Craft shop to NCU.

17. Eliminate the budget for the Board of Governors.

#24 UTILIZATION OF USER CHARGES

For final consumption items:

We propose that the bundle of goods and services now provided free or at a discount to students be unbundled to the greatest extent feasible, that these goods and services have correct economic prices, and that, wherever possible, students be allowed to opt out or to provide the services themselves if they choose.

We propose that each student have a student support account, that a significant part of the proceeds of new user charges be put into the funding of student support accounts, and that the amount put into the accounts be based explicitly on need in the manner of scholarships.

The only appropriate bars to user charges are

1) administrative costs
2) cases where students can be expected to seriously undervalue the services

3) where there are significant external effects of the services

Where administrative costs are alleged, it should be the duty of the central administration to look for methods to reduce those administrative costs.

Where students are alleged to undervalue their use of certain services, this claim should be subject to the strictest scrutiny.

Where external effects are alleged, the subsidy should come out of the budget of the office of the university closest to the benefitted constituency (e.g., the development office for alumni).

For internal support items:

We propose that user prices be imposed wherever feasible throughout the university and that a hierarchy of support budgets be set up with the lowest level being faculty support budgets and course support budgets provided for individual faculty members and courses. Further, we propose that user charges is an excellent area for further study and actual experimentation. The process can be subdivided and set up as an experiment.

#25 DEVELOPING AUSTERITY IN COMMUNITY BEHAVIOR

(The Task Force) found that important information gaps exist within the Cornell community and that there is a serious problem of individual disaffection with the institution. As partial remedies to these problems, the body of the report substantiates the following recommendations:

1) That campus newspaper and radio media make greater efforts to inform the community about the costs of individual behavior such as we have described, and that they circulate more information on innovative ways in which individuals or groups have reduced costs.

2) That a committee or task force on information be organized to improve the flow of information on Cornell services and resources.

3) Students and staff need more opportunities for direct and informal communication with university officials.

4) Non academic personnel need more economic rewards for good performance; more orientation, supervision and training which stresses the individual's role in a large institution; and more recognition for meritorious service.

5) More faculty need to volunteer for

or be assigned to functions putting them in closer meaningful contact with students.

6) A more systematic study of the communications patterns within the university should be instituted, perhaps even a periodic "campus opinion audit" to assess change in the flow and tenor of intra-university communication.

#26 PUBLIC AFFAIRS

RECOMMENDATION No. 1: Alumni Affairs. In view of the increasing success of the program of alumni activities and of alumni gifts, no further budgetary cuts should be made at this time, but further support of this Office should be sought by levying (with alumni consent) fees for University services at alumni reunions and the like on campus.

RECOMMENDATION No. 2: University Development. In view of the successful record of this Office in recent years and its very modest cost per dollar raised, it seems unwise at this point to cut its budget. If any further cut must be made, careful attention must be given to the risk in terms of the possible loss in gifts. If a further budget cut must be made, elimination of recently added Regional Offices in California and Florida might well be the first step.

RECOMMENDATION No. 3: Public Information, University Relations, Community Relations, and the Media Services Unit. A detailed investigation, deeper than this Task Force has been able to conduct, should be made, to determine a more economical and efficient administrative organization of these now loosely co-ordinated units. This might well be attempted in the Endowed Units first. It may be unwise to undertake such a study until the new, as yet, untried Media Services Unit shall have been in operation for at least one year.

RECOMMENDATION No. 4: Alumni Education Program. This program might more appropriately be operated through the Summer School Office. User charges could be used more effectively by applying them to decrease the University's appropriation. The aim should be to achieve within the next three years a completely self-supporting operation. The question might fairly be raised whether this program might not wisely include non-alumni of the University and thereby constitute a continuing adult-education program.

RECOMMENDATION No. 5: Academic Funding. In view of the heavy work load in this Office and of the fact that expenses are wholly paid from overhead charges, no cuts are advised.

#27 ATHLETICS AND PHYSICAL EDUCATION

A. Intercollegiate Athletics.

We recommend retaining and perhaps strengthening football, retaining basketball, soccer, men's cross-country and track (indoor and outdoor), men's crew, and men's lacrosse. We recommend retaining men's hockey only if it can be made self-supporting. We recommend dropping men's swimming, wrestling, fencing, squash, tennis, golf, and baseball. We recommend retaining and strengthening all women's intercollegiate athletics.

B. Intramural Programs.

We recommend continued support of the intramural programs at present levels.

C. Physical Education.

We suggest that the men's physical education program is overcharged for services rendered by the coaching staff, and we recommend that this practice be stopped. We recommend increasing the number of activities for which fees are charged and increasing the fees charged now for some activities.

REPORT OF THE COORDINATOR OF THE SOCIAL SCIENCES TASK FORCES

F. A. Long

EXECUTIVE SUMMARY

The four task forces established for

the "inter-college" social sciences, economics, sociology, psychology, and policy sciences, all produced substantial reports with numerous analyses, suggestions, and recommendations (supplemented, in a few instances, by additional analyses of the coordinator). All of the reports point to difficulties which arise from the dispersion of their discipline among the several colleges. Some of these difficulties relate to duplication and overlap in courses. Others relate to inadequate communication among members of a field, inadequate collaboration in hiring and promotions, and occasionally inadequate visibility of the positive contributions which individual Cornell groups make. Almost every report took note of the spread of field activities from relatively basic studies to relatively applied, but in general, this did not loom as a significant problem and indeed, in some cases, was considered a desirable feature of Cornell's efforts.

With one partial exception, the groups believed that better mechanisms for inter-college coordination were needed. None of the groups, however, went so far as to suggest the establishment of a Division, either for their own field or for the social sciences overall. The typical suggestion was a coordinating committee. In recommending the re-energization of its Coordinating Committee, Psychology urged the appointment of an active chairman for the committee, to be supported part-time by central administration, and probably given a title like Assistant Provost. This is an interesting idea with some areas of potential difficulty, but with enough appeal as to make further analysis almost mandatory. Economics suggests a comparable but less powerful coordinating committee. The field of Policy Sciences represents a special situation in that there is no accepted discipline of this name. The task force which studied the field believes strongly that Cornell needs a new organizational structure to support the field, to coordinate activities, and to give the efforts adequate visibility for students and for the outside. Implicitly, the suggestion is for something like an Institute for Policy Sciences. Again, this is a thoroughly interesting idea, but one with numerous problems.

The Sociology Task Force did not feel that a special coordinating structure was necessary for sociology. The task force believes that Rural Sociology no longer really represents sociology but is instead something more close to a Department of Social Development. The task force did suggest that Organizational Behavior of I&LR and the Arts College Sociology Department might collaborate more closely, but the strong implication was that this would be done on an informal and voluntary basis.

Only one of the task forces responded directly to the question asking where and how a 15% budget cut should be taken if required. The Policy Sciences report suggested that, in context of establishing a new organization, enough faculty posts might be eliminated as to effect the requested cut. Psychology does not directly address the question of 15% cuts, but implies that increased efficiencies can be obtained which will minimize the impact of budget cuts. Sociology noted that the key place where cuts seemed to be required is in the endowed colleges and that, since cuts seem already under study for Arts Sociology, no recommendations by the task force were required. The Economics Task Force pleaded lack of time in responding to this question.

Most of the task forces pointed to specific places where increased efficiencies could be gained by reducing duplication in teaching. However, this is an area where, in almost every instance, some follow-on studies will be

Thursday, September 4, 1975

required to examine the possibilities in detail.

Almost all of the task forces responded positively to the idea that the buildup of selected "centers of excellence" was a desirable strategy for maintaining quality in times of budget stringency. A number of specific areas for centers of excellence were identified, but here too, some follow-on studies would be desirable. In a sense, there are two kinds of centers of excellence which need exploring. One kind builds on existing competence, especially in research; the second kind focuses on areas of central theoretical interest to the field, i.e., areas which are viewed as essential if the field is to prosper intellectually.

There is great variability in the role played by outside research support in the various college sub-units of these fields. Thus, Agricultural Economics is fairly well supported by outside agencies, whereas comparable support in Arts Economics is much less. On the average, outside support for Cornell social sciences appears smaller than one would have expected for a university of Cornell's stature and visibility. Existing Cornell Centers (CIS, STS, etc.) can play a larger role here as can newly-developed centers of excellence. A substantial opportunity exists, however, for more explicit and directed assistance from the Provost and the Vice President for Research.

Problems of departmental administration and relations with central administration were not discussed in very explicit terms by the task forces, but most of the strategies which were discussed, e.g., development of centers of excellence, imply the need for effective departmental administration as well as collaboration between fields, departments, colleges and central administration. As one example of a problem which needs general administrative attention, two of the reports cited the difficulties implicit in Cornell's present financial balancing for accessory instruction.

Graduate study programs in the four fields were not given much separate analysis, i.e., they were considered either in the total teaching effort or linked to research activities. Informal discussions with the task force chairmen suggest that this is an area which needs more analysis within Cornell. However, the analysis should probably be broader than for these disciplines, and should focus on such general questions as role, utility, and control of graduate level courses; support of graduate students; the obtaining of high quality students; increased utilization of postdoctorals (research associates) for accomplishment of research; and more utilization of professional M.A. programs.

In sum, these four task force reports are useful for the direct suggestions and recommendations which they make, and are also useful in their identification of major problems which require follow-on studies.

Abstract of the Report to the President
Priority Study and Financial Plan
College of Engineering
by
E.T. Cranch, Dean

I. INTRODUCTION

Engineering education is a dynamic activity close to the pulse of our technological society. As societal needs have multiplied and deepened in their complexity, engineering education has responded and changed. During the past decade alone, it has been influenced by new scientific and technological advances as well as technological approaches to solutions of a wide array of important societal problems. The central role of engineering is certain to continue and Cornell's participation represents a great educational opportunity.

In order to respond to the changing

needs and demands, engineering education is under constant pressure to not only continue ongoing activities but also to advance with the profession and embark on new programs. Engineering at Cornell has been part of this dynamic process and, by building on existing strength selectively, has been able to advance in such areas as environmental engineering, bioengineering, and energy. We simply must be able to maintain this process of change and not permit ourselves to stagnate, even though at times it may seem expensive.

We have a long experience to draw upon, and that experience should provide a guide for the future. In its early years Cornell rapidly became, through a fortunate combination of powerful faculty leadership, funding and innovative instruction, the most distinguished university-based engineering school in America. The first major national study of engineering education (1929) stated, "The influence of Cornell in the period of the great growth of the engineering colleges . . . both by direct example and through her many graduates who went out as organizers and teachers is one of the most notable chapters in the history of American higher education."

After almost a half-century at the pinnacle of engineering education in this country, the College suffered a relative decline. The reasons are not complicated. One was external and connected to the recognition by others, including state universities, of the importance of engineering. But more important was the failure to replace in kind the departure by retirement, death and migration of many of the great men who had given the College its stature. This, combined with the gradual erosion of junior faculty over a period of time, left the College with a weak base for advancement in the post-World War I era.

Coincident with the decline in faculty strength and vigor was the decline in administrative interest and support. The College suffered an hiatus for almost three decades, which could have been fatal had it not been for the loyalty and determination of a remarkable group of engineering alumni and the not incidental emergence of new leadership and initiative.

There followed thirty-five years of rebuilding, both physically and intellectually. Which brings us up to the present. We have regained a position of national leadership in engineering education and acquired a new international reputation in engineering research. Most importantly we have established the momentum necessary to sustain us against the strong competitive forces of other institutions and to respond to the enormous technological problems ahead for society.

This history reminds us that momentum, once lost, is hard to regain. It can be lost quickly but recovery is slow. The greatest danger in the current budget reduction exercise is that it will not only interrupt our hard-won momentum and bring to a halt our capacity to initiate new activities, but that it will also be especially damaging to the source of future strength of the College, the junior faculty. We simply must not let this spectre of Cornell history repeat itself. We must achieve budget stringency without academic program strangulation.

Engineering education is also characterized by its structure and highly integrated nature. Many of the elements are interrelated so that sizeable attenuation in one area has a direct bearing on another. Seemingly isolated topics are often essential to a complete program. For example, civil engineering education without soil mechanics is an academic structure without a portion of its foundation, or mechanical engineering without materials is equivalent to a sculptor lacking knowledge of his medium. Similarly, materials science

and engineering mechanics, with relatively small student populations of their own, provide essential course support to disciplines throughout the College. In addition, in order to approach such new broad and complex areas as environmental engineering or energy, each of several traditional fields must interact simultaneously in order that adequate scope be achieved.

In addition to these horizontal relationships among fields, vertical interactions are equally important, extending from the freshman level through graduate education and research. Many of our departments are primary contributors to the core curriculum courses of the freshman and sophomore years, and faculty from throughout the College participate in the Division of Basic Studies program. The research program of the College, which gets much of its vigor and enthusiasm from the junior faculty, provides a steady flow of new concepts and innovative projections of a subject into the teaching function. This contributes substantially to the quality of our programs and students. Hence, program integration is an intimate part of engineering education.

Cornell is the leading engineering institution in New York State with first rank across a broad array of disciplines. Hence, we are a recognized Regional resource both within the engineering fraternity and by industry. We must preserve that position while striving to further raise our national stature. We are part of a highly competitive academic environment and our peers stand poised to convert our difficulties into their gains. We will have to be resourceful and work hard to overcome this challenge. As we were reminded by the recent ECPD accreditation visit, our programs are of very high quality and I hope we can meet the forthcoming period of budget stringency in a manner which maintains our vitality, preserves our standing as a major engineering institution, and enables us to continue to contribute to Cornell's educational program.

II. FINDINGS AND RECOMMENDATIONS

Findings

1. Overall, the College is 70 percent tenured so that tenure is an ever-present constraint and greatly reduces the flexibility to respond to change in a short time. Two of the largest units are especially highly tenured — Electrical Engineering 89 percent and Mechanical and Aerospace Engineering 75 percent.

2. Only two faculty retirements are scheduled to occur in 1976-77 and none in 1977-78.

3. Implementing two additional 5 percent budget cuts in each of 1976-77 and 1977-78 proves to be catastrophic to the academic programs of the College. At the minimum, it would eliminate over 10 percent of the professorial staff of the College and hence would abruptly curtail and seriously weaken our academic programs. In addition, the support staff would suffer a heavy blow.

4. If two additional 5 percent budget cuts were made in a period of the next five years, one is then able to take advantage of a greater number of scheduled retirements, and the financial goal could be approached. However, the consequences for the academic program are still severe and would involve an appreciable reduction of the professorial and support staff of the College. We would lose much of our vitality and all of our ability to initiate new programs.

5. The total faculty research support for 1973-74 was about \$5,668,000 giving an average total per faculty member of about \$31,000. The total overhead generated during this period was \$1,454,000 and the salary recovery amounted to \$259,000. Another \$370,000 of direct salary charges went to fund Engineering technicians and

other support staff (not including research associates). In spite of this sizeable generation of income, the College sees little direct benefit to many of its programs or services.

6. Overall, the College of Engineering clearly rates first in New York State and in the top ranks nationally. The national standing was thoroughly described in a February 1975 memorandum to the Provost. If as part of a budget reduction operation the College were required to reduce the staff by the order of magnitude given in Finding 3, the national reputation of the College would inevitably drop sharply and we would lose our leadership position in New York State.

Recommendations

1. That in implementing an additional 10 percent budget reduction for the College of Engineering, the two-year time constraint be lengthened to five years so that the \$600,000 goal could be achieved with greater flexibility for adjusting to the damaging impact on the academic and research programs of the College. Even so, implementing such a stretched out reduction would introduce severe consequences for the academic programs of the College, as outlined in Finding 4.

2. That the College be given the opportunity to introduce a system of income enhancement. Specifically:

1. That the present University system of sponsored research be modified to include an incentive component which could help alleviate the impact of budget reductions and return some of the income to the generating units.

2. That the College be permitted to implement its Engineering College Fund in order to enhance its income thereby permitting it to maintain its hard-won momentum and vitality.

LAW SCHOOL SUMMARY OF SELF-STUDY PREPARED AT THE REQUEST OF PRESIDENT CORSON

The Law School self-study, prepared at the request of President Dale R. Corson, examines the program of the Law School, considers means for increasing the efficiency of its operation, and recommends areas in which cutbacks could be made with the least damage to the educational, research and service missions of the School.

1. Magnitude of cost reduction. The President's request asked the Law School to consider the effect on its program and the options available if a cutback of 10-15 percent was required of the School over a three-year period. When income from funds designated or restricted to Law School purposes is eliminated, the base budget in 1974-75 included about \$1,000,000 of general unrestricted funds. Hence a 10 percent cutback in the School's budget would be approximately \$100,000, and a 15 percent cutback would be \$150,000. (Pp. 2-3.)

2. Resources and costs of the School's program. The principal objectives of the Law School are: (1) the provision of high quality professional education and training for the "public professions of the law," a term encompassing the variety of useful ways in which legal study is utilized by those who undertake it; (2) the discovery and communication of new information and insights relating to law, legal theory and legal institutions; and (3) the improvement of legal institutions through law reform and service activities which are closely related to the teaching and research missions of the School.

The costs and resources of legal education at Cornell are examined as a necessary prerequisite to consideration of possible areas in which savings might be made. Legal education at Cornell as elsewhere is characterized by fairly predictable student loads in basic courses, large classes and relatively high student-faculty ratios. These fac-

tors, plus the absence of need for expensive laboratories, equipment and research staff, allow the Law School to produce revenue which is nearly sufficient to cover its total costs of operation. In most recent years, the revenues of the School's operation have covered its total costs of operation, including the indirect costs. More recent efforts at Cornell and other law schools to improve the quality of legal education — by introducing smaller classes, more written work, more individualized instruction, and clinical experiences — have increased the costs of legal education, but revenue has tended to increase at nearly the same rate. The recent report of an ABA-AALS inspection team has urged the continuation and extension of the School's efforts in this direction.

In fiscal 1975-76, for example, the Law School will generate revenues from tuition, endowment, annual giving and other sources of about \$2,485,000. The direct costs of the School's operation, reflected in the 1975-76 Law budget, minus estimated lapses, will be about \$1,485,000. The difference of about \$1,000,000 is attributable to the Law Library (\$402,000) and law student financial assistance (\$322,000), both of which are included in other budgets, and the remainder of \$276,000 is the School's share of the cost of university-wide services such as athletics, buildings and properties, general administration and the like.

The fiscal health of the Law School is dependent on, first, the continuation of a strong demand for legal education (now at an unusually high level); second, the continued willingness of the University to allow the Law School to retain the revenues generated by its operation; and third, continuing and expanding support by the alumni and friends of the Law School in the form of annual giving and capital gifts. (Pp. 5-11.)

3. Areas of potential savings. Since 87.5% of the Law budget for 1975-76 consists of salaries or wages, and nearly 2/3 of the total budget is devoted to faculty salaries, any substantial cutback would require a reduction in personnel, especially faculty. The law faculty, which now numbers 27 (about 24 full-time equivalents at any given time), provides instruction to about 480 professional students, an undesirably high student-faculty ratio of about 20 to 1. The University has committed itself to the net addition of one faculty position for each of the five successive years beginning in 1973-74, which will result in a faculty of 31 in 1977-78. This process of growth is now underway and the School and its relation to the University have been strengthened immeasurably as a result. Savings in faculty salaries cannot be realized unless this commitment is sacrificed, a step which would impair the School's continued progress. The self-study provides detailed support for the conclusion that the University's commitment to the improvement of the Law School has produced impressive results: the curriculum has been enriched, the faculty strengthened, and the life of the School made more interesting and productive. (Pp. 12-16.)

The self study then considers in detail other areas of potential savings: special curricular programs (international legal studies, clinical legal education, "law and society" program, and continuing legal education); administrative and support services, which are highly dependent on the size of the student body and faculty; and student activities, which form an essential part of the total educational experience. (Pp. 17-26.)

4. Fiscal options. Steps that would be necessary to cut \$100,000-\$150,000 from the Law budget include: loss of one faculty position (\$29,000); an agreement to lapse salaries at a minimum rate of \$20,000 per year (\$20,000); elimination of two exempt

administrative positions in 1975-76 and thereafter (\$30,000); an agreement to absorb sabbatical leaves from existing faculty without use of visiting professors (\$35,000); savings in secretarial services (\$13,000); reduction in printing expenses of the Cornell Law Forum (\$5,000); reduction in subsidy provided to student organizations (\$2,000); 10% reduction in general expenses (\$9,000); and elimination of a secretarial position serving the international legal studies program (\$7,000). (Pp. 26-27.)

Because of the School's firm conviction that cuts of this magnitude — necessarily taking a heavy toll of the instructional resources of the School — would cause serious long-term damage to its total program and prospects, the report concludes with a discussion of alternatives which are preferred by the Law School to a 10%-15% cost reduction: (1) an increase in Law School revenues in an amount roughly approximate to the cost reduction which is sought; and (2) a combination of a cost reduction of about \$50,000 with a revenue increase of about \$100,000. Additional revenues of \$100,000 could be obtained by adding 27 additional students over a three-year period; additional revenues of \$150,000 could be obtained by adding 40 students. Increases of this magnitude are sufficiently modest so that they could be absorbed with the proposed faculty and physical facilities.

Conclusion. The Law School is in a strong and improving position. It has great expectations and the future is a promising one, providing adequate resources are made available. Provision by the University of continuing strong support for the Law School will produce large rewards. A rare opportunity is now available to transform a fine educational program into one of the nation's best. That opportunity should not be lost.

NEW YORK STATE VETERINARY COLLEGE

At the request of President Corson, a detailed analysis of the fiscal operation of the New York State Veterinary College was conducted this Spring. The study is based on the premise that a five percent reduction in operating revenue would be imposed in each of the succeeding three years, leading to a total of a fifteen percent reduction from current operating levels. No specific attempt was made to estimate the rate of inflation or the impact it would have on each budget year. Were inflation to continue at the current rate, the actual reductions would be far greater than the estimates presented.

In preparing the cost reduction program, all aspects of the College operation were reviewed. Each possible choice of action was examined with a primary concern for the impact of a decision on the instruction and preparation of students enrolled in the professional degree and graduate degree programs. It is the responsibility of the College to produce first rate scientists capable of working with current and future technology, as well as veterinary medical practitioners who carry the advanced skills expected of them. Other factors of particular concern included the assessment of the effect of such reductions on the development of faculty members as the basic resource of the College, implications for the proposed Master Plan which would significantly increase student enrollment within the next five years and, finally, the effect of reductions on the economy of the livestock and poultry producing industries of the State.

Limitations exist in working with financial resources, since funds developed in support of the College have differing legal restrictions and purposes. Approximately fifty percent of total revenue is provided by the State of New York, the remaining fifty percent is derived from federal grants and contracts, research support from industry,

private gifts, tuition, endowment funds, and income from fees for services provided by the hospitals and diagnostic laboratories. An example of the complexity of decision making is found in the use of overhead income derived from research grants. This income is based on the number of grants held by the College. Should decisions be made to reduce research efforts or reassign faculty to nonresearch activities, not only would research funds be lost but the overhead income which is otherwise available for use within the College would similarly be reduced. In a like manner, the effect of price and salary increases has to be considered because available income will not go as far if the cost of one essential component of the budget increases significantly. When salaries for employees are increased by the State, similar increases apply to people paid from non-State funds with a resultant sharp reduction in dollars available for other uses. There is a limit to which upward adjustment in income can be made to support increased costs. The inflationary spiral which has played havoc with cost control is illustrated dramatically in graphs monitoring a list of 263 items routinely used in College operations. Between 1973 and 1975, the inflation rate was over thirty nine percent.

Keeping in mind the mission of the College as it relates to education, research and public service, certain limitations exist. It is not possible to maintain a balance or status quo in any of these areas while experiencing significant losses in income throughout the College. Reductions which seemingly will have the least impact on the ability of the College to offer contemporary educational experience were identified. In this selection process, however, it is recognized that the important areas of public service and research will be primarily affected. With this in mind, the possible reductions will first involve extension and public service; to a lesser extent research activity and, finally, reduction in both faculty and staff employed in support of the educational program. Depending upon the degree of impact, it could conceivably be necessary to reduce the student enrollment should insufficient faculty and staff be available. This would be a very serious alternative in light of the pressure on this and other Veterinary Colleges to increase admissions. The current admission rate to colleges of veterinary medicine is approximately 12.7% whereas 37% of all those who apply gain admission to medical colleges. With increasing numbers of students seeking to gain admission to this College, any major reduction in teaching faculty would only further compound the problem.

The closing of regional laboratories, part of the extension and public service operations of the College, would have serious political and economic impact throughout the State. This is documented in the closing of the western disease control laboratory necessitated in 1971. Petitions from veterinarians and others served by that laboratory are still being received. Not only are these important to the economy of the livestock industry in this state but, indirectly, to the total food supply of the region.

In summary, approaches to implementing cost reduction procedures of this magnitude represent complex interrelationships of supply and demand, sources of funds, and a resulting impact on essential programs of the College. Mandated reductions would first be felt in the extension and public service programs, then in the research programs and ultimately on the educational mission of the College. In each area, significant staff reductions would be required and, if carried to the ultimate, a reduction in student numbers would be necessary.

NEW YORK STATE COLLEGE OF AGRICULTURE AND LIFE SCIENCES SELF-STUDY SUMMARY

The following steps have been taken by the College of Agriculture and Life Sciences in establishing priorities for program expansion as well as for program reduction.

In the spring of 1974, each department was requested to look ahead until 1980 and to indicate to the College administration how it could best meet its teaching, research and extension responsibilities through the realignment and reallocation of present resources, what areas it would strengthen or expand if it had up to 10 percent additional resources and what areas it would reduce or eliminate if it had to undergo a reduction of up to 10 percent, but not in excess of the known faculty retirements.

The events of the past six months have made us painfully aware that the College must make greater reductions in 1975-76 and 1976-77 than anticipated 15 months ago when we requested the departments to make the above described analysis. Nevertheless the study did require the departments to indicate their lower priority areas and this information is being used to earmark possible budget reductions.

During the month of May 1975 the Dean and, in some cases, one or two other members of the College administration met with the faculty of each department to review the budget situation for 1975-76 and the probable situation for 1976-77. During the course of these meetings, it was learned from Albany that further reductions in expenditures for 1975-76 probably would be more severe than originally thought while the reductions for 1976-77 would be more severe than previously anticipated. About two-thirds of the departmental meetings were held after the College received information on the likely cut of two to three percent in the 1976-77 base budget. Thus most of the discussions with the faculty of the individual departments centered on a probable cut of at least two to three percent in the base budget for 1976-77 and the chairmen of the remaining departments were informed of the change in emphasis from more severe budget cuts later in this fiscal year to the prospects of greater cuts in 1976-77. In all of the departmental meetings, suggestions were solicited on where the College could make the required reductions in expenditures. Numerous comments were received, but there was no general agreement on how or where cuts in program should be made.

On June 12, 1975 the Dean is meeting with three groups of seven department and section chairmen each to solicit specific suggestions on where program reduction can best occur. At the conclusion of each group meeting, the chairman of each unit will be requested to send to the College administration his or her suggestions as to where reductions in program can be made in other units of the College including the College administration.

The information gained from the departmental studies in the spring of 1974, the suggestions received from the faculty during the departmental and sectional meetings in May of 1975, the specific suggestions from the chairmen of the departments and sections, individually and collectively, and the combined judgement of the College administration will be the basis on which further reductions in expenditures are made within the College of Agriculture and Life Sciences.

Based upon discussions with the faculty, there is general agreement that the reductions should be made on a selective basis rather than across-the-board. Most faculty agree that the reductions should not be made solely by reducing support positions and maintenance and operation funds; rather a proportional share of the reductions

should be made by closing out faculty positions as retirements and resignations occur. A major problem is how to make the required reductions in program in 1976-77 when there will be only a limited number of retirements and resignations. The College plans to develop a five-year plan whereby the necessary short-term reductions can be made in 1976-77 with the minimum yet significant adverse effect on the programs of the College and, at the same time, project how resources can be allocated over the next five years to selectively reduce or close out lower priority programs and maintain or, in some cases, expand the teaching, research and extension programs in high priority areas.

W.K. Kennedy
Dean

COLLEGE OF ARTS AND SCIENCES
Budget Projections: 1975-78
Abstract

Strictly speaking, this College's report does not follow the original instructions received from the President. Rather than work through two projections — a 10 percent and a 15 percent cut in the 1974-75 budget base of \$13,754,143 and the consequences of each — we have chosen instead to closely examine the College and recommend changes that we think are possible while still maintaining strength and quality in the College.

The first severe program of reduction yielded an 11.75 percent cut of base. A second program reduces these excisions to 10.97 percent. We make some proposals for the uses of funds between the 10.97 percent plan and 10 percent. This does not imply that we cut equally across the board. Almost every department contributed to the budget savings, but some only a small amount and others a great deal. In fact, some departments are now or will be essentially undergraduate teaching departments with very little graduate emphasis. Some departments will de-emphasize certain specialties.

It may be useful to review the information on which we made these decisions and the ways in which the College's Steering Committee arrived at the recommendations. In late Fall 1974 each department did a self-study, stating the areas of their strengths and weaknesses and the plans they had for themselves in terms of the subject matters they wanted to emphasize and those aspects which would not be a part of their scholarly competence, although undergraduate coverage of these topics still might exist.

Late in the spring each department went through an exercise of cutting 5 percent, 10 percent, and 15 percent from their base budget. In almost all cases the responses were very candid. Departments detailed how they would make these cuts and what the consequences would be to their teaching and research programs. These documents were the most important sources for the recommendations made by the Steering Committee. In addition, we had our own subjective impressions about the strengths and weaknesses of departments. We should not minimize the fact that many of the decisions were based on subjective impressions with limited reliability.

We heard reports from various task forces, which I shall describe. We had the two documents described above as well as undergraduate course enrollment figures for three years, costs across the last three years, number of graduate students and graduate course enrollments. We tried to make explicit a set of principles from which the budget decisions would be made. Very soon this proved impossible and we decided to go about our task more empirically, that is, to consider each department individually with the notion that principles might emerge. In fact, such principles did not emerge, which we could have predicted had we seen a recent

statement by William Schafer, the Treasurer of Princeton University.

"One misconception is that principles alone, however clearly viewed and strongly held, can take you through the budgeting process. It would be nice to be able to simply state some sound, absolute principles and draft a budget that upheld them. For example, some principles we hold in Princeton might include the following: no deserving student should be denied all the financial aid he or she needs; our faculty salaries should always be at least competitive with Harvard's and Yale's and the rest of the competition; our physical plant should not be allowed to deteriorate to the point where it would be very costly to put back in repair; the libraries should not be hampered in providing the books and periodicals needed by the faculty and students.

"All of these are highly desirable principles but ... in the budgeting process principles collide ... You realize that if you fully supported all of your principles to the hilt, the one thing you could safely predict is that you would soon be bankrupt. So in budgeting you face the need not so much to violate your principles as to rise above them."

Another quote from Schafer is also useful and one we arrived at through our own stumbling:

"Basically, budgeting is the process of making choices when you can't have everything, whether it's money, materials, goods, or time; when everything you do is at the expense of something else you want to do, your wants must therefore be arranged in some order of priorities. You begin budgeting when you are told as a four-year-old that the answer to the question 'Which do you want?' can not be 'Both!'"

Several task forces reported to the Steering Committee. The Joint Committee on Language Instruction reported on optimal modes of language instruction, considering both the Department of Modern Languages and Linguistics and the various departments of Modern European Literatures.

Another committee made up of representatives from the Modern European literatures worked diligently. Professor Grossvogel, the Chairman of the Committee, delivered a report in which he suggested a superstructure of the literatures and, in fact, of all the humanities which would plan curriculum, graduate programs, and staffing together. There were some minority reports. We came to the conclusion that before going further in the areas of languages and literatures and their interrelationships, we would call together a blue ribbon outside committee early in the Fall, 1975, to suggest other possibilities of arrangements in these subject matters. This is not to say that we do not make suggestions about budget-cutting in these areas, but they are tentative until we receive the report of the outside committee.

An inter-College committee, chaired by Professor Kiefer of the Mathematics Department, studied the offerings in statistics and probability in various colleges. That committee found, as we suspected, that statistics is probably one of the most redundant subject matters taught at the University. The list of courses is overwhelming. The implications for the staffing and teaching of statistics in various colleges become clear from this report.

Finally, there was a committee representing this College and the College of Architecture, Art and Planning to consider the history of art and the history of architecture. That committee recommended a well-designed set of undergraduate offerings that would complement each other and would provide rich fare every term for students interested in these areas. There are no obvious savings except to indicate that we do not have to staff certain areas in either of the colleges if we

use the resources in both.

We had to take into account the fact that the College of Arts and Sciences has a large service function of teaching for the rest of the University. In addition, we can look forward to some of these service functions being increased in the near future. For example, the rejuvenation of the freshman writing program has strong implications for the degree to which we can trim back the size of the English Department.

The Steering Committee was saddened by the plight of long-term non-academic employees who will be terminated. Some of them have given more than twenty years of devoted service to Cornell, but for one reason or another are now redundant. They are not protected by a tenure system.

The form of the report was as follows. Each department in the areas of the sciences, humanities, biological sciences, and social sciences was discussed. We suggested the savings possible in each department and the consequences of these savings. For many departments we list two sets of figures: a severe cut and a less severe reduction, with the consequences of each. As I have written above, the less serious projection still is more than 10 percent, and in the conclusions we suggest uses for these funds. Since the budget for 1975-76 has already been made, we took into account the fact that the base budget (1974-75) has been cut approximately 3.5 percent, and there is, in addition, a scheduled lapse of \$200,000 in leave monies and unfilled positions. The future budgets require an annual lapse of \$150,000 in leave monies.

The Steering Committee is convinced that any cuts above the larger amount (11.75 percent) will require the abolition of some departments. We are not prepared to take that step. The general principle of not taking equal across-the-board cuts has been followed. We can point to cuts from 0 percent to 20 percent. On the whole, our strong departments have been preserved at something close to their current strength and the weaker units fall into two categories: (a) small cuts which will permit them to retain substantial though reduced strength and (b) deeper cuts which force the department to a minimal level of representation of the subject matter in the College. If the lower percentage of change is acceptable, the Steering Committee is convinced that the College can not only retain strength, but in a few cases even add strength. We will offer at the undergraduate level good and in some cases excellent liberal arts education, and in those departments where the graduate programs have survived, we have strong and competitive graduate programs.

Even though the dollar difference between the two plans is not large, we are less optimistic about taking the cut closer to 12%. We think that there will be less flexibility in meeting the many unpredictable consequences of rapid contraction.

The optimal situation will obviously be a reduction of 10 percent. The additional \$133,000 (over the 10.97 percent) figure will permit us to rectify some errors which are inevitable in the choices we have made. We will have the flexibility to fine tune the budgets.

The appended table shows the reductions in the numbers of people in both academic and non-academic positions, again for each reduction plan separately.

What are the next steps? These budget plans will be considered together with the reports of the other colleges and of the various task forces. The present plan will be discussed with the President and Provost. Then I (H.L.) will review the detailed departmental plans with each chairman and, where useful, with the whole department. Changes will still be possible. The final

form will be a year-by-year plan for implementing the budgets.

Steering Committee:
Anthony Caputi
Martin Harwit
Harold Scheraga
Robert Smith
Martie Young
Harry Levin, Dean

NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

You asked each college to prepare a statement for public release on how its base budget could be reduced between 10 and 15 per cent over the next several years. I have delayed answering until now because we have been busy cutting almost 10 per cent of our base budget as a result of a succession of cuts, starting with the Governor's Budget Office, then the Legislature, and now the most recent expenditure ceiling reduction which has to be carried forward as a base reduction in the next fiscal year.

Therefore, the best way to describe our plan for reducing 10 per cent of our base budget is to enumerate the steps that have been taken over the last several months because they do add up to the target amount.

The first reduction occurred in the action of the Governor's Budget Office in removing \$75,000 for the Railroad Labor Studies Program (which had been appropriated by the Legislature for our budget of 1974-75) and \$20,000 and two positions in the student services function. These actions necessitated the curtailment and eventual termination of the Railroad Labor Studies section in Buffalo as well as a rapid phasing out of research and conference activities in the important area of labor-management relations in the railroad industry. Similarly, the School moved to terminate the services of two persons in the student services area in conformance with the actions of the Budget Office.

The second budget reduction occurred in late March when the Legislature appropriated funds \$204,000 below the figure recommended in the Governor's Executive Budget. As a result of this action, an additional eleven persons, almost 5 per cent of the total employee complement of the School, were notified of layoffs, effective in early May. The overall impact of these legislative reductions, which are substantial and have involved many program curtailments, are summarized below:

1. Support for summer research activities of the professional staff substantially reduced.
 2. Terminates the Labor Studies Program in Rochester after June 1975.
 3. Rescinds the decision to move to a credit mode authorized by the ILR faculty in the Management Studies Program in Rochester.
 4. All but eliminates 15 labor education programs with an enrollment of about 2,500 union people in metropolitan New York City.
 5. a. Consolidates the ILR Conference Center in Ithaca with the ILR Audio-Visual facility.
 - b. Terminates the Conference Center's role in generating union-management programs.
 6. Reduces funds available for preparation and publication of School bulletins and research reports.
 7. Reduces clerical support for the *ILR Review*.
 8. Eliminates staff and support funds for the Institute of Public Employment.
- The third cut in the form of an expenditure ceiling reduction of \$68,000 has the following implications:
1. Precludes the replacement of one professor in the Department of Organizational Behavior during the coming academic year.
 2. Requires that replacement of one professor in the Department of Manpower Studies and one professor in the

Department of Collective Bargaining, Labor Law, and Labor History be deferred at least until the spring term of 1976.

3. Precludes the possibility of hiring a visiting professor for the Department of Labor Economics to replace one professor who will be on leave without salary.

4. Reduces the number of graduate assistants receiving stipends during the summer of 1975 by five assistants.

5. Requires an internal freeze on hiring replacements for all existing and anticipated vacancies in clerical and administrative support throughout the School for the balance of the fiscal year.

6. Reduces the funds available for small research grants for important organized research projects.

7. Requires the diversion of other funds to pay a portion of the rent for the Metropolitan District Conference Center. This, in turn, reduces the funds available for support of the Labor Studies Program in Buffalo, which may further postpone implementation of credit offerings, reduce enrollment from 110 to 90, and require a reduction in course offerings by 20 per cent.

8. Reduces the funds available for temporary services for academic support (library), thereby reducing library services to students, faculty, and staff.

9. Reduces temporary service funds available for student services.

10. Reduces M&O funds available for general institutional support, thereby requiring significant reduction in the use of mail, telephones, reproduction facilities, and other institutional support.

SUMMARY PROPOSALS WITH REGARD TO DEFICIT REDUCTION GRADUATE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Background Information

1. During the period from the 1969-70 academic year to the 1975-76 academic year, the School will have reduced the University subvention from approximately \$782,000 a year to approximately \$113,000 a year. This increased financial responsibility of the School is a result of increasing entering class size by approximately 50 percent, increasing tuition above the general University level, and increasing faculty size only modestly.

2. Increased financial responsibility has resulted in stress on the academic program. Student/faculty ratios have increased. The quality of entering students has dropped slightly. With no slack in the system, the School is at the point where further deterioration in student/faculty ratios may seriously hurt teaching effectiveness and student morale. Increased student/faculty ratios may also result in a loss of most-valued faculty members to competing organizations.

3. Assessment of options for integrating activities of the public program with other similar activities at Cornell will not be completed until Summer, 1976. In this situation, it is difficult to plan.

Basic Choices

In the near future, several basic choices must be made that will affect the future of the School. One basic choice involves the future of the public program. A second related choice involves aspirations of the School. We believe a reasonable aspiration for the School is to rank among the first five schools in the country. A final basic choice involves incentives. We believe the School should be permitted to function on a more decentralized financial basis.

Faculty Task Forces

Six task forces were appointed within the School to review various aspects of reducing expenses and increasing income. The subjects that the task forces were asked to address include: Intellectual Climate, Increasing Revenue, Faculty Productivity, Improvement of Academic Standards, Support Program

Reduction, Academic Program Reduction.

None of the task forces concerned with cost reduction found easy ways of reducing costs. The task force on Increasing Revenue generated several long-term recommendations and estimated that short-term increases on the order of \$50-100,000 per year could be achieved. The task forces on Intellectual Climate and Improvement of Academic Standards addressed matters which basically deal with effectiveness and quality of academic programs. Promising starts were made on exploration of matters that will continue to be important for the long run.

Recommendations

1. We recommend that the Graduate School of Business and Public Administration forego any budget reductions during the 1976-77 fiscal year and that, to the extent any reductions prove to be necessary, they be accomplished in the 1977-78 academic year.

2. We recommend that the Graduate School of Business and Public Administration be placed on a continuing budget basis that is reasonably related to the income of the School.

THE NEW YORK STATE COLLEGE OF HUMAN ECOLOGY

The first priority, in any review of our present program and the establishment of future plans, is the preservation of the three-fold nature of our program as mandated by State legislation and by our presence as a unit of the Land Grant University for New York. We must, in each decision, view its effect on the research, extension/public service, and on-campus teaching activities of the College. We must be especially vigilant to protect and improve the research program since this gives substance and direction to both on-campus and off-campus teaching.

The activities which are subsumed under research, extension/public service and on-campus teaching must be evaluated by criteria which include the following: Is the activity one which has high priority by virtue of the needs of New York; is it an activity to which the College can make a special contribution which cannot be made, or is not being made, or made in sufficient amount, by other State-supported institutions; are we, or can we become, adequately equipped (staff, facilities, etc.) to carry out the activity competently?

Weighed against these criteria some present programs which have traditionally been a part of the College activities may be eliminated, others curtailed and some may be changed in emphasis. Others may maintain their present status, and others may be expanded. New activities may be introduced.

The extent to which, and the time in which, any changes can be made is dependent on two major factors: (1) Built in aspects of our society which delay change. The primary one, within collegial institutions, is the tenure system and contractual obligations which make it difficult to redirect salary income to the support of programs with highest priority. (2) The amount of freedom permitted for the allocation of dollars from the major funding source to which the College must look for support—the State of New York.

A third factor, and not an insignificant one, is the extent to which outside sources of income—such as the Federal government and foundations—can be utilized to effect program changes or enhance on-going activities which have high priority. In the past, these sources have been most supportive of the research aspects of the program. Currently there is evidence of increasing opportunities for the expansion and redirection of extension/public service activities as is seen by the recent award from HEW to support extension programs relating to the problems of child abuse and neglect.

The extent to which outside funding sources can be tapped to effect program changes is dependent in large part on the way in which the College can demonstrate by its support (through high quality faculty, facilities and dollar support) that a project for which it seeks funding was high priority within the total program. To initiate new activities or substantially increase the amount or change the direction of present ones means redirection of faculty (if qualified) and of positions vacated by retirements or terminations and other dollar support to such activities to make a case for outside support. Given the present constraints indicated in #1 above, this is a slow process.

An additional constraint, referred to obliquely in #2, is that the College's budget at the State level is subject to primary review and recommendation by the State University of New York and the Division of the Budget. Both in recent years have given much higher priority to on-campus teaching activities, as measured by number of students enrolled, than to either research or public service.

SUMMARY OF REPORT ON COST SAVINGS 1975-78

In compliance with President Corson's request, the School of Hotel Administration has proposed reductions in expense of 10 and 15 percent for each of the three academic years, 1975-78. In addition, revenues for this period are projected to increase by 21¼ percent over 1974-75 levels. Efforts, too, have been made to decrease operating costs in Statler Inn which have resulted in savings of 10 percent for 1975-78.

This has been accomplished without any lessening of the quality of excellence and high standards for which the School of Hotel Administration is renowned throughout the world.

Each member of the faculty and staff is shouldering a rather heavy but reasonable work load, and every effort is made to employ student help when appropriate.

The loyalty and devotion of the faculty and staff to their work and to the School makes it possible to operate with an excess of income over expense as has been done for most of the 53 years of the School's existence.

SUMMARY OF DIRECTOR'S RECOM- MENDATIONS

A. 1. Offices of Chancellor and President should replace the present offices of President and Provost.

A. 2. Recommendations of Task Force #14, Central Administration: Staffing and Organizing, relating to assignments of responsibility should be carried out with additional rationalizing of the administrative structure.

A. 3. Selection of the Senior Vice President should be based on "sound administrative experience, substantial understanding of educational matters, the ability to deal effectively with people and a certain tough-mindedness."

A. 4. Compensation of the top three administrative positions should be reviewed and adjusted upward as needed.

A. 5. A number of consolidations and shifts of responsibility at Vice Presidential and Vice Provost levels should be made.

A. 6. In addition to establishing clear individual lines of responsibility at all levels, the President should lead by example in eliminating the "Day Hall syndrome."

A. 7. (1) Performance of all upper level personnel should be reviewed immediately; (2) a regular review system for all upper-level personnel should be established.

A. 8. Presidents and Provosts (Chancellors and Presidents) should be appointed for fixed terms, near the end of which thorough review should be conducted prior to any renewal.

A. 9. Efforts should be made to increase the quality and decrease the volume of information flowing from the central administration.

A. 10. Both decentralization of authority and greatly improved accounting structures should be developed.

A. 11. The administration should publish annually, information on budget allocations and the priorities that were established to justify these allocations.

A. 12. Upper level administrators should spend much more time out in the community.

A. 13. Whenever any University study is undertaken it should become standard practice for the President to report back to those who made the study, within a period of time reasonable under all circumstances, but in any event not to exceed one year.

A. 14. Top levels of University administration should be dispersed physically around the campus.

A. 15. Information collection should be systematized.

A. 16. The University Counsel should not serve as Secretary of the Corporation and Secretary of the Board of Trustees; the latter positions should be held by an administrative aide.

B. 1. The touchstone of Cornell administrative structures and policies should be the freedom of departments, faculty and students to pursue their intellectual interests; implementation of this policy calls for maximum decentralization of authority respecting the missions of teaching and research.

B. 2. Decentralization should be the guiding principle in all University administration and support.

B. 3. Units and individuals should be assigned maximum responsibility to permit a decentralized system to operate effectively.

B. 4. More comprehensive, consistent, and accurate accounting for costs should be developed.

B. 5. Accurate accounting for dollar income produced by constituent units should be developed and utilized; the Responsibility Centers Analysis currently being developed constitutes an excellent start in this direction.

B. 6. The experimental Responsibility Centers Analysis should be improved by (1) identifying as responsibility centers all units producing final "consumer" goods or services, and (2) assigning costs in ways permitting responsibility centers to affect their amounts.

B. 7. The University should move with caution in measuring quantitatively teaching or research production, but should develop a system for measuring on a departmental basis the number of credit hours taught and relate the measurements to costs for use as a base point of further inquiry.

B. 8. The following recommendations of Task Force #6, Academic Responsibility of the Faculty—Teaching, Research and Advising, should be put into effect:

1. A set of criteria should be developed to facilitate an assessment of the teaching programs of a department.

2. The quality of teaching and advising should be systematically assessed. We need to improve our methods of assessing teaching.

3. Periodic reviews should be made of the departments in the endowed colleges. These should be carried out by external groups and should cover all the activities of a department.

In addition, the recommendation of Task Force #6, that the chairmen of departments in the endowed colleges should be encouraged to ask the members of their faculty to provide annual reports covering all their academic responsibilities, should be strengthened by making such reporting mandatory, but without standardization of form of reporting.

B. 9. Maximum use should be made

of user charges (as recommended by Task Force #24, Utilization of User Charges) as a method of effecting responsible decentralized administration.

B. 10. Since the market power of students is great and increasing, only modest formal student input into University budget processes is essential to a decentralized system, but such modest input is important and should be effected.

B. 11. Some minimum of faculty input into budget-making (direct or indirect) should be assured at both non-central and central levels.

B. 12. Wherever possible, constituent parts of the University should be able to purchase goods and services wherever they are available and not be limited to acquiring them from University monopolies.

B. 13. The University should negotiate a more flexible jurisdictional agreement with the Trades Council.

B. 14. Policies should be made centrally only when the substance of the policy or the utility of uniformity clearly establishes a need for central decision; such need may be established by legal obligation, community morality, requirements of particular constituencies for protection or assistance, or overriding educational policies; centrally administered areas of activities should always be governed by centrally created policies.

C. 1. Communication costs, both internal and external, should be given full weight in all decisions concerning structures, processes, and policies.

C. 2. User charges should be used wherever feasible as an extremely effective and low cost communication system.

C. 3. Channeling of communication — up and down — through normal administrative structures and processes should be increased, provided that people should be able to jump higher channels relatively easily.

C. 4. Publication services and costs should be identified by line items in all departmental budgets; responsibility and accountability for departmental publications should be assigned to one person in each department.

C. 5. Until publications, particularly administrative and promotional publications, have been very significantly reduced in volume, publication budget programs throughout the University should be subject to very careful review.

C. 6. The Chronicle should become entirely self-supporting through user charges to those inserting items and to readers; the possibility of having it published in more abbreviated form as a weekly supplement to the Cornell Daily Sun should be explored; the Chronicle should be changed primarily into an announcement mechanism, eliminating most or all of its newspaper features, unless very strong support for such features is demonstrated by reader charges covering all of the costs of such features not covered by those placing items in the Chronicle.

C. 7. The Cornell Reports should cease publication and the University and Alumni News should jointly publish one issue annually of "Alumni News" to be sent free to all alumni.

C. 8. The Office of Director of Community Relations should be terminated; the joint budgets of Public Information and University Relations should be cut approximately 20 to 25% from present levels, in addition to all savings accomplished pursuant to Recommendations C. 6., C. 7., and C. 9.

C. 9. Public Information and University Relations should be consolidated under one director.

C. 10. Graphic Arts Services and the Office of University Publications should be merged into a single Publication Services Center and managed as an enterprise unit.

C. 11. Study should be conducted of

the desirability of merging some functions of the Media Services Unit into the Publication Services Center recommended in C. 10., and the remainder into the merged Public Information and University Relations unit recommended in C. 9.

C. 12. A standing presumption should be established that the cost of all publications is to be charged to the user, in the absence of a clear and convincing case for "free" distribution.

C. 13. The practice of faculty-wide and similar mass mailings should be drastically curtailed.

C. 14. University Messenger Service should be charged to the sending department by an annual charge based on the number of items sent during the most recent periodic survey.

C. 15. Intensive study should be made of the problems of communication at Cornell as a generic problem running through all aspects of University life and governance.

D. 1. Immediate steps should be taken to deal with the many problems and dissatisfactions of nonprofessional academic, professional nonacademic, managerial and supervisory staff.

D. 2. Personnel functions should be strengthened at all levels and substantial central administration attention should be devoted to these functions, especially those affecting nonfaculty.

E. 1-1 No new large administrative computing systems nor large modifications to existing systems should be undertaken, "large" meaning a system costing \$10,000 installed or in annual operation costs.

E. 1-2 The budget of Management Systems Analysis should be reduced in the magnitude of 40 to 50% from a base point of \$485,000 as rapidly as possible.

E. 1-3 The planned lifetime of the 370/168 computer should be extended by three to five years.

E. 1-4 Pressures should not be put on users of computers to move their computer use to the 370/168 computer.

E. 1-5 Each administrative data processing system should handle special customer problems through human, manual operation rather than by individual access to the computerized system.

E. 1-6 The following principles and guidelines should apply to administrative computing:

1. Administrative computing programs should be instituted only after the need for them has been clearly established by the final user.

2. Administrative computing programs should be kept as simple as possible, consistent with 1., and features costing more should not be added unless strictly needed.

3. Costs of running administrative programs on the computer should be treated as real costs to the University, and should be accounted for to the responsibility center or other unit utilizing the program.

4. Changes in programs should be made as infrequently as possible, to save time both in making the changes and in people becoming familiar with them.

5. Administrative users should write computer programs themselves, in the sense of understanding the logical steps in the programs and knowing the possibilities and limitations of computing.

E. 1-7 Costs of administering the Registrar's Office, Scholarship and Financial Aid, Admissions Records and Student Records and Finance should be reduced in the order of 20% from a base of \$1,112,000.

E. 2-1 Numerous centers and interdisciplinary programs should be administered at lower levels of the University than is now the case.

E. 2-2 The budgets of all centers and interdisciplinary programs should be reviewed as rapidly as possible under an accounting system assigning all their costs to them, priorities to be de-

termined thereafter on the basis of such a system.

E. 2-3 The recommendations of Task Force #8, Centers and Interdisciplinary Programs, for budget reductions to eliminate excessive administrative and support costs in the following should be implemented: Center for Applied Mathematics; Center for International Studies; Center for Radiophysics and Space Research; Center for Urban Development Research.

E. 2-4 A. Oversight of centers that cannot be included in one of the colleges should be vested in one or at most two officers of the central administration. The relationship of such officers to the organizations supervised should be that of a college Dean to a department, and such officers should have the training and experience that one would expect of an academic Dean. Such officers should not serve on the executive committees of the organizations supervised, and other efforts should be made to ensure that such organizations are continuously evaluated against each other and against departments and programs in the colleges.

B. The Deans of the colleges should exercise strong leadership in promoting interdisciplinary studies, where these seem academically desirable, before allowing or encouraging the University to resort to the creation of independent centers for this purpose.

C. Deans and educational policy committees in the colleges should review periodically all interdisciplinary programs within their jurisdictions, whether or not they appear to cost money.

E. 2-5 Centers located outside of colleges should be assigned initially a fixed term of existence with review prior to the expiration of the term to determine whether renewal for another fixed term, termination, or administrative lodging within a college is appropriate.

E. 3-1 Academic advising and counseling and modest amounts of related personal counseling are integral parts of the teaching mission of the faculty, and should be carried out by them and not delegated to full time counselors.

E. 3-2 Both the reward system and departmental assignments of responsibility should take into account the obligation of faculty to engage in academic advising and counseling.

E. 3-3 Student volunteers can be a very helpful supplement to faculty advising and counseling when properly trained and motivated, and they should be utilized where possible.

E. 3-4 Central college academic advising and counseling should be very substantially decreased as the faculty resumes more completely its responsibilities in this area, and central University administration should scrutinize college budgets very carefully on this score.

E. 3-5 The quantities of counseling and advising at the central University level should be drastically curtailed.

E. 3-6 User charges should be utilized far more extensively in the advising and counseling areas than is presently the case.

E. 3-7 Very major consolidations of advising and counseling organizations should be made.

E. 4-1 The library budget should have the highest single priority of the University budget in order to maintain the acquisitions budget, particularly monographs, and maintain minimally adequate services at a time when acquisition costs are inflating more rapidly than the national inflation rate; at a minimum, budget support should be kept at current levels, taking inflation into account.

E. 4-2 Central administration should at all times provide all needed top level attention and support to the needs of the library, and to effective supervision of its operation, keeping the library ad-

ministration constantly aware of the need for economy and efficiency of operation, and of establishing sound priorities to govern library policies.

E. 4-3 As a part of a general University responsibility center budgeting and accounting system, the costs of the library should be assigned to responsibility centers.

E. 4-4 Faculty should be more heavily involved in and relied upon for selections of acquisitions; further study should be made to ascertain the techniques and structures whereby this can best be achieved.

E. 5-1 The University Senate should be abolished.

E. 5-2 Student control of their own lives should be maximized through unbundling the economic package handed them through user charges, increasing their opportunities to secure goods and services from more than one source, improving administrative structures and processes, improving information flows (both directions), closer contact with faculty and administrators, and developing more close-to-the-source consumer representation or participation.

E. 5-3 Recommendations 1., 2., 4. (8), and 5. (10) of Task Force #15, Self-Governing Structures, should be implemented, if Recommendation E. 5-1 is rejected.

E. 5-4 If the Senate is abolished serious consideration should be given to the appointment on a halftime basis of a Dean for Students, to serve as insurance that the student interest will be considered in all top level decisions in the same way that the Dean of the Faculty serves that function for faculty.

E. 5-5 If the Senate is abolished serious consideration should be given to broadening the areas of responsibility of the Faculty Council of Representatives and to including students and non-faculty employees with voting rights in areas not presently in the jurisdiction of the FCR.

E. 5-6 The budget of the Board of Trustees should reflect all the costs of the Board and should be cut substantially.

E. 5-7 The budget of the Faculty Council of Representatives should be considerably reduced, the savings to be accomplished by rationalizing the system of distributing information to the faculty, by reducing its areas of responsibility through greater decentralization of academic authority to colleges and schools in accordance with Recommendations B. 1., 2., 3., by focusing more of its attention on overall policy, and less on the minutiae of administration, by general improvements in information flow, and perhaps by reducing its size.

E. 5-8 Responsibility for the University calendar should be returned to the Faculty Council of Representatives irrespective of the abolition or continuance of the Senate.

E. 6-1 The central University appropriation for intercollegiate athletics should be reduced approximately 50 per cent from current levels; criteria developed by Task Force #27, Athletics and Physical Education, should be used to determine cuts in specific sports.

E. 6-2 Most women's intercollegiate athletics programs should be retained and strengthened, as should the overall women's intercollegiate athletics program.

E. 6-3 The budgetary allocation to the Department of Physical Education and Athletics should be the amount of the preceding year's departmental earned income plus whatever annual subsidy is decided upon, and the central University should be credited with all current departmental income in excess of the prior year's income and obliged to bear the risks of its dropping below that level; the department should be kept strictly within its budgetary allocations.

E. 6-4 One-third of the current University cost of intercollegiate athletics of approximately \$750,000 should be part of the budget of Public

Affairs.

E. 6-5 Intramural programs should continue to receive current levels of support.

E. 6-6 The mandatory physical education requirement should be continued for the time being for financial reasons, but should be terminated as soon as possible and in any event if termination will make available accessory instruction fees for academic programs for which they would not otherwise be available.

E. 7-1 Serious consideration should be given to cutting the combined budget of Alumni Affairs and University Development up to 15 per cent.

E. 7-2 Cornell Alumni University should be transferred to the Division of Summer Session and Extramural Courses and enlarged as feasible into a more extensive program of continuing education.

E. 8-1 Retrenchment caused by budgetary constraints is an ideal occasion to terminate the employment of people who are performing substantially below par and such terminations should be carried out at all levels.

E. 8-2 In reduction of staff not under the tenure system the hierarchy of standards should be job performance, affirmative action, and seniority; job performance review systems should be developed to make this possible.

E. 9-1 The following should be adopted as regulations governing the University, permanently as respects sectors administered by central administration and temporarily as to academic responsibility centers:

(1) Establishing a fixed travel per diem, not to be exceeded in any University travel without approval of either the Senior Vice President or the appropriate academic Dean.

(2) Establishing two classes of travel, one in which the University pays all expenses including the per diem, and one in which it pays two-thirds; the former should include all travel necessary for conducting University business; the latter should include all travel in which the traveler also derives significant personal benefit and has a professional choice whether or not to engage in the travel.

(3) Prohibiting the purchase of bond paper from any source for any stationery purpose.

(4) Prohibiting the purchase from any source of University letterheads or envelopes containing any of the following: name of individual, office locations other than building name, or telephone number, or printed in more than one color.

(5) Requiring approval of all letterheads other than Cornell University, college, department, or major administration office, and all forms by the director of the Publications Service Center, or if Recommendation C. 10. is not accepted, the manager of Graphic Arts; any decision denying such approval to be reversed only by the Senior Vice President or the appropriate academic Dean.

(6) Requiring comprehensive plans at the college or major administrative department level rationalizing the system of convenience copiers and local copy centers, and providing for adequate controls on the use of convenience copiers, including at the minimum a log based on the machine counter.

(7) Requiring a comprehensive plan at the college or major administrative department level rationalizing the telephone system and the use of secretaries for answering telephones.

E. 9-2 The present cumbersome system of travel requests should be streamlined by eliminating the requirement of advance approval of travel through the travel office; each department should be asked to maintain a travel log in a form of its choosing, and employees should be advised that failure to record in the departmental log

prior to departure may leave their insurance beneficiaries vulnerable to loss of coverage of University travel policies.

E. 9-3 Where a reduction in the size of a function results in a significant shrinkage or other changes in the responsibilities of an employee, the position should be re-evaluated and appropriate adjustments made in title, grade, and compensation.

E. 9-4 Central administration should not mandate across-the-board salary increases anywhere in the University for faculty or other exempt personnel, and should mandate them at other levels only rarely.

E. 9-5 The underutilization of University assets is a generic problem calling for study; present obvious underutilizations calling for study directed specifically at prompt correction include classroom utilization and inadequate year-round use of the plant, and various failures to develop sources of income.

E. 9-6 Payroll should permit employees to have payment of salary or wages directly to any bank in Tompkins County, and steps should be taken to use more efficient techniques than checks to accomplish such payments.

E. 9-7 The University should develop a records retention policy to encourage destruction of obsolete records as soon as possible.

E. 10-1 Central administration should develop for sectors administered by it, and academic responsibility centers should develop for themselves, guidelines for appropriate use of University facilities, and where feasible, individual budgets for such use.

E. 10-2 Goods and services provided by the University should be priced at their approximate market value.

E. 10-3 The Cornell Children's Tuition Plans should be reviewed to see if, taking into account the income tax considerations, they are a sufficiently effective form of compensation to counter their random distribution in terms of meritorious performance and their inequity in terms of those without children.

E. 11-1 All University Health Services should be charged to each student rendered until the total amount reaches the approximate average per student cost of operating the Health Services; amounts in excess of that amount should be absorbed by University Health Services if the student has purchased in advance the right to such excess protection; students should be required to carry basic surgical and hospital insurance.

E. 11-2 Sage Infirmary should be closed.

E. 11-3 The budget of the Safety Division should be cut between 40 and 50%.

E. 11-4 Fines for parking violations should be collected, and the administration should put all of its authority behind seeing that the necessary legal steps are taken so that they can be.

E. 11-5 Campus Bus Service should be limited exclusively to bringing people authorized to park in Lots A and B to campus from those lots and back to those lots from campus, provided that if a system of user charges for other bus service can be successfully developed any additional service that pays for itself should be provided.

E. 11-6 Fees for cashing checks should be charged at the University Unions adequate to cover the cost of the service.

E. 11-7 Use of pooling of secretarial-clerical support and of so-called word processing techniques should not be mandated by central administration for academic responsibility centers, but should be explored by them and by central administration for sectors of the University administered by it.

E. 11-8 Further studies should be made to determine where shop and specialized facility pooling is feasible.

F. 1. The central University should

establish a fund for innovation consisting of a certain fixed percentage of each annual budget, such fund to be allocated to the various departments and colleges, and occasionally centers, for innovative academic programs; a small task force should study this, and make a recommendation as to the appropriate percentage.

G. 1. Significant reallocation of resources into the teaching of the first two undergraduate years should be made in a number of parts of the University.

G. 2. 1. Full salary support of research, externally funded or not, should be a normal universal responsibility where the faculty member is performing instructional, administrative, and committee duties at levels corresponding to a University norm.

2. Where research causes less than such normal performance an appropriate portion of salary should be ac-

counted for as a cost of the research, whether externally or internally funded.

3. Whether the foregoing portion of salary should be borne by the sponsor of the research or the University should be determined by the responsibility center responsible for the faculty member's salary.

4. Such research salary costs whether borne by a responsibility center or by the sponsor of the research should be shown as a separate item in its budget and accounting systems; salary recoveries from the sponsor should be treated as income of the responsibility center.

G. 3. Accounting for indirect and overhead costs of externally funded research should be made consistent with responsibility accounting precepts.

H. 1. Every effort should be made to expand the number of student jobs available.

Provost Anticipates COSEP Proposals

Continued from Page 1

occurred during the summer, according to Reed. Pamela Curry was named director of the Higher Educational Opportunity Program (HEOP) and the Educational Opportunity Program (EOP) providing financial assistance and support services to disadvantaged students in the endowed and statutory units respectively. Knapp said the appointment of Curry as director of both HEOP and EOP "consolidates administrative responsibility for the endowed and statutory units into one office." Curry's appointment is the only new staff appointment in COSEP, excluding Reed's appointment. Her office is located in 227 Day Hall.

James Garrett, director of COSEP admissions and formerly responsible for the HEOP program, will remain director of COSEP's expanded admissions efforts with increased responsibilities for policies affecting COSEP admissions, financial aid and recruitment, Reed said. Garrett will spend the majority of his time in the University's recently centralized admissions offices, located at 410 Thurston Ave. The remainder of his time will be spent in 227 Day Hall.

Reed said the relocation of the COSEP admissions function to the University's centralized offices is "simply opening a new office to be more compatible with the University structure."

Mary Mosley, LSC director, as well as Curry and Garrett, will report to the COSEP director.

A graduate student intern, Barbara Abrams, has been named Native American counselor for Cornell students, according to Reed. Abrams is located in N-109 Martha Van Rensselaer Hall. Her responsibilities include counseling of presently enrolled students, recruitment of additional Native Americans during the fall term and involvement in related admissions and financial aid functions through COSEP and the colleges.

Concerning modifications in

the LSC program for the upcoming year, Knapp said they "were made on a one-year basis pending recommendations on longer-range proposals and did not involve basic structural changes" in the LSC. The new arrangement was developed by Arts College departmental representatives and LSC instructional staff, beginning with discussions last May, he said.

The provost anticipates receiving proposals regarding the future of minority education at Cornell from groups in the Cornell community including the ad hoc Trustee Committee on the Status of Minorities chaired by trustee William R. Robertson; the Fact-finding Committee of the Ithaca Black Caucus; the Committee on the Status of Blacks; and the summer study committee of the Coalition of Minority Students. The COSEP Advisory Committee will participate in a review of the proposals under the chairmanship of Edmund T. Cranch, dean, College of Engineering. Full membership of this committee will be announced shortly.

The Coalition of Minority Students study committee, composed of some dozen Asian-American, Puerto Rican, black, and Native American students, spent the summer at Cornell researching and developing proposals for COSEP restructuring while employed as work-study students, according to William Osby. Osby, as an intern to the provost, was liaison to the coalition over the summer. He anticipates the summer study committee's report will be ready "in approximately two weeks."

The coalition's summer study committee issued a letter in early August to faculty and administrators involved in establishment of the joint LSC-Arts College program beginning this semester. The group objected to the changes on the grounds that structural changes had been made prior to full consideration of all proposals. Osby said, however, that "a strong program involving minimal change, has been put in place for fall classes."

Bulletin Board

Charter Bus Service Available

Charter bus service is available to University departments through the Campus Bus service.

Bookings are handled by C. William Crissey, manager of the Campus Bus Garage. Rates are \$16.50 per hour for use inside Tompkins County. Outside the county the rate is \$7.50 per hour for the driver charge, plus 35 cents per mile. There is a minimum charge per day.

Further information is available from Crissey.

Road to Be Closed

The Sapsucker-Brown Rd. Extension will be closed to traffic for at least 24 hours from no later than 6 a.m. Saturday, Sept. 6, to no earlier than 6 a.m. Sunday, Sept. 7. The annual closing is necessary in order to maintain the extension as a private road, according to Woodrow W. Wood, chief of maintenance, physical plant operations, Cornell University.

Barricades and signs will close the extension during that period at the intersection with Sapsucker Woods Rd. and at the intersection of Rt. 13.

English Language Classes

Fall term registration for English classes sponsored by the Cornell Campus Club for International Hospitality will take place 7:30 p.m. to 9 p.m. Wednesday, Sept. 10 in the Founders Room, Anabel Taylor. Classes are open to any foreigner in the Ithaca community. Beginning, intermediate and advance level classes will be held every weekday, morning, afternoon or evening. Teachers are volunteers. Anyone interested in helping with the classes is welcome. For further information telephone Margaret Fowler at 273-5263, or Florence Messing at 257-0646.

Management Meetings

General informational meeting regarding Graduate Study in Management. Sponsored by the Graduate School of Business and Public Administration. Meetings will be held every Monday at 4 p.m. in Room 224 Malott Hall.



NSF Funding Scientific, Technical Information

The National Science Foundation will provide approximately \$1,000,000 to support research relating to the improved dissemination and more productive use of scientific and technical information (STI). Proposals are sought in the following categories: STI for crisis management; use of full-text files; data flagging and data tagging; resource sharing by A&I services; STI resource inventory; system to search STI network; computer assistance in use of STI; innovative communication systems for small scientific communities; video image transfer for STI dissemination; and user training and science education innovation.

Depending on the category, proposals are due at NSF on Oct. 14 or Dec. 2, 1975. Further information on this program is available at the Office of Academic Funding, 123 Day Hall.

Barton Blotter

Bike Ripoff Continues

Five more 10-speed bicycles were stolen on campus during the past week, and all but one of them were left locked by their owners, according to Safety Division morning reports.

They were taken from the east side of Myron Taylor Hall, inside the east entrance doorway by the loading dock of Statler Hall, the stairwell of North Campus Dorm 8, behind the Class of '18 Hall and by the loading dock of University Halls 4.

Several wallets, all of them left unattended, were taken. One was from a knapsack in Barton Hall, one from a desk in Baker Lab, one from a room in Olin Library, one from the swimming area in Fall Creek Gorge and one from a men's room in Sperry Hall.

In addition, thieves stole a pocket calculator from an unsecured room in North Campus Dorm 8; a black table telephone from a room in Sibley Hall; a cassette tape deck, turntable and cartridge from an unsecured room during a meeting of Phi Kappa Psi; a three-point tractor hitch with a seven-foot rear-mounted blade from Caldwell Field; a swim suit, sandals and three cameras from a parked car on West Ave., and two wrist watches from a lamp stand in North Campus Dorm 8 and from an unlocked room in Clara Dickson Hall.

Bulletin of the Faculty

(Publication of the bulletin is supervised by the secretary of the faculty, Russell D. Martin, 315 Day Hall, 256-4843.)

Meeting 4:30 p.m. Wednesday, Sept. 10, Ives 110

In the interest of conservation the annual reports of the various faculty committees will not be distributed. Copies are on file in Dean Saunders' office, 315 Day Hall, for those who wish to review them.

To Cut Vandalism, Theft

Olin Stack Policy Revised

Increased use of the Olin Library stacks during the past academic year, especially for purposes other than research or inspection and selection of library materials, has made it necessary to revise Olin Library's stack permit policy.

This has been done in the hopes of insuring preservation of the collection, reducing instances of vandalism and theft in graduate carrels and creating an atmosphere conducive to serious research.

As during last semester, Cornell seniors with valid ID cards and honors students with appropriate identification may obtain semester stack permits upon application at the Circulation Desk.

The following policy applies to Cornell undergraduates other than seniors, visiting

faculty, visiting graduate students and other non-Cornell users:

1) The Circulation Department will page any materials from the stacks needed by patrons.

2) Cornell freshmen, sophomores and juniors with valid ID cards who need to use the stacks on a regular basis throughout the term may apply for semester stack permits at the Circulation Desk. The applications must be completed and signed by the faculty members for whom the students are doing research. Students presenting completed applications at the Circulation Desk will be issued semester stack passes by full time staff members.

3) Cornell undergraduates with valid ID cards who need to use the stacks regularly for a

period of less than a semester may obtain two-week stack permits, which may be renewed once for an additional two weeks, by following the procedure outlined above.

4) Visiting faculty and graduate students who need to use the stacks for varying lengths of time may apply for the appropriate stack permits at the Circulation Desk.

5) Cornell undergraduates with valid ID cards and non-Cornell users who have a demonstrated need to use the stacks that cannot be met by the Circulation Department paging service may be issued temporary stack passes but as exceptions only. Such patrons will be asked to sign their names on a list and turn their passes in to the elevator attendant before entering the stacks.

Cornell Football

Coach Seifert Optimistic

Cornell will attempt to rebound from two straight losing football campaigns this fall, with 87 candidates reporting last week to new coach George Seifert.

The former defensive strategist at Stanford will be working with 33 lettermen, covering all positions except quarterback left vacant by Kevin Sigler, who was last year's Ivy leader in total offense and passing.

"Though we lack an experienced quarterback, I'm sure there's enough potential among the seven or eight prospects that we'll come up with a good one," says the 35-year-old mentor, the Ivies' only new head coach this season.

Leading aspirants to run the Wing-T offense are senior Bob Balash, injured all of '74, juniors Joe Mollica and Jay LaRochelle and sophomore Garland Burns. As a freshman, Burns was impressive as both

a passer and a runner.

There is no shortage, however, of top-flight receivers. A year ago, senior split end Bruce Starks caught 47 passes for 619 yards, averaging 5.2 receptions per game to rank fifth in the nation; senior tight end Don Wierbinski was 20th nationally with an average of 3.9 on 35 for 400 ... Junior Eamon McEaney, a flanker back, had 19 receptions for 330 and four TDs.

The Big Red should show a highly productive ground game, with senior Don Fanelli, junior Tim LaBeau and sophomore speedster Neal Hall at tailback and junior Kevin Scott at fullback ...

Interior offensive line veterans are tackles John Shavers and Jeff Brown; guards Joe Meaney and Steve Malavarca, and centers Mark DuBois and Dick Apfel.

Defensively, the Big Red appears well set. Lettermen are ends Don Versteeg, Steve Garcia, Bob Grasso and Paul Kwiatkoski; tackles Steve Horgan and Bob Hall; middle guard Dan Dwyer; backers Cal Washington, Jim Lorditch and Don Papich, and backs Nollie Wood, Dave Johnson, Mark Kapsky, Scott Millhouse, Bob Wenmoth and Charley Payne.

Bernie Szynalski is a two-year letterman as a soccer-style placekicker.

Sophomores who may also break in on offense include guard Dave Sheil, tackle Tony Anzalone, flanker Larry Skoczylas and fullback Andy Rudiman.

Defensively, the most promising newcomers appear to be ends Larry Humphrey and Terry Lee, tackle Ernie Taddei, middle guard Bob Weggler, backers Ron McCurdy and Joe Hoover and backs Scy Young, Bill Seward, Steve Swartzwelder and Scott Clevenger.

Seifert is working with a staff that includes four new coaches, in addition to Terry Mallett, who will direct the linebackers for the fifth season here, and Nelson Bobb, in charge of the defensive line after working with the offensive line a year ago. Bob Watson is offensive line coach and will set the offensive design and total team technique concepts; George Landis coaches the defensive backs; Steve Davis, offensive backs, and Paul Paolisso, quarterbacks and receivers. Bob VanLancker is head freshman coach.

The schedule: Sept. 27, Colgate; Oct. 4, at Bucknell; 11, Princeton; 18, Harvard; 25, at Yale; Nov. 1, Columbia; 8, Brown; 15, at Dartmouth; 22, at Pennsylvania.

Rugby Club Game Schedule

The Cornell Rugby Club schedule follows: Sept. 20 Rochester, away; 27 Colgate, home; Oct. 4 Syracuse Rogues, away; 11 Princeton, home; 18 Harvard, home; 25 Yale, away; Nov. 1 Columbia, home; 8 Brown, home; 15 Dartmouth, away; 22 Penn, away.

Calendar

September 4-12

Thursday, September 4

9 a.m. - 8 p.m. Roten Galleries Print Sale. Straight Memorial Room.
 4:30 p.m. Materials Science & Engineering Colloquium Series: "Microstructure of Carbon Fibers." Dr. Peter J. Goodhew, University of Surrey, England. Bard 140. Refreshments served in Bard Hall Lounge at 4 p.m.
 6 p.m. The Cornell Christian Science Organization invites students, faculty and staff to a Readings and Testimony Meeting, Founders Room, Anabel Taylor.
 7:30 p.m. America & World Community: An interdisciplinary course (Govt. 401, Rur. Soc. 401) by seven Cornell Faculty members. Anabel Taylor Auditorium.
 7:30 p.m. Israeli Folk Dancing. Anabel Taylor One World Room.
 7:30 p.m. Cornell Bridge Club weekly game. For location see Cornell Sun or call 277-0862.
 8 p.m. Public Forum: "A New Look at Soviet-American Relations." Ives 217. Sponsored by The Social Democrat Caucus.

Friday, September 5

12:15 p.m. Women's Studies Friday Seminar: "Women at Cornell." June Fessenden-Raden, associate professor, Biological Sciences, and vice provost. ILR Conference Center 300. Child care provided. Bring a bag lunch; coffee available.
 5:45 p.m. Rosh Hashanah Dinner (Reservations). Anabel Taylor One World Room.
 7 p.m. Orthodox Rosh Hashanah Service. Young Israel House.
 7 & 9:15 p.m. *Cornell Cinema Film: "Harder They Come," directed by Perry Menzell starring Jimmy Cliff. Ives 120. Attendance limited to Cornell Community.
 7 & 9:15 p.m. *Cornell Cinema Film: "California Split," directed by Robert Altman, starring George Segal, Elliott Gould. Willard Straight Theatre. Attendance limited to Cornell Community.
 7:30 p.m. *Dance. Straight Memorial Room. Sponsored by Cornell Country Dance Club.
 7:30 p.m. Traditional Rosh Hashanah Service. Statler Auditorium.
 7:30 p.m. Reform Rosh Hashanah Service. Anabel Taylor Auditorium.
 9 p.m. Hillel Social Hour. Anabel Taylor One World Room.

Saturday, September 6

8:30 a.m. Orthodox Rosh Hashanah Service. Young Israel House.
 9 a.m. Traditional Rosh Hashanah Service. Statler Auditorium.
 10 a.m. Reform Rosh Hashanah Service. Anabel Taylor Auditorium.
 7 p.m. Orthodox Rosh Hashanah Service. Young Israel House.
 7 & 9:15 p.m. *Cornell Cinema Film: "Harder They Come." See Sept. 5.
 7 & 9:15 p.m. *Cornell Cinema Film: "California Split." See Sept. 5.
 7:30 p.m. Traditional Rosh Hashanah Service. Statler Auditorium.

8:30 p.m. Hillel Social Hour. Anabel Taylor One World Room.
 9:30 p.m. *Gay Dance. Straight Memorial Room. Sponsored by Cornell Gay Liberation.

Sunday, September 7

8:30 a.m. Orthodox Rosh Hashanah Service. Young Israel House.
 9 a.m. Traditional Rosh Hashanah Service. Statler Auditorium.
 11 a.m. Sage Chapel Convocation.
 8 p.m. *Cornell Cinema Film: "Adrift," directed by Jan Kadar. Uris Auditorium. Attendance limited to Cornell Community.

Monday, September 8

12 noon. "House hunting by honey bees on Appledore Island." Chalk talk by Tom Seeley of the Museum of Comparative Zoology Lab., Harvard University. Plant Science 202. Bring a sandwich, coffee provided. All are welcome. Sponsored by the Office of Marine Biology.
 7:45 p.m. Ornithology Seminar. Lyman K. Stuart Observatory. Sapsucker Woods Road. All are welcome.
 8 p.m. Country Dancing and Music. Straight Memorial Room. Sponsored by the Cornell Country Dance Club.
 9 p.m. *Cornell Cinema Film: "Seven Year Itch," directed by Billy Wilder, starring Marilyn Monroe, Tom Ewell. Attendance limited to Film Club Members.

Tuesday, September 9

4:30 p.m. Pirke Avot (led by Rabbi Goldfarb). Anabel Taylor 314.
 7:30 p.m. Cornell Sailing Club. Fall organization meeting for members and interested parties. Ives 120.
 7:30-9 p.m. America & World Community: "The Way to World Community and Auroville (India) — A Model." J. Bruce Long, assistant professor, Asian Religions. Anabel Taylor One World Room.
 7:30 p.m. Cornell Outing Club Introductory Meeting. Straight Memorial Room.
 8 p.m. *Cornell Cinema Film: "400 Blows," directed by Francois Truffaut, starring Jean-Pierre Leaud. Uris Auditorium.

Wednesday, September 10

4:30 p.m. Faculty Council of Representatives. Ives 110.
 7:30 p.m. & 9 p.m. Hebrew Instruction. Anabel Taylor 314.
 7:30 p.m. Fundamentals of Jewish Thought. Anabel Taylor Forum.
 8 p.m. *Cornell Cinema Film: "Othello," directed by Stuart Burge, starring Laurence Olivier, Maggie Smith, Frank Finlay. Uris Auditorium. Attendance limited to Cornell Community.

Thursday, September 11

4:30 p.m. Materials Science and Engineering Colloquium Series: "Role of Defects in Controlling Properties of Transition Metal Carbides." Wendell Williams, professor, University of Illinois, Urbana, Illinois.
 6 p.m. The Cornell Christian Science Organization invites students, faculty and staff to a Readings and Testimony Meeting, Founders Room, Anabel Taylor.
 7:30 p.m. Israeli Folk Dancing. Anabel Taylor One World Room.
 7:30 p.m. Cornell Bridge Club weekly game. For location see Cornell Sun or call 277-0862.
 7:30 p.m. America and World Community: "The Way to World Community and Auroville (India) — A Model." J. Bruce Long, assistant professor, Asian Religions. Anabel Taylor Auditorium.

Friday, September 12

12:15 p.m. Women's Studies Friday Seminar: "The Effect of the Federal Tax Structure on the Labor Force Behavior of

Women." Aline Quester, assistant professor, Economics Dept., Cortland State University. ILR Conference Center 300. Child care provided. Bring a bag lunch, coffee provided.

6 p.m. Shabbat Service (Traditional). Anabel Taylor Founders Room.
 7 & 9:15 p.m. *Cornell Cinema Film: "Paper Chase," directed by James Bridges, starring Timothy Bottoms, John Houseman, Lindsay Wagner. Statler Auditorium. Attendance limited to Cornell Community.

7 & 9:15 p.m. *Cornell Cinema Film: "The King of Hearts," directed by Philippe De Brocs, starring Alan Bates, Genevieve Bujold. Ives 120. Attendance limited to Cornell Community.
 7:15 p.m. Shabbat Service (Orthodox). Young Israel House.

8 p.m. Lecture: "Christianity and Communal Living: An Historical Perspective." Leslie Fairfield, Ph.D., assistant professor of history, Purdue University. Ives 215. Sponsored by the Graduate Christian Forum.

EXHIBITS

Herbert F. Johnson Museum: BICENTENNIAL EXHIBIT. Open to Sept. 14. Photographic exhibit of American Train Stations organized by the Historic American Buildings Survey, a division of the United States Department of the Interior. Also photographs of historical buildings by Boucher from the Library of Congress.

Olin Library: "Architectural Measured Drawings: Their Evolution Use, and Influence on the Study of Architectural History." Open to Oct. 3.

ANNOUNCEMENTS:

INTRAMURAL SPORTS:

Touch Football: (Men) Deadline on entries is Monday, Sept. 8 at 4 p.m. in the Intramural Office, Grumman Squash Courts. Twelve (12) will be the minimum number accepted on a roster.

Golf: University championship (36 hole medal play) will be played on Saturday and Sunday, Sept. 20 and 21. Sign up at the Pro Shop on the golf course until Friday, Sept. 19 at 6 p.m.

Soccer: (Men) Deadline on entries is Monday, Sept. 15, at 4 p.m. in the Intramural Office, Grumman Squash Courts. Twelve (12) will be the minimum number accepted on a roster.

Broomstick Polo: (Men, Women, Co-ed) Deadline on entries is Monday, Sept. 29, at 4 p.m. (If any openings are available at that time.) Entries will be accepted starting at 9 a.m. Thursday, Sept. 18, in the Intramural Office, Grumman Squash Courts, on a first come, first served basis. Minimum number to enter (4) ... three will constitute a team.

Soccer: (Women) Deadline on entries is Monday, Sept. 22, at 4 p.m. in the Intramural Office, Grumman Squash Courts or Helen Newman Office. Twelve (12) will be the minimum number accepted on a roster. Eight players will constitute a team.

Field Hockey: (Women) Deadline on entries is Monday, Sept. 22, at 4 p.m. in the Intramural Office, Grumman Squash Courts or Helen Newman Office. Fifteen (15) will be the minimum number accepted on a roster. Eleven players will constitute a team.

**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, 32 Willard Straight Hall (either through the mail or by leaving them at the Straight desk), or call Carol Adams, 6-3513 at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

The Senate Page

(The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Douglas Auer, secretary of the Senate, 133 Day Hall, 256-3715.)

NEXT SENATE MEETING: Tues., Sept. 18, 7:30 p.m., Bache Aud., Malott Hall

Calendar

THURSDAY, Sept. 4

Ad Hoc Parking and Traffic Committee, 12 p.m., Senate Office.

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

TUESDAY, Sept. 9

Housing Subcommittee, 4:30 p.m., O.D.S. Conference Room.

Orientation Meeting, Committee Chairfolk, 7:30 p.m., 214 Ives.

Current Legislative Log

BILL NO. & DATE SUB.	ABSTRACT	SPONSOR	COMMITTEE REFERRED TO
F-35 5/20/75	This bill would provide biennial Senate review of job performances of the Vice Pres. for Campus Affairs and the Department Heads within the Division of Campus Life.	Edwin T. Burton	Campus Life Comm.
F-36 5/30/75	This bill establishes a standing Credentials Committee independent of the Senate, and defines the role of various committees in certifying election results.	Robert C. Platt	Committee on Comm. Nominations and Elections Comm.
F-37 7/15/75	The election dates are established for the Freshman Elections of 1975.	Nominations and Elections Comm.	Nominations and Elections Comm.
F-38 8/21/75	This recommendation proposes that a list energy conservation suggestions be drawn up and distributed to the Cornell community.	Planning Review	Planning Review
F-39 8/26/75	This act proposes a Freshman referendum on the physical education requirement.	J. Wallenstein, R. Platt	Executive Comm., Phys. Ed. Subcomm.

Job Opportunities

Continued from Page 4

- Searcher I, A-13 (Univ. Libraries Acquisition (Dutch) (perm p/t))
- Temporary Service (Entomology (temp f/t) (Geneva))
- Temporary Service Labor (Entomology (temp f/t) (Geneva))
- Drafter, NP-9 (Albany) (Natural Resources (temp. f/t))
- Physical Therapist (Univ. Health Serv. (perm p/t))
- Varsity Light Weight Crew Coach (Athletics (temp p/t))
- Cashier - Night (Phys. Ed. & Athletics (perm. p/t))
- Weaving Studio Supv Instructor (University Unions)
- Special Writer NS (Media Services (temp f/t))
- Cashier, A-11 (2) (Statler Inn (temp p/t))
- Technical Aide II, NP-11 (Media Services (1 yr))
- Technical Aide I, A-15 (College of Architecture (perm p/t))
- Program Aide (Caregiver) (2) (Human Dev & Fam Studies (temp p/t))
- Kitchen Helper, NP-5 (Human Dev & Fam Studies (temp f/t) (1 yr))
- Custodian, A-13 (Statler Inn (temp. f/t))
- Research Technician IV, NP-14 (6) (Albany) (Natural Resources (temp. f/t))

