

# CORNELL Chronicle

Volume 24 Number 2 September 3, 1992



## A Conversation with Don Randel, Arts and Sciences



Peter Morenus/University Photography

Dean Don M. Randel of the College of Arts and Sciences.

## Bolstered by balanced budget, Arts College focuses on curriculum

By Lisa Bennett

After three years of budget cuts, the College of Arts and Sciences will in the coming year turn its attention to a host of teaching issues in the fields of economics, European studies, mathematics, modern languages and writing, among others.

The college will strengthen the Economics Department; implement changes in

the curriculum resulting from the merger of the Western Societies and Slavic and East European Programs; join in a study of how mathematics is taught campuswide; consider changes that would be needed if departments outside the college that have discussed adding a language requirement were to do so; and expand the John S. Knight "Writing in the Majors" program that helps faculty design writing assignments for students beyond the freshman year.

"One of my main objectives is to find ways to work more frequently and more effectively with the other colleges, because nearly half of all teaching we do is for other colleges, and we do half of all the teaching done here," said Don Randel, the Harold Tanner Dean and Given Foundation Professor of Musicology.

Last year, for example, while 3,923 undergraduates were enrolled in the College of Arts and Sciences, the Arts and Sciences faculty instructed the net equivalent of 6,600 undergraduates from all colleges combined.

### Interacting with other colleges

The fact that in the coming year the college will set as a priority the analysis of how it teaches and interacts with other colleges comes as the reward and fortune of having achieved a balanced budget last year, said Randel. The college reduced its spending over the past three years by cutting faculty positions, particularly so-called "pre-fill" positions that had been added in anticipation of retirements and resignations.

*Continued on page 11*

College of Arts and Sciences

## FACT FILE

- ✓ Faculty — 624
- ✓ Staff — 266
- ✓ Undergraduate students — 3,923
- ✓ Graduate students — 1,323
- ✓ Annual budget — \$80.8 million.
- ✓ Outreach — Numerous arts events and facilities are open to the community. These include the Herbert F. Johnson Museum of Art, film screenings across campus and musical performances, such as the Great Soloist and Orchestra Series at Bailey Hall and the Chamber Music Series in Statler Auditorium. A Theatre Arts project has taught storytelling techniques to many area schoolchildren.

## Freshman housing

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The Task Force on Freshman Housing Assignment supports procedures to create a more diverse housing environment but says that any changes should be considered only as "an integral part of a large constellation of issues."

## Going to prison

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Going to prison is hard. Even if you're only a visitor. Even if, like Professor Ken McClane, you've visited there before.

## Cook reviews women's gains, failings on campus

By Carole Stone

Sitting in a large chair in the corner of a drawing room in the A.D. White House, 89-year-old Alice Cook, a professor emeritus in the School of Industrial and Labor Relations, looked diminutive. But when she spoke up — to ask Cornell's associate vice president for human relations a question about the university's employee reclassification study and pay equity for women — she sounded every bit the advocate for labor and women's rights she has been for 50 years.

The Advisory Committee on the Status of Women recently held an orientation meeting for its new members, and Cook, who is a lifetime member, "having been around since Day One," she quipped, was there to give them her assessment of the committee's successes and frustrations over the last two decades.

Ruth Sabean, director of Cornell Information Technologies' Services Division and this year's ACSW chair, described the 21-member committee and its purpose: to advise, educate and advocate on issues of special concern to the female members of the Cornell community. But for an historical perspective, she turned to Cook.

Cook and the committee's other lifetime member, Assistant University Librarian Catherine Murray-Rust, have been members since the fall of 1972 when the ACSW was created, along with the Women's Studies Program. The ACSW will celebrate its 20th anniversary with a daylong conference and commemoration on Friday, Nov. 6.

### Sexual harassment

In assessing the committee's effectiveness over the last 20 years, Cook discussed two issues: sexual harassment and pay equity.

"One of the best, most thorough jobs we did is the survey and other work on sexual harassment of women on campus," she said, referring to the 1985 survey conducted by the Cornell Institute for Social and Economic Research that discovered that 61 percent of Cornell women surveyed had received some unwanted sexual attention from someone in a position of authority over them.

"That survey gave us the facts to go to the president and ask for a university policy on sexual harassment. And after that we printed pamphlets which were widely distributed. We educated the community, and that is what made this a successful program," Cook said.

ACSW's work was not the first and only effort to address the problem of sexual harassment. The president's office issued memoranda and the Office of Equal Opportunity printed brochures in the early 1980s. But the survey helped convince some people, including the upper administration, that sexual harassment was a very real problem, Carolyn McPherson, coordinator of women's services for OEO and an ex-officio member of the ACSW, said later. The survey was also one of the first of its kind in the country, and OEO received some 200 requests for copies from other institutions.

### Pay equity

On issues of employment and pay equity in particular, the ACSW has been less successful, Cook said.

"Pay equity has been on the agenda of our employment subcommittee for several years. But now the question has been put in the lower left-hand drawer by the administration," she

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## BRIEFS

**Employee/Family Day:** Tickets are available for this year's Employee/Family Day on Saturday, Sept. 19. Some 2,500 Cornell faculty, staff, retirees and their family members are expected to take part in the football, food and fun as the Big Red football team takes on the Princeton Tigers at 12:30 p.m. Lasagna Florentine will be added to the traditional

chicken barbecue, which will follow the game from 3:30 to 5:30 p.m. Entertainment will continue until 7:30 p.m. Combination football/meal tickets and meal-only tickets are available until Sept. 15; discount football tickets are available until Sept. 18. All tickets can be purchased at the Campus Store Munch Market, Alberding Field House, or at the

Cornell Recreation Club at 165 Day Hall. Volunteers are needed to help serve dinner. All volunteers will receive a complementary meal ticket. All those interested should call Janet Beebe at 255-7565.

**L.A. riots:** Scholars from a number of universities will discuss the Los Angeles riots that followed the Rodney King verdict during the annual meeting of the American Political Science Association in the Palmer House in Chicago tomorrow (Sept. 4). Sidney G. Tarrow, the Maxwell M. Upson Professor of Government, will chair the discussion titled "Social Scientists Look at the Los Angeles Riots."

**Bloodmobile:** The American Red Cross Bloodmobile will be on campus Sept. 8 between 10 a.m. and 4 p.m. at Willard Straight Hall and at the same time Sept. 10 at Barton Hall. Call the Red Cross at 273-1900 for an appointment or simply walk in.

**First aid and CPR:** The American Red Cross is sponsoring classes in first aid and CPR for Cornell faculty and staff. A fee of \$45 per person will be charged to your department for each course, held weekdays from 8:30 a.m. to 12:30 p.m. in the first-floor lounge of the Robert Purcell Union. To receive a copy of the fall schedule or to request registration cards, contact the American Red Cross at 273-1900.

**English classes:** Registration for Campus English classes will take place Thursday, Sept. 3, from 7:30 to 9 p.m. in the One World Room, Anabel Taylor Hall. Classes begin the week

of Sept. 7. There is a \$10 registration fee; tuition is free. For further information, please call Ann Marie Dullea at 277-2488 or Joan McMinn at 277-0013.

**Campus Club:** The Campus Club will hold its annual fall tea to welcome newcomers Sept. 10 from 1 to 3 p.m. in the Robert Purcell Union Lounge, North Campus. All women connected with the university (employees, graduate students and wives of employees and graduate students) are invited. Babysitting will be available by reservation only. Call Francie Conneman, 257-1470, or Masha Fontes, 257-8613, by Sept. 4 to make arrangements.

**CISER Workshops:** "Social Science Research on the CISER 4381," will be presented Sept. 14 through Sept. 17, in 100 Caldwell Hall. "An Overview of CISER," and "An Introduction to Computing at CISER," Mariann Carpenter, Sept. 14, 7 p.m. to 9 p.m.; "Computing at CISER" (continued), Mariann Carpenter, Sept. 15, 7 p.m. to 9 p.m.; "Using Tapes and Disks with SAS in CMS," Lisa King, Sept. 16, 7 p.m. to 9 p.m.; "Overview to the Data Archive," and "How to Begin the Research Process at CISER," Sept. 17, 7 p.m. to 9 p.m. Registration is required. Contact CISER's main office at 255-4801.

**Hockey tickets:** Details of how, when and where students may buy season's hockey tickets will be announced in time for use in the *Cornell Daily Sun* of Sept. 8. New rules will seek to preserve tradition while also avoiding unruly crowd conditions.

## CLARIFICATION

A July 23 *Cornell Chronicle* story on the findings of Nell Mondy, professor of nutritional sciences, food science and toxicology, reported that potato peels harbor significant amounts of chemical residues of the sprout inhibitor, isopropyl N-(3Chlorophenyl)- carbamate, (CIPC), a mildly toxic compound, thus adding to the evidence that potato peels can be harmful.

In the Cornell news release on which that story was based, it was stated that the levels of the chemical sprout inhibitor CIPC were found to be "four times the safety level of 50 ppm (parts per million) as established by the FDA." This statement was based on a reference from the scientific literature that had neglected to mention that the FDA tolerances are based on the entire potato. Unfortunately, no federal guidelines were found that referred specifically to tolerances of CIPC in the peel, the part of the potato where CIPC accumulates. The statement should be changed to state: "Peels in

this study contained 200 ppm. The tolerances set by the FDA are 50 ppm for the 'entire potato' and thus do not apply directly to the peel."

Mondy suggests that new federal standards may be needed to address the increased appetite for potato skins as snack items. Individuals who are eating large quantities of potato skins may be consuming greater amounts of CIPC than envisioned by the federal standards set years ago when skins were not so popular. In order for CIPC to be an effective sprout inhibitor it needs to be present in the peel. Sprout inhibitors prevent sprout growth, which are associated with accumulation of even more toxic compounds, the glycoalkaloids. The risk to consumers from CIPC by eating large quantities of potato skins is not known exactly. But consumers may avoid problems associated with both CIPC and glycoalkaloids, the natural toxicants, in the peel by peeling the potatoes, Mondy said.



Peter Morenus/University Photography

Alice Cook (right), professor emeritus of industrial and labor relations, talks with Ruth Sabean, chair of the Advisory Committee on the Status of Women.

# CORNELL Chronicle

Henrik N. Dullea  
Vice President for University Relations  
Linda Grace-Kobas  
Director, Cornell News Service

Mark Eyerly, Editor  
Karen Walters, Editorial Assistant  
Joanne Hanavan, Calendar

Published 40 times a year, Cornell Chronicle is distributed free of charge to Cornell University faculty, students and staff by the University News Service. Mail subscriptions, \$20 for six months; \$38 per year. Make checks payable to Cornell Chronicle and send to Village Green, 840 Hanshaw Road, Ithaca, N.Y. 14850. Telephone (607) 255-4206. Second-Class Postage Rates paid at Ithaca, N.Y.

POSTMASTER: Send address changes to the Cornell Chronicle (ISSN 0747-4628), Cornell University, 840 Hanshaw Road, Ithaca, N.Y. 14850.

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Cornell University is committed to assisting those persons with disabilities who have special needs. A brochure describing services for persons with disabilities may be obtained by writing to the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, N.Y. 14853-2801. Other questions or requests for special assistance may also be directed to that office.

## Cook continued from page 1

said. "Instead of a study of pay equity, we got the classification review study that has taken three years to complete, is repeatedly delayed and is not even directly related to wages."

Several years ago, Cook requested that the administration support a study of pay equity to determine if women are receiving pay comparable to men and if the descriptions and classifications of their jobs accurately reflect the work they do.

"What we wanted was a clear gender component in the study. We were looking for hidden bias against women, such as job segregation: women doing some jobs, such as secretarial work and men doing maintenance jobs. It did not happen.

"I am pessimistic about pay equity and don't expect to see an improvement soon," Cook said.

In another part of the orientation meeting, Associate Vice President for Human Relations Joycelyn Hart explained how decisions are made at Cornell by describing the organizational chart for the central administration.

Hart also expressed her views of the major issues of special concern to women: work and family issues, such as family-leave time to care for newborns, adopted children or family members who are ill; flexible working hours; dual-career families; sexism in the classroom and workplace; career development of women;

and the numbers of women in faculty and management positions.

The chairs of the ACSW's two subcommittees are Abby Eller, director of the summer college for high school students, who is heading up the subcommittee on campus climate for women; and Mary Graham, an ILR graduate student, who is heading the subcommittee on employment issues.

### Open meetings

The next meeting of the ACSW that is open to all members of the Cornell community — faculty, staff and students, male and female — is a brown bag luncheon scheduled for Tuesday, Sept. 22, from 11:45 a.m. to 12:45 p.m. in G-01 Biotechnology Building.

The speaker will be Renae Broderick, a senior research associate in the ILR School and the author of a new book, *The Glass Ceiling*. Broderick will lead a discussion of the "glass ceiling," a term that describes unwritten, unstated, invisible biases against women that prevent them from advancing in their careers.

The ACSW regularly holds brown bag luncheons open to the entire community on the fourth Tuesday of each month. For more information, call Sabean at 255-3299, or associate chairwoman Risa Lieberwitz, associate professor of industrial and labor relations, at 255-3289.

## GRADUATE BULLETIN

**Late Registration:** Bring student ID card to the Registrar's Office, 222 Day Hall, and go to the Graduate School for course enrollment.

**Course Enrollment:** Forms are available in graduate field offices and at Sage Graduate Center. Return completed form by Sept. 18.

**Graduate Faculty Meeting:** Sept. 4 at 4 p.m. in the General Committee Room, Sage Graduate Center, to vote on August degrees.

**Graduate Student Council:** Meeting will be held Sept. 7 at 5:15 p.m. in the Big Red Barn.

**TA Workshops:** Register at Graduate Field Offices or Office of Instructional Support, 14 East Ave., Sage Hall, phone 255-8427, for Sept. 12 workshops.

**1993 Summer Support:** Dec. 15 is the deadline for filing documents with the Graduate Fellowship Office for 1993 summer awards.

**Travel Grant Applications:** Due at the Graduate Fellowship Office, Sage Graduate Center, by Oct. 1 for November conferences. Forms are available at Graduate Field Offices.

## OBITUARY

Gail Maassen, administrative aide in the Human Development and Family studies since 1979 and a Cornell employee since 1964, died Aug. 27, at her home in Genoa after a long illness. She was 45.

Maassen began her career at Cornell as a stenographer in the University Development Office and also worked in Public Safety, Cooperative Extension and the Department of Rural Sociology before moving to the College of Human Ecology. For 17 of those years she worked with the Cornell Migrant Program, handling all the administrative matters for the program, including the processing of millions of dollars in program funds.

Funeral services were held Aug. 31 in Genoa with the burial following in Ridgeway Cemetery, Town of Venice.

Raymond R. Corbett, a former member of the Board of Trustees who led the state A.F.L.-C.I.O. for 22 years, died Aug. 24. He was 77.

# Fellowships offer best track to a Ph.D.

By Albert E. Kaff

Economists here report that fellowships or research assistantships offer the surest and fastest track to a doctoral degree in four arts-and-science disciplines.

With fellowships or research assistantships, graduate students are more likely to complete their Ph.D. programs than if they were funded by teaching assistantships, tuition waivers or were self-supporting, says Ronald G. Ehrenberg, the Irving M. Ives Professor of Industrial and Labor Relations and Economics in the School of Industrial and Labor Relations.

His research also disclosed that graduate students complete their doctorates in less time with fellowships or research assistantships than with other funding sources.

Ehrenberg was assisted in his study by Panagiotis G. Mavros of Athens, Greece, a Ph.D. candidate in the Department of Economics who becomes an assistant professor at Wayne State University in September. Mavros received an undergraduate degree at the Athens School of Economics and Business and a master's degree in economics from Wayne State University.

They examined and analyzed the records of 1,674 Cornell Ph.D. candidates in economics, English, mathematics and physics, over a 25-year period, 1962 to 1986.

The researchers concluded: "Other things held constant, including measured student ability, students who receive fellowships or research assistantships have higher completion

rates and shorter times-to-degree than students who receive teaching assistantships or tuition waivers, or who are totally self-supporting."

In their working paper, published by ILR's Institute for Labor Market Policies, Ehrenberg and Mavros estimated, based on their statistical analyses, the percentage of students who would complete their Ph.D.s within six years if they received the same type of aid in each of the six years as well as their mean years to degree.

## Shortage of professors

Ehrenberg and Mavros note that American college graduates are less likely to earn doctorates today than they were 20 years ago, creating a future shortage of professors. They blame this trend in part on the increasing time it takes to earn a Ph.D., which rose from a median time nationally in all disciplines of 5.5 years in 1968 to 6.9 years in 1988.

To prevent future shortages of Ph.D.s, the scholars recommend increased financial support for graduate students in the form of research assistantships and fellowships from the federal government, foundations and corporations.

"Such a policy would reduce the private costs of doctoral study and thus hopefully should increase the number of college graduates willing to undertake graduate study," they wrote.

Their study on doctoral students' financial support patterns, completion rates and times to degree was funded by the Alfred P. Sloan Foundation and Cornell.

## Bee careful!



Peter Morenus/University Photography

Hundreds of honeybees swam harmlessly on and around James Boglioli (left), a junior in the College of Agriculture and Life Sciences, and Roger A. Morse, professor of entomology last Thursday during an entomology laboratory course, "Practical Beekeeping." The insect "instructors" were demonstrating pheromone communication and were attracted to their queen in a special cage, which Boglioli was holding.

## Palmer reappointed vice president

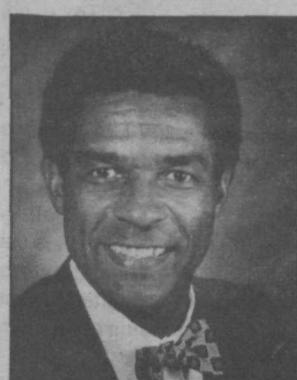
Provost Malden C. Nesheim announced Monday the reappointment of Larry I. Palmer as vice president for academic programs and campus affairs. The appointment was approved by the Executive Committee of the Board of Trustees over the summer.

"I am delighted that Larry has agreed to continue to provide his extraordinary leadership to this important position as we continue our efforts to provide substantial links between our formal academic programs and campus life," said Nesheim.

Palmer noted in response, "It is a great privilege to serve the Cornell community as we seek to enhance the quality of the educational experience and to improve the quality of the services we provide students, faculty and staff. I look forward to working with my colleagues in Academic Programs and Campus Affairs to improve our organizational effectiveness in everything we do."

Palmer was originally appointed as vice president for academic programs in 1987, and as vice president for academic programs and campus affairs in 1991.

He first joined Cornell as a member of the Law School faculty in 1975.



Larry I. Palmer

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## Fall visits set for professors-at-large

Two new Andrew D. White Professors-at-Large have been named by Cornell's trustees.

Serving as professors-at-large through 1998 are mathematical statistician Persi Diaconi, who uses his experience as a professional magician to illustrate research on random mixing phenomena and finite group theory, and Denise Levertov, a poet and committed critical writer whose work serves to unify such disparate disciplines as human development, natural resources, psychology, religious studies and ornamental horticulture.

Several professors-at-large are scheduled to visit campus this semester. They are:

- Geoffrey E.R. Lloyd: Sept. 9-23. He will lecture on "The Politics of the Body in the Ancient World," on Thursday, Sept. 15, at 4:30 p.m. in Hollis E. Cornell Auditorium, Goldwin Smith Hall. His faculty host is classics Professor Jeffrey Rusten.
- Wolfgang R.H. Panofsky: Oct. 4-11. His faculty host is physics Professor Louis Hand.
- Norman Myers: Oct. 11-18. His faculty host is natural resources Professor James Lassio.
- Donald Kuspit: Oct. 12-16 and Nov. 16-20. His faculty host is art Professor Victor Kord.

Also, Francoise Choay, a professor-at-large emeritus, is scheduled to visit Sept. 29-Oct. 6. Her faculty host is architecture Professor Christian Otto. And Professor-at-Large John Rowlinson arrived on campus this week to meet with colleagues in chemical engineering in a visit separate from the professors-at-large program. His faculty host is Professor Keith Gubbins.

# CORNELL Life

## Native art

When Vito Brancato, Cornell Class of '76, now an English teacher at Boynton Middle School, came up to campus for a teacher-training workshop on American-Indian art, he wasn't expecting to see teepee paintings and basket weaving, exactly; but he was surprised, he said later, to find that contemporary American-Indian art can be abstract.

Brancato and 15 other teachers from Ithaca, Dryden and Lansing spent three days at the Herbert F. Johnson Museum of Art last week, looking at prints and sculptures by native artists and listening to other American-Indian artists talk about their culture and their families and how they feel about themselves as artists.

In eight weeks, when the Johnson Museum hangs a traveling exhibition of paintings, prints and photographs titled *Our Land/Ourselves: American Indian Contemporary Artists*, seventh and 11th grade teachers, who are under state mandate to provide a unit of instruction on American-Indians, will bring their classes to see it.

It was a good thing the teachers came first. Almost all 30 of the artists in the exhibition were trained in art schools or university art departments and have fine arts degrees, and all are aware of art-making traditions in Europe and America.

### Non-representational art

On their visits, "Some of the teachers had difficulty with some of the work, not because it was Native American but because it was non-representational," said Susan Dixon, who organized the workshop along with the museum's education department staff. She is also managing editor of Cornell's Akwe:kon Press.

When Dixon led the visiting teachers to a gallery to show them an abstract painting by Kay Walkingstick, a Cherokee/Winnebago who teaches in the Art Department here, "they didn't know how to deal with it as a work of art because it wasn't figurative," she said.

Some of the artworks use elements of traditional Indian imagery, such as the present-day semifigurative print based on what was thought to be the first American-Indian image of Europeans: a cave painting of a conquistador on horseback made by the Taino people of Cuba after they fled to the mountains following a massacre in their village. Europeans first introduced horses to the Americas, so the Taino were terrified when they saw a man who was part animal, and that image is still resonant today, Dixon said.

Some of the artworks are distinctively native in their colors, flat perspective and their connection with the land — the latter being a concept so great that a discussion of it would fill this newspaper.

### Spider Woman's creation

There is no word for "landscape" in any American-Indian language. "The land is not only landscape as Anglo writers often think of it — arrangements of butte and bosque, mountain and river valley, light and cloud shadow," according to a writer quoted in an essay in the exhibition catalogue. "For American-Indians, the land encompasses butterfly and ant, man and woman, adobe wall and gourd vine, trout beneath the river water, rattler deep in his winter den, the North Star and the constellations, the flock of sandhill cranes flying too high to be seen against the sun. The land is Spider Woman's creation; it is the whole cosmos."

Seventh graders already are taught a fair amount about American-Indians. In English classes at Boynton they read *Light in the Forest* and *A Country of Strangers* to learn about Iroquois and Delaware Indians.

Social studies covers the pre-Columbian world of the Aztecs and the Mayas of Mexico, empire-builders who lived a different life from the Indians of North America, through the American colonies and nation-building to 1875. There is quite a lot of discussion of Indians, according to the teachers. Students learn, for example, about the Iroquois creation story, which tells about how the world was created and how the Iroquois came to be and how the Iroquois should live. It is a story that the Iroquois took 10 days to tell.

In mathematics classes, some of the teachers may introduce exercises with Indian themes, such as demographics or statistics related to the story of what happened to the Indians.

This year, too, Brancato said, after Europeans arrived he may have his students write letters of protest to the owners of sports team that use Indians as their mascots, such as the Atlanta Braves and the Washington Redskins. Letter writing is a part of the seventh-grade English curriculum. And with students more sensitive to American-Indian identity, they will enjoy that, Brancato said.

Perhaps, while they are at it, they might write to the manufacturers of Jeep Cherokees and Pontiacs, too.

— Carole Stone

# Report sees housing as one part of a 'package'

By Sam Segal

The Task Force on Freshman Housing Assignment has issued a final report restating support for new procedures to create a more diverse housing environment but saying that any changes should be considered only as "an integral part of a large constellation of issues."

During wide-ranging discussions before and since the task force's preliminary report last February, "We have become convinced that housing is but one element of the overall freshman experience," the final report said, continuing:

"Therefore, no housing assignment recommendation can effectively stand on its own. Accordingly, we recommend that the changes in the freshman experience be designed as a package that includes programming, personal support and housing components."

The final report was presented in July to Larry I. Palmer, vice president for academic programs and campus affairs, who appointed the task force last December.

Palmer, calling the report "impressive proof that the task force questioned widely and listened sympathetically," said the new dean of students, John Ford, "will be giving high priority to the report, related materials on the total freshman experience and how both tie in with Cornell's educational values."

"Dean Ford," he added, "will continue to consult very closely with students, faculty and staff as he develops plans and programs."

The task force was chaired by trustee Mary Falvey Fuller. It included three Cornell Council members—C. Richard Jahn, Charles James and Linda Miller — student trustee Linda Richichi, Student Assembly member Pankaj Talwar, and Anne Scott of the Residence Life staff.

## Homogeneous groupings

Palmer formed the task force in response to the concerns of some trustees and council members that freshman housing tended to homogeneous groupings—by race, ethnicity, social background or even academic interest—rather than reflecting the rich mix of the entire freshman class.

The preliminary report called for modifying freshmen's choice in room assignments so that every residence hall would, in fact, reflect that mix. But subsequent discussions persuaded the task force that housing arrangements should be reconsidered as part of a wider university effort to enhance the formative freshman year.

The final report (available in Ford's Willard Straight Hall office) lists among those the task force contacted: students in 13 residence halls, apartments and fraternities and sororities; nine student, staff and alumni groups; 11 other colleges and universities; and 26 employees and trustees. Included in the report are most of the recommendations of a Student Response Task Force report of last April.

The report said a "strong majority" of the seven-member task force recommends that changes may begin in the next year or two in programming and personal-support efforts and that adjustments in freshman housing assignment might begin by fall 1994. However, the final report does not attempt to tell Palmer or Ford what precise steps to take. Its specific recommendations are three points of policy:

- That Cornell define and articulate "principles and policies regarding diversity, pluralism and multiculturalism on campus—in relation to the university's educational values and mission."

- That it ensure the consistent application of those principles and policies and evaluate their effect (initiating, as a first step, "substantial changes in the freshman experience").

- That it join the public debate "about the imperatives and opportunities that changing demographics bring to our nation's campuses."

Besides these directives, the task force also stated a number of "beliefs": that multiculturalism can and should be a constructive force; that Cornell students get insufficient direct exposure to students from different backgrounds; that practices concerning freshman housing assignment have evolved without relation to Cornell's mission and values; and that review of housing assignment must be addressed in the context of other issues.

# Strategic Planning Board begins work

By Sam Segal

The Strategic Planning Advisory Board, at its initial meeting last Friday (Aug. 28), took its first steps toward charting the university's course well into the next century.

President Frank H.T. Rhodes, who co-chairs the board with Provost Malden C. Nesheim, had announced the strategic-planning initiative earlier in the week. On Friday, he expressed the hope that, 18 months from now, the board will have developed—with comprehensive campus participation—a document of about 20 pages that will provide Cornell with a framework for the future.

Rhodes emphasized, however, that "this will not remove from the deans the executive authority of their colleges." The document will help guide their decision-making, he said.

Vice President for Planning John Wiesenfeld, who will provide staff leadership for strategic planning and for the 27-member board, added that the proposed planning document was not an end product. He said it would be regularly revised and that strategic planning would "become an ongoing process, part of our institutional culture."

The advisory board, which will meet every four-to-six weeks, includes three stu-

*A value of strategic planning, the group agreed, is that it provides a rational basis for making selections among worthy academic programs or competing claims on limited funds.*

dents, 10 faculty members and deans, six senior administrators, two other employees, three representatives of the trustee/alumni/off-campus community and three ex-officio members—Wiesenfeld and two from the Medical College. (A list of the members appears at the end of this story.)

The board's first major action will be to set up, at the end of October, broadly representative panels that will analyze specific critical issues. But the very definition of



Peter Morenus/University Photography

Strategic Planning Advisory Board members (from left) Susan H. Murphy, dean of admissions and financial aid; President Frank H.T. Rhodes; Roderick Chu, a member of the Cornell University Council; and Dean of Students John Ford talk prior to the Aug. 28 meeting of the board.

those issues will follow a broad sampling of views among students, faculty and staff, according to Clint Sidle, director of institutional planning and research.

In introductory comments, Rhodes said diminished public confidence in higher education, changing demographics, pressures for more regulation and greater efficiencies were among factors that should make the coming years as formative for higher education as was the period just after World War II. He also said that "selectivity is the price of excellence" and that Cornell, though selective, would have to become more so.

A value of strategic planning, the group agreed, is that it provides a rational basis for making selections among worthy academic programs or competing claims on limited funds.

To develop that rational basis for decision-making, the board will initiate the analysis of critical internal and external issues and then set them against the university's mission and values.

In a letter issued last week, Rhodes described strategic planning as one of three

interlocked, priority initiatives:

"As we approach the dawn of a new century," he said, "we need to think again about the university's mission and how we can best carry it out....

"Strategic planning and college priority planning will help us insure that we do the right things; quality improvement will help us 'do things right.'"

In addition to Rhodes and Nesheim, the other members are: students Frantz Cayo, Erin McDonnell and Nancy Richmond; faculty and academic deans Peter J. Bruns, Ronald G. Ehrenberg, John L. Ford, Cutberto Garza, Lynn Jelinski, Peter J. Katzenstein, Walter R. Lynn, Robert D. Phemister and Don M. Randel; staff members Michael Aug and Judy M. Vandemark; trustee, alumni and community representatives James Brynes, Roderick Chu and Ezra Cornell; university administrators Henrik N. Dullea, Susan H. Murphy, Fred A. Rogers and Beth Warren; Medical College members Lorraine J. Gudas and Robert Michels; and Vice President John R. Wiesenfeld, ex officio.

## Let's be careful out there!

### **Motorists, pedestrians, cyclists must follow rules of the road**

By Martin B. Stiles

Ignorance is only bliss until something happens, particularly in the case of the safety threatening and nerve shattering tangle of vehicles and people that engulfs the roadways and pathways of campus when classes are changing.

"It is imperative that everyone know the regulations that pertain to them as either motorists, pedestrians or bicyclists," said Will-

iam E. Wendt, who, as director of transportation services, is responsible for bringing some kind of order to this chaos.

The key, he said, is to understand exactly who has the right of way at the diagonally striped pedestrian crossways on roads that crisscross the campus.

In brief:

- It is against the law for pedestrians to cross the road at points other than designated crossways.



Peter Morenus/University Photography

Pedestrians crossing East Avenue near Uris Hall have the right of way in the crosswalk as a motorist waits for them to reach the curb.

• Pedestrians, motorists and bicyclists, the latter of whom are subject to the same state and local laws and regulations governing motorists, must obey all traffic-control and walk-don't walk signs on campus.

• Pedestrians have the right of way when they are in the diagonally striped crossways at which there is no traffic control signal, or when the signal is out of order.

• Pedestrians should not suddenly enter a marked crossway and walk or run into the path of a vehicle that is so close that it is impractical for the driver to yield.

"The system is only as good as the cooperative vigilance of both pedestrians and motorists," said Wendt.

He pointed out that speed limits in most areas of the campus are 30 mph and are 20 mph in some particularly critical areas.

The crossway system, he said, was developed to meet the heavy pedestrian needs of central campus along with accommodating the necessity of motor traffic. On any given day, there are some 19,000 students, 7,500 staff, 1,600 faculty and 10,000 vehicles traversing the campus, he pointed out.



William Wendt



# ILR moves into the international workplace

By Albert E. Kaff

Internationalization of teaching and research in the School of Industrial and Labor Relations is important to Dean David B. Lipsky.

Last year, at the urging of 54 major U.S. corporations, ILR started a faculty and student exchange program with Vysoka Skola Ekonomicka (Higher School of Economics) in Prague.

Vladimir Pucik, who was born in Czechoslovakia, joined the faculty a year ago, bringing to Cornell his expertise in international human resource management in Eastern Europe and Asia, particularly how business systems operate in Japan. The faculty includes these other Japanese specialists: Leo Flanagan, Sarosh Kuruvilla, Marcus Rebick and Lowell Turner.

This year, ILR is meeting the challenge of the new North American Free Trade Agreement by adding Maria Lorena Cook and Robert P. Hebdon to the faculty.

Cook, who earned her Ph.D. degree at the University of California at Berkeley in 1990 with a dissertation on the Mexican Teachers Union, has conducted research in Mexico, Chile and Nicaragua and taught comparative Latin American politics and U.S.-Latin American relations.

Hebdon, a Canadian, received his Ph.D. degree this spring at the University of Toronto with a thesis on industrial conflict under Ontario's no-strike laws. Before coming to Cornell, he was involved for more than 20 years in collective bargaining for one of Canada's largest public sector unions, the Ontario Public Service Employees Union.

"With these experts on Canada and Mexico, we are developing our own North American free trade zone," Lipsky said, referring to the Mexico-U.S.-Canada trade agreement.

### Internationalizing the curriculum

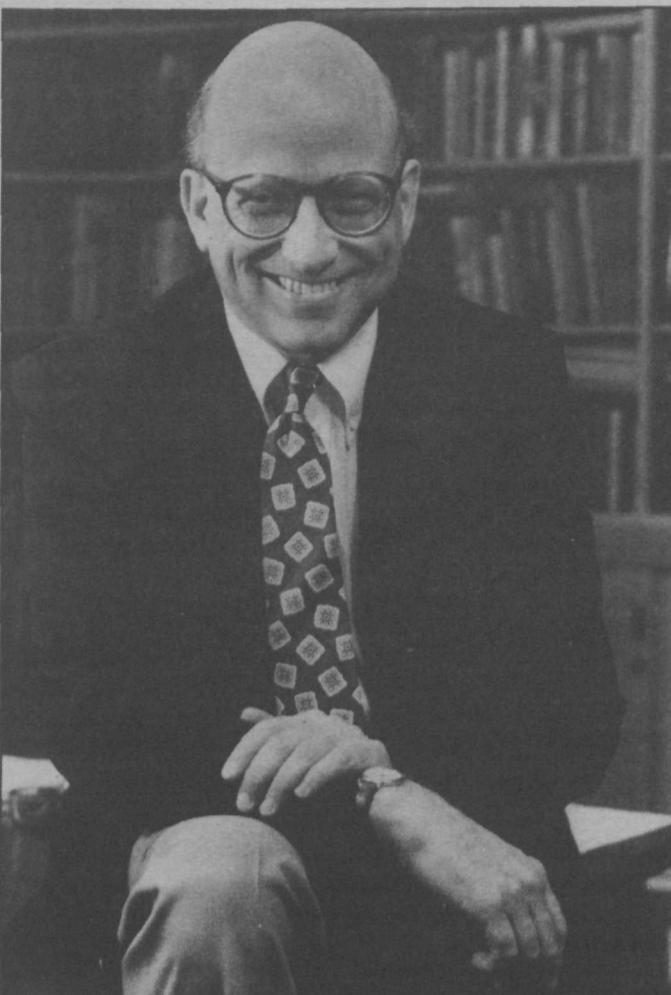
Lipsky said that one of his goals is to prepare ILR students for the opening of business opportunities in the former Soviet bloc, the challenges posed by Japan and Asia's newly industrialized nations and the trade arrangements on the American continent.

"We are trying to do two things," Lipsky said in an interview. "We are internationalizing our curriculum, research and extension work; and we are developing research centers and institutes within the school."

ILR's research centers illustrate how the school is involved with all issues in the workplace. "In the old days, our school was stereotyped as dealing only with labor and management issues," Lipsky said.

"Labor-management relations has always been one of our strengths, but we now are involved with all aspects of the world of work broadly defined. We deal with people issues: human resources, sexual harassment, alcohol and drug problems, testing for AIDS, equal opportunity, retraining workers, plant relocations, the global economy — everything involving the workplace and employment."

During the past three years, the school set up two new research centers, the Institute in Collective Bargaining, directed by Harry Katz, a professor who specializes on unions in the auto industry; and the Institute



Chris Hildreth/University Photography  
Dean David B. Lipsky of the School of Industrial and Labor Relations.

for Labor Market Policies, directed by Ronald G. Ehrenberg, an academic labor economist, and Richard P. Shore, who came to Cornell from the U.S. Department of Labor.

Founded earlier, the R. Brinkley Smithers Institute for Alcohol-Related Workplace Studies, directed by Samuel B. Bacharach, conducts research on substance abuse and this year started the nation's first newsletter on alcohol and other drug problems in the workplace.

ILR's fourth research program, the Center for Advanced Human Resource Studies, is supported by 54 corporations, including several Fortune 500 companies. Its executive director is Albert T. Brault, who came to the center from an executive position in Eastman Kodak Co. Academic director is Lee D. Dyer, a specialist in human resource management.

The Higher Education Reauthorization Act, signed by President Bush in July, authorizes the establishment of the nation's first National Center for the Workplace in a U.S. university. Lipsky said the ILR School "is very interested in this proposal, and we have been working with people involved in the legislation."

Internationalization is one of Lipsky's two major priorities for the 1992-1993 academic year. "We may establish a new program focusing on the international workplace," the dean said. "Our other priority is to move forward on our building program."

### New buildings

ILR buildings that face Tower Road will be replaced by new structures to give the school 100,000 square feet of additional space. "When you drive along Tower Road now, you see the roofs of our buildings," Lipsky said. "When construction is completed you will see a three-story and a six-story structure."

Construction is scheduled to start in July 1993 and be completed by March 1996.

The buildings ILR has occupied since 1962 were designed for 350 students, but enrollment now is 800. "We ran out of library space in 1978, and one-third of our library collections is stored in the library annex in the apple orchard," Lipsky said.

The \$17.2 million construction project will be financed by \$15 million from New York state, the balance from Cornell, Lipsky said.

Like all of Cornell's state-sup-

ported units, the ILR School has been fighting the budget battle for the past five years. "We have sustained serious financial losses, with cuts in our state appropriations for five years in a row," Lipsky said. "After the first two or three years, we had cut out the fat. Then we were cutting into muscle and then into bone. The first cuts were small salami cuts. But two years ago, we cut \$1.2 million from our budget. Over the past five years we have taken well over \$2 million out of our budget because of losses in state appropriations."

### Making layoffs

In January 1991, ILR issued its first layoff notices that were directly related to state appropriations, giving notice to a dozen staff employees. Two more staff employees were laid off this year. "It was not a pleasant period," Lipsky commented.

ILR assisted several laid-off staffers in finding employment in Cornell's endowed units, which had placed an official freeze on outside hires to accommodate reductions in statutory units. Some of ILR's dismissed employees returned to school. One opened a restaurant in New Mexico. "None of them had to seek unemployment compensation," the dean said.

"Our strategy has been to protect the teaching, research and extension missions of the school," he said. "We protected our faculty and the student services people" who work with students in obtaining financial aid.

Although ILR dismissed no faculty as a result of budget cuts, the school suspended seven faculty searches that had been authorized in 1990. "When the dust settled last year, we were able to hire two additional faculty and this year we have hired three," Lipsky said.

The ILR faculty now numbers 52 members. But to meet the budget, Lipsky said that ILR "gave up five faculty lines, vacancies that we have not filled." These vacancies were created by faculty who left voluntarily.

ILR's 1992 expense budget totals approximately \$22.5 million, Lipsky said. Revenues include state appropriations of about \$9.7 million, tuition and fees \$6.3 million, and revenue from services \$3.7 million. The balance comes from gifts, endowment income and other sources.

### Relying on other revenue

"We now are relying more heavily on tuition, gifts and projects that earn money for the school," the dean explained. "There is a great demand for our extension programs. In recent years, we have added a half-dozen extension faculty whom we have funded because we were able to run more money-making programs."

ILR extension programs offer off-campus credit courses that are held in various cities throughout the state and attended by union members, managers, employment assistance specialists and others. Annually about 5,000 people take these courses, which some state colleges accept as credit toward degrees. Each year another 15,000 adults participate in non-credit programs offered by the ILR Extension Division.

ILR students studying on campus represent a rich ethnic mix. "We have the highest percentage of underrepresented students at Cornell," Lipsky said. "We actively recruit blacks and Hispanics, who now comprise about 25 percent of our enrollment."

Lipsky is trying to increase the number of minority faculty members, who now number one African-American and one Hispanic. "It's tough sledding to locate minority faculty," he said. The school's 52 faculty include 12 women.

ILR was a leader in organizing the Industrial Relations Council on Graduate Opportunities for Advanced Level Studies (GOALS), a non-profit corporation of 11 universities and 27 U.S. corporations that encourages minorities to pursue master's-degree studies in labor and industrial relations.

This autumn, ILR is starting a new graduate program for a master of professional studies degree, designed to attract labor and industrial relations professionals from throughout the world. "The ILR school is particularly interested in trying to meet the needs of third-world participants in their efforts to understand various employment issues such as wages, benefits and incentive systems in an emerging free market economy," Lipsky said.

First M.P.S. candidates include an economist from East Europe, a lawyer from a Pacific-rim trade union and a management specialist from Latin America.

School of Industrial and Labor Relations

FACT FILE

- ✓ Faculty — 52
- ✓ Staff — 110
- ✓ Undergraduate students — 650
- ✓ Graduate students — 150
- ✓ Annual budget — \$22.5 million.
- ✓ Outreach — ILR operates extension offices in

New York City, Old Westbury, Buffalo, Albany, Rochester and Ithaca. From these offices, 75 specialists conduct training programs in labor-management relations, human resource management and development, employment relations and employment policies. The programs are designed for union members, corporate managers, policy makers and employees.

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Like all of Cornell's state-sup-



# Engineers must prepare for a changing world

By Larry Bernard

Engineering educators in this country have to engineer new and innovative ways to teach and train students for a changing world.

The end of the Cold War, reduced federal research budgets and a shifting of industrial priorities have converged to force fundamental changes in the way universities teach future engineers. So says William B. Streett, dean of the College of Engineering.

"In the 1970s and 1980s, we succeeded extremely well in graduate education and research. That has given us the reputation and ability to attract a large number of qualified students and faculty," Streett said. "However, in the course of that, the experiences of undergraduates, especially freshmen and sophomores, were neglected."



Chris Hildreth/University Photography

Dean William B. Streett of the College of Engineering

Now we are working hard to get the right balance of emphasis."

That means undergraduate education gets high priority in the college this year. A number of programs and policies are in place to enhance their experience.

### Faculty advising program

Among them is a revitalization and renewed emphasis on the faculty advising program. All faculty, from the most junior to the most senior, participate in undergraduate advising, and all faculty take turns as freshman advisers.

"The engineering curriculum is very demanding," Streett explained. "The first two years, students take mathematics, physics and chemistry in large lecture sections taught mainly outside the college. Often the relationship of the mathematics and basic science to engineering is not obvious to them. That can be very frustrating. We're re-examining the entire freshman/sophomore experience."

One of the concrete changes as a result of this re-examination is the restructuring of two important freshman courses: Computer Science 100 and Mathematics 191. Typically large introductory courses packed with students, these are the first courses in the respective fields. This year, however, Math 191 will be taught in sections of 25 students, with half the faculty from the engineering college and half from mathematics.

The computer science class also will be taught in smaller sections than in the past. And a more basic course—Computer Science 99—will be available for the first time for students entering college with no previous computer experience.

### Tutorial program

Another example is the Engineering Tutorial Program, which, on a trial basis, offers freshmen the opportunity to take a one-credit, pass-fail seminar. In it, they spend one hour per week with their faculty adviser

to talk about anything related to engineering. "The thrust is to provide a mechanism for the adviser and the student to get to know each other as friends," the dean said. He said he hopes to reach more than half the incoming 665 engineering students with the tutorial.

"These students need an experience early on in which the professor gets to know him or her, knows their progress, gives advice. These programs give them a more intimate experience," Streett said. "What we have learned is that the freshmen and sophomores have felt disconnected from engineering. Often they don't see the relationship of what they're studying to what they're interested in, and they don't feel that anyone on the faculty knows them and is genuinely interested in their goals and aspirations, and their progress. This is one of the biggest challenges of engineering education."

Indeed, engineering education in the past has focused on a sink-or-swim approach: Throw a bunch of good students into a pool of challenging introductory courses, and those who survive go on to become engineers. The fundamental problem, though, is that the nation needs more engineers, and the old approach is too limiting, Streett said.

"We need to reach out early and encourage students. We've tended to treat introductory courses as a filter—if they can't cope, they're out. We're losing too many good people that way—underrepresented minorities as well as others. Attrition has been close to 30 percent. We can no longer tolerate that. We've got to create courses that are magnets, not filters. We've got to pull students in, not filter them out," he said. "We want to make the first- and second-year students' experience more encouraging and supportive."

### Eight-university coalition

One way to encourage more women and minorities into the science, and specifically, engineering, pipeline is through Synthesis, a National Engineering Education Coalition. Synthesis is a National Science Foundation-funded consortium of eight universities, coordinated by Cornell. Its mission includes finding ways to develop high-technology methods of teaching engineering in the next century, as well as to make engineering more attractive to students, particularly minorities and women.

"This is an important activity for the college," Streett said. "With modern electronic classrooms, a national network for videos and demonstration programs, classrooms can improve the quality and efficiency of undergraduate education."

Another effort in that direction is "She's the Engineer," a professionally produced videotape commissioned by the Women's Program in Engineering and the college, aimed at junior high and high school aged girls to show them why they may want to consider becoming an engineer.

Cornell's engineering college already has a high percentage of women students—about 24 percent, compared to 17 percent nationwide. Streett, however, wants the Cornell figure to be 40 percent within five years.

"That means increasing retention, not just enrollment," he said. Toward that end, the college has instituted support and mentoring programs available to all freshmen engineering women. The system pairs the student with a mentor upperclasswoman or graduate student, faculty member, or alumna in industry. The college also is trying to provide the framework for small study groups, since students tend to do better studying in such groups than when alone.

Further fueling the changes in engineering education is the end of the Cold War and a new emphasis on the part of American industry, Streett said.

"The end of the Cold War has brought a distinct shift away from national defense, toward knowledge of how to design, manufacture and market consumer products that will make us competitive in world markets," he said. "We cannot compete and succeed unless we manufacture goods—take raw materials, make a quality product and sell it, something the Japanese have been doing very well. But how do you educate students to cope with this kind of thing?"

"I feel very strongly, and this is a personal view, that we have to broaden the base of engineering education," Streett said. "We have

to add elements of a broad liberal education. Students have to know more than circuit theory. They have to know about the languages, histories and cultures of other countries."

He added: "Engineering education must and will evolve in the direction of other professions, such as law, business and medicine." In fact, the engineering college has a one-year program for a master's of engineering, in which students earn a professional degree before joining industry.

### Doing more with less

Another priority in engineering is, like everywhere else, to do more with less. The college gradually is reducing the number of faculty through attrition—not replacing all faculty who leave or retire—but asking those who remain to do more teaching yet still bring in research grants.

That is particularly difficult for young faculty who do not have tenure. "The pressure is really on the non-tenured faculty," Streett said. "The system has changed since they were in graduate school. It's much harder to get funding. They're struggling to get grants, spending more time writing grant proposals at a time when I'm telling them they have to do more teaching and undergraduate advising. It adds a new stress to the system. But we have to achieve a balance, where we still get what we need for teaching and they still get their grants."

It's in the faculty's best interest, the dean said, to devote more time to undergraduate education because the pool of students may not always be available.

This year, for example, the engineering college exhausted its waiting list and still came up short about 20 students. This fall, 665 students are enrolled, with a college goal of 685, at a time when applications increased 1 percent from last year, from 4,274 to 4,327. Last year, the college didn't use the waiting list at all. "All the schools we compete against—MIT, Princeton, Stanford, Duke—went to their wait lists this year in fairly large numbers," said Rich Hale, assistant dean and director of engineering admissions.

Said Streett: "This can only suggest to me that compared to other years, the number of people willing to pay for an Ivy League education dropped off a bit. If that continues for several years, it will be a matter of grave concern for the university," Streett said.

"It could be a mistake to assume that no matter what happens students will come here. Cornell is tuition-driven. We all have to realize that if the tuition resources are not there, it's going to affect programs," he added. One of the ways to compensate for the decline in federal revenue is to forge university-industry partnerships. The engineering college is making this an increasing priority, Streett said, as both the industry and university can benefit.

### Partnerships with industry

The Design Research Institute, in which eight Xerox Corp. employees have full visiting appointments in the college, is seeking more industrial partners. And the Electronic Packaging Alliance, a partnership between Cornell and companies such as IBM, Digital Equipment Corp., Corborundum, AMP and others, has a \$1 million National Science Foundation grant for research and teaching facilities in Kimball Hall.

"This is an important model for future university-industry relationships," Streett said.

College of Engineering	
FACT FILE	
✓ Faculty	— 215
✓ Staff	— 275
✓ Undergraduate students	— 2,636
✓ Graduate students	— 1,068
✓ Annual budget	— \$94.1 million
✓ Outreach	— Synthesis, a national coalition funded by the National Science Foundation and coordinated by Cornell, has programs for students in kindergarten through grade 12 and for community colleges to show them first-hand about the study and practice of engineering. Also, the student chapter of the American Society of Civil Engineers helps design and build projects around campus and Ithaca. The Design Research Institute is a partnership of the college and Xerox Corp., and the Electronic Packaging Alliance has several industrial partners.



# New facilities, curriculum on tap at Vet Medicine

By Roger Segelken

The \$82 million expansion of the College of Veterinary Medicine, now rising at the east end of Tower Road, is but the most visible sign of change in Cornell's first statutory college. As New York's only veterinary medical college prepares to celebrate its centennial in 1993-94, a revolution in education is taking place, according to Dean Robert D. Phemister.

"All veterinary colleges are struggling to determine how best to prepare students for a 35- to 40-year career at a time when the amount of information in the biomedical sciences keeps expanding," Phemister says. "We had a little jump on other schools, some of which are just now beginning to plan curriculum revisions, and we now have the momentum to implement fundamental changes in the way veterinary education is conducted as we begin our second century."

As the seventh dean of the college spoke from his third-floor office in the glass-fronted Veterinary Research Tower, rumbling construction machinery below molded an old traffic circle into a pedestrian plaza. That architectural feature, Phemister hopes, will become an attractive anchor to his realm off Tower Road, beckoning strollers along that tree-shaded promenade to explore the cluster of buildings that has been *terra incognita* for many Cornellians on the "lower campus."

#### Largest construction project

Aesthetics aside, most of the massive expansion project will be more purposeful. The largest single construction project ever at a New York state-supported college will produce 183,000 square feet of research laboratories and technical-support facilities, modern teaching spaces, a larger and updated library, a new small-animal clinic in the teaching hospital and a major expansion of the large-animal clinic. And that's just "Phase I." Still in the preliminary planning phase is a renovation of the 35-year-old Schurman Hall, the laboratory-office-classroom building that has been plagued with indoor ventilation problems and a structural design from another era.

In 1957, Phemister observes, the college was conducting about \$187,000 in research a year; today, its \$22 million in research makes it the most active in that field among the nation's 27 veterinary colleges. "We're trying to make our facilities catch up with the growth in our programs," the dean says.

"In some ways, our problem paralleled that of the College of Engineering, which for a time was primarily a teaching institution with an emphasis on undergraduate education," says Phemister, dean of his college since 1985. Before that he was dean for eight years of Colorado State University's College of Veterinary Medicine and Biomedical Sciences. "Veterinary Medicine at Cornell has also evolved and matured as a college, while giving a high priority to the education of veterinary students."

More than three-quarters of the entering D.V.M. class are women, compared to 55 percent in 1982 and 15 percent in 1972. College-based courses in areas such as physiology, bacteriology and immunology have traditionally been open to undergraduates, though that is changing in the face of annual cutbacks

in the state's operating budget for the college, Phemister said.

But "this construction expansion represents a magnificent commitment on the part of the state to address the needs in veterinary education, animal care and biomedical research," says Phemister. He does not mention the years of delays and disappointments, as Cornell officials and sympathetic legislators worked to raise the bonding "cap" and permit the state to borrow enough to fund the project. Phase II, the renovation of Schurman Hall, awaits another hike in the state bonding cap, and is not likely to start before 1995, although some planning expenditures have already been made.

#### Diagnostic Laboratory

Another unmet need, the dean notes, is expansion of the Veterinary Diagnostic Laboratory, whose two-story structure is now surrounded and dwarfed by the construction. That unit is operated by Cornell for the state Department of Agriculture and Markets, which has no bonding authority at all. Even the lab's disease-fighting programs are perennially threatened with eradication because "Ag and Markets" is a frequent target of state budget pruners.

Most people know Cornell veterinary medicine — if they think about it at all — from the diploma on the wall at their family vet's office. That general understanding misses some of the most vital services performed by the college, Phemister thinks. He points, for example, to the Quality Milk Promotion Program and the Bovine Research Center, which provide disease-control and animal-production assistance to the state's dairy and beef cattle industries.

Two other units that are better known to horse owners than to the general public are the Equine Drug Testing and Research Program, with central labora-

tories in Ithaca and track-side facilities around the state, and the Equine Research Park. The Feline Health Center provides similar extension support and conducts basic scientific studies in behalf of the more than 50 million cats in the United States. Birds are the focus of the Avian Disease Laboratories in Ithaca and Eastport, Long Island, which serve the state's poultry industry.

The college unit undergoing some of the most profound changes, according to Phemister, is the James A. Baker Institute for Animal Health. Forty years ago, the Baker Institute was primarily concerned with the microbiology of infectious diseases of swine, cattle and dogs, the dean recalls, and its laboratories are recognized as the source of important vaccines such as those protecting against canine distemper and canine parvovirus disease. Now the Baker Institute has become a multidisciplinary research center with concentrations in immunology, molecular biology and genetics, in addition to microbiology.

#### Beyond the classroom

The comprehensive veterinary college with its seven academic departments (anatomy; avian and aquatic animal medicine; clinical sciences; microbiology, immunology and parasitology; pathology; pharmacology; and physiology) and the Veterinary Teaching Hospital, is well-equipped to provide continuing education for practicing veteri-

narians and other specialists, says Phemister. Education beyond the classroom takes place, for instance, when Cornell experts conduct seminars on the spread of raccoon rabies in New York state or on poultry-disease diagnosis in Third World countries.

The college's commitment to teaching won't change, but some of the methods will, according to Phemister, when first-year veterinary students begin following a new case-study curriculum as early as fall 1993. Strategic planning began in 1987, the dean said, following a national symposium on veterinary education. A faculty committee on academic planning led the effort.

The curriculum survey found plenty of room for improvement in veterinary education, Phemister said. Today's veterinarian needs to learn to communicate with his or her clients, the college was told, as well as with other professionals, and with individuals in the community on issues of public health and food safety. In a consumer-oriented society, veterinarians must become more sensitive to costs of animal production and care, the dean added, and to understand the role of veterinary medicine in the larger context of society.

But the overwhelming concern was information overload, Phemister said.

"We realized that we shouldn't provide an education that is a mile wide and an inch deep," Phemister said. "The challenge became: How best to prepare students without becoming preoccupied with trying to teach them everything."

#### Learning in context

The solution, Cornell veterinary educators decided, was "learning in context" through a modified problem-based, case-study system, an approach that was pioneered by medical schools such as McMaster and Harvard. Teaching will be organized around interdisciplinary "blocks," rather than the traditional disciplines, the dean said.

Other veterinary colleges in the United States and Canada are watching the Cornell curriculum experiment with great interest, the dean said. "I can't say everybody will adopt it," he added, noting that the Cornell method of teaching doesn't yet have a formal name. "The case-study system has been slow in taking hold in human medicine. We are seen as a leader — among veterinary colleges — in an evolving field. It is a risky endeavor, and some schools will do nothing," he said, making clear his opinion that failure to change incurs the greatest risk.

## FACT FILE

### College of Veterinary Medicine

- ✓ Faculty — 156
- ✓ Staff — 734
- ✓ D.V.M. students — 320
- ✓ Ph.D. students — 100
- ✓ M.S. students — 10
- ✓ Residents and interns — 38
- ✓ Annual budget — \$45 million
- ✓ Outreach — The Small Animal, Large Animal and Ambulatory clinics offer health care for animals throughout the Northeast. Some 350,000 tests are performed annually by the Veterinary Diagnostic Laboratory, which also runs the Equine Drug Testing and Research Program, the Quality Milk Promotion Service, and the Three-Disease Program for the state's cattle industry. Diagnostic Lab veterinarians operate a trap-vaccinate-release program to control the spread of raccoon rabies.



Peter Morenus/University Photography

**Dean Robert D. Phemister of the College of Veterinary Medicine, where an \$82 million expansion is under way.**



# School redefines 'college student' as adults, youngsters

By Lisa Bennett

Judging by the number of students on campus this summer, the impact of the recession seemed evident — at least at first glance. Enrollment among full-time students taking Summer Session classes dropped by 3 percent. And enrollment among high school students in the Summer College program fell sharply, by about 21 percent.

Glenn Altschuler, dean of the School of Continuing Education and Summer Session and professor of American studies, says he is concerned about the trend, which has also been experienced at Cornell's peer institutions.

But Altschuler, who is entering his second year as dean, sees growth, and still greater potential, in the school's other area of continuing education: for adult learners.

Some 2,220 people participated in professional or special programs in 1991-92, up 24 percent from 1990-91. This made professional and special courses the largest program offered by the school. Cornell Adult University also experienced an 8 percent growth in enrollment, as it attracted near-capacity enrollment of 1,972 alumni and others to week-long programs on-campus and study tours across the United States and abroad.

**If anything good can happen from bad economic times, it's a reminder that the university should constantly be looking outward and being responsive to people's needs at all ages and stages.'**

The opportunity for further growth in professional and special education programs, Altschuler says, is now limited only by the imagination. And tapping it is his top priority for the coming year.

"I have encouraged my staff to think creatively about significantly increasing classes for adult learners," he said. "We want very much to make more people aware of Cornell as a continuing education opportunity."

#### Professional programs

Professional programs were first introduced by Cornell 10 years ago, with the goal of fulfilling the land grant mission of the university at a level that reached beyond Cooperative Extension audiences to corporate, professional and government groups.

In the 1990s, demands for professional education will grow because of the dynamic nature of the professional world, where technology and jobs change fast and people often job — even career-hop, according to Altschuler.

"Continuing education is something universities will be compelled to confront in the 21st century, or earlier. In these days where the information revolution is the latest and the most long-lasting of the revolutions, people recognize that education cannot cease with an undergraduate or a graduate degree," he said.

Altschuler argued that it is important not only for the university to reach out to professional audiences to fulfill the land grant mission of the university, but to build awareness of Cornell's research

strengths among participants, who are often influential members of industry, the government and the professions.

Among the courses offered last year were: "Managing the Next Generation of Manufacturing Technology" for senior managers; "Site Grading" for architects; and "Summer Program in Nutrition" for dietitians and nutritionists. Program fees ranged from \$215 to \$2,950.

While the school's challenge is to attract more people who work and live in metropolitan areas to this remote location, its strategy will be to emphasize the quality of Cornell's faculty and the ability of the college to design programs that meet the needs of adult learners, Altschuler said.

Among other programs that the School of Continuing Education and Summer Session will continue to promote this year are:

• **Cornell Adult University:** Altschuler aims to expand the number of Cornell Adult University study tours and short courses to offer a range of more "popularly priced ones." CAU offers week-long liberal arts and special interest courses on campus in the summer and off-campus year-round. They are designed and led by Cornell faculty.

Among the short courses offered on campus this summer were: "Liking Ike and Loving Lucy: American Politics and Popular Culture in the 1950s," taught by Altschuler and Joel Sibley, the President White Professor of History; "Home Landscape Design Workshop," taught by Marvin Adleman, professor of landscape architecture, and Rick Bogusch, landscape architect with the Cornell Plantations; and "Rock-Climbing: Higher Education Workshop," led by the staff of the Cornell Outdoor Education Program. Fees for these courses were \$665 to \$705, including double occupancy lodging and meals.

#### Study tours

Among the study tours offered off-campus next spring will be: "Natural History and Culture of Papua New



Peter Morenus/University Photography

Dean Glenn C. Altschuler of the School of Continuing Education and Summer Session.

Guinea," led by President Frank H.T. Rhodes, a geologist, and Howard Evans, an anatomist and zoologist; "Ornithology and Natural Ecologies of Gulf-Coast Texas," led by Richard Fischer, professor emeritus of environmental education; and "Life Beside and Beneath Chesapeake Bay," led by John Heiser, director of Cornell's Shoals Marine Laboratory, and Mary Beth Norton, the Mary Donlon Alger Professor of American History. Fees for these programs range from \$765 to \$6,460.

Altschuler also hopes to continue to add more lesser-priced study tours in the future. For example, while a study tour to the London theatre has been offered annually for \$2,595, a similar trip was added this summer that took theatre-goers to Stratford, Ontario, for \$895.

• **Summer College:** Altschuler aims to boost financial support for high school students academically qualified to participate in Summer College, the program hardest hit by the recession.

Enrollment in the summer of 1992 dropped to 600, down by about 21 percent, or 100 students, from the summer of 1991.

Cornell's Summer College, which was started in 1960, is the oldest and most comprehensive college-level summer program for high school students, according to associate dean Charles Jermy.

In the program, high school juniors and seniors select two courses from among 120 regular undergraduate courses for which they receive college credit. They also participate in special afternoon seminars that introduce them to career possibilities and academic fields and live in campus residence halls, as preparation for their future college experiences.

#### Recession hit

But in recessionary times, many parents decided in 1991-92 that a tuition, room and board fee of \$3,800 made summer college an expendable expense, Altschuler said.

He believes, however, that helping financially-strapped families send their children to school is increasingly important.

And, this year, he hopes to encourage more individual donors, clubs and corporations to recognize that "it is in our interest as a society not to leave people behind" and it is practical to start helping as early as possible.

"If anything good can happen from bad economic times," the dean added, "it's a reminder that the university should constantly be looking outward and being responsive to people's needs at all ages and stages."

Altschuler already began to boost efforts to provide full or partial scholarships to needy students last year. Sixty-nine of the 600 participating students received some \$200,000 in financial support.

Twelve African-American students from New York City, for example, were able to take Summer College classes, under full tuition and room and board scholarships, as the result of a \$48,000 gift from an alumnus and the cooperation of Boys and Girls Harbor Inc. in East Harlem, which helps disadvantaged children.

• **Cornell University Summer Session:** Although 3 percent, or 47, fewer students took Summer Session classes this year than in 1990-91, Altschuler said he is going to take a wait-and-see strategy toward Summer Session this coming year because he thinks the economy and enrollment could turn around in 1992.

Summer Session, which celebrated its centennial in 1991, offers three-, six-, and eight-week summer courses and other special programs to students and the community.

## Continuing Education & Summer Session

# FACT FILE

- ✓ Faculty — 523 (temporary)
- ✓ Staff — 38 (permanent), 37 (temporary)
- ✓ Students — 7,946
- ✓ Annual budget — \$12.5 million.
- ✓ Outreach — Many events are open to the community each year. This year's included a lecture series, outdoor and indoor concert series, midday seminars and performances, special tours, performing arts series and nature stories. Among the special tours were the architecture of Cornell and a tour of the Mundy Wildflower Garden at the Cornell Plantations.

# Going behind prison walls

## Cornell's new W.E.B. DuBois Professor encounters his fears, and writes about them

By Lisa Bennett

Going to prison is hard. Even if you're only a visitor. Even if, like Ken McClane, you've visited there before.

On Aug. 13, McClane walked across the train tracks that edge Auburn Correction Facility and looked for the guard tower of this medieval-looking maximum-security prison.

"See, he's spotted us already," McClane said, recalling this "no-nonsense" guard he wrote about in the essay that followed his first visit to give a poetry reading in 1988.

"By the time you have noticed him, he has noticed you... That you are a writer, or a college professor, or a dutiful husband is of little significance. Here, as the guard corroborates, there is no room for romanticism: he's seen your kind before," he wrote in *Walls: A Journey to Auburn*, selected as one of *Best American Essays of 1988*.

McClane continued to walk, staring at the high, thick, burnished walls. "What's hard to remember," he commented, "is that they're only human beings in there."

Inside, the guards searched McClane's wallet and the brown folder that held his speech. They sent him through two metal detectors, stamped his hand with an invisible code he would have to show under a purple light on the way out, then sent him through the first set of electric doors. They slammed shut, sounding loud, dead and final.

The 41-year-old McClane, who this summer became the W. E. B. DuBois Professor of Literature in the College of Arts and Sciences, made this trip to Auburn to give the commencement address to 21 inmates who completed associate's degrees in the Cayuga Community College Inmate Higher Education Program. He was invited by the director of the program, Valerie Bauhofer, Class of 1985, who knew of McClane from Cornell.

### A fearful day

But a rare day of celebration for the inmates was a fearful day for McClane. He feared the walls. He feared delivering the commencement talk. What do you say to students who have completed their work but are not about to improve society or even live in it? And he feared a day of looking eye-to-eye at men whose fate he believes could have been his.

McClane was born and raised on 147th Street in Harlem. His parents were extraordinary: his father, a doctor; his mother, an artist. He went to a prestigious prep school, Collegiate School, where he was the only African-American and only the second to ever attend. Then, hating Harlem, McClane got out.

Coming to Cornell just months after the Willard Straight takeover by black student activists, he received a bachelor's degree in English in 1973, a master's degree in English in 1974 and a master's of fine arts in 1976.

He has taught here since, while also publishing six books of poetry. In 1988, they were collected into *Take Five: Collected Poems, 1971-1966*, the first book in the series *Contemporary Black Poets*, edited by Henry Louis Gates Jr., the African-American scholar who was then at Cornell and is now at

Harvard. In 1991, he published his first book of essays, *Walls: A Journey to Auburn*.

Despite his family, his education, his publishing success and his position as an endowed professor at Cornell, McClane was still "homeboy" to many of the men at Auburn Prison.

"How quickly one becomes naked," he said.

After passing through a half-dozen security checkpoints, McClane arrived at the Auburn chapel, where the graduation ceremony was being held. Family members, including wives, children and a cousin who said she had just traveled 12 hours

your resolve tested, that the demands of life are our greatest proving ground. Do remember that the easiest route is usually the safest, and safety never insured anything more than distance from those things that truly matter; love is never safe.

"As you move on from this commencement, I challenge you to look long and hard at others, at yourself, and to demand of everyone that he or she take the risk of presence. Do not be afraid of loving; do not be afraid of vulnerability; do not be afraid of life," he said.

After the ceremony, the inmates approached McClane in the back of the chapel.

"You talked from the heart, man. I could tell," one said.

"You came from 147th Street? I came from 145th. You know what it's like," said another.

"Hey, are you some kind of new age professor?" a third asked, trying to figure out how to reconcile a Harlem home, a preacher's style and success as a professor and writer.

McClane returned their compliments and said later that he was impressed because, "rarely have people done so much with so little and so little to gain."

### Here are two seats

Lunch was held in the law library, where a sign meant for other days read: "You Must Be Reading." The tables were covered with red paper tablecloths. On top were vases holding red and white carnations. McClane picked up a slice of turkey roll and looked for a table.

An inmate whose muscles bulged in a green Izod shirt jumped from his seat and yelled, "Here are two seats!"

This opened a nearly two-hour conversation that covered

film maker Spike Lee, the Rev. Jesse Jackson, the Rev. Al Sharpton, several African-American authors, the state of Harlem and younger African-American men today, prison tactics and Cornell. The would-be host in the Izod shirt said he was once a Cornell student but while working at a law firm he became angry about being passed over for a promotion and "trashed the place." He wanted to know if the Ithaca falls were still running.

Another inmate who said he read *The New York Times Book Review* every week wanted to know what McClane thought of Terry McMillan's new book and Alice Walker's and, judging by the way McClane talked, if he read James Baldwin. Baldwin, McClane says, taught him how to think.

Later, as a guard whose job was to announce, "This event is over. All visitors please leave now," began to mull around the tables, the inmate with the Izod shirt leaned back and admitted, "Wow, I'm rusty at this. You have to understand we don't get many opportunities to have a conversation like we just did."

Neither does McClane, he later said. As he faced all the fears he expected in prison, he found on the other side of the walls an intensity and honesty that is less available in an academic environment, he observed, where candor is sometimes muted by concerns about grades.

Thinking about that on the way back to Ithaca, exhausted, exhilarated and looking out at the farm land that suddenly seemed surreal, McClane said, "There's an essay in this."



Professor Ken McClane outside the Auburn Correctional Facility in 1988.

Jill Peltzman

by bus, were seated in the pews. To music played on an old piano, the student-inmates filed in wearing academic robes and dull-green prison pants. One man kept trying to push up the robe's sleeve as if it were a sweatshirt.

### Capable of killing

Then McClane, who is the grandson of a preacher and now working on a book of essays about his family, stood up to tell stories about himself and his family. When he was a child, he said, he threw a dart at his only brother, Paul, and instantly understood that he, too, was capable of killing, even though, fortunately, the dart missed. Years later, he saw his brother — who always called McClane the lucky one — succumb to the streets of Harlem and die of alcoholism and septicemia at 29.

More recently, McClane said, he has been thinking about his parents who now have Alzheimer's disease and who he, with great anguish, put in a nursing home. His father telephoned the other day to say he was driving his new Lincoln to Ithaca to pick up his friend Rosemary and get married. But there was no Lincoln, Rosemary doesn't want him, and his wife was right beside him, McClane said. "Should I have admonished him to come back to reality, to face the fact that sitting in that nursing home was all he could anticipate?" McClane said. He could not.

"Life is infinitely more knotty, intricate and mysterious than I imagined at age 16 or even age 30," he said. "If I can suggest anything to you it is that you should be prepared forever to have

## Environmental Toxicology names new director

By Roger Segelken

Rodney R. Dietert, professor of immunogenetics in the College of Veterinary Medicine, has been named director of the



Rodney R. Dietert

Center for the Environment. ICET's programs contribute to an enhanced quality of life by improving the understanding of the interaction of environmental factors with

living systems. Through ICET's graduate and postdoctoral training programs, the next generation of toxicologists is being readied to meet future needs.

Dietert, a specialist in avian immunotoxicology and immunogenetics, succeeds James W. Gillett, professor of ecotoxicology in the Department of Natural Resources. A member of the Cornell faculty since 1977, Dietert holds a Ph.D. in zoology (1977) from the University of Texas at Austin and a B.S. in zoology (1974) from Duke University, where he was a visiting professor of pathology at the Medical School in 1991. He is currently an adjunct professor of poultry science at North Carolina State University, the editor of *Poultry Science Reviews* and the author or co-author of more than 150 articles in his research field.

The new director said the institute would

continue its focus on education and research "by offering study opportunities in environmental and biomedical toxicology for exceptional graduate students and postdoctoral associates early in their careers." Study in those fields is supported, in part, by training grants from the National Institute of Environmental Health Sciences and a Superfund Basic Research and Education Program grant from the same agency.

Dietert said the 34 Cornell faculty members affiliated with the institute through the Graduate Field of Environmental Toxicology represent an unusually broad spectrum of toxicology expertise. These faculty are derived from 18 university departments and affiliated units, ranging from entomology, nutritional science and veterinary pathology to agronomy, pharmacology and environmental engineering.

## Alumnus among new SUNY trustees

Three new members, including an alumnus of the Cornell Law School, have been named to the State University of New York Board of Trustees.

The three are N. Theodore Sommer, J.D. '61, a partner in the Binghamton law firm of Hinman, Howard & Kattell; Gary G. Fryer, vice president with the Lawrence Group, an Albany area-based national insurance corporation; and Thomas Dixon Lovely, chairman of the board and CEO of Fidelity New York Bank.

In addition, Hazel N. Dukes, president of the New York City Off-Track Betting Corporation, was renominated to the board.



Sommer

## COMMENTARY

# Most professors are not interested in undergraduates

By Peter W. Pruyne '90, M.S. '92

As I come to the end of a seven-year stay at Cornell, I am trying to come to an understanding about what Cornell has meant to me.

I enrolled in 1984 as a freshman in the College of Arts and Sciences. By the spring semester of my sophomore year, I had become disillusioned about my major as well as my own capabilities. While I never actually failed a course, my first four GPAs had been 2.96, 2.79, 1.55 and 1.22.

At the same time that I was finding out how theoretical the Cornell computer science major was, I was also immersing myself in Air Force ROTC. I felt that for every hour of work I put into ROTC I received 10 times the rewards back, and for every hour that I put into computer science, I felt I wasn't getting anywhere. I also had the idea that to finish college in anything other than four years signaled some kind of failure. With this spurious guideline and having taken Russian for my language requirement, I decided to change my major to Soviet studies.

### Leave of absence

After the semester was over, my college "strongly recommended" that I take a leave of absence. I admitted to myself that Soviet studies was more of a stopgap than a deep desire, and I took a year off, determined to find a college that had a more practical approach to computer science. I spent the first semester of my leave as a student at Tompkins-Cortland Community College, with the hope of earning grades that would make another college interested in me.

The more I looked at other schools, however, the more I began to realize how special Cornell really was. Nowhere else did I find the breadth and depth of subjects that exists here. I withdrew from Air Force ROTC, and with a few good grades from TC3 in hand, I petitioned Cornell to enroll as a part-time student for the spring semester of my leave. I was told that if I performed satisfactorily, I could re-

enroll as a full-time student in the fall. If I did not perform well, I was told that I would have to "go elsewhere."

I eventually earned not only a B.A. in computer science, but also just completed my master's degree in computer graphics in August.

Why was this all so hard for me? Some may say: "Peter, you just didn't work hard enough." This is not a fair judgment.

### Learned on my own

Too many of my professors didn't seem very interested in undergraduates. Some rarely attended their office hours. Half of my TAs didn't always seem to know what was going on. Most of them were not lacking in knowledge, only in the desire and the skill to teach it. Undergraduate teaching was the price they paid for doing research. I learned my subjects not from my professors or TAs but on my own. I learned that the person who looks out best for Peter W. Pruyne is Peter W. Pruyne.

Now, the best teachers that I have ever had in my life I've had at Cornell, and I know that what I learned is close to being state of the art. I also learned that no one will go out of his or her way to help you, so if you want to survive, you had better learn how to help yourself.

Perhaps this is good. If one can survive in a large and impersonal school, perhaps one will be that much better prepared to survive in a large and impersonal world. On the other hand, my parents went into debt at the rate of about \$18,000 a year while I was an undergraduate. Their burden deserved more than a few teachers who had the desire to learn my first name.

### No Nobel Prize for teaching

And who can blame the researcher for not wanting to teach? What are the rewards of successful research? Getting published. Prestige for the researcher, department and university. Ammunition for the next grant proposal. What punishments exist for unsuccessful research? Peer sanctioning. Less chance of tenure and future funding.

What are the punishments for unsuccessful teaching? Poor comments on student evaluation forms. What are the rewards for successful teaching? The satisfaction of recognizing that a student, as A.D. Alexandroff once observed, "is not merely a vessel to be filled, but rather a flame to be lit." Self-satisfaction notwithstanding, the fact remains that there is no Nobel Prize for Teaching. No wonder mentors are so hard for undergraduates to come by.

I know that many of the leaders of Cornell understand all this, but at Cornell, you can't actually make the faculty do anything. There are university-run teaching programs, but none can be made mandatory. As a result, the only people who show up are those who already have a sense of responsibility for teaching. The ones who do not show up are the ones who

really need to be there. And although departments may stress teaching in tenure reviews, how effective can a group of people with questionable teaching ability be in evaluating whether or not somebody else can teach?

How many of the eager, young freshmen that I sat next to in 1984 actually made it through?

And for those who didn't make it, to what extent will they be scarred for the rest of their lives because once upon a time at Cornell they stumbled and fell, and there was no voice around to whisper in their ear, "Come on! Get up! You can do it!"

*Peter W. Pruyne plans to teach mathematics and science on the Seychelles Islands with the Peace Corps.*

## LETTER

# Headline and story misleading

Dear Editor:

I am writing in response to the article in your issue of April 23, 1992, which reported on the talk given by Sir James Black, 1988 Nobel Laureate, at the College of Veterinary Medicine.

Both the title and some of the statements attributed to Sir James may be misleading when taken out of context.

The article suggests that animals need not be used in drug development. Sir James was commenting about how one uses animal models of human disease purely from the perspective that one does not develop an animal model and then test a whole series of chemical compounds to develop a therapeutic agent.

You do not begin by using live animals, but you first analyze the chemical nature of

any particular disease, hence the comments about the role of chemists in pharmacological research.

That is precisely the approach that Sir James pioneered and for which he was awarded the Nobel Prize.

In the final safety and efficacy-testing animals are used, and I am sure that Sir James would not deny that necessity, although he did not address that specific aspect of the use of animals in pharmaceutical research.

I hope that this will clarify some of his comments. It is typical of his style that he is both erudite and provocative.

**David Robertshaw**  
Professor and Chairman  
Department and Section of Physiology

# Book challenges labor to revitalize its publications

By Albert E. Kaff

A new book published at Cornell challenges organized labor to revitalize its newspapers, magazines and newsletters as a step toward invigorating the labor movement.

In earlier days, "outspoken advocates for labor...scraped out a living publishing papers that working people bought to find the information and the inspiration they could find nowhere else," Sam Pizzigati and Fred J. Soloway write in their book, *The New Labor Press: Journalism for a Changing Union Movement*.

But today most union publications have "become little more than in-house puffery sheets for out-of-touch labor leaders," they add.

Scheduled for publication on Labor Day, Sept. 7, by ILR Press, a division of the School of Industrial and Labor Relations, the book is a collection of 20 essays written by editors of labor journals and edited by Pizzigati and Soloway.

The two editors are graduates of the ILR School. Pizzigati directs the publishing program of America's largest union, the National Education Association, which has 2.1 million members. Soloway is a communications coordinator with the International Brotherhood of Teamsters.

The editors argue that union leaders are correct when they "attack the mass media as anti-union." The editors contend: "The American mass media gives us a world where working people — and the challenges working people face — barely exist. In the parade of celebrities that dominates America's front pages and television screens, few working people ever appear."

The answer, they say, is to redevelop the labor press that led the labor movement from the Civil War era to the 1950s. "We remain convinced that a resurgence for American labor is unthinkable without a revitalized labor press," Pizzigati and Soloway write.

The book's contributors and recommenda-

tions include:

- Robert Kalaski, director of communications for the International Association of Machinists and Aerospace Workers: "Nightly commercial network news programs in 1989 devoted only 1.2 percent of their time to news about unions.... The labor beat is disappearing at many daily newspapers."

- Matt Witt, communications director of the International Brotherhood of Teamsters: "There are plenty of reasons for top union leaders to encourage more open, activist labor journalism. A popular publication that is read and helps mobilize members can do a great deal to help leaders achieve their goals and maintain their own popularity."

- J. J. Johnson, publication editor for District Council 1707 of the American Federation of State, County and Municipal Employees: "The labor press ought to be exposing the failure of banks to provide mortgages for minority families, spotlighting the overcrowding of America's urban schools, telling the stories of members denied quality health care."

- Pizzigati: "What a difference a daily paper by and for labor could make, in living rooms, in classrooms, in newsrooms across the United States. A labor daily could give working people everywhere a common point of reference — and force other media outlets to cover stories they would otherwise ignore."

Consumer advocate Ralph Nader praised the book, writing: "At last, a book has come along with a variety of vigorous proposals, perspectives and criticisms about the woeful plight and bright promise of the labor press. For if workers and their unions do not build a labor media of print, radio and television, they will suffer the continual injustices wrought by an unchallenged corporate dominance."

Another comment on the book was written by John Hoerr, a former labor reporter for *Business Week* magazine: "A fresh and provocative book about the unfulfilled possibilities of the labor press that is unflinching in examining the institution, and genuinely helpful in putting forth concrete suggestions for its revival."

## International union president to address Labor Day program at ILR School

With the labor movement seeking ways to revitalize itself, John J. Sweeney, international president of the Service Employee's Union (AFL-CIO/CLC), will discuss the future of organized labor on Sept. 7 at a Labor Day convocation and picnic at the School of Industrial and Labor Relations.

All ILR classes will be dismissed from 11:15 a.m. to 1:15 p.m. so that students, faculty and staff can attend the annual event, said James E. McPherson, assistant dean and director of student services in the ILR School.

With 975,000 members in the United States and Canada, the Service Employee's Union is the largest health care union in the AFL-CIO and the fourth largest labor organization in North America.

Sweeney, 57, of Bethesda, Md., received an economics degree from Iona College, New Rochelle, N.Y., and serves on that college's board of trustees and the board of the George Meany Labor Studies Center in Washington, D.C.

As ILR's Alice B. Grant Labor Leader in Residence, Sweeney met with classes, ILR faculty and members of the Cornell community when he visited the campus in March.

The convocation will start at 11:15 a.m. in Room 110, Ives Hall. After his speech, Sweeney will answer questions from the audience. A picnic lunch of hot dogs and hamburgers, served at moderate cost, will follow in the quadrangle between the ILR Conference Center and Ives Hall.

# Fund-raising leaders named in Hotel School

By Albert E. Kaff

A director and assistant director of development have been appointed in the School of Hotel Administration to assist in the school's \$55 million capital campaign, its share of Cornell's current \$1.25 billion campaign.

They are Christian A. King, director, and Donald R. Balcom, assistant director. The appointments were made by E. Howland Swift, the Hotel School's assistant dean for external affairs.

King comes to Cornell from Burlington, Vt., where she was director of development for Planned Parenthood of Northern New England. Her previous positions include director of development at Moravian College, Bethlehem, Pa.; director of development and director of alumni relations at Green Mountain College, Poultney, Vt.; public relations coordinator for the Rhode Island Historical Society; and public relations coordinator for Looking Glass Theatre in Providence, R.I.

A free-lance writer and author, she also was a tutor in the English Department at Rhode Island College. King received an associate degree in liberal arts from Green Mountain College; a bachelor's degree in English from Rhode Island College; and did graduate studies in the Library School at the University of Rhode Island.

Balcom comes to development from careers in catering and city planning. In 1981, he used his cooking skills to start a catering service. After a year of catering from his residence, he founded and operated the Cambridge, Mass., firm Seasoned to Taste Catering, building its revenue into more than \$1 million annually. He still maintains an interest in the firm. For 10 years before catering, Balcom worked in urban planning, including one year at the University of North Carolina.

**Randel** continued from page 1

Each department was also asked to reduce spending by 1 to 2 percent, although no cuts were imposed on departments unable to make a reduction.

"No one is feeling rich, but we moderated our desires and we're in very good financial shape," said Randel. Better shape, he added, than peer institutions, including Columbia, Stanford and Yale.

Among the developments Randel expects this year are these:

• **Economics:** The Department of Economics will begin a search for eight new faculty members over the coming three years. Through filling all existing vacancies and making some pre-fill appointments, this will mark a more than 30 percent increase in the recent strength of the department and bring the total number of faculty to 30.

The department chair, David Easley, will also continue to chair a campuswide economics working committee that will examine cooperation among the five economics departments at Cornell and course content problems that were addressed in the Report of the Provost's Committee on Economics at Cornell, which was submitted to Provost Malden C. Nesheim last December.

While there are five economics departments across campus, only the Arts College's Economics Department has a special service responsibility — to provide support in core fields — because it is the only department with a mission focused solely on economics, the report stated. The other departments include Agricultural Economics in the College of Agriculture and Life Sciences, Consumer Economics and Housing in the College of Human Ecology, and Labor Economics in the School of Industrial and Labor Relations. The Graduate School of Management also offers economics.

"The view this year," said Randel, "will be on how to provide the core of economics instruction to people over campus who need it. It also will entail a rethinking of introductory economics: what is appropriate in first-year courses and who should be teaching them."

• **East European Studies:** The Western Societies Program and the Slavic (formerly Soviet) and East European Studies Program will be joined as the Institute for European Studies under the direction of Valerie Bunce, a professor of govern-

ment, and William Lesser, professor of agricultural economics. The new program will also make changes in the curriculum to respond to political changes overseas.

Course changes were decided upon by a faculty committee that met during the summer under the leadership of Bunce, who had been scheduled to replace Michael Scammell as director of the Slavic Studies program and has a scholarly speciality in comparative politics in Eastern Europe and the former Soviet Union, according to Randel.

The dean praised the speed at which curriculum changes have been made at Cornell to reflect political changes overseas, saying, "I know of no other school that has responded so quickly."

• **Mathematics Instruction:** The college will participate in a campuswide assessment of mathematics instruction. The goal is to determine the level of cooperation among departments that teach mathematics; whether there is duplication of efforts; whether there can be more sharing of facilities and people; and whether students are learning the most useful material according to the most appropriate teaching methods.

"One of the things in particular being addressed is the pedagogy of the subject," said Randel. Calculus, for example, "is not a subject that has changed but approaches to teaching it have. This ranges from teaching it in smaller sections to using computer-assisted instruction," he said.

Mathematics is taught by faculty in the Arts College's Mathematics Department, the Center for Applied Mathematics and faculty in other colleges, such as the College of Agriculture and Life Sciences, the College of Engineering and the School of Industrial and Labor Relations.

• **Modern Language Needs:** In the coming year, Randel expects to conduct an informal study of what resources would be needed to meet what he describes as "pent up" demand for more language courses than the department currently offers.

"There are departments in the statutory colleges that have seriously considered whether they should impose a language requirement on their own students and have not yet felt they could do that, nor could we accommodate it," said Randel.

More than 4,000 students take classes offered by the department each semester. And every year, more than 35 language courses are offered, with more than 15 sections in the most

popular languages — French, German, Spanish, Italian, Chinese, Japanese and Russian — and fewer sections in more unusual languages, such as Bengali, Serbo-Croatian and Zulu. Also offered are courses in linguistics, a theoretical discipline that includes phonetics, phonology, syntax, semantics and morphology.

In the spring, the department will open a new language learning center in Noyes Lodge, according to Randel. The laboratory will have newer and better equipment — computer instruction, for example — than what has been available in the laboratory in Morrill Hall, he said.

Other facility problems that once plagued the department have been improved upon, Randel said. Classrooms have been added, usage of the rooms better planned and improved technology, such as audio-visual equipment, provided.

• **Writing Instruction:** The John S. Knight Writing Program, best-known for its writing seminars for freshman, will seek to expand writing instruction in upper-level courses through Writing in the Majors. This program helps professors include writing to a greater extent in upper-level courses, especially in the sciences where there has traditionally been less emphasis.

"Our freshman writing program is one of the best in the country. It gets writing out of the domain of something you do only in the context of supposedly 'pretty' things like novels and poems and in some elevated style and shows it as part and parcel of more or less everything we think and do, from literature to high-energy physics," Randel said.

"But we need to make sure what is done in the freshman year is not neglected later. We would like to follow up on the foundation that sees critical writing as a tool of critical thinking," he added.

The Writing in the Majors program has so far helped incorporate writing in astronomy, biology, chemistry and physics classes, as well as in some fields and the humanities and social sciences that are more often associated with the practice of writing.

The Knight Program also provides writing seminars in some 30 disciplines for nearly all freshman every year and offers daily walk-in services, staffed by graduate and undergraduate students.

**CALENDAR**

Continued from page 12

**Catholic, con't.**

Anabel Taylor Hall. Sacrament of Reconciliation by appointment.

**Christian Science**

Testimony and discussion meeting every Thursdays, 7 p.m. in Founders Room, Anabel Taylor Hall.

**Episcopal (Anglican)**

Sundays, worship and Eucharist, 9:30 a.m., Rev. Gurdon Brewster, chaplain, Anabel Taylor Chapel.

**Friends (Quakers)**

Sundays, 9:45 a.m., adult discussion; 11 a.m., meeting for worship, Edwards Room, Anabel Taylor Hall.

**Jewish**

Reform: Fridays 5:30 p.m., chapel, Anabel Taylor Hall; Conservative/Egalitarian: Fridays, 5:30 p.m., Founders Room, and Saturdays 9:30 a.m., Founders Room, Anabel Taylor Hall; Orthodox: Saturday, 9:15 a.m., Edwards Room, Anabel Taylor Hall.

**Korean Church**

Sundays, 1 p.m., chapel, Anabel Taylor Hall.

**Muslim**

Friday prayers, 1 p.m., Edwards Room; daily, 218 Anabel Taylor Hall.

**Protestant Cooperative Ministry**

Sundays, 11 a.m., chapel, Anabel Taylor Hall.

**Zen Buddhist**

Thursdays, 5 p.m., chapel, Anabel Taylor Hall.

**SEMINARS****Anthropology**

"On the Anthropology of Europe," Jane Schneider, Society for the Humanities and City University of New York Sept. 4, 3:30 p.m., 215 McGraw Hall.

**Applied Mathematics**

"Dissipative and Hamiltonian Pattern Formation," Ray Goldstein, Princeton University, Sept. 4, 4 p.m., 453 Theory Center.

**Biochemistry, Molecular & Cell Biology**

"Genetic Analysis of Assembly and Function of the Mitochondria Respiratory Chain in *Saccharomyces cerevisiae*," Bernard Trumper, Dartmouth Medical School, Sept. 4, 4 p.m., Conference Room, Biotechnology Building.

**Ceramics Program**

"Mechanical Properties of Ceramics Composites: Theory and Simulation," the first in the seminar series "Ceramics Afternoon," co-sponsored by materials science and Materials Science Center, Sept. 4, 140 Bard Hall.

Opening remarks, Carol S. Nichols, materials science and engineering, 2:20 p.m.; "Molecular Dynamics Studies of Mechanical Properties of Stepped Metal-Ceramic Interfaces," Peter Samsel, materials science and engineering, 2:25 p.m.; "Asymptotic Stress Fields of a Growing Crack Between an Elastic and an Elastic-Power-Law-Creeping Bimaterial Interface," T. Saif, theoretical and applied mechanics, 2:45 p.m.; "Transverse Fracture in Laminated Fiber-Reinforced Brittle Matrix Composites," Yung Chen Wang, theoretical and applied mechanics, 3:05 p.m.; "Bridging Length Scales in 2-Phase Materials With a Lower Bound Model," Yvan Chastel, mechanical engineering, 3:45 p.m.

**Chemical Engineering**

"The Role of Surface Tensions in Determining the Surface Behavior of Polymer Systems: Theory, Experiment and Simulations," Sanat K. Kumar, Pennsylvania State University, Sept. 8, 3:30 p.m., 165 Olin Hall.

**Chemistry**

"Gallium Sulfides: Esoteric Molecules and Commercial Applications," Andrew R. Barron, Harvard University, Sept. 3, 4:40 p.m., 119 Baker.

"Understanding Molecular Motions in Polymer Liquids," Roger Loring, chemistry, Sept. 10, 4:40 p.m., 119 Baker.

**Ecology & Systematics**

"Processes Underlying Population Dynamics of Two Forest Songbirds: A Temperate-Tropical Comparison," Scott K. Robinson, Illinois Natural History Survey, Champaign, Ill., Sept. 9, 4 p.m., Morison Seminar Room, Corson/Mudd Hall.

**Electrical Engineering**

"On Finite Storage Discriminators for Ergodic Processes," Jacob Ziv, AT&T Bell Labs, Sept. 8, 4:30 p.m., 219 Phillips Hall.

**Entomology Jugatae**

"Morphological and Physiological Correlates of Feeding and Oviposition in *Heliothis virescens*," Sonny B. Ramaswamy, Mississippi State University, Sept. 3, 4 p.m., Morison Seminar Room, Corson/Mudd Hall.



Desi Arnaz Jr., center with Antonio Banderas, left and Cesar Armand Assante in "The Mambo Kings." See the Films listing on page 12 for more information.

**Peace Studies Program**

"The French Military Industrial System and Its Resistance to Change," Francois Chenais, OECD, Sept. 3, 12:15 p.m., G08 Uris Hall.

"The Israeli Peace Movement," Galia Golani, Sept. 10, 12:15 p.m., G08 Uris Hall.

**Plant Biology**

"Molecular Analyses of Light-Responsive Transcription," Eric Lam, Waksman Institute, Rutgers University, Sept. 4, 11:15 a.m., 404 Plant Science Building.

**Plant Pathology**

"Economic and Social Implications of Plant Biotechnology," W.H. Lesser, agricultural economics, Sept. 8, 4:30 p.m., 404 Plant Science Building.

**Soil, Crop and Atmospheric Sciences**

"Research on Nitrogen Leaching in Europe," Mirjam Hack, Winand Staring Centre, Wageningen, the Netherlands, Sept. 8, 3:30 p.m., 135 Emerson Hall.

**Southeast Asia Program**

"The Kahin Center, Alias the Robert H. Treman House," Randolph Baker, agricultural economics and Asian studies; Steven Krause, architect, Quinlivan, Pierik & Krause; Carol Sisler, author, Sept. 10, 12:20 p.m., Kahin Center, 640 Stewart Ave.

**Textiles & Apparel**

"More Than Oriental Splendor: European Dress and the Levant," Charlotte Jirousek, textiles and apparel, Sept. 3, 12:20 p.m., 317 Martha Van Rensselaer.

# CALENDAR

All items for the Chronicle Calendar should be submitted (typewritten, double spaced) by campus mail, U.S. mail or in person to Joanne Hanavan, Chronicle Calendar, Cornell News Service, Village Green, 840 Hanshaw Road.

Notices should be sent to arrive 10 days prior to publication and should include the name and telephone number of a person who can be called if there are questions.

Notices should also include the sub-heading of the calendar in which the item should appear.

## DANCE

### Cornell International Folkdancers

All events are open to the Cornell Community and general public. Admission is free, unless stated otherwise. For further information, call 539-7335 or 277-3638.

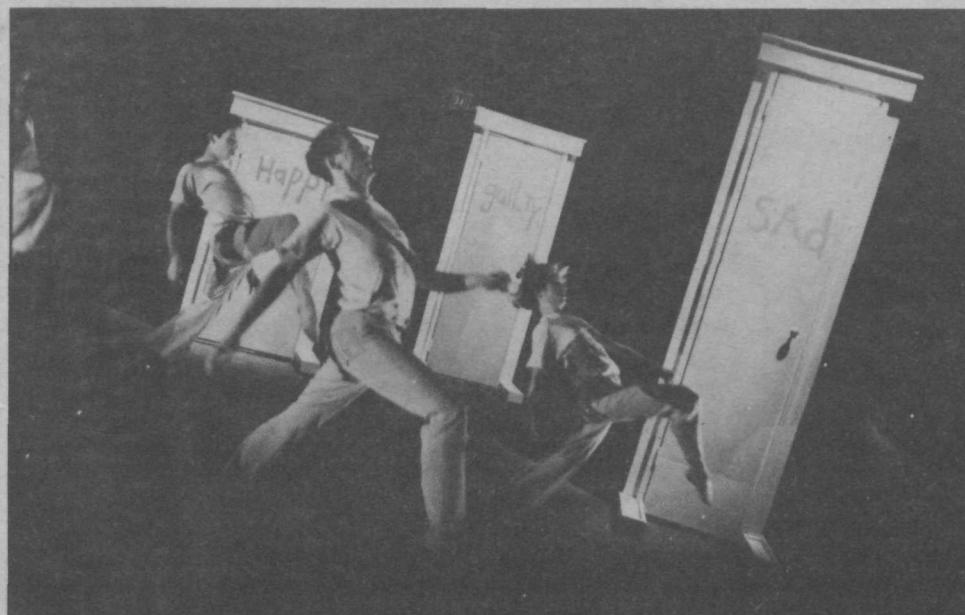
### Cornell Jitterbug Club

Beginning Jitterbug, six-week series, begins Sept. 16, 7:15 p.m., Anabel Taylor Hall. No partner needed. Taught by Bill Borgida and Cindy Overstreet. \$35 for CU students, \$40 all others.

Intermediate Jitterbug, four-week series, begins Sept. 16, 8:45 p.m., Anabel Taylor Hall. Cost: \$6 per class. For further information and registration, call 273-0126.

### Department of Theatre Arts

Cornell Dance Series opens with Neil Greenberg, dancer/choreographer, and his new work, "I Am A Miserable And Selfish Person (Kick Me Dance)," Sept. 4 at 8 p.m. in the



Dance by Neil Greenberg will perform Sept. 4 at 8 p.m. at the Center for Theatre Arts. Tickets are \$8 for students and seniors and \$10 for general admission.

## Dance Series opens with 'I Am a Miserable and Selfish Person'

The Cornell Dance Series will present the New York City company Dance by Neil Greenberg performing a new work, *I Am A Miserable and Selfish Person (Kick Me Dance)*, on Friday, Sept. 4, at 8 p.m. at the Center for Theatre Arts.

*Kick Me Dance* is a multidisciplinary piece that exploits the voices that can live in a person's mind, said Greenberg, its choreographer. The self-reflexive dance asks an audience to change its perspective several times in the course of a performance, guided by the theatrically-scaled slogans of visual artist Cary S. Leibowitz/CANDYASS and original score by composer Zeena Parkins.

Also on the program is *Destiny Dance*, a piece that examines questions of expectation by looking into the past, present and future — with a mixture of humor, skepticism and elegance.

"Greenberg's work plays with levels of consciousness, and it offers humorous insights into the choreographer's mind. He shows his vulnerability as a choreographer, too," said Joyce Morgenroth, coordinator of Cornell's dance program.

As part of a half-week residency with Cornell's Theater Arts Department, Greenberg will also teach three master classes — two for Cornell students taking dance classes and a third open to the entire Ithaca community.

Greenberg has been creating work since 1979. He formed Dance by Neil Greenberg in 1986, after dancing with the Eliot Feld Ballet and the Merce Cunningham Dance Company for many years.

"He choreographs with the confident energy, clarity and sense of blithe madcap logic that inform his dancing," wrote Jennifer Dunning, dance critic for *The New York Times*.

Greenberg's company includes Ellen Barnaby, an Ithaca-area resident who has performed with many local groups in Ithaca and was formerly a dancer in New York City. Other dancers are Thomas Caley, Greenberg, Nathaniel Lee, Justine Lynch, Jo McKendry and Julianne Pollitt.

Tickets are \$8 for students and seniors, \$10 general admission. For more information, call the box office at 254-ARTS.

Proscenium Theatre, Center for Theatre Arts, 430 College Ave. Also on the program will be "Destiny Dance." Tickets are \$8 and \$10.

## EXHIBITS

### Johnson Art Museum

The Herbert F. Johnson Museum of Art, on the corner of University and Central avenues, is open Tuesday through Sunday from 10 a.m. to 5 p.m. Admission is free. Telephone: 255-6464.

"Agnes Denes: A Retrospective," the first comprehensive retrospective exhibition of the work of the contemporary American artist Agnes Denes, on view through Oct. 25. The exhibit will feature about 150 objects, dating from 1967 to 1992, exploring the artist's four major directions: "Sculptures of the Mind - The Early Philosophical Drawings," "Stations of the Pyramids," "Mapping - New Territory," and "Sculptures in the Environment." The museum is publishing a major monograph on the artist, with essays by Robert Hobbs, Donald Kuspit, Peter Selz and Lowery Stokes Sims, and an introduction by Thomas W. Levitt, former director of the museum. The book is edited by Jill Hartz, co-curator of the exhibition and museum director of public relations and publications, and designed by Jordan Davies.

Leslie Schwartz, the museum's coordinator of adult education, will conduct a gallery tour at noon on Sept. 10.

Special educational programs arranged in conjunction with the exhibition will be held on Saturday and Sunday, Sept. 19 and 20. On Saturday afternoon there will be a panel discussion in Olive Tjaden Hall auditorium, with the artist and art historians Professors Robert Hobbs and Peter Selz and Metropolitan Museum of Art curator Lowery Stokes Sims. Thomas Leavitt, former director of the museum and co-curator of the exhibition with Jill Hartz, will moderate the dis-

cussion. On Sunday at 1 p.m., Denes will give a gallery tour of the exhibition.

A representative from Artists' Fellowships of the New York Foundation for the Arts will conduct an application seminar on Sept. 10 from 3 to 5 p.m. at the museum. Artists will receive tips on how to assemble effect applications to the program and will have an opportunity to voice their concerns related to NYFA and arts issues, both local and national. For more information call Jennifer Feil at 212-366-6900, ext. 218.

## FILMS

Films listed are sponsored by Cornell Cinema unless otherwise noted and are open to the public. All films are \$4.50 (\$4 for students) EXCEPT Monday Night Film Club (9:30 p.m.), \$3 for all; Thursdays, \$3.50 for all; Saturday Ithakid Film Festival, \$2 and \$1.50 under 12; Sunday Matinees, \$3.50. All films are held in Willard Straight Theatre except where noted.

### Thursday, 9/3

"The Mambo Kings," (1992), directed by Arne Glimcher, with Armand Assante, Antonio Banderas and Cathy Moriarty, 7:40 p.m.

"Basic Instinct" (1992), directed by Paul Verhoeven, with Michael Douglas and Sharon Stone, 10 p.m.

### Friday, 9/4

"The Second Circle" (1990), directed by Alexander Sokurov, with Petr Alexandrov, 7:30 p.m.

"Dames" (1934), directed by Ray Enright, with Ruby Keeler, Dick Powell and Joan Blondell, 7:45 p.m., Uris.

"The Mambo Kings," 9:40 p.m.

"Basic Instinct," 10 p.m., Uris.

"Poison Ivy" (1992), directed by Katt Shea, with Drew Barrymore, midnight.

### Saturday, 9/5

"Basic Instinct," 7:30 and 10:20 p.m., Uris

"The 39 Steps" (1935), directed by Alfred Hitchcock, with Robert Donat and Madeleine Carroll, 7:40 p.m.

"Delicatessen" (1991), directed by Jean-Pierre Jeunet and Marc Caro, with Dominique Pinon, Marie-Laure Dougnac and Jean-Claude Dreyfus, 9:45 p.m.

"Poison Ivy," midnight.

### Sunday, 9/6

"The Films by Philip Haas": "Scenes and Songs from Boyd Webb"; "The Singer Sculpture"; and "Stones and Flies: Richard Long in the Sahara," co-sponsored by CCPA, 2 p.m., Johnson Museum.

"Basic Instinct," 4:30 p.m., and 8 p.m.

"Days of the Eclipse" (1988), directed by Alexander Sokurov, with Alexei Annishov and Irina Sokolova, 7:30 p.m., Uris. Free

"Basic Instinct," 8 p.m.

### Monday, 9/7

"Shadow Master," Southeast Asia Film Series, Kahin Center, 640 Stewart Ave., 4:30 p.m.

"Poison Ivy," 7:20 p.m.

"Death in Venice" (1971), directed by Luchino Visconti, with Dirk Bogarde, Silvana Mangano and Bjorn Andresen, 9:30 p.m.

### Tuesday, 9/8

"Delicatessen," 7:45 p.m.

"Basic Instinct," 10 p.m.

### Wednesday, 9/9

"The Kipling Trilogy," "Meeting of Two Queens," "Joan Does Dynasty," directed by Joan Braderman, John Greyson and Cecilia Barriga, 7:45 p.m.

"My Cousin Vinny" (1992), directed by Jonathan Lynn, with Joe Pesci, Marisa Tomei, Ralph Macchio and Fred Gwynne, 10 p.m.

### Thursday, 9/10

"Beauty and the Beast" (1991), directed by Gary Trousdale and Kirk Wise, with the voices of Robby Benson and Angela Lansbury, 7:50 p.m.

"My Cousin Vinny," 10 p.m.

## LECTURES

### African Studies & Research Center

"The Black Holocaust and the Debate About Reparations," Ali A. Mazrui, senior scholar, Africana Studies, Sept. 8, noon, Hoyt Fuller Room, Africana Studies, 310 Triphammer Road.

### International Development & Women

"Childbearing, Prestige and Health Among Low-Income Women in Lahore, Pakistan - Preliminary Results from a Qualitative Study," Anna Winkvist, Sept. 8, 4:30 p.m., G08 Uris Hall.

## Music

Composers' Forum, with guest Lukas Foss, will present a discussion about the composer's music, September 4, 1:25 p.m., 301 Lincoln Hall.

## MUSIC

### Department of Music

The Contemporary Chamber Players will perform on Sept. 4 at 8:15 p.m. in Barnes Hall. Performers will be Mark Battle, John Cage, Larry Bitensky, Gordon Stout, Judith Kellock, George Macero, William Cowdery with guest composer Lukas Foss. Mark Scatterday is conductor.

"Music For A While," with La Nouve Davenport, host; Judith Davidoff, vielle, rebec; Sheila Schonbrun, soprano, organetto; Grant Herreid, recorder, lute; Tom Zajac, recorders, vielle, sackbut; pianist/singer Bob Dorough; and, bass Steve Gilmore, will compare music from the 12th century (Guillaume de Machau) and 20th-century (Duke Ellington), Sept. 5 at 8:15 p.m. in Barnes Hall.



Guest harpsichordist Peter Williams will perform with John Hsu in a free concert in Barnes Hall on Sept. 6 at 4 p.m.

John Hsu, viola da gamba and guest harpsichordist Peter Williams, will perform sonatas by J.S. Bach and Domenico Scarlatti, Sept. 6 at 4 p.m. in Barnes Hall. Williams, originally dean of music at the University of Edinburgh, Scotland, is currently teaching at Duke University.

Malcolm Bilson will give a concert on his fortepiano on Sept 8 at 8:15 p.m. in Barnes Hall. The concert will feature Haydn's Sonata in G Major, Hob. 40; C.P.E. Bach's Rondo in C Minor; Beethoven's Grande Sonate Pathétique, op. 13; Haydn's Capriccio in G Major "acht Sauschneider müssen seyn" and the Sonata in C Minor, Hob. 20, and Mozart's Sonata in B-flat Major, K. 281.

Spanish music by Joaquin and Jose Luis Turina will be performed by baritone Ramon Figueroa, clarinetist Timothy Perry, violinist Laura Klugherz and pianist Maria Rosa Greco on Sept. 13 at 4 p.m. in Barnes Hall. The concert is co-sponsored by romance studies, Council of the Creative and Performing Arts, and the Spanish Committee for Education and Cultural Exchange.

### Bound for Glory

Martin and Jessica Radcliffe Simpson will perform three sets Sept. 6 at 8:30, 9:30 and 10:30 p.m. in the Commons Coffeehouse in Anabel Taylor Hall. Bound for Glory can be heard Sundays from 8 to 11 p.m. on WVBR-FM, 93.5.

## RELIGION

### Sage Chapel

Robert Johnson, director, Cornell United Religious Work, will deliver the sermon on Sept. 6 at 11 a.m. Music by the Sage Chapel choir, under the direction of William Cowdery, acting university organist. Sage is a non-sectarian chapel that fosters dialogue and exploration with and among the major faith traditions.

### Afro-American

Sundays, 6:30 p.m., Robert Purcell Union.

### Catholic

Daily masses at 12:20 p.m. in Anabel Taylor Chapel (announced on a week-by-week basis), auditorium, Anabel Taylor Hall; Saturday, 5 p.m.; Sunday 9:30 a.m., 11 a.m. and 5 p.m., auditorium,

Continued on page 11

# WorkPlace

Sharing human resource perspectives

Produced by University Human Resource Services

## Beth I. Warren Expanding the Vision of the Cornell World of Work

Dear Colleagues:

Welcome to a new academic year at Cornell! My hope is that you have all found time this past summer for a period of leisure, relaxation, and recreation, and that you have been renewed and re-energized for the year ahead.

Over the past few months, the staff from Human Resources and I have been working together and in dialogue with other individuals and groups across campus to sharpen our focus on the major themes I outlined last spring—building strategic, team-based partnerships; fashioning quality work and learning relationships; and developing multi-directional communication avenues. These themes, in one way or another, promote three values that were identified by President Rhodes as the basic values informing and undergirding Cornell's mission to serve society as a major university of the first rank: discovery, leadership through excellence, and service. Today I'd like to share with you some of the ways we have developed these themes and some of our thoughts on how they can be articulated in the human resource and workplace arena in the year ahead.

### Discovery

It is fairly self-evident that in an institution of higher education the first value—discovery—happens in every classroom, through every faculty member and student who pursues knowledge and education. But discovery is at the heart of staff and management work as well. Every time we build strategic networks and partnerships with each other, becoming a community of learners, generating new ideas, looking innovatively for new solutions—discovery happens.

This reservoir of expertise that we all, in our own ways, bring to the world of work, is the essence of the term "human resources." In this context, "human resources" is not a term reserved for those of us who work in a professional human resource management capacity in Day Hall, but a term that applies to us all. It extends to all of us within the colleges and units who are human resource professionals, for as surely as we nurture this reservoir of expertise, "human resources" is one of our primary concerns. And "human resources" extends to all of us who are supervisors, whenever we contemplate the hiring, work skills, performance, recognition and development of our staff and create a work environment that is both productive and constructive.

Most importantly, as I've noted in the past, "human resources" refers to Cornell's greatest asset, its people. Each of us is caretaker of at least one "human resource"—ourselves—as we strive to

maximize the opportunities to make work meaningful rather than routine, a fulfillment of our skills, gifts, talents, and dreams rather than an exhaustion of our physical, emotional, psychological, spiritual, and mental capacities.

To this end, the staff from Human Resources and I have begun to look at

change underscores the unique lens that this publication can provide in its focus on Cornell's world of work and its commitment to addressing today's and tomorrow's work-related issues.

The new title also broadens the concept of what it means to work at Cornell by encompassing the many places in which

forward-looking perspective on the Cornell workplace, but an inward, self-appraising vision as well. The "Cornell workplace" implies those things that affect each individual's job—performance dialogues, career skills, education and development, interpersonal issues, job stress, the workplace environment, benefits and compensation, the interface of work and family responsibilities and roles. The staff of Human Resources and I have begun exploring ways of defining work and redefining the work environment so that it meets the work and service needs of the university as well as the work and family needs of faculty and staff.

To strengthen this focus on the work and family interface and tie it directly to our human resource endeavors, Work and Family Services, headed by Marilee Bell, is now part of our array of central human resource services. We are in the process of making other organizational changes in our office (see "Synergy: Where 1+1=3", below) that will underscore the interconnectedness of our

(continued on p. 2)



ways in which the inherent worth and potential strength of every individual can be further developed through a targeted program of staff, supervisory, and management education. As a first step toward this goal, we have tied our office, via computer, to a national human resource information network (HRIN) that will enable us to stay current with developments in the legal, economic, and social arenas, with programs that address the inevitable work and family connections, with wellness, compensation, health care, and benefits issues, and with a host of other topics. Our aim is to become a clearinghouse for these global, national, and regional trends and issues in the human resource field, and to explore with you their relevance to Cornell.

You have, here in your hands, a special eight-page edition of one of the ways we would like to share these trends and concerns. Those of you who are not new to Cornell will recognize that this weekly paper, *The Cornell Workplace*, is the new name for what was previously known as *Cornell Employment News*. This name

work for Cornell is done. Of course Cornell's workplace includes the Ithaca campus. But it also includes Geneva, the New York Medical College, the cooperative extension offices across the state, the School of Industrial and Labor Relations Extension offices, the nine regional development offices that crisscross the nation, the Shoals Marine Laboratory, the Cornell-in-Washington Program, the Arecibo Observatory in Puerto Rico—and so on. International in its scope, the Cornell workplace is as broad as the furthest field excursions of its faculty and as narrow as the single human eye looking through a microscope.

With such a wide-ranging and diversified Cornell workplace, our perspective of human resources must be equally comprehensive. We must look beyond what is happening here at Ithaca in 1992 toward the outside forces that inevitably affect how we work: national economic trends and legal developments; the increase of women and minorities in the workforce and of dual-career and single parent families in the nation; the realization of the global village; the rapid advances in technology, science, computers, and communications. And we must look beyond the workforce of the 1990s toward the workforce of the twenty-first century, preparing for it in such ways that Cornell remains competitive in its ability to attract and retain faculty and staff of high quality.

### Leadership through Excellence

Which brings us to the second basic value, leadership through excellence. Not only should we have an outward,

### Synergy: Where 1+1=3

—Nancy J. Doolittle, editor

When I've talked with my friends and colleagues this past summer about the changes that Beth Warren has ignited within University Human Resource Services, I've been asked the following questions: "So what is this synergy Beth keeps talking about? What does she mean by strategic partnerships? How do you think the service-orientation of University Human Resource Services will be any different from what the office has done in the past?" And I tell them about our experiences this summer—how the office has developed its values and priorities, how we have restructured ourselves in workgroups and teams, how we have been given a vision of what human resource practice, service, and management could look like at Cornell, say, five years from now. But, much as Beth has been the catalyst for the recent changes in our office, the basis for these changes campus-wide really began a couple of years before she arrived . . .

### The Background Legendary Service

A year and a half ago, Kenneth Blanchard delivered two seminars on legendary service that energized the campus. Not-

(continued on p. 2)

## Reflections on the Horizon

(continued from p. 1)

worklife, our relationships with each other, and our sense of professional self-fulfillment.

In identifying which of our programs and services dovetail conceptually with each other, we have begun to redesign them, where appropriate, as case management team models to prevent and address work-related problems. We have also been exploring some of the linkages between various offices across campus as they address specific work-related issues, to see how those interconnections can be articulated and utilized to develop a holistic, campus-wide approach to individual, supervisory, and work-environment development. Our aim is to encourage supervisors all across campus to excel in their leadership and human resource management roles and to enhance individual effectiveness and performance of high quality work.

Crucial to this second basic value—leadership through excellence—we need to foster multi-directional communication avenues that can ensure that we do not deliver services and programs in a vacuum, but connect those services and programs to the needs of all who work at Cornell. I would encourage each of you to contact us—whether through a letter to the editor of *The Cornell Workplace*, through a phone call to any of the staff in the central Human Resource office, or through other feedback mechanisms—with your thoughts on how the Cornell workplace can function better to help us all become leaders through excellence.

### Service

The third basic value, service, is a natural outgrowth of the first two. Many of you provide service to people beyond the Cornell community, and many of you provide service to the faculty and students within the Cornell community. Some of you serve a role similar to that of our office—providing a service to those who serve. In an effort to draw attention to the service-orientation of human resource management, we have changed the name of the central Human Resource function from "The Office of Human Resources" to "University Human Resource Services."

The reality of the service-orientation that this name change implies goes far deeper than the mere change of words. Throughout our discussions this summer, we kept returning to one fundamental fact: that Cornell, though one university in its mission and values, is, on a functional, day-to-day basis, a decentralized workplace. Indeed, it is experienced by most staff as a collection of many unique and divergent workplaces, some of which have more of an effect on the immediate day-to-day worklife than others.

—Beth I. Warren

### The Cornell Workplace

**Mission of University Human Resource Services:** "to advance the practice of human resource management in the Cornell workplace."

EDITOR: Nancy Doolittle, 255-3541 PAGE LAYOUT: Cheryl Seland, 255-6890  
PHOTOGRAPHY: University Photography

Published weekly except for one week each in January and November and two weeks in December by the University Human Resource Services, Cornell University, 14853. Distributed free and available to staff and faculty at locations around the campus.

Mail subscriptions available US delivery first class mail at: \$12.00 for 3 months; \$18.00 for 6 months; or \$26.00 for 12 months. Make checks payable to: Cornell University, 160 Day Hall, Ithaca, NY 14853.

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Cornell University is committed to assisting those persons with disabilities who have special needs. A brochure describing services for persons with disabilities may be obtained by writing to the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, NY 14853-2801. Other questions or requests for special assistance may also be directed to that office.

## Synergy: Where 1+1=3

(continued from p. 1)

We would like to become better citizens of service to the Cornell workplace by making changes in University Human Resource Services that support this decentralization. Our aim is to develop a human resource planning, recommending, facilitating, and consulting relationship with the decentralized colleges and units rather than function primarily as a central monitoring force for procedural approvals.

To help realize these changes, we have made significant progress this summer in the development of the Cornell Human Resource Information Systems Program (CHRISP), which, once fully operative, will enable selected individuals within each of the colleges and units to access select demographic information about the Cornell community for the purposes of assessment, mailings, reports, and processing new appointments, transfers, and university leaves. In the past, all of these processes were originated on paper and the data was inputted at the central level.

We have also begun, through the Unit Review phase of the Classification Review Study that is currently under way, to shift some of the decisions about how staff should be classified to those who are closer to the jobs themselves—i.e., to the college and unit human resource professionals. By simultaneously decentralizing the decision-making process and also strengthening our consulting ties to the colleges and units, we should be able to ensure consistency and excellence across the university while, at the same time, give supervisors and staff the flexibility to respond to an organization that, like the world around us, is in a state of constant change.

Some of the organizational changes we have made in our own office are outlined in this opening issue of *The Cornell Workplace*. But in order for truly significant change to occur, we need the help of the entire Cornell community. Each of us—whether we are located by the airport, at East Hill Plaza, off in some far distant section of the country, or right next door on central campus—must work toward these values—building strategic partnerships in discovery and learning; empowering supervisors and staff to lead and to excel; and promoting organizational, departmental, and individual health through service of the highest quality.

This is, as they say, "a tall order." But,

I believe that if together we strive for discovery, leadership through excellence, and service—they can become the norm in the Cornell world of work. I welcome you back, and I look forward to working with you as we mold these changes and realize these goals.

### Transformation from Without

For University Human Resource Services, all these endeavors were pulled together in cohesive form in April, 1992 with the arrival of Beth I. Warren, newly appointed associate vice president for human resources. She recognized Cornell's potential to create a truly integrated, holistic human resource system through effective networking and strategic partnerships both within the central human resource office and between the central human resource office, the human resource professionals in the colleges and units, and other offices, departments, and organizations across campus.

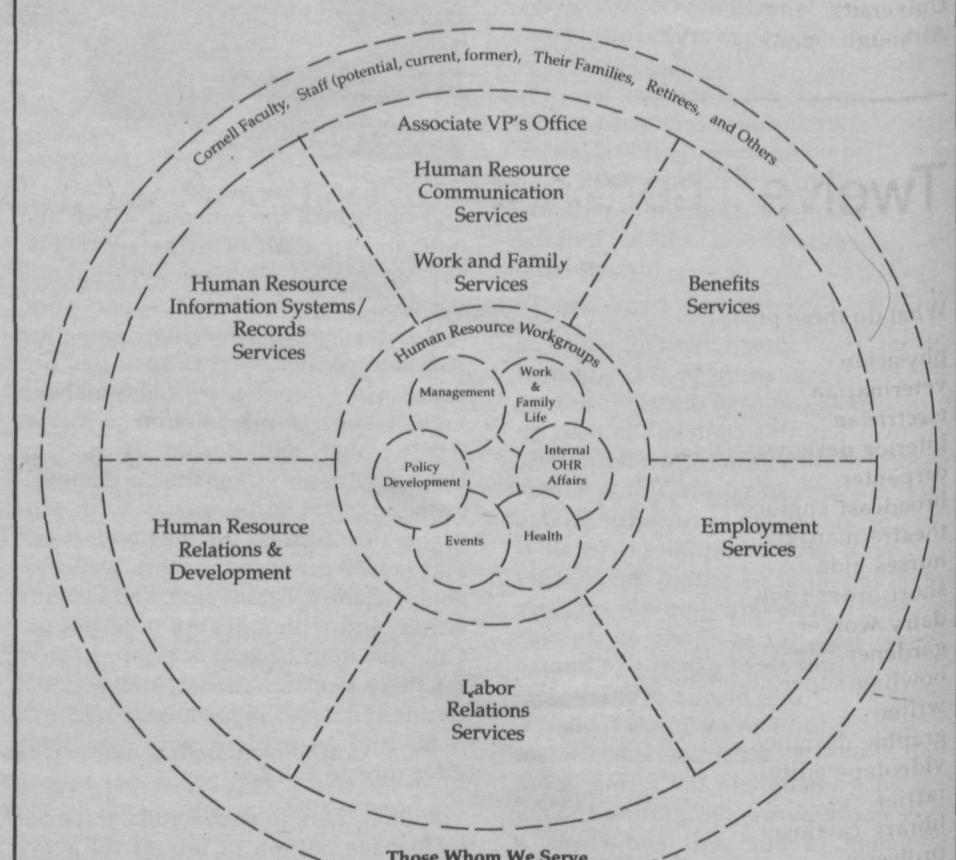
"The great thing about Cornell," Beth Warren said, "is that you don't have to build a campus-wide human resource function from scratch. You have all the elements here, though their connections to systematic human resources management practice may not have been articulated or thought of before. By making these connections, University Human Resource Services can reach out more effectively to all Cornell staff and supervisors, and generate genuine involvement at the college and unit level. This involvement at the college and unit level will, in turn, further energize us in the central function."

Hence, synergy. Synergy (literally, "working together") is where the actions of two or more elements create a result of which each element, on its own, is individually incapable.

### Synergy from Within

Chart 1 illustrates how this synergistic principle has begun to inform the organizational structure of University Human Resource Services. The outermost circle represents the clients, colleagues, and constituents served by University Human Resource Services. Each of the wedge-shaped areas denotes a functional area of the office, delineating the kinds of services the office provides. Within the inner circle are groups of overlapping circles, each of which stands for a workgroup, formed by different

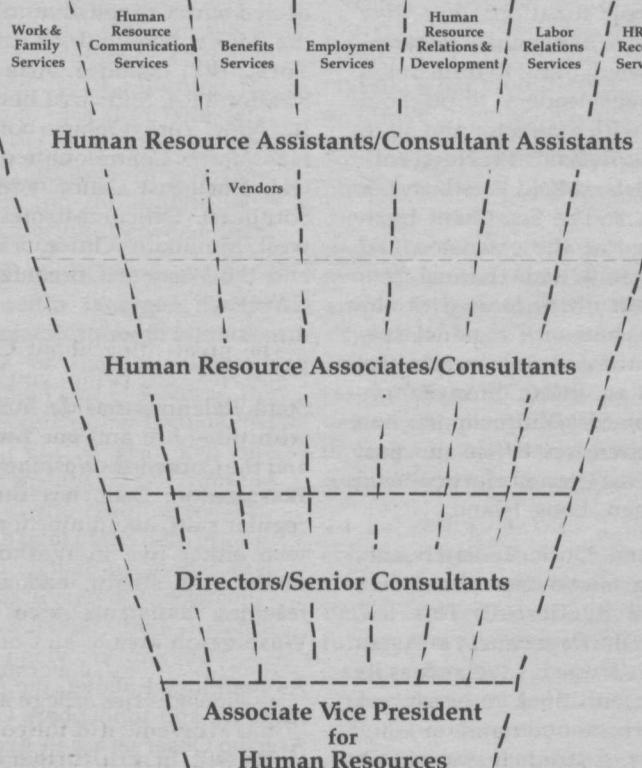
Chart 1



UNIVERSITY HUMAN RESOURCE SERVICE STRUCTURE  
An interdisciplinary network of client/customer-focused Human Resource services

**Chart 2**

**Those Whom We Serve: Cornell Faculty Staff  
(potential, current, former), Their Families,  
Retirees, and Others**



**UNIVERSITY HUMAN RESOURCE SERVICE STRUCTURE**

An interdisciplinary network of client/customer-focused Human Resource services

staff throughout the office, that will focus on the particular issues that cut across the functional areas.

Chart 1 incorporates two major organizational changes that occurred in the central Human Resource function over the summer—the incorporation of Work and Family Services into the formal structure of University Human Resource Services, and the merging of the Compensation and Staffing sections into one new section, Employment Services.

### Work and Family Services

Work and Family Services, directed by Marilee Bell, has become a formal part of the structure of University Human Resource Services because of its connections to all the functional areas of University Human Resource Services. Although many of the solutions to

changes in the work and family connection rest within a larger societal context, any comprehensive approach to human resources takes into account the issues that arise from the interlocking worlds of work and family and develops policies, practices, and programs that support both the institutional needs of the university and the personal/professional overlap of the worlds of working families. Therefore, Work and Family Services will work with Benefits Services, Employment Services, Labor Relations Services, Human Resource Relations and Development, Human Resource Information Systems, and Human Resource Communication Services to ensure that Cornell's policies and programs are sensitive to the mutual dependence of the workplace and working families.

To fulfill this goal, Work and Family Services will also connect with the

Cornell community through its broad-based Advisory Committee and with programs such as the Community Learning and Service Partnership (CLASP), the Employee Assistance Program (EAP), the Cornell Recreation Club (CRC), the Retiree Association, and the Office of Human Relations. It will coordinate and provide educational classes and consultation services in prenatal care, infant enrichment, stages and phases of childhood development, discipline, adolescence, and juggling work and family, and will refer staff to child and elder care area services.

cerning restructuring, promotions, temporary and casual appointments, wage and salary administration, job classifications, and other core issues around the ways in which work is defined and valued at Cornell.

Over the summer, a search for a director of Employment Services was conducted, and a new director, Patricia E. Hutton, director of Personnel Services, Skidmore College, has just been named to this position.

### From Synergy to Service

At the heart of synergy is the recognition of the inherent worth of every individual, where differences are valued because they add to our knowledge and our understanding. In order for truly synergistic human resource management and practice to succeed, the idea of partnership must be taken literally—as two or more people working together, interdependently. Thus, the Kenneth Blanchard organizational model of service is perfectly appropriate for this kind of team-based, partnership concept. Chart 2 illustrates how the organizational structure of University Human Resource Services (the "hierarchy," as it is called in the corporate world) has been reconfigured to reflect the service-orientation of Kenneth Blanchard's upside-down pyramid.

At the foundation is the associate vice president, setting the vision, supporting and mentoring the directors of each of the human resource specialty areas. They, in turn, support the human resource associates, who in turn support the human resource assistants. The human resource assistants primarily provide the front-line service to those whom we serve: the faculty, staff, their families, retirees, and others. At all levels, however—from associate vice president to human resource assistants—University Human Resource Services' staff will interface and consult with individuals, offices and organizations throughout the Cornell workplace and beyond, for this front-line service is the focus of and rationale for all we do.

And, by the way, you might ask—why the dotted lines in both charts? They're to illustrate the fluidity in all our roles as part of the Cornell workforce, the interdependence of us all, in the words of Beth Warren, "as together we embark on this journey whose end is yet on the horizon."

## Twelve Thousand Strong—A Celebration of Who We Are

What do these people have in common?

physician  
veterinarian  
electrician  
interior designer  
carpenter  
broadcast engineer  
theatre manager  
nurses aide  
short order cook  
dairy worker  
gardener  
bowling superintendent  
writer  
graphic designer  
videotape editor  
farrier  
library cataloger  
professor  
travel coordinator  
music composer  
photographer  
painter  
animal attendant  
orchard worker  
security guard

radiographer  
pharmacy assistant  
bartender  
custodian  
bell captain  
mail courier  
baker  
vehicle mechanic  
boat rigger

Are these random samples from the Spencer or Cortland or Lansing yellow pages? No—this is just a random sample listing of Cornell positions. But they are so varied, covering just about every trade, skill or profession imaginable, that they very well could make up the population of an upstate New York town.

Consider also Cornell's broad scope of activity:

- four statutory colleges (College of Agriculture and Life Sciences, College of Human Ecology; School of Industrial and Labor Relations; College of Veterinary Medicine),

- nine endowed colleges (College of Architecture, Art, and Planning; College of Arts and Sciences; College of Engineering; Graduate School; School of Hotel Administration; Law School; Johnson Graduate School of Management; Medical College; and Graduate School of Medical Sciences),

- six national research centers (Center for High Energy Synchrotron Studies; Center for Theory and Simulation in Science and Engineering, Floyd R. Newman Laboratory of Nuclear Studies, Mathematical Sciences Institute, National Astronomy and Ionosphere Center, National Nanofabrication Facility),

- five national resource centers (Africana Studies and Research Center, Latin American Studies Program, South Asia Program, Southeast Asia Program, Western Europe Program),

- the eleventh-largest academic research library in North America,

- the connection to every county in New York State through the 240 faculty members and 440 specialists and agents associated with Cornell Cooperative Extension.

So, how many employees work for Cornell? Depending on how and when this question is asked, the answer varies. Faculty and staff, or staff only? What about those classified as academics but who are not faculty—those who are instructors, lecturers, research associates, extension associates, librarians? Full-time, regular staff or including part-time, temporary, and casual employees? Retirees? How many people work at the Ithaca campus? The New York State Agricultural Experiment Station at Geneva? The cooperative extensions? The Medical College in New York City, the Arecibo Observatory in Puerto Rico, and the many field stations, regional offices, and laboratories across the state and around the world?

(continued on p. 4)

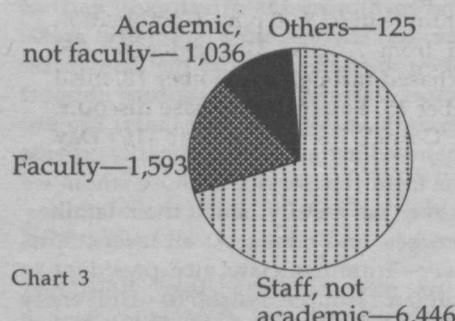
## Celebration of Who We Are

(continued from p. 3)

To give just a sense of this incredibly varied workplace, we have compiled a number of statistics and an overview of some of Cornell's less-known worksite locations....

### The Picture by Numbers

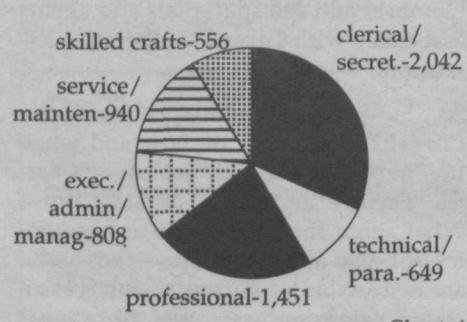
At any one time approximately 9,200 faculty and staff are considered to be Cornell employees. (For budgetary and other reasons, this figure customarily does not include the nearly 2,500 faculty and staff of the Medical College, the 125 full- and part-time employees at Arecibo, or the temporary, part-time or casual nonacademic staff.) Last year, for one "snapshot" profile, 6,446 employees were counted as regular full-time "non-academic employees"—those who work in executive, administrative, managerial, professional, office professional and clerical, technical and paraprofessional, skilled crafts, and service and maintenance roles. Another 1,036 were those categorized as regular full-time "academic non-faculty"—those fulfilling instructional, research, extension, and librarian roles. Full, associate, and assistant professors numbered 1,593 (courtesy, visiting, emeritus, adjunct, Health Service, and ROTC appointments were not included in this total):\*



Each of these roles can be further defined. Of the 1,593 faculty members, 906 were endowed and 687 statutory. Their numbers by school or college were as follows: Arts and Sciences, 501 faculty; Agriculture and Life Sciences, 417; Engineering, 228; Veterinary Medicine, 126; Human Ecology, 94; Architecture, Art & Planning, 59; ILR, 50; JGSM, 43; Hotel Administration, 34; Law, 30; Centers/Programs, 11.

The academics who are not faculty—those in instruction, research, extension, and the libraries—are split almost equally between the endowed (514) and statutory (523) colleges and units, with the largest numbers again being in Arts and Sciences (229) and Agriculture and Life Sciences (273).

Of the regular full-time nonacademic staff, Chart 4 outlines the major occupational groups:



Well over half (58.1%, or 3,748) of these nonacademic staff members are women. Chart 5 shows that while women predominate in the clerical/secretarial and technical/paraprofessional fields (holding 90% and 60.4% of the positions,

respectively), the percentages of women in these fields has decreased while those in the executive/administrative/managerial and professional fields have increased.

	1987-88	1991-92
clerical/secret.	91.8%	90.8%
technical/para.	63.3%	60.4%
professional	50.2%	51.5%
exec./admin/mana.	40.2%	43.3%
service/mainten	36.8%	39.6%
skilled crafts	4.4%	5.8%

Chart 5

Roughly one-in-fifteen of these 6,446 staff are minorities. Overall, the percentage of minorities has increased, from 353 in 1987-88 to 429 in 1991-92, or from 5.9% to 6.7% (see Chart 6):

	1987-88	1991-92
clerical/secret.	5.2%	5.9%
technical/para.	10.9%	10.0%
professional	6.0%	7.4%
exec./admin/mana.	4.5%	4.5%
service/mainten	6.3%	8.4%
skilled crafts	2.7%	3.8%

Chart 6

Within the professorial ranks (professors, associate professors, and assistant professors), women comprise 16.1% and minorities 8.3% of the workforce. Of the academic nonfaculty, women comprise 45.3% (predominantly in instructional, libraries, and extension positions) and minorities 13.6% (predominantly in research, followed by instructional positions). The complete report on the status of women and minorities, examining these and other data will be published by the Office of Human Relations in the near future.

### The Picture by Places

In every building—there are 90 in Ithaca to which paychecks are distributed—people work. On the 2,800 acres of Cornell Plantations—people work. On the 180 acres of the Laboratory of Ornithology and the 4,000 acre Arnot Forest—people work. And then there are the other local Cornell worksites scattered across the county—the Development, Alumni News, Risk Management and Insurance, and Real Estate offices out near the Tompkins County Airport; the Accounting, Auditor, Budget, Credit Union, Employment Services, Southeast Asia Publications, Communications Strategies, Publications Services, Graphics Purchasing, Travel Office and Vending offices located at East Hill Plaza. There is also the Dyce Laboratory for Honey Bee Studies, the Liddell Laboratory, the Equine Research Park, and the Turfgrass Field Research Laboratory. In all of these—people work.

These worksites in the Ithaca area alone testify to the rich diversity in activities and specialties within Cornell's workforce. Add to these the sites further afield, many of which are connected to our commitments as a land-grant university. There are, to begin with, the cooperative extension offices all across the state—one in each of the 57 counties and in the five boroughs of New York City. More than 7.3 million individuals are touched by Cornell Cooperative

Extension each year and 64,400 volunteers work with professional staff to develop and extend educational programs.

And these are not the only Cornell extension offices. The School of Industrial and Labor Relations has five extension offices to disseminate research-generated knowledge and to train union and management leaders throughout the state, each with a director and staff: Albany, with 8; Buffalo, 19; New York City, 35; Long Island (Old Westbury), 5; and Rochester, 8. The Sea Grant Institute is also one of the extension and outreach programs, with the main extension program office located at the Ithaca campus, but with regional specialists, program coordinators and office professionals at SUNY-Stonybrook, SUNY-Oswego, SUNY-Brockport, the cooperative extension office in East Aurora, and at the Cornell Horticultural Lab at Riverhead, Long Island.

The Long Island Duck Research Lab, Eastport, Long Island, has about 9-10 staff employed by Cornell. This lab, connected with the Department of Avian and Aquatic Medicine is involved, as its name implies, with duck research and diagnostic work.

Several other activities associated with the Vet School also have laboratories scattered across the state. For the past 42 years, the James A. Baker Institute for Animal Health, with about 65 faculty, staff, and graduate students, has been located on Hungerford Hill, researching canine and equine diseases, vaccines, and genetics. There are seven Equine Drug-testing Laboratories located at major New York racetracks, with between four to seven employees at each including the Vernon Downs Racetrack, Saratoga Raceway, Monticello Raceway, and Belmont Racetrack. In addition to its central office at Langmuir Laboratory, Quality Milk Promotion Services staffs three other regional labs—in Canton, Cobleskill, and Geneseo—to assist dairy farmers in maintaining high quality milk production.

Programs offered through the Department of Natural Resources are supported through nine different laboratories and field stations across New York State in addition to the Sea Grant offices, including the aforementioned Arnot Teaching and Research Forest, the Cornell Biological Field Station in Bridgeport, NY; the Hudson Valley Research Laboratory in Highland, NY; and the Uihlein Sugar Maple Research-Extension Field Station in Lake Placid, NY. Each of these locations has office as well as laboratory facilities.

Although separate from the cooperative extension system, the New York State Agricultural Experiment Station in Geneva, NY, is perhaps the best-known of the agricultural operations off central campus. It has been part of Cornell University since 1923 and employs approximately 320 faculty and staff. It has two labs beyond Geneva: the Fredonia Vineyard Lab, and the Hudson Valley Lab in Highland, NY, which, as mentioned, also provides for program support for the Department of Natural Resources.

Further afield is the Shoal Marine Laboratory, located on a 95-acre Maine island 10 miles offshore Portsmouth, New Hampshire. The largest field station for undergraduate field education in North America, its office is open from mid-May through mid-September, employing about 12 summer staff and a director, with about 100 faculty and students

involved in courses and research on the island at any one time.

Other Cornell programs and activities crisscross the nation and the globe. The Division of Public Affairs has nine regional offices to help us stay connected with Cornell alumni and friends: the Metro New York Office, in New York, NY; Middle Atlantic Office, Strafford, PA; Midwest Office, Evanston, IL; New York/Ontario Office, Ithaca, NY; North Central Office, Cleveland, OH; Northeast Office, Wellesley, MA; Southeast Office, Miami, FL; Southwest/Mountain Office, Houston, TX; and the Western Office, Solana Beach, CA. Each regional office includes a director and other professional and support staff.

State Relations has an Albany Office, with three full and one part-time staff, and the Cornell-in-Washington Program, Washington, D.C., has three full-time regular staff, about nine Cornell faculty who either live in Washington or fly down from Ithaca, and a number of teaching assistants who live in the Washington area.

As mentioned above, the National Astronomy and Ionosphere Center, at the Arecibo Observatory in Arecibo, Puerto Rico, currently has 119 full- and six part-time employees. This center operates the world's largest radio-radar telescope.

A number of specific divisions and programs at Cornell conduct extensive international research and outreach activities. For space reasons we can highlight only a few. The College of Architecture, Art, and Planning offers a program in Rome at the Palazzo Massimo. The director of this program is funded through Cornell, and over 40 faculty, staff, and students are involved in this program each semester. The Division of Nutritional Sciences currently has an international presence in 18 countries, including China, India, Kenya, Sudan, Guatemala, Malawi, Ethiopia, Puerto Rico, New Guinea, Costa Rica, Zaire, Gambia, Ghana, Guinea, Madagascar, Mozambique, and Tanzania. Through the Cornell International Institute for Food, Agriculture and Development (CIIFAD), a number of collaborative efforts between Cornell faculty and graduate students, other universities, government agencies, and non-government organizations on sustainable agricultural and rural development, human resource development and institutional strengthening are ongoing in places such as the Philippines, Zimbabwe, Indonesia, the Dominican Republic, Honduras, and Ghana. And the International Agricultural Program has sent graduate students abroad to work on programs at the University of the South Pacific and in Rwanda. There are numerous other locations around the world at which faculty and students work, research, and study as well (see Editor's Note, below).

[Editor's Note: Inevitably, those of you who read this article will notice omissions of some probably obvious off-campus Cornell worksites. We are in the process of compiling a comprehensive listing of all these off-campus sites, of which this article is but the beginning. We are interested in: 1) actual offices/field stations owned or leased by Cornell that are staffed on a regular basis, 2) sites that are not regularly staffed but that are routinely visited by faculty, students, and/or staff, 3) other activities conducted independently or in collaboration with other universities, corporations, countries. If you know of any sites in any of these categories, please drop me a line, along with a contact person and/or information about the site and the work that is done there.]

\*[NOTE: These figures are based on the May 1992 Progress toward Diversity: Annual Report on the Status of Women, American Indians, Asian Americans, Black Americans, and Hispanic Americans, prepared by the Office of the Associate Vice President for Human Relations and the Office of Institutional Planning and Research, and the July 30, 1992 University Human Research Report #544. The figures in the 1992 Cornell University Profile vary from these figures, partly because the data was extracted at a different time and partly because the data was configured slightly differently. For instance, the Profile includes part-time staff, raising the count of staff and academic nonfaculty from 7,490 to 7,915. The number of faculty is the same: 1,593. In Chart 3, "Others" indicates the variances due to time of year in which counts are taken.]

# A Few Words about *The Cornell Workplace*

—Nancy J. Doolittle, editor

Writing for an organization is an odd business. It's not like the journalism one expects from, say, CNN, where the writers assume a certain objectivity in the pursuit of "the truth," and it's not like writing an autobiography, where the writer subjectively conveys his or her personal interpretation of what happened over the course of a lifetime. It's more like the role of a translator who identifies with the language and perspectives of two groups—in this case, the organization and the individual—and who acts as a bridge between them.

In fulfilling this role in the past, I have not drawn attention to myself as the translator but have spoken with the collective voice of the organization. This had the advantage of keeping the focus on the message rather than on me, the messenger. But it also had the disadvantage of distancing me from the staff and faculty who read *Cornell Employment News*. In light of the networking, connecting, and consulting modes that Beth Warren has fostered and encouraged over the summer, that distance now seems strangely out of sync.

So, you will notice that I will be speaking in my own editorial voice, with my own by-line. Some articles of general information or announcement—like the overview of the Cornell workforce on page three of this issue, where the content is more important than the connection, or articles that have several authors—will still carry no by-line.

The decision to speak in my own voice involves the risk that you might actually identify with me as a person and talk back. That's fine. If I am truly to be a translator, then I must know your thoughts and comments, too. Real partnerships are between real people, not between a collective organizational voice and an ambiguous audience.

The paper's editorial purpose will not change, however. I will still be guided

by the questions, "What do staff and faculty need to know? What resources are available or what information is useful to empower us to get the most out of our experience of working at Cornell? What are we in Human Resources doing that has an impact on faculty and staff? As a staff member myself, what would I find interesting, or useful, or enlightening?"

So, the tag line of the paper, "sharing human resource perspectives," reflects the fact that this paper provides a particular interpretation of what is happening in the Cornell workplace, a unique lens through which the university can be seen. To the extent that staff and faculty are informed about human resource issues, philosophies and values, we are empowered to take advantage of the professional and personal opportunities inherent in our worlds of work.

To that end, about once a month, a lead column, "Reflections on the Horizon," will feature a message, usually from Beth I. Warren, associate vice president for human resources, on some of the issues, programs or policies that are under consideration or on some of the national or international trends in human resources that may have an impact on Cornell.

Another standard column, "The Bulletin Board," has been created to highlight deadlines that need to be met, seminars and workshops in career or personal development that are available, conferences and events that are upcoming. And "Job Opportunities" has been renamed "Career Opportunities." When the Classification Review Study is over, job openings will be listed according to the job family they are identified with in the study, to show possible career paths and opportunities for advancement.

I do hope you like these changes in this paper, and that it helps to connect us all. Beth Warren often refers to the

synergy that results when people unite in the act of discovery. In *The Seven Habits of Highly Effective People*, Stephen R. Covey provides a description of synergistic communication that could well serve as the ultimate vision for *The Cornell Workplace*:

When you communicate synergistically, you are simply opening your mind and heart and expressions to new possibilities, new alternatives, new options. . . . You're not sure when you engage in synergistic communication how things will work out or what the end will look like, but you do have an inward sense of excite-

ment and security and adventure, believing that it will be significantly better than it was before. . . . You begin with the belief that parties involved will gain more insight, and that the excitement of that mutual learning and insight will create a momentum toward more and more insights, learnings, and growth.<sup>1</sup>

I invite you to join me in this journey of learning, growth, and insight.

<sup>1</sup>Stephen R. Covey, *The Seven Habits of Highly Effective People* (NY: Simon & Schuster, Inc., 1989), p. 264.



## September 19, 1992: 18th Annual Employee/Family Day

Don't forget to buy your tickets for the chicken barbecue/lasagna florentine and Big Red football game against Princeton's Tigers at Cornell's 18th annual Employee/Family Day.

The barbecue will follow the 12:30 p.m. football game. Serving will begin at 3:30 p.m. and end at 5:30 p.m.; entertainment will continue until 7:30 p.m. Combination football/meal tickets (\$5.00) can be purchased from August 31—September 15; discount football tickets (\$3.00 each) can be purchased through September 18; meal only tickets (\$2.00) will not be sold after September 15. You may purchase discount tickets at the Campus Store Munch Market, the Cornell Recreation Club (165 Day Hall) or the Alberding Field House Ticket Office.

Free shuttle-bus service between O-lot and Schoellkopf Drive will be available between 11:30 a.m. and 1:00 p.m. and again between 5:30 p.m. to 7:30 p.m.

Employee/Family Day is sponsored by the Employee-Elected Trustee, the Employee Assembly, University Human Resource Services, the Department of Athletics, and with special thanks to Care of Buildings, CU Transit, Inc., and Public Safety.

P.S. Volunteers are needed to help serve dinner on Employee/Family Day. All volunteers receive a complimentary meal ticket. Call Janet Beebe, 255-7565 to volunteer.

## CAREER Opportunities

Employment Services, 160 Day Hall, Cornell University, Ithaca, NY 14853-2801  
Day Hall: (607) 255-5226  
East Hill Plaza: (607) 255-7422

- Employees may apply for any posted position with an Employee Transfer Application. A resumé and cover letter, specifying the job title, department and job number, are recommended. Career counseling interviews are available by appointment.
- Requests for referral and/or cover letters are not accepted from external candidates unless specified in the ad. Candidates should submit a completed and signed employment application which will remain active 4 months. Interviews are conducted by appointment only.
- Employment Services will acknowledge receipt of all material by mail. Hiring supervisors will contact those individuals selected for interview by phone; please include two or more numbers if possible. When the position is filled, candidates should receive notification from the hiring supervisor.
- Cornell University is an equal-opportunity, affirmative-action educator and employer.
- Career Opportunities can be found on CUINFO

Please note the following different procedures for each category of positions:

- Nonacademic professional positions encompass a wide variety of fields including management, research support, computing, development, finance and accounting, dining services and health care.** All external candidates must have a completed signed employment application on file with Employment Services before they can be interviewed for a position. Submit a resume and cover letter for each position, specifying the job title, department and job number. Employees should include an Employee Transfer Application.
- As a prominent research institution, Cornell has a diverse need for laboratory, electro/mechanical and computer support.** Individuals with backgrounds in computer science, biology, microbiology, chemistry, animal husbandry, plant science and medical laboratory techniques are encouraged to apply; applicants with ASCP or AHT licenses are in particular demand. All external candidates must have a completed signed employment application on file with Employment Services before they can be interviewed for a position. Send a cover letter and resume for each position, specifying the job title, department and job number, to Sam Weeks, 160 Day Hall. Skill assessment check lists, available at the Day Hall office, are a valuable aid when applying for computer or laboratory related positions.
- Approximately half of all university openings are for Office Professionals.** Individuals with secretarial, word processing (IBM PC, Macintosh, Wang, Micom), data entry, technical typing, or medium to heavy typing (45-60+ wpm) are encouraged to apply. All external candidates must have a completed signed employment application on file with Employment Services before they can be interviewed for a position. Employee candidates should submit an employee transfer application and cover letter, if requested, for each position in which they are interested. Submit a signed employment application and resume which will remain active for a period of four months. During this time, you will be considered for any appropriate openings for which you are competitively qualified. Requests for referral and/or cover letters are not accepted from external candidates unless specified in the ad. Qualified applicants will be invited for a preliminary interview at our EHP office. If you are currently available for employment, you may want to consider temporary opportunities at the University. Please contact Karen Raponi at 255-2192 for details.

Applications Programmer/Analyst III (PT3103) Level 34

CIT Information Resources-Endowed

Posting Date: 8/6/92

Design, develop, modify, maintain, and document fairly complex applications software in support of a major administrative system. Analyze functional and performance requirements and develop software alternatives to increase usability and efficiency. Diagnose most problems in production system software and effect emergency repairs. Write production procedures, JCL and user manuals. Attend conferences, seminars and classes to increase your knowledge of large scale system. Assist and advise users.

**Requirements:** BS or equivalent experience. 3 - 5 years related experience. Knowledge of applications for interactive administrative systems, database management system, machine architecture and systems utility programs. Knowledge of ADABAS and NATURAL. Experience in student administration and human re-

sources areas helpful. Send cover letter and resume to Sam Weeks.

Systems Programmer/Analyst II (PT3401) Level 33

Theory Center-Endowed

Posting Date: 8/27/92

Develop, document and maintain computer usage accounting systems. Provide systems administration for various multi-user workstations. Provide staff support. Support existing user information databases. Work with various computer project teams. Attend national conferences and training seminars. Represent the theory center on NSF supercomputing centers database working group.

**Requirements:** BS degree or equivalent in computer science. 2-3 yrs. related experience. Knowledge of UNIX operating system and C. Experience with workstations (particularly RS/6000's), LAN's, network systems (Mac and PS/2), SQL, and PERL helpful. Send cover letter and resume to Sam Weeks.

Coordinator for Workstation Labs (PT3306) Level 33

CIT Services-Endowed

Posting Date: 8/20/92

Coordinate and provide guidance and support for the Sibley Computing Facility. Insure that the facility functions smoothly by maintaining its operational readiness and availability. Install and maintain software. Track, diagnose and solve or report problems. Provide support to faculty and TA's using the facility for instruction. Train student and temporary staff. Work with other CIT sections. Get training to maintain technical competence. Some irregular hours.

**Requirements:** BS degree or equivalent experience. At least 2 yrs. experience working with workstation technologies with a demonstrated knowledge of these technologies and a proven aptitude for learning new ones. Ability to work without close supervision. Excellent organizational skills. Send cover letter and resume to Sam Weeks.

### Professional

Senior Technical Consultant (PT3004) Level 35

Financial Systems Development-Endowed

Posting Date: 7/30/92

Provide technical support in financial systems area. Serve as liaison to central computing (CIT) technical staff and technical consultant to administrative staff. Write, maintain and analyze systems where commonly used programming languages are unsuitable.

**Requirements:** Bachelor's degree or equivalent. 5-7 years experience in programming application and systems; ADABAS & BATCH; and VM/CMS interaction. Knowledge of commonly used programming languages such as basic and assembler for systems mainframe thru micro. Strong communication skills required. Send cover letter and resume to Sam Weeks.

**Network Operations Supervisor (PT3307) HRII  
College of Arts and Sciences-Endowed****Posting Date:** 8/20/92

Provide support for the college of arts and sciences administrative LAN. This includes diagnosing and solving various hardware and software problems, installing network hardware and assisting with installation and maintenance of network software. Provide backup network administration.

**Requirements:** BS degree or equivalent desirable. 3-5 yrs. experience with local area networks, preferably in a Novell Network environment. Knowledge of IBM and Macintosh hardware, operating systems and software (WP, Q&A, Lotus, Excel). Familiarity with the Cornell networking environment. Ability to work independently with users of varying computing skills. Strong organizational, communication and written skills. Send cover letter and resume to Sam Weeks.

**Applications Programmer III (PT3506) HRII****Education-Statutory****Posting Date:** 9/3/92

Programming and testing software as designed by the National Science Foundation research group and integrate with existing software.

**Requirements:** BA degree or equivalent required. Requires at least 5 yrs. programming experience. Knowledge of Mac hardware and operating system. Knowledge of Pascal and MPL. Send cover letter and resume to Sam Weeks.

**Research Support Specialist III (PT3505) HRII****Agricultural Economics-Statutory****Posting Date:** 9/3/92

Provides technical support for faculty, staff, and students in the program on dairy markets and policy. Responsible for the programs dairy database project and bulletin boards. Provide leadership in specific research projects of his/her own.

**Requirements:** M.S. degree or equivalent required in an agricultural related field. 5 yrs. related experience including analysis, analytical software, applications programming, technical writing and dairy industry economics. Send cover letter and resume to Sam Weeks.

**Associate Director (PA3501) HRII****Statutory Office for Capital Facilities-Statutory****Posting Date:** 9/3/92

Assist the director to manage the construction, maintenance and operation of Cornell Statutory Colleges facilities which have a replacement value of \$400 million and are located throughout New York State including the Ithaca campus, the Geneva Experimental Station and a number of smaller, widely distributed research and extension facilities. Working with faculty and administrators in the four colleges, the State University of New York, as well as with contractors and facilities personnel, will assist in the management of the full range of professional activities for planning and completion of maintenance, renovations and new facilities construction.

**Requirements:** Bachelor's degree or equivalent in architecture or engineering and a minimum of 10 yrs significant and responsible experience in construction or university facilities management. Familiarity with the usage of computers in long range planning, campus maintenance and utility projections required. Excellent oral and written communications skills with a demonstrated ability to work effectively within a highly complex environment essential. College or university experience highly desirable. For consideration send a letter and 2 resumes to Cynthia Smithbower.

**Assistant Director (PA3502) HRII****University Development-Endowed****Posting Date:** 9/3/92

Perform the full range of planned giving activities working with alumni and friends of Cornell university. Focus on external-working with individuals and groups discussing planned giving concepts. Responsible for creating planned giving programs as appropriate to university development fundraising goals.

**Requirements:** Bachelor's degree or equivalent experience required. 3-5 yrs. related experience. Thorough knowledge of planned giving instruments. Some familiarity with estate planning concepts and tax law. General knowledge of institutional fundraising. Experience in individual giving programs desirable. Analytical ability and financial skills. Strong communication skills and the ability to work within a complex organization with many concurrent activities in motion. Excellent interpersonal skills. Considerable travel is required. Send cover letter and resume to Cynthia Smithbower.

**Assistant Director, Special Gifts (PA3401) HRII****University Development-Endowed****Posting Date:** 8/27/92

Assist the director of special gifts in the identification, cultivation, solicitation and stewardship of alumni and friends of Cornell who have the capacity to give between \$25K-\$1,000,000 to the University.

**Requirements:** Bachelor's degree or equivalent with ability to communicate effectively and persuasively. 3-5 yrs. experience in development and working with the volunteer group organizations. Established writing skills, successful gift solicitation experience, and prospect management expertise are highly recommended. A basic knowledge of planned giving and the mechanisms available at Cornell for making a gift of this nature to the university. Send cover letter and resume to Cynthia Smithbower.

**Systems Analyst III (PT3105) HRII****Soil, Crop and Atmospheric Sciences-Statutory****Posting Date:** 8/6/92

Manage, operate, and maintain MicroVAX II minicomputers, Ultron workstations and macintosh personal computer network for the Atmospheric Sciences unit. Update systems software, design and program applications; recommend equipment purchases and arrange maintenance; serve as consultant for staff and students using systems; and troubleshoot network problems.

**Requirements:** B.S. or equivalent with major or minor in computer science including coursework in computer operating systems and assembly language programming. 3-5 year experience with VAX VMS programming and management. Familiarity with LAN management, DECnet, TCP/IP and AppleTalk as well as with Ultron operating system and associated networking components. Proficiency in Fortran and C. Send cover letter and resume to Sam Weeks.

**Systems Analyst III (PT3005) HRII****Finance & Business Services-Statutory****Posting Date:** 7/30/92

Develop, maintain, install and modify administrative system software. Provide overall project leadership of programmer/analyst team. Primary liaison to users and technical personnel.

**Requirements:** Bachelor's with computer related courses or the equivalent combination of experience. 3-5 years experience with machine architecture and programming languages. Strong communication skills both oral and written, plus the ability to deal effectively with people. Supervisory experience strongly desired. Send cover letter and resume to Sam Weeks.

**Conservation Specialist (PC2912) HRII****Preservation and Conservation Library-Endowed****Posting Date:** 7/23/92

Responsible for the conservation treatment of rare and unique bound library materials. Perform a wide variety of conservation tasks including: paper treatment (washing, deacidification, sizing, etc.); document repair; binding restoration; rebinding and some supervision to a conservation technician. Assist in conservation planning; program development; apprentice training; staff education. Make treatment decisions and recommendations, and help to develop and control work flow and scheduling.

**Requirements:** Advanced diploma/degree; other verifiable apprenticeship completion certification; other verifiable certification of advanced training. A minimum of 2 yrs. related experience after training. Sound academic background, with good oral and written communication skills, and ability to impart knowledge to others. Ability to stand for long periods, lift moderate weights and push heavy book carts. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Applications Programmer II (PT2205) HRII  
Section of Ecology and Systematics-Statutory****Posting Date:** 9/3/92 Repost

Design and code (in C++) the porting of an existing DOS-based database applications to UNIX, Windows, or Macintosh for the MUSE project. Provide programming documentation. Provide fixes for system bugs.

**Requirements:** BA or equivalent experience in computer science required. Minimum of 2-3 yrs. of C and C++ programming experience. Requires experience programming user interfaces on at least two of the following platforms: DOS, UNIX, Macintosh, Windows. Database programming experience desirable. Send cover letter and resume to Sam Weeks.

**Research Support Specialist I (PT0706) HRII****Veterinary Pathology-Statutory****Posting Date:** 9/3/92 Repost

Provide technical support and investigative assistance in studies on leukemia oncogenes and tumor suppressor genes in cancer biology. Plan and execute experiments. Supervise staff. Provide data analysis.

**Requirements:** BS degree or equivalent in the biological sciences; MS preferred. Knowledge of techniques related to flow cytometry, biochemistry and tissue culture. Skills in interpersonal communications and supervision. Send cover letter and resume to Sam Weeks.

**Research Support Specialist II (PT3402) HRII****Soil, Crop, and Atmospheric Sciences-Statutory****Posting Date:** 8/27/92

Provide technical assistance in meteorological related research. Assist PI and grad students with computer related problems. Assist in the following: 1) the use of computer graphics packages; 2) running FORTRAN coded atmospheric models; 3) UNIX language programming; 4) remote access to software at another supercomputing center; and 5) development of efficient algorithms for the computer solution of meteorological problems.

**Requirements:** BS degree or equivalent in atmospheric or related science. 2-3 yrs. related experience including use of computer systems, FORTRAN and UNIX programming, analysis of weather data and computer graphics. Send cover letter and resume to Sam Weeks.

**Development Assistant (PA3405) HRII****University Development-Endowed****Posting Date:** 8/27/92

Work with the associate director for reunion campaigns. Responsible for direct staffing of three class reunion campaigns per year.

**Requirements:** Bachelor's degree or equivalent required. 2-3 yrs. related experience. Excellent communication and interpersonal skills. Some prior knowledge of fund raising through professional or volunteer experience. Ability to communicate with alumni. Knowledge of Macintosh computer systems. Knowledge of Cornell desirable. Some travel required. Send cover letter and resume to Cynthia Smithbower.

**Network Operations Manager (PT3403) HRII****ILR-Resident Division-Statutory****Posting Date:** 8/27/92

Provide hardware and software maintenance support and network administration for ILR. Troubleshoot hardware and software problems for Macintosh, DOS computers, laser printers and other peripherals. Install and maintain electronic mail system, AppleTalk and Ethernet networks. Provide basic support for word processing to faculty, staff and students.

**Requirements:** BS degree or equivalent. 2 yrs. related experience including AppleTalk, Quickmail and Novell networking. Extensive knowledge of DOS, spreadsheets, databases and graphics software. Proven ability to work well with people. Send cover letter and resume to Sam Weeks.

**Professional Off-Campus****Extension Support Aide (PT3504) HRII****Extension Administration, Sea Grant Extension-Statutory****Posting Date:** 9/3/92

Assist in the delivery of extension activities related to the quality and pollution of coastal environments in the state's marine district. Respond to information requests, give presentations, staff displays, and some preparation of educational materials. Participate in and report on meetings. Maintain audience contacts. Off-campus position housed in Stony Brook, NY.

**Requirements:** Bachelor's degree or equivalent in the marine sciences; environmental science, biological or other natural sciences, or in science education/communications. 1-2 yrs. experience in the natural resource field, or in natural science education/communications. Effective oral and written communication skills. A valid New York State driver's license and an available personal vehicle. Send cover letter and resume to Sam Weeks.

**Research Support Specialist I (PT3404) HRII****Natural Resources/Shakelton Point Research Station, Bridgeport, NY-Statutory****Posting Date:** 8/27/92

Assist in conducting research on spawning nursery habitats of bass in the Hudson River. Design a data management analysis system using existing software. Assist with analysis of warm and cool water fisheries data. Assist in writing reports and publications.

**Requirements:** BS or equivalent fisheries science or related field. 2-3 yrs. related experience including radio tracking fish from aircraft and boats. Experience navigating small boats on large river systems. Ability to swim. Familiarity with Hudson River between Troy and Peekskill helpful. Send cover letter and resume to Sam Weeks.

**Professional Part-time****Teaching Support Specialist I (PT3503) HRII****Division of Nutritional Sciences-Statutory****Posting Date:** 9/3/92

Provide planning for routine lab operation and for wet chem/biochem lab course. Set up equipment for labs. Contribute to development of a lab manual, writing and editing. Provide some teaching, conduct pre-lab lectures. Supervise and train teaching assistants. Evaluate student assignments. Order supplies and maintain equipment. Attend weekly lectures and teaching assistant meetings.

**Requirements:** BS degree or equivalent in nutritional sciences or related field. MS preferred. 2-3 yrs. experience including extensive lab work and instructing. Familiarity with statistical analysis and word processing. Strong interpersonal, organizational and communication skills. Send cover letter and resume to Sam Weeks.

**Professional Temporary Part-Time****Technical Consultant I (PT3015)****CIT-Endowed****Posting Date:** 7/30/92

Provide support for faculty, staff, students, and potential users by delivering technical information on five supported platforms (IBM-PC, IBM mainframe, macintosh, VAX mainframe, and telecommunications). Resolve problems concerning the technical aspects of a diverse set of hardware and software applications. Direct clients to services within Cornell Information Technologies and facilitate back line consulting services. Provide support via service on the helpdesk, group and individual contacts, etc. Irregular hours.

**Requirements:** BS degree or equivalent. Course work in computer sciences, business, education preferred. 1-3 yrs. of computing service delivery (consulting, instruction, or related client support services). Outstanding oral and written communication skills. Send cover letter and resume to Sam Weeks.

**Professional Temporary****Temporary Computer Programmer/Analyst (T3101)****Quality Milk Promotion Services-Statutory****Posting Date:** 8/6/92

Analyze, design, develop, implement, and document computer applications for QMPS. Update and set up computer systems. Maintain all aspects of computer systems. Analyze program data for research projects, using statistical packages and procedures. Train employees in use of hardware and software.

**Requirements:** Bachelor's degree or equivalent experience. Thorough knowledge of DBase III+ and Clipper software programming required. Knowledge of Lotus 1-2-3 and WP preferred; and statistical packages and applications desirable. Strong interpersonal skills. Send cover letter and resume to Sam Weeks.

**Temporary Research Support Specialist (PT2504)****Design and Environmental Analysis****Posting Date:** 6/25/92

Coordinate a project involving up to 5 separate research studies investigating how US, European and Japanese companies manage their space efficiently. Supervise research assistants. Act as liaison with research consortium members. Coordinate production of reports and newsletter. Assist in the development of research instruments and in data collection and analysis. Assist in preparation of final reports and presentations. Chance of full-time employment.

**Requirements:** MS or equivalent in facility planning and management. Strong background in behavioral and social sciences. Supervisory experience. Experience with MAC systems and software including word processing, Excel, StatView, MacDraw, and MacPaint. Experience with social science and environmental design research methods; survey design and analysis; data coding and entry; behavioral mapping techniques; and architectural plan analysis. Must have drivers license and be willing to travel. Must have people, writing and communication skills. Ability to work independently. Send cover letter and resume to Sam Weeks.

**Technician GR20 (T3405)****Biochemistry, Molecular and Cell Biology-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date:** 8/27/92

Provide technical support to molecular and cell biology research lab working on the effect of oncogenes on cultured cells. Perform basic techniques in recombinant DNA, cell culture, microscopic examination of stained cells, and enzyme and protein assays. Maintain cell culture facility. Keep accurate records of experiments and write reports.

**Requirements:** BS degree in biology or equivalent with background in biochemistry and cell biology or cell physiology. 1-2 yrs. experience in lab recombinant DNA techniques. Send cover letter and resume to Sam Weeks.

**Veterinary Technician GR20 (T3001)****Vet Medical Teaching Hospital-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date:** 7/30/92

Maintain aseptic conditions and provide coordination of the surgery team in the operating room during a surgical procedure. Clean and sterilize surgical and hospital equipment. Must be available at designated times to assist with emergency procedures. (On-Call schedule).

**Requirements:** AAS degree in animal health technology-Licensed or eligible for NYS license or equivalent. Experience with small animals. Experience with surgical procedures preferred. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3507)****Section of Ecology and Systematics-Statutory****Minimum Biweekly Salary: \$615.42****Posting Date:** 9/3/92

Provide technical support in lab and field work. Isolate, purify DNA and analyze DNA sequence variation. Collect and rear insects. Conduct sophisticated data analyses.

**Requirements:** BS or equivalent. Familiarity with molecular genetics and evolutionary biology is essential. Some experience with molecular genetic techniques. Experience in working with insects. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3302)****Diagnostic Laboratory/Clinical Pathology-Statutory**

## Office Professionals

**Stockkeeper GR17 (C3504)**  
**Veterinary medical Teaching Hospital-Statutory**  
**Minimum Biweekly Salary: \$530.38**  
**Posting Date: 9/3/92**  
 Responsible for the proper receipt and distribution of Central Supply Pharmacy items.

**Requirements:** High school diploma or equivalent required. 1yr stockroom experience helpful, some knowledge of computers and pharmacy items desirable. Moderate to heavy lifting required. External applicants should send a cover letter and resume to Esther Smith, Employment Services, EHP #2. Cornell employees should also submit a transfer application.

**Office Assistant GR17 (C3309)**

**Undergraduate Admissions-Endowed**

**Minimum Biweekly Salary: \$530.38**

**Posting Date: 8/20/92**

Process applications for 7 undergraduate colleges. Handle all admissions inquiries, applications and records for a specific section of the alphabet; process efficiently and accurately a high volume in a short period of time using on-line computer. 10 month position, August-June.

**Requirements:** High School diploma or equivalent required. Minimum 1yr. related experience. Good clerical and organizational skills; particular attention to detail and interpersonal skills essential. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Conservation Technician GR18 (C3510)**

**Mann Library-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 9/3/92**

Performs a variety of tasks relating to the preservation of brittle materials as part of a one year grant project to preserve the Entomology collection of library materials. Duties includes preparing materials for reformatting to preservation microfilm and/or preservation photocopy and quality control. May also participate in other conservation treatments to extend the useful life of the collection including minor repair and making protective enclosures for damaged books.

**Requirements:** High school diploma or equivalent required. AA degree or equivalent combination of education and experience preferred. Relevant experience may include problem solving, work with historic or fragile objects or highly detailed work involving close concentration and attention to detail. Good interpersonal, oral communication, and organizational skills required to effectively work with filmings agent and other library departments. Microcomputer and previous library experience desirable. Experience with microforms, bibliographic searching and book conservation desirable. External applicants send cover letter and resume to Esther Smith, EHP#2, employees should include an employee transfer application.

**Secretary GR18 (C3503)**

**Microbiology, Immunology & Parasitology-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 9/3/92**

Perform a variety of work which entails word processing, data base management and bookkeeping skills. Maintain the CFHC memberships, mailing lists, assists with memorial contribution program and handles general requests for information. Processes deposits. Other general secretarial duties.

**Requirements:** High school diploma or equivalent plus one year related experience. Knowledge of word processing (word perfect), data base management programs (lotus 1-2-3 or equivalent) and computer data entry is required. Excellent public relations, organizational and interpersonal skills. Confidentiality, tact and flexibility essential. Attention to detail, ability to work in a team environment. There will be daily contact with animals (cats). External applicants send cover letter and resume to Esther Smith, EHP#2, employees should include an employee transfer application.

**Serials Records Assistant GR18 (C3502)**

**Mann Library-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 9/3/92**

Records receipt of serial publications and performs related serial maintenance activities. This includes searching the online system and recording holdings of serials, claiming unrecieved issues, and ceasing or inactivating serial titles. Inputs new serial titles and orders. Assists the Serials Records Specialist in processing titles received on the U.S. Federal Depository Program. Sorts and distributes mail.

**Requirements:** High School diploma or equivalent. Associate's degree plus 1 to 2 years of previous library or record keeping experience preferred. Additional related experience may be substituted for formal degree. Ability to use effectively a microcomputer and some applications software. Strong organizational skills and ability to prioritize. Good interpersonal and communication skills. Some foreign language skills desirable. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, EHP#2. Employees should include an employee transfer application.

**Secretary GR18 (C3404)**

**Human Service Studies-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 8/27/92**

Provide general clerical/secretarial support for multiple faculty (4-6) in an academic department.

**Requirements:** High school diploma or equivalent. Some college coursework preferred. 1-2yrs. related work experience. Computer skills: Macintosh and IBM PC with WordPerfect. Shorthand and dictaphone experience helpful. Good interpersonal and organizational skills needed. Excellent typing skills. Medium typing. External applicants send cover letter, resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Office Assistant GR18 (C1611)**

**Agricultural and Biological Engineering-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 4/23/92 Report**

Provide secretarial and administrative support to the Cornell Local Roads Program staff. Register workshop participants, perform routine accounting tasks, distribute publications, type correspondence, answer telephones, and respond to inquiries. Travel four to six times annually for three to four days per trip.

**Requirements:** High school diploma or equivalent required. Some college coursework desirable. Valid NYS Drivers license. Advance proficiency in WordPerfect 5.0 or 5.1 necessary. Knowledge of Dbase III inquiry, Lotus, and Harvard graphics desirable. Minimum 1 year general office experience necessary. Desire to work in a service oriented position with daily public contact helpful. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Administrative Aide GR19 (C3509)**

**Career Center-Endowed**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 9/3/92**

Provide administrative/secretarial support to summer job network. Acts as initial contact for program with alumni, employers, and students. Assists with developing marketing communications; coordinating and scheduling travel, appointments and training/interview sessions.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. At least 2yrs. experience in office environment. Prefer Cornell background. Experience on Macintosh (with word processing and spreadsheet packages). Medium typing. External applicants please submit a cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Administrative Aide GR19 (C3409)**  
**Dean of Admissions and Financial Aid-Endowed**  
**Minimum Biweekly Salary: \$566.28**

**Posting Date: 8/27/92**  
 Provide administrative/secretarial support to the associate dean of admissions and financial aid. Typing, scheduling, meetings and appointments; answering telephone, maintaining calendar; handle mail; arrange travel. Other duties as assigned.

**Requirements:** High school diploma or equivalent. Some college coursework preferred. 1-2yrs. related experience. Experience on the Macintosh with software programs of Excel, Microsoft Word, and Filemaker Pro. Excellent organizational and interpersonal skills a must. Ability to handle confidential materials discreetly and to work independently. Ability to deal with the public and work with a diverse population. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Secretary GR19 (C3311)**

**JGSM-Endowed**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 8/20/92**

Provide clerical and secretarial support to the dean's office. Answer telephones and assist in the preparation of reports and projects.

**Requirements:** High School diploma or equivalent required. Some college coursework preferred. 1-2yrs. office experience required. Macintosh experience required; experience with Microsoft Word, Excel and Filemaker Pro. Familiarity with higher education and/or business management. Excellent organizational and oral skills. Ability to communicate and articulate with public, as well as academicians. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Secretary GR19 (C3020)**

**Geological Sciences/INSTOC-Endowed**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 7/30/92**

Provide secretarial and editorial support to faculty, researchers, supervisors, and staff; maintain INSTOC office, records, and microcomputers; general office assistance.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. Strong computer skills (Macintosh/IBM PC and related software), 2yrs. related experience, strong interpersonal, organizational, communication (written and oral) skills, knowledge of CU policies and procedures strongly preferred. Heavy typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Administrative Aide GR20 (C3201)**

**Employee Benefits/OHR-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 8/27/92 Report**

Under general supervision, provide administrative and secretarial support to the director, employee benefits and the assistant directors in the overall administration of employee benefits office. This is a complex, fast-paced office.

**Requirements:** Associate's degree in secretarial science or equivalent combination of education and experience preferred. Minimum of 3yrs. of similar administrative/secretarial/personnel experience. Knowledge of secretarial and office organizational procedures essential. Confidentiality, tact and flexibility essential. Excellent public relations, organizational and interpersonal skills essential. Demonstrated oral and written communication skills and initiative necessary. Familiarity with Cornell organization, personnel policies and procedures preferred. Ability to set priorities, work on several concurrent projects, and pay attention to detail under pressure preferred. Working knowledge of word processing (Digital All-In-One, Macintosh). Ability to take minutes using shorthand very helpful. Ability to work in a team environment. Regular Cornell Employees only. Send cover letter, resume and employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2.

**Secretary GR20 (C3406)**

**Cooperative Extension-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 8/27/92**

Confidential secretary and administrative assistant to the director of finance and personnel, finance manager, personnel manager, and information systems specialist.

**Requirements:** Associate's degree in secretarial science or equivalent. 2-3yrs. secretarial experience. Proficiency at operating network software, WordPerfect and spreadsheets utilization. Strong organizational and office management skills. Maintain high degree of confidentiality. Excellent interpersonal and communication (written and oral) skills. Able to function in extremely busy central office. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Administrative Aide GR20 (C3208)**

**Human Development Family Studies-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 8/13/92**

Provide administrative and accounting support for the Cornell migrant program office. Administer budgets, process accounting transactions, secretarial support to program, travel and conference scheduling.

**Requirements:** Associates degree or equivalent. 2yrs. Cornell experience preferred. Computer skills—IBM compatible using Lotus and WordPerfect. Excellent organizational interpersonal and communication (written and oral) skills. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application. Women and minorities encouraged to apply.

**Accounts Assistant GR20 (C3207)**

**Payroll-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 8/13/92**

Provide a broad range of administrative/organizational support to coordinator for tax reporting account reconciliation function. Primary duties include: control and maintenance of garnishments, other state withholding taxes, preparation of federal and state tax payments, federal levies, tax refunds, counsel foreigners, and special projects.

**Requirements:** AA or AAS degree or equivalent payroll/accounting experience. Excellent interpersonal and organizational skills. Accounting/administrative support. Macintosh and PC computer skills desirable. 2-3yrs. related experience. Light typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Administrative Secretary GR20 (C3021)**

**Computer Science-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 8/13/92**

Coordinate the graduate office operation for the department of computer sciences under general direction from the graduate field representative. Administer the selection and admissions process; general orientation and counseling of students in the computer science graduate program with regard to curriculum and other academic matters. Function as liaison between graduate school, bursar's office and university registrar.

**Requirements:** Associates degree or equivalent. Minimum of 3-4yrs. experience in student personnel or student records. Extensive knowledge of university and college of engineering administrative office's overseeing graduate student curriculum/records. Strong communication, written and editorial skills. Knowledge of degree program requirements. Microcomputer experience essential; familiarity with Macintosh software a plus. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Senior Document Access Assistant GR20 (C2006)**

**Albert R. Mann Library-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 5/21/92 Report**

Coordinate, organize and supervise the daily operation

of the Entomology Library. Responsible for hiring, scheduling, and training all students who work in the Entomology Library. Participate with the Document Access Librarian in evaluating the students' performance. Work a portion of the week in Mann Library's Document Access Unit assisting patrons at service desks and with public access databases.

**Requirements:** Bachelors degree or equivalent experience and education. Minimum 1-2 years related experience. Background in entomology, agriculture, or biological sciences, experience working in an academic/research library, and experience with use of microcomputers preferred. Strong interpersonal and communication skills. Ability to be self-directed, meet deadlines, pay attention to detail. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Administrative Aide GR21 (C3217)**

**Dean's Office, Architecture, Art and Planning-Endowed**

**Minimum Biweekly Salary: 8/13/92**

**Posting Date: 8/13/92**

Provide executive administrative support to the dean and associate dean, provide college level reception to all visitors and callers. Handle dean's and associates deans correspondence with significant composing/editing responsibilities; oversee hartell gallery exhibition and publicity; prepare dean's payroll; and special reports for the dean and associate dean. Related other office tasks.

**Requirements:** Associates degree in business, office management or related field or equivalent combination of education and experience. 2-3yrs. office/administrative support experience. must have outstanding (written and verbal) communication skills. Must have strong word processing skills on Macintosh (or ability) to learn immediately) and excellent judgement and interpersonal skills. Medium typing. External applicants are welcome to apply by submitting a cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application. Women and minorities encouraged to apply.

**Executive Secretary GR22 (C3507)**

**Library Administration-Endowed**

**Minimum Biweekly Salary: \$641.92**

**Posting Date: 9/3/92**

Provide executive secretarial and administrative support for the university librarian and the assistant university librarian. Assist with the secretarial support services provided by the library's administrative office for nineteen Cornell libraries.

**Requirements:** Associate's degree or equivalent combination of experience and education required. Outstanding interpersonal skills with ability to interact effectively with a wide variety of visitors, trustees, faculty, and staff essential. Excellent verbal and written communication skills required. Mature judgement and ability to handle confidential and sensitive information. Computer experience (Macintosh), with familiarity with word processing, desktop publishing and spreadsheets highly desirable. Medium typing. External applicants submit a cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Accounts Coordinator GR22 (C3210)**

**Center for the Environment-Endowed**

**Minimum Biweekly Salary: \$641.92**

**Posting Date: 8/27/92**

travel arrangements, file, xeroxing. Other duties as assigned. Monday-Friday, 20hrs/week.

**Requirements:** High School diploma or equivalent required. Some college coursework preferred. 2yrs related experience. Experience with technical typing, and Macintosh computer and programs. Heavy typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Senior Information Assistant GR20 (C3512) Asia Collections Department-Endowed Minimum Full-time Equivalent: \$590.45

**Posting Date:** 9/3/92  
Assist library patrons in using the Cornell University Library's Asia collections by providing information, reference, and instruction in the use of library materials. 20hrs./week.

**Requirements:** B.A. degree or equivalent, preferably in the social sciences or humanities. Broad academic background and intellectual interest with evidence of knowledge and interest in Asia preferred. Knowledge of a foreign language, preferably Asian. Experience with the research process. Ability to analyze problems, and make appropriate judgements, work calmly under pressure. Evidence of strong interpersonal and communication skills. Supervisory experience desirable. Experience working in an academic/research library and/or teaching desirable. Sensitivity to cultural differences. External applicants please send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should submit and employee transfer application.

#### Senior Collection Representative GR20 (C3506) Reference/Olin Library-Endowed Minimum Full-time equivalent: \$590.45

**Posting Date:** 9/3/92  
Staff a busy information desk in the research library for social sciences and humanities. Provide a wide range of information and reference services. Assist library patrons by providing information about the libraries organization and services, performing complex bibliographic searches, answering government document questions, and locating factual information. Refer users to appropriate resources or other staff for answers. Recommend and provide instruction in the use of manual and automated library files and resources. 20hrs/week, includes evenings and weekends.

**Requirements:** Associates degree or equivalent in social sciences or humanities required. Excellent interpersonal and communication skills and ability to work calmly under pressure required. Experience in a research library, knowledge of bibliographic resources and teaching skills desirable. Knowledge of at least one foreign language. External applications please send a cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

#### Senior Night Supervisor GR20 (C3308) School of Hotel Administration-Endowed Minimum Full-time Equivalent: \$590.45

**Posting Date:** 8/20/92  
Independently oversees library circulation/reserve services during evenings and on weekends. Establishes and maintains a high level of cordial, cooperative service to library patrons. Manages current awareness programs, interlibrary loan program (lending), and assists with maintenance of stacks and periodical shelves. In the absence of other staff is responsible for all library operations and facilities. 25hours/week, evenings and weekends required.

**Requirements:** Associates degree or equivalent required. 2-3yrs. related experience. Previous library, public service and/or supervisory experience are highly desirable. Medium data entry/typing is required; experience with word-processing program is required. Strong interpersonal and communication skills required. Light typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Accounts Assistant GR20 (C3206) Biochemistry, Molecular, and Cell Biology-Endowed Minimum Full-time Equivalent: \$590.45

**Posting Date:** 8/13/92  
Perform accounting, budget, and administrative services for a large research and teaching facility. Monday-Friday, 25hrs/week.

**Requirements:** A.A.S. degree in accounting or equivalent and 2-3yrs. experience in accounting. Some Cornell accounting experience preferred. Since the section is both State and Endowed, Experience with either system is preferred to no Cornell experience at all. Familiarity with federal grants and contracts a plus. Light typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Accounts Representative III GR20 (C3022) Theory Center-Endowed Minimum Full-Time Equivalent: \$590.45

**Posting Date:** 7/30/92  
Under general supervision, provide part-time support to finance coordinator. Requires independent judgement, a high degree of confidentiality, and the ability to work independently.

**Requirements:** Formal training of 1 or 2yrs., 2yrs. of college coursework, or associate's degree beyond high school diploma. 2-4yrs. related experience. Familiarity with university resources and procedures (ie-accounting, payroll, etc.) highly desirable. Experience with macintosh (microsoft word, filemaker plus, and microsoft excel) highly desirable. Strong interpersonal, organizational, and communication skills. Ability to work independently and maintain strict confidentiality. Ability to work under pressure, set priorities, maintain a degree of accuracy and take initiative. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Administrative Secretary GR20 (C2714) Computer Science-Endowed Minimum Full-time Equivalent: \$590.45

**Posting Date:** 7/9/92  
Provide administrative and secretarial support to several faculty. Responsibilities include: coordinating faculty editorial duties, workshops and conferences. Prepare correspondence and other materials using advanced workstations and UNIX operating systems. Monday-Friday 9:00-1:30.

**Requirements:** Associates degree or equivalent combination of education and experience. 2-3yrs. administrative/secretarial experience, preferably in a university environment. Excellent interpersonal, organizational and communication skills. Ability to work independently, set priorities, write and edit own material. Handle confidential material. Ability to use complex computer systems in a highly technical environment. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Administrative Aide GR21 (C3302) Veterinary Administration-Statutory Minimum Full-time Equivalent: \$615.42

**Posting Date:** 8/20/92  
Responsible to the assistant dean for administration. Manage annual operating budgets and discretionary funds for the deans office. Provide expertise in implementation and use of networked systems and software. Reception, scheduling and general clerical and secretarial assistance. Work closely with and provide necessary back-up for 2 other administrative aides reporting respectively to the dean and associate dean. General direction is received; independent decision making is required. Monday-Friday, 8:00-1:00 preferred.

**Requirements:** Associates degree or equivalent required. Strong (oral and written) communication skills. 3-4yrs. related work experience. Proficiency in using IBM compatible personal computers for word processing, database management and spreadsheet analyses. Ability to establish and accomplish priorities. Heavy typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Administrative Aide GR22 (C3304) Institution for German Cultural Studies-Endowed Minimum Full-time Equivalent: \$615.42

#### Posting Date: 8/20/92

Provide administrative and secretarial support to the institute for German cultural studies. Responsibilities include coordinating conferences, seminars and related events; organizing travel and visitor arrangements; producing proposals and newsletters; handling correspondence. Some basic accounting. Half-time, nine month position.

**Requirements:** Associates degree or equivalent required. 3-4yrs. relevant experience. Ability to work independently. Strong word-processing skills required; desk-top publishing skills desirable. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill plaza #2. Employees should include employee transfer application.

#### Office Professionals Temporary

##### Office Assistant GR17 (S3503) South Asian Collection/Kroch Library

**Posting Date:** 9/3/92

Under the general supervision of the South Asia Curator, provide coverage for the day-to-day office activities of the South Asia office. Coordinate the searching of western and South Asian languages titles, with the assistance of student employees.

**Requirements:** High school diploma or equivalent. College course work with background in social sciences and humanities, especially in Asian or South Asian languages helpful. Knowledge of South Asia and one or more South Asian languages helpful. Fluency in English required. Ability to handle complex telephone calls. Light typing and some computer skills. Good interpersonal skills. Please send cover letter and resume to Karen Raponi, Employment Services, EHP #2.

##### Temporary Accounts Assistant (S3404)

**Cooperative Extension**

**Posting Date:** 8/27/92

Process vouchers and billings, monitor invoices, prepare notices of proposed travel, and submit purchase order requests for Extension Sea Grant program. Input, retrieve and analyze data of CUDA expenditure and summary reports for Extension Sea Grant Program. Part-time, 20hours per week. Please send cover letter and resume to Karen Raponi, Employment Services, East Hill Plaza #2.

##### Editor/Designer (S3001)

##### Agriculture and Biological Engineering-Statutory

**Posting Date:** 7/30/92

Edit manuscripts for engineering-related cooperative extension publications. Make grammatical and structural changes as necessary; write news releases; design and proof publications; prepare mechanicals for delivery to printer; assist in performing clerical-administrative tasks.

**Requirements:** Bachelor of Science emphasizing writing, editing and design of technical information for a general audience. Must be familiar with macintosh; experience with pagemaker desirable. Send cover letter, resume, 2 writing samples and 1 design sample to Karen Raponi, Employment Services, East Hill Plaza #2.

##### Temporary Secretary (S3002)

##### Agricultural and Biological Engineering-Statutory

**Posting Date:** 7/30/92

Provide secretarial services to the farm safety and health programs in Agricultural and biological engineering. Assist the executive director and board of directors of the NYS rural health and safety council.

**Requirements:** A.A.S. degree or equivalent experience in secretarial services. Experience in macintosh computer programs is beneficial. Send cover letter and resume to Karen Raponi, Employment Services, East Hill Plaza #2.

#### General Service

##### Head Waitperson SO02 (G3502)

**Statler Hotel-Endowed**

**Hiring Rate:** \$6.90

**Posting Date:** 9/3/92

Under general (close) supervision, serves meals to guests in the fine dining room according to established rules of etiquette and service. Helps in set up and clean the dining room.

**Requirements:** High School education or equivalent; must be able to read and write English; 1-3 years wait experience preferred; ability to work well with the public. Cornell employees only. Please submit and employee transfer application to Esther Smith, Employment Services, EHP #2.

##### Custodian SO02 (G3501)

**Statler Hotel-Endowed**

**Hiring Rate:** \$6.90

**Posting Date:** 9/3/92

Maintains Statler Hall assigned areas in a high state of sanitation and cleanliness. Provide other support services as directed by the housekeeping supervisor.

**Requirements:** Prefers a high school education; housekeeping experience in a commercial or industrial environment desired. Must be service oriented. Cornell employees only. Please submit an employee transfer application to Esther Smith, Employment Services, EHP #2.

##### Custodian SO03 (G3503)

**Statler Hotel-Endowed**

**Hiring Rate:** \$7.18

**Posting Date:** 9/3/92

Responsible for maintaining the highest standards of cleanliness for the hotel, giving guests, students and employees the best service available.

**Requirements:** High school education, basic reading and writing skills; 2 years' hotel housekeeping experience preferred. Cornell employees only. Please submit an employee transfer application to Esther Smith, Employment Services, EHP #2.

#### General Service Temporary

##### Temp Laboratory Assistant

##### Plant Breeding (S2001)

Order for a large laboratory, filling out order forms, placing phone calls, receiving items (checking packing slips), working with lab personnel and administrative staff. Perform basic lab work such as extracting seeds from fruit, DNA extractions, autoclaving, making media, and gel electrophoresis. 20hrs/week.

**Requirements:** Good organizational ability, math skills, and strong interpersonal skills. Science background preferred, lab experience desirable. Send cover letter and resume to Karen Raponi, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### General Service

**Send application materials for the following positions to Cynthia Smithbower, Employment Services, 160 Day Hall.**

##### Laboratory Attendant SO03 (B3401)

##### Veterinary Pathology-Statutory

**Hiring Rate:** \$7.18

**Posting Date:** 8/27/92

Dual responsibility between pathology and vet administration. Pathology: provide for continual operation, maintenance, cleanliness of necropsy lab, photographic and culture preparation of rooms; cut/dispose of car-

casses, pick up/clean necropsy equipment used daily. Vet administration: handling/disposal of medical waste generated by college/university sources by use of medical waste grinder or repackaging for off-site shipment. Provide backup for operation of incinerator for waste disposal and truck for medical waste transport. Monday-Friday, 10am-7pm (or as arranged)

**Requirements:** High school diploma or equivalent required. Experience with mechanical equipment desired. Exposure to animal carcasses: dissection/disposal helpful. Some chemical knowledge of animal diseases and chemical usage. Must be able to lift 50lbs. Send application materials to Cynthia Smithbower.

#### Academic

##### Extension Associate IV

##### Cornell International Institute for Food Agriculture and Development

**Posting Date:** 9/3/92

Working with faculty, graduate students, overseas collaborators and associates. The major components of the position include publications; communication, public relations and outreach; program development; and resource and training material development. Three year appointment renewable based on availability of funds and satisfactory performance.

**Requirements:** Master's degree in agriculture, agricultural communication or related field. 5-10 years experience with international agriculture and rural development programs. Knowledge of issues of sustainable development. Proven writing, editing, and desk-top publishing ability essential. Experience in agricultural development or institution building in a developing country desirable. Please send cover letter and resume to Professor Norman Uphoff, Director, CIIFAD, Box 14, Kennedy Hall, Cornell University, Ithaca, NY 14853-5901.

##### Extension Administrator/Cornell Extension Representative (CER)-2 positions

##### Cornell Cooperative Extension

**Posting Date:** 8/27/92

Seeking applications for 2 Cornell Cooperative Extension Representative positions. The 2 are identical with one exception: one specializing in coalition building, the other specializing in marketing. The representative is an official liaison for Cornell (as a representative of the director of extension) to 9 Cornell Cooperative Extension Associates. Positions are responsible for fostering effective system management and program excellence in the Extension Associations and providing guidance to Association leadership (staff and volunteers). Characteristics essential to an individual appointed to the position include but are not limited to: visionary, can project a shared vision, a proactive forecaster, sees trends and is capable of applying them appropriately, seeks out and links resources, facilitates communication, responsive, a real proponent of diversity, brings a diverse perspective to the team/system, a builder of coalitions and alliances, an effective marketer, a team player, flexible, comfortable with change and ambiguity, a leader, coach, educator, and facilitator, has an extension perspective, understands the importance of organizational culture, demonstrated scholarly activities and ability to interpret research and interact with faculty, program leaders and researchers.

**Requirements:** An earned doctorate with 6yrs. of relevant experience or a master's degree with 8yrs. of experience, doctorate preferred; substantial course work and/or experience in adult education and political science (for the coalition-building emphasis) or adult education and communications (for the marketing emphasis). At least 3yrs. of substantive leadership and management responsibility in a nonprofit organization or government agency and 3yrs. of progressively responsible experience in Cooperative Extension or related employment. Send a letter of interest outlining special qualifications for the position along with an up-to-date resume to Nancy L. Hicks, Assistant director, Cornell Cooperative Extension, 379 Roberts Hall, Cornell University, Ithaca, NY 14853, (607) 255-0790 by September 20, 1992.

##### PA#31 Extension Associate II

##### Center for the Environment

**Posting Date:** 8/27/92

Provide overall program coordination and assist with the development and design of training materials and workshops in a three year project funded by the national science foundation to teach community science educators who work with youths 14-17 years of age the basics and applications of remote sensing and map interpretation to environmental problem solving. The program coordinator will work closely with community science educators to determine and meet the particular needs of each program and will arrange for national dissemination of program materials. Supervise administrative activities associated with the project.

**Requirements:** Master's degree or equivalent combination of technical education and experience in education, remote sensing, natural resources or related fields. Must have demonstrated skill in preparing and teaching innovative science education materials. 2-3yrs. minimum experience in outreach project or program design, science education processes, coordination and management, personnel supervision. Demonstrated written and oral communication skills including ability to interact effectively with university faculty, staff and students, extension agents, community educators and leaders, and government or agency personnel. Send letter of application , resume or curriculum vitae and names and addresses of (3) persons who may be contacted as references to: Box 26, Kennedy Hall, Cornell University, Ithaca, NY 14853. Cornell is an equal opportunity employer.

##### Extension Associate IV, CA06

##### Program Manager for Administrative Services for the Child Protective Services Training Institute (CPSTI)

**Posting Date:** 8/27/92

Cornell University will employ an Extension Associate IV, CA06, whose main function and purpose will be to serve as the primary position for all the Child Protective Services Training Institute's administrative functions (financial, personnel, contract management, support staff supervision, and facilities management). Call (607) 254-6414 for position announcement. Send resume and three written letter of references to Judy Virgilio, Family Life Development Center, G21 MVR Hall, Cornell University, Ithaca, NY 14853. Cornell is an equal opportunity employer.

##### Extension Associate IV (CA06)

##### Agricultural Economics

**Posting Date:** 8/27/92

Provide leadership, develop, implement, and evaluate