

# Teaching becomes part of tenure reviews

By Sam Segal

Provost Malden C. Nesheim has endorsed a report that seeks to make the rigorous evaluation of teaching part of the tenure process.

In a letter to the academic deans, Nesheim said he hoped that they would help him realize the recommendations in "Evaluation and Recognition of Teaching," the report issued last January by a seven-member faculty committee chaired by Dean of the Faculty Walter Lynn.

Nesheim urged the deans to have their faculties re-examine existing tenure guidelines in light of the report.

"I think that we need to send a message that we are concerned about the teaching performance of our faculty, and I think that if we were to all endorse and implement the report of this committee," Nesheim said, "we would send a strong signal to our fac-

ulty that this is considered in a serious way by the university."

For tenure files sent to him once the reviews are completed, he said, "I will pay particular attention to how well teaching performance is documented and assessed, and if I feel that there has not been the same kind of care in assessment of teaching as there has of other aspects of the faculty member's performance, I will not proceed to evaluate it further until the teaching evaluation has been adequately addressed."

Tenure — effectively a lifelong appointment — is technically conferred by the Board of Trustees, after the president, provost and individual college deans endorse the tenure recommendation of an academic department. In reality, however, the trustees have rarely overridden the central administration, and the administration — in the person of the provost and president — has rarely overridden a departmental recom-

mendation passed up from a dean.

This is the case at most universities. So, while affirmations of teaching's importance have become common, they have no real bearing on the tenure-granting process unless a provost or president is prepared to draw the kind of line now drawn at Cornell.

## No prescription

Nesheim says he has no desire to prescribe exactly how colleges or departments should evaluate teaching, just that they establish their own ways and follow them — ways that give teaching evaluation comparable care to that given evaluation of research.

Lynn said that Nesheim's endorsement would have long-term benefits. "By certifying Cornell's commitment to the teaching," he said, "we define our character not only for present faculty but for young scholars

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## Inside . . .

- A four-page Special Report on Education at a Research University.
- Commentary by Dean of the Faculty Walter Lynn on faculty and staff commitment to Cornell (Page 4).
- Statements on higher education by candidates for the presidency, Congress and state legislature (Pages 7-9).

# CORNELL Chronicle

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## General seeks wide reforms across Africa

By Albert E. Kaff

Gen. Olusegun Obasanjo, Africa's first military ruler to relinquish power voluntarily, believes that African nations must move toward democracy and carry out radical economic reforms. Otherwise, Africa will be forgotten in the new world order.

The former president of Nigeria and former commander of its armed forces spoke to hundreds of students and faculty at several meetings last week when he came to Cornell as the 1992 Henry E. and Nancy Horton Bartels World Affairs Fellow.

During a four-day visit, he reported that African governments "both of the left and the right are being forced to accept policies of democratization based on pluralism," and he predicted that majority rule will be established in South Africa by next year.

But he painted a bleak picture of African economy. At the Bartels Lecture, a Nigerian who identified himself as a teacher at the Cayuga Correctional Institute, asked why he should return home.

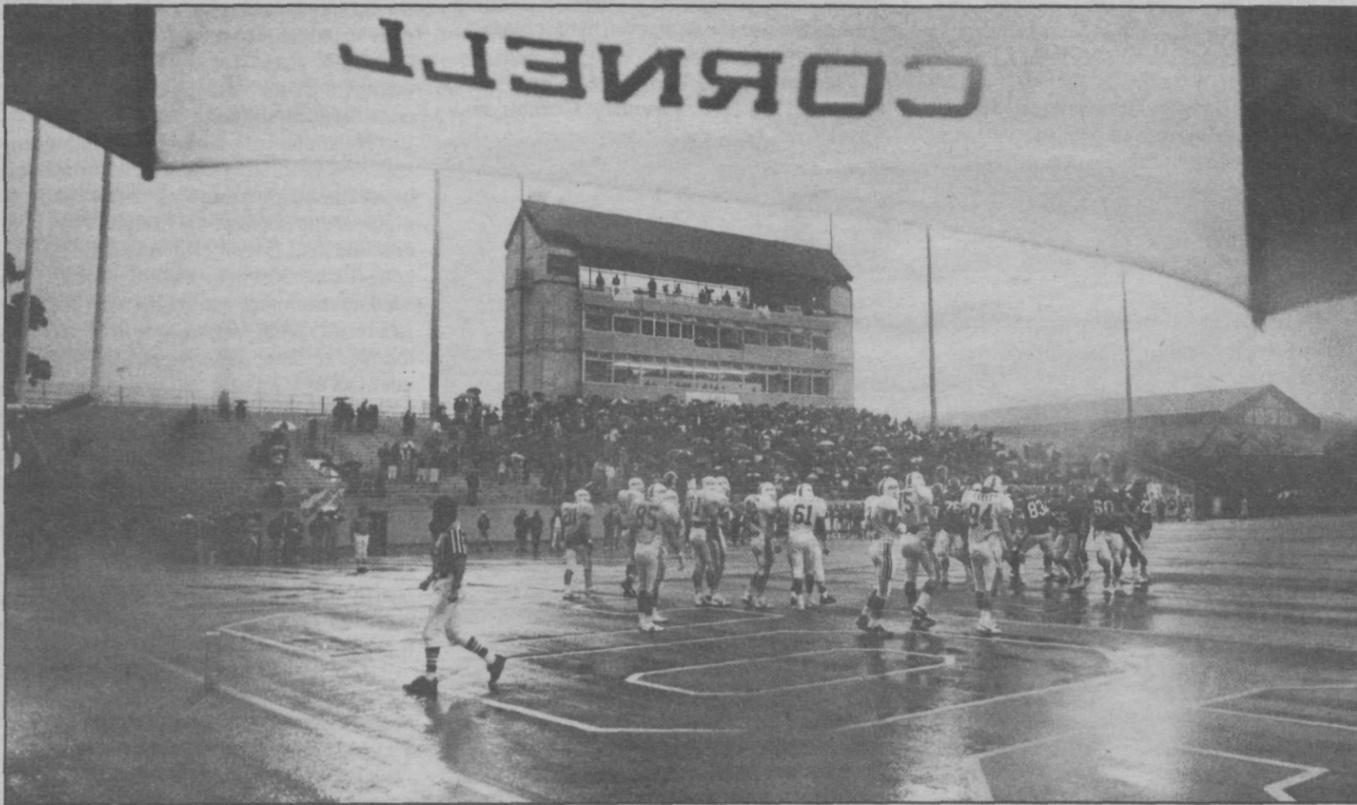
Calling the questioner, "My brother, a reluctant exile," Obasanjo said that he wished the teacher could come home to a better life "but in all honesty, I cannot say that. I would be lying."

### Poor financial management

The African leader said he could not promise political stability nor economic opportunities. Obasanjo said that local currency in his homeland has been devalued 2,000 percent "and we haven't got to the end of it. The reason is simple — poor financial management. The budget deficit is more than the budget itself."

For Africa as a whole, he said the continent's debt increased from \$8.3 billion in 1978 to \$250 billion in 1989. "African countries to succeed must solve their chronic problem of

*Continued on page 6*



*Peter Morenus/University Photography*

Like the hardy Homecoming fans, even the photographer sought protection under an umbrella as the Dartmouth defense prepared to make a goal-line stand against the Big Red offense at Schoellkopf Field on Saturday. Cornell won, 26-16, to remain in the chase for the Ivy League title.

## Alumni celebrate Homecoming with classes, a lecture and, oh yes, a big football game

By Martin B. Stiles

"The football game is just the icing on the cake," Arthur H. Barnes '56, J.D. '60, said even before the Big Red upset favored Dartmouth 26-16 in Saturday's Homecoming game.

The "cake" that he was referring to included attending three classroom lectures on Friday and then the Homecoming Symposium Saturday morning, in which noted biologist Thomas Eisner discussed the possibilities of the insect world becoming one of humankind's principle sources of pharmaceuticals.

Before an entranced audience in Alice Statler Auditorium, Eisner expanded his discussion of "bugs for drugs" to include the beneficial economic and environmental implications of "chemical prospecting" plants and microbes of the world's rain forests.

Barnes' wife, Joan, a schoolteacher, called the lectures "fabulous," adding: "I can't wait

to come back next year." The Long Island couple said that they attended Friday's regular class sessions of historian Joel Silbey, astronomer Yervant Terzian and School of Hotel Administration guest lecturer John C. Nicolls '73, senior vice president for architec-

*For more Homecoming photos, turn to Page 6.*

ture and design with Hyatt Hotels and Resorts. More than 125 alumni preregistered to attend 17 regularly scheduled classes on Friday, and others took one or more of 12 tours of academic and cultural facilities throughout the weekend.

A number of alumni spoke and wrote to Alumni Affairs officials saying that they were

returning to campus for the first time because of the intellectual offerings. Perhaps, as Barnes put it, "it's comforting not to have to take an exam, and there is no written work."

Terzian ended his lecture, attended by 29 alumni, by pointing out that some day there will be no stars in the heavens, "So enjoy it while you can."

Mark Taylor of South Wallingford, Vt., who left campus last June with a degree in architecture, picked Homecoming to return to campus because of Eisner's talk and for tailgating, adding in premature disappointment, "I have seen too many Homecoming games."

But as C. Richard Lynham '63, president of the Alumni Association, put it while introducing Eisner, "A symposium like this on the day of the big game would be blasphemy in Buckeye Country, where I come from [Medina, Ohio]. At Cornell, we can learn in the morning and beat Dartmouth in the afternoon."

## Council members, trustees gather

Four days of meetings, briefings, seminars, speeches, mixing, meals and football begin today, Oct. 29, for some 900 participants in the annual Trustee/Council Weekend.

The official highlights will be President Frank H.T. Rhodes' State of the University address to a joint meeting of the Board of Trustees and the Cornell University Council at 11 a.m. Friday in the Alice Statler Auditorium and a Barton Hall dinner that night for about 900 people.

The council includes 440 trustee-elected alumni and friends of the university who have rendered outstanding past service and can provide assistance with immediate and long-range development matters.

*Continued on page 4*

## Visiting mom at college



Peter Morenus/University Photography

Tama Janowitz (right), author of "The Male Cross-Dresser Support Group" and "Slaves of New York," stands with her mother, Associate Professor of English Phyllis Janowitz, at the A.D. White House. The younger Janowitz was on campus last week to give a reading.

## BRIEFS

• **Biomedical research:** The National Institute of Allergy and Infectious Diseases (NIAD) in Bethesda, Md., is offering a four-day program to 55 minority students from across the country as an introduction to biomedical research. The program will be held Feb. 7-11, 1993, and all participants will be provided with expenses and round-trip transportation to the program, where they will attend a series of lectures and receive a tour of the National Institutes of Health Clinical Center, one of the world's largest research hospitals. Applicants must have at least a 3.0 GPA and be recommended by deans and faculty members of their schools. For an application packet, contact NIAD at 9000 Rockville Pike, Building 31, Room 7A19, Bethesda, Md. 20892, or call (301) 496-4846. The deadline for applications is Nov. 13.

• **Auditions:** Auditions for spring theater productions are being held on Monday, Nov. 2, from 5 to 8 p.m. and Tuesday, Nov. 3, from 6:30 to 9:30 p.m. Upcoming productions include *King Lear*, *The Caucasian Chalk Circle*, *The Black Box Series* (titles to be announced), and *The Student Laboratory Theater Company Productions*. Though preference will be given to Cornell students, auditions are open

to the general public. Those interested should prepare a short monologue (those auditioning for *King Lear* should prepare 10 lines of Shakespeare) and sign up for a time in the Green Room at the Center for Theatre Arts. For more information, call Pamela Lillard at 254-2703.

• **Life in space:** R.W. Phillips, chief scientist for the space station project at NASA, will lecture on "Life in Space" on Tuesday, Nov. 3, at 12:15 p.m. in Room 146 Morrison Hall. He will describe the preparations for the establishment of an orbiting space station and the scientific implications of such a project, with special emphasis on the life sciences.

• **Employee Assembly:** The Employee Assembly will meet Wednesday, Nov. 4, at 12:15 p.m. in the Day Hall boardroom. William E. Wendt, director of Transportation Services, will give an update on campus transportation.

• **Candidates on computer:** Position papers, speeches, press releases and other documents from the campaigns of President Bush and Gov. Clinton are available on the Mann Library Microcomputer Center's file servers. (Ross Perot's documents were not provided.)

## Dean of students post is endowed

The newly enhanced position of dean of students has been endowed by a gift from Robert W. and Elizabeth Chapman Staley.

"Cornell and the education we received there have meant a great deal to us," the Staleys said in a brief statement. "We have been pleased to remain involved through several athletic and school committees and as members of the University Council, and we are aware of the importance of the goals of campus life.

"We are happy to support those goals while also supporting the campaign priority of establishing endowed positions."

Robert Staley '57, M.B.A. '59, is vice chairman of the Emerson Electric Co. and serves as a Board of Trustees Fellow. Elizabeth Chapman Staley '60 is currently co-chair of the Campaign for Campus Life.

On July 1, Professor of Human Service Studies John L. Ford became the first dean of students under a new policy that requires the incumbent to be a tenured faculty member, with a five-year term and a strong mandate to help strengthen the connections among students, faculty and administrators. Now Ford is the Robert W. and Elizabeth C. Staley Dean of Students.

Of the dean's position, trustee Stephen W. Fillo '59, who chairs the trustees' Committee on Academic Affairs and Campus Life, said: "No other office is more critical to campus life than that of the dean of students. First and foremost, this office helps students establish an equilibrium between their academic responsibilities and their lives outside of the classroom."

Ford, who has moved the dean's office from Barnes Hall to Willard Straight Hall and has begun the major project of examining "the freshman experience," said the Staleys' action "makes me want to work even harder to vindicate their trust.

"It's an honor," Ford added, "and it's a reflection of how seriously Cornell and Cornellians take their commitment to students."

## How to handle candy overload

By Susan Lang

Avoid making Halloween candy a big deal. A once-a-year candy extravaganza is unlikely to do much harm to children, and attempts to too tightly limit candy may backfire, making the treat seem even more precious to children.

So says Christina Stark, a nutritionist in the Division of Nutritional Sciences. Parents can have a Halloween party to exert greatest control over the treats; otherwise, the primary motive for overseeing trick-or-treat candy is to ensure its safety.

Still, here are suggestions for avoiding Halloween's high-fat, high-sugar overload:

- If choosing to give candy, offer commercially packaged treats in the smallest individual servings possible. Lower fat treats include hard candies and jelly beans, although these could present a choking hazard for very young children.

- Because more healthful alternatives such as nuts and trail mix probably will not be popular with most children, try offering non-food treats, either solely or as alternative to candy: brightly colored stickers, fancy pencils or erasers, or even coins.

For parents and guardians:

- Throw out any product that could have been tampered with.

- Limit the number of homes to visit as a way to limit the quantity of candy the child accumulates.

- Allow children to eat what they want on Halloween, assuming they don't make themselves sick. Talk about how they plan to ration the remainder and discuss rules about brushing teeth afterward. Over time, the remainder candy is likely to lose its novelty.

- Try freezing some of the surplus to keep it fresh and out of sight. Many children may even forget about it if they don't see it.

"There's no real evidence that sugar causes hyperactivity and that an occasional candy bar causes any harm," Stark said. "Yet, parents need to work agreements out with their children on ways to avoid filling up on candy for days and not eating much else."

## Rhodes deplors gay-bashing; asks tolerance

President Frank H.T. Rhodes issued the following statement Monday in response to a series of vitriolic chalkings on campus:

"I am sure that I speak for the entire Cornell community when I deplore the intolerant, and in some instances graphically violent, chalkings directed against gays, lesbians and bisexuals.

"Cornell and other great universities thrive on the free expression of ideas, but group hatred of any form needs to be condemned as antithetical to the values of openness and tolerance that lie at the heart of the university community. This we do without hesitation, and we call upon any members of the Cornell community who have been personally threatened or harassed to bring that information to the attention of the Department of Public Safety, the Office of Equal Opportunity and/or the Judicial Administrator for action. Members of the gay, lesbian and bisexual communities should feel as free of personal intimidation as any other member of the University community, including those members of racial, religious, ethnic, and gender groups whose rights are guaranteed under federal and state law.

"It is not the University's role to promote or denigrate a particular lifestyle, any more than it is to promote or denigrate a particular religious faith or political credo. We do expect, however, all members of the University community to treat each other with civility and respect, and our training programs for students and staff alike are designed to promote that objective. The programs we already have in place deal with issues generated by homophobia, and they will continue to do so in the future. Associate Vice President for Human Relations, Joycelyn R. Hart, has offered to review these programs with concerned members of the campus community and to consider their suggestions for the future.

"No amount of training, however, will prevent the possibility of scurrilous messages being chalked on a sidewalk during the dead of night; we do not have the resources to prevent that, and even if we did, there is good reason to believe that most of us would reject the police state environment that might well be created as a result. What we can do is to be vigilant in the face of discrimination and encourage the qualities of tolerance and objectivity that are typified by the faculty, students and staff of this university community.

"Violence and the threat of violence in support of one's objectives have no place at Cornell. I appeal to every member of the Cornell community to adhere to that standard, and I warn those who would not that we shall take all appropriate measures to maximize the safety of each person who attends or serves this great University."

## GRADUATE BULLETIN

**Summer Support:** Dec. 15 is the deadline for filing documents with the Graduate Fellowship Office for 1993 summer awards. This includes: 1992-93 GAPSAS or federal aid application, 1991 federal income tax form, financial aid transcript from institutions attended prior to Cornell and Selective Service compliance form.

**Thesis/Dissertation:** The thesis/dissertation submission deadline for a January 1993 degree is Jan. 15. Students should see the Graduate School thesis adviser (walk-in office hours 8:30 a.m. to noon and 1:30 to 4 p.m. weekdays) for approval of the format of their thesis/dissertation before submitting the final copies to the Graduate School.

**Graduate Student Council:** Meeting will be held on Monday, Nov. 2, at 5:15 p.m. in the Big Red Barn.

## CORRECTION

A caption in the Oct. 22 *Chronicle* incorrectly identified researchers who have developed a process to turn the waste from cheese-making into useful products. Lance Phillips was on the right; Scott E. Hawks, the left.

## CORNELL Chronicle

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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.

# Bush or Clinton face a tough task

By Albert E. Kaff

Whether it's President George Bush or Gov. Bill Clinton, the next president of the United States faces formidable tasks in the first weeks of his new administration, an expert on the presidency told a Cornell audience last week.

The successful candidate must base his first 100 days on realities set by the size of his winning margin and where his votes came from, said Richard E. Neustadt, the Douglas Dillon Professor Emeritus of Government in Harvard University's John F. Kennedy School.

"You have to figure out what you are going to do after the election, not before," Neustadt told about 60 students and faculty Oct. 23 in Goldwin Smith Hall. "You have to wait until after the election to think seriously about your program."

Neustadt, 73, the 1992 Newman Visiting Professor in American Civilization in the College of Arts and Sciences, said that the "hazards of [White House] transition are real, whether you are succeeding yourself or you are the new man coming in. The latter is hardest."

He noted that the next president will be dealing with a Congress of more than 100 new members and with Washington's permanent bureaucracy. In the first 11 weeks of the next administration, a new president must fill 5,000 positions, although "only 50 are significant, but they have to fill out gigantic forms that then have to be checked."

## Entertain the press

Plus, "You have to entertain the press corps," Neustadt said. He recalled that following the 1976 election, Jimmy Carter remained in Georgia until after Christmas. The White House press corps was forced to spend the holidays in cramped quarters near Carter's house with nothing to do but play

volleyball. "When they got to Washington, they hated his [Carter's] guts," Neustadt said.

In the question session, a student asked Neustadt's opinion on an eight-year presidential term. "That's what the electorate does now with a referendum after four years," Neustadt replied. "The man is entitled to eight years unless he screws up. That's the way the mass of the voters approach the election."

Both Bush and Clinton face problems on taxes, the visiting professor said. "Mr. Bush delayed a full year, more than he should, to get an accommodation with Congress on a deficit package," Neustadt said. "Mr. Clinton got himself into real trouble [by promising not to raise taxes on the middle class to fund new programs]. After we get full employment, we have to go for fair sacrifice, with the middle class paying its fair share."

Neustadt said that Clinton has a wider circle of political acquaintances of any president who was first elected to the White House except for Franklin D. Roosevelt.

"Mr. Clinton has been active in the Council of State Governments, and his wife is a major league lawyer," the Harvard scholar said. In addition to Yale University and Rhodes scholar friends, "Mr. Clinton is said to be in the center of concentric circles nationwide," Neustadt said. He contrasted Clinton with Carter, who Neustadt said "trusted" only a small group from Georgia.

Neustadt is author of several books, including the widely-quoted *Presidential Power: The Politics of Leadership from FDR to Carter* (New York: John Wiley, 1980).

The Newman Professorship was established in 1985 with a \$1.25 million gift from the Jerome A. and Estelle R. Newman Assistance Fund. Their son, Howard A. Newman, a 1942 Cornell graduate, was chairman and chief executive officer of Western Pacific Industries Inc.

# Spike Lee and students spar at Bailey Hall

By Lisa Bennett

If you weren't at Bailey Hall last Thursday when film maker Spike Lee addressed a sold-out audience, it would have seemed safe to assume the event was just one big commercial for *Malcolm X*, the movie scheduled to be released next month that Lee describes as an epic and a "political minefield."

In fact, the two-and-one-half hours were largely spent in heated discussions about students' concerns with issues of race and Lee's opinion and influence on them.

The exchanges — at times heated, proud and confused — covered black nationalism and unification, interracial marriages, the rioting (Lee calls it the uprising) in Los Angeles, and the messages of *Malcolm X*: the one that asserted blacks and whites could get along, and the one that called for black power by any means necessary.

Several women students also challenged this best-known African-American film maker on his portrayal of African-American women, saying that they are weak, inadequate characters invested with power only through their sexuality: the same caricature, they said, that has been presented over the years by white artists.

Throughout it all, Lee met the challenges with a resolute patience to talk them out that exceeded organizers' expectations (and schedule), and on one occasion he even surpassed the patience of the African-American student who initiated the fierce discussion about the female characters in his films.

"I've done five films," Lee said.

"We're going to go through them, one to five. What was inadequate about them?"

"I don't think you want to get me started on that," she answered.

Yes, he did. They covered *She's Gotta Have It*. Then he brought up *School Daze*.

"I'm not going to discuss it," she said.

"Discuss it," he said.

They discussed it. Then they discussed *Do the Right Thing*. Then he knelt on the stage, held his hands up as if in prayer, invoked the widow of Malcolm X and said, "Hopefully, this will be the first all-together, full, honest, powerful woman."

"Don't patronize me," she said and turned away from the microphone.

Lee came to the defense of a white male student who was being shouted down by the audience as he began to say he didn't understand African-Americans and calls for unification among them.

"Let him finish. This is important," Lee said to quiet the audience. And after the student finished, he replied, "It's a mistake to think pro-black means anti-white. I think you have to put yourself, if you can for a minute, in the position of an African-American."

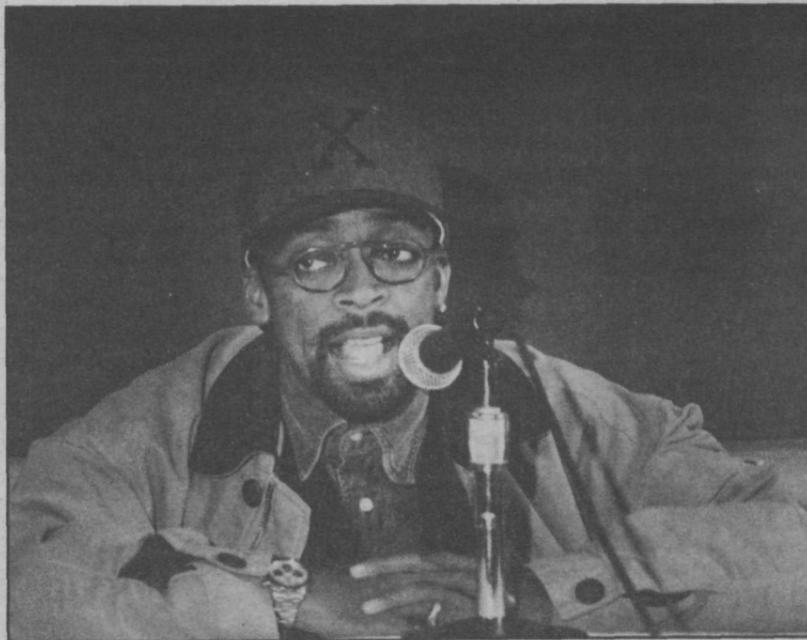
What explains Lee's seeming patience and concern in these exchanges? He gave one possible explanation earlier in the evening.

"I enjoy speaking at colleges and universities because we

get to discuss things and you get to see me in the flesh and . . . hopefully, we can dispel the lie put on me that I'm a racist, that I hate white people," he said.

The racist charge first arose, he said, with the release of *Do the Right Thing*, a 1989 film about conflicts between blacks and whites in Brooklyn, N.Y. And, he observed, it still holds, according to this month's cover story in *Esquire*, which is headlined "Spike Lee Hates Your Cracker Ass."

People were afraid that *Do the Right Thing*, which ended



Peter Morenus/University Photography

Spike Lee answers a question during a news conference on campus last Thursday.

with Lee's character throwing a garbage can through the window of a pizza parlor owned by a white man, would incite race riots, Lee suggested. But *Do the Right Thing* did not provoke rioting and neither will *Malcolm X*, he predicted, although whites and African-Americans alike have already expressed concern because of the controversy surrounding the historical figure.

"I, like many people in my community, am very concerned about the message this movie is going to have," one African-American woman said to Lee.

"Can you say what percent of the message will be, we can all get along, and what percentage of it will be, by any means necessary?" she asked, invoking two messages of Malcolm X that were evident in the preview he showed at the beginning of the evening.

"I can just say this," Lee said. "We did not emasculate him. He is a strong leader. We did not make him weak. He will not look dazed and say peace," he added, holding up two fingers, '60s-style.

On the other hand, Lee said earlier in his talk, he hopes another of Malcolm's messages — about the importance of education — will also come across in the film. In the black community, if a man speaks proper English, he is ridiculed, "called a white dude," Lee said. Conversely, if he stands on the street corner drinking, he is called hard, tough, cool, he added.

"Hopefully," Lee said, "this film will turn around that ignorant thinking."

# CORNELL Life

## Selecting books

Will Madonna's new book, *Sex*, be available at Olin Library any time soon? How about the book of scholarly articles reviewed alongside it in *The New York Times Book Review* last week, *The Madonna Connection: Representational Politics, Subcultural Identities and Cultural Theory*?

"It's safe to say we'll get them; I can't imagine we wouldn't," said Marcia Jebb, a selector in the Cornell Library who covers American literature, comparative lit, folklore, mythology and several other subjects.

Jebb is one of 30 full- and part-time selectors who evaluate the books, periodicals, videos, maps and compact discs published and produced worldwide and whether Cornell needs and can afford them. Their main criterion is support for teaching and research.

It's a daunting job — given the amount that's published and how little money buys today, especially overseas — but it's interesting work, say the people who do it.

"There's simply no way we can buy everything, so we have to be highly selective," Jebb said. To afford books on subjects such as women's studies, nationality and ethnicity, and popular culture (such as the Madonna phenomenon) that are of increasing interest to scholars, selectors find they are buying fewer books of secondary literature, or criticism.

### Only so much you can buy

"When it comes to the 12th new book of essays about [German dramatist and poet Friedrich] Schiller," Martha Hsu said, raising her eyebrows, "you have to ask whether you really need it. There's only so much you can buy." Hsu selects for German and linguistics.

Worldwide, there were some 800,000 books and 400,000 periodicals published last year. Cornell Library, with its acquisition budget of \$5 million to \$7 million, bought some 195,000 volumes, or less than 3 percent of it.

The Library automatically buys all that American and Canadian university presses publish, as well as U.S. government and U.N. documents and non-fiction from 100 major U.S. publishers — Random House, W. W. Norton & Co. and others.

Olin Library has a good collection of mystery novels because scholars are interested in the genre, a few contemporary romance novels and some, but not much, science fiction. There are cookbooks galore in the School of Hotel Administration Library, "a fabulous collection of exotic cookbooks from all over the world," said selector David Block.

Most of the time selectors do not see the books that they purchase ahead of time. They know them as blurbs in publishers' catalogs, as listings from national ministries of culture and as card catalogs sent out by the Library of Congress.

Selecting books is an inexact science, as library sciences go. "I get paid to make educated guesses," said Hsu.

In general, selectors say, they talk with faculty and graduate students in the field for which they're buying and attend seminars and conferences to obtain a pretty good idea of what people need.

Besides, if a book is not there on the shelves and a reader wants it, he can usually borrow it through an interlibrary loan. Or, she can ask a selector to purchase it if it is still in print. Selectors receive requests for book purchases quite often.

### Slip in a request

Do selectors occasionally slip in a request for a book just because it appeals to them?

"All the time," said Block, with a ready rationale: "If it's of interest to me, most likely it will be of interest to someone else, too."

Hsu said: "I always hope someone will make a discovery in a book that I bought."

The worst part of all this is that money does not buy what it used to, and the number of things librarians want to buy is increasing rapidly.

The science libraries are cutting back subscriptions to some of their most expensive journals.

In Latin American studies, Block said he is buying one-third fewer titles than last year; domestic inflation in Central and South America is driving up prices that fast.

Selectors buying from Europe are doing as badly or worse because of the dollar's exchange rate.

Except for this, being a selector and buying books with someone else's money is not a bad job.

It's just too bad, Block said, that "we're not paid to read the books, too."

— Carole Stone

## COMMENTARIES

## Faculty, staff must give more time and energy to Cornell

By Walter R. Lynn

Higher education today is beset by a gloomy uncertainty oddly reflective of the condition of national politics.

In the presidential campaign, the candidates acknowledge national distress; but for all their rhetoric, simplistic solutions and vague calls for sacrifice, we remain far from a public consensus on how to marshal our physical, financial and human resources to improve the economy and body politic.

I don't know what will work for the country. But for Cornell, I think our future will depend on a stronger commitment by faculty and staff to institutional citizenship.

At first, "gloomy uncertainty" seems inappropriate. More Americans than ever are choosing higher education; so are foreigners who plan to put their advanced U.S. degrees into the service of their countries. Even the most strident critics of universities acknowledge that they comprise the paramount jewel in America's crown.

Yet despite the demand and acclaim, there is also a steady stream of scorn and contempt.

We are entering a new era in higher education, and a new team of naysayers have assumed the role of the "Mario DiSalvos" who, about 30 years ago, challenged the behavior of the higher education communities at Berkeley and the universities everywhere.

This time around the cry for reform also comes from parents, former colleagues, alumni and legislators.

For openers, it is alleged that we don't teach, we're unproductive, we don't care about our students, we are overpaid and underworked, and the research we do is not very important or useful.

At the same time, the complainers demand that our "unproductive" research must be harnessed to drive us out of our failing economy.

**Polemical commentary**

Their commentary, echoed in popular books and the general press, is polemical enough to capture attention — the "write-bites" — and has become credible to many because they attack a group considered to be elitist and because within those complaints lie some grains of truth:

- Fraud and misconduct by a few members of the professoriate cast long shadows.

- Overhead "rates" sound exorbitant, and a few mistakes — like Stanford's — make the whole indirect cost recovery system seem a rip-off.

- Tuitions, even amid cost-cutting, keep rising faster than inflation.

It should be obvious to all faculty members that the thunder and smoke generated by today's diverse group of detractors can no longer be ignored.

Some of us are old enough to have heard

President Kennedy's inaugural address exhorting us to "... ask not what your country can do for you, but what you can do for your country."

In recognition of the challenges that are looming before Cornell, President Rhodes recently made a similar request of the university faculty and staff — to give more of their time, attention and energy to this institution during a demanding period that he said would last at least another five years.

In what he termed an invitation "to a cold shower," the president said "departmental loyalty and attachment to the professional guild" must yield somewhat to a "renewed sense of university citizenship."

**Merely a way station**

To accomplish this, Mr. Rhodes appears to believe that everyone at Cornell (administrators, faculty, staff) has to address and be responsive to these issues.

While many faculty give full measure of support to the various roles and obligations Cornell has asked them to perform, others view the institution as merely a way station, whose only function is to support them and their work. Needless to say, while that kind of support will continue, it will be harder to come by as *financial resources become even more scarce* and more vigorous scrutiny begins to establish clearer priorities.

Moreover, because our sister institutions

are similarly exposed, the universe of opportunities for faculty appointments is shrinking, and there is less recourse to the option of picking up one's marbles to play at a more generous place somewhere else. It seems obvious that our self-interest requires us to give increasing levels of attention to the needs and obligations of our own institution.

We will undoubtedly be called upon to teach more, to advise more, to play a greater role in the management of the institution, to reduce the level of institutional service we expect and, at the same time, to maintain and even expand our research endeavors.

Clearly if we look to bring our house in order it is essential that the administration begin to set some clear objectives and goals. In his address Mr. Rhodes raised the prospect of restructuring how we conduct the admissions and registrar functions at Cornell. While such matters have been aired before, there is no better time to begin those kinds of efforts than now.

The dangers before academia are clear and present and there are few places to hide.

Finally, no one thinks that Cornell will disappear or collapse — but it is clear that how we respond to these challenges will determine what our future will be.

*Walter R. Lynn is dean of the university faculty.*

## Bush must be re-elected

By Dierk Meierbachtol

George Bush *must* be re-elected president of the United States. The nation and the world are at a crossroads: only a strong leader of proven experience, character, respect and understanding can guide us through these uncertain times. That leader is President George Bush.

It goes without saying that President Bush has led the nation and the world superbly in the arena of foreign policy: He authorized arms reduction agreements that ended the nuclear nightmare that plagued the world for 50 years.

President Bush led the world against the aggression of the criminal Saddam Hussein, forging an unprecedented international coalition to defeat tyranny.

Bush's policies have brought the first face-to-face talks ever held between Israel and all her Arab neighbors; for the first time in generations, there is an excellent chance for real peace in the Middle East.

**Strong and stable**

These accomplishments are remarkable. President Bush has kept America and America's interests strong and stable in an unstable world. This is a testament to his strength as a leader and statesman.

Unfortunately, as we all know, under the Constitution, the president's executive power ends with foreign policy. Domestic issues are dominated by the fractious, arrogant, interested Congress. Despite the Democrats' intransigence, though, President Bush has led strongly, advocating new, often revolutionary programs to empower families and individuals. Also, despite the worldwide recession, President Bush has taken decisive actions to ensure domestic prosperity.

Thanks to President Bush's policies, inflation and interest rates, the two greatest barriers to investment and expansion, are at their low-

est levels in more than two decades. Consumer-based inflation was only 3.1 percent in 1991 and is expected to be even lower this year. Continued low interest rates and inflation will ensure a strong and long-lasting recovery, creating opportunity for all Americans.

**Creating opportunity**

Creating opportunity is the keystone of George Bush's philosophy, by advocating choice in education, enterprise zones and public-housing home ownership, the Bush administration has been seeking to give citizens and communities the power to solve our nation's problems.

President Bush advocates a system wherein parents are given the power and money to send their kids to any school they want, public or private. Parents, not government, should decide what schools are best for their children.

Similarly, President Bush advocates establishing tax-free zones in inner-cities to remove barriers, spur growth and give people the greatest social welfare of all: a job.

Finally, George Bush has fought to allow public housing residents to own their homes. The resulting increased pride for property engenders safer neighborhoods and stronger families. By next year, 65,000 families will be on their way to home ownership.

President Bush's proposals have followed the great Republican tradition of lowering government restraints on people and communities. By empowering people in America, President Bush hopes to lead the world toward the American ideals of democracy and individual responsibility. The Cornell community must recognize that only George Bush has the integrity and vision to lead the nation and world into the next millennium.

*Dierk Meierbachtol is chairman of the Cornell College Republicans.*

## Clinton: Putting people first

By David Rosenberg

"Do we have the courage to change?"

It is a question that Gov. Bill Clinton asks at every campaign stop. And it is a question we will all have to answer on Election Day.

The record of President George Bush and Vice President Dan Quayle is clear. It is a record rife with inequities and fallacies. It is a record that we cannot afford to have inflicted upon this nation for four more years.

In 1988, George Bush promised to make America a "kinder, gentler nation." He was stalwart in his determination not to raise taxes on American families. And he declared that he could lead the United States under a "new world order."

Well, a lot has happened in four years. In trying to make the nation kinder and gentler, President Bush has made it more and more difficult for middle-class Americans to get by. When Bush reneged on his "no new taxes" promise, he raised taxes on middle-class families — not exactly the people who could afford to pay more. In declaring the existence of a "new world order," he neglected to plan for America's role in the post-Cold War era.

**Callous non-leadership**

President Bush has created legislative gridlock in Washington by vetoing more than 30 bills, and he has allowed the national debt to balloon out of control. Despite their calls for a balanced budget amendment, Bush and Quayle have never proposed anything resembling a balanced budget. In a true exercise of callous non-leadership, Bush and Quayle didn't even bother to introduce a serious domestic agenda until last spring, just months before Election Day.

With this kind of record, it's no wonder that the Bush/Quayle campaign has resorted to petty attacks based on "trust and trial lawyers."

While Bush and Quayle have stood by and watched us struggle, Clinton and Sen. Al Gore have been working to make things better in the United States. Clinton has earned respect from Democrats and Republicans alike for his leadership in areas ranging from education to job creation, while Gore is widely recognized as one of the most informed members of Congress on environmental issues and foreign affairs.

**Making America competitive**

Bill Clinton and Al Gore have a plan to make America competitive again, by Putting People First.

They recognize that the federal government can and must play a positive role in revitalizing the American economy, educational system and health care system. They understand the plight of middle-class Americans under the Republican regime, when the rich got tax breaks and the rest of us got socked with tax hikes.

Bill Clinton and Al Gore are committed to rebuilding the American economy from *day one*, not when it comes time to seek re-election.

Gov. Clinton and Sen. Gore are guided by principles that can lead us into the 21st century: creating real economic growth; committing to quality, affordable health care and a clean environment; reforming our educational system; and reinventing government. A Clinton/Gore administration will implement real change — from the do-nothing policies of Bush/Quayle as well as the tax-and-spend policies of old-line Democrats.

The question remains: Do we have the courage to change? On Nov. 3, the answer must be "YES!" Vote Democratic. Vote Clinton/Gore. Vote for a change.

*David Rosenberg is president of the Cornell Democrats.*

Trustee/Council Weekend *continued from page 1*

They will participate from 2 to 3:45 p.m. Friday in 14 "focus groups" discussing Cornell's commitment to strategic planning. Led by an administrator, a trustee and a member of the council's administrative board, and guided by nine questions that were mailed in advance, each group's members will discuss their own Cornell memories and the university's present and future challenges, values and priorities.

Faculty-led seminars for trustees and council members will be held Friday at 3:45 p.m., Saturday at both 9 and 10:15 a.m. and at 9:15 a.m. Sunday. The subjects include the envi-

ronment, Eastern Europe, the Herbert F. Johnson Museum of Art, helping the homeless, volunteerism and nutrition.

Times and locations of all events are available at the weekend headquarters desk in the foyer of the Marriott Executive Education Center of the Statler. It is open 11 a.m. to 8 p.m. Thursday, 7 a.m. to 8 p.m. Friday and 7 a.m. to 1 p.m. Saturday.

Other events include lunches with deans, a chimes concert and tour, visits to the new Carl A. Kroch Library and the American Indian Program, and regular meetings of council com-

mittees concerned with admissions, the Cornell Adult University, athletics, campus life, career advice, cultural endeavors, government and public relations, international programs, and technology transfer.

There are several open sessions of the board and its committees:

- A 90-minute session of the full board, beginning at 9 a.m. Saturday in the Statler Hotel's Marriott Center, will include reports on enrollment trends, the capital campaign and the operating budget request for the statutory colleges for 1993-94.

- The first 15 minutes of the Executive Committee meeting, beginning at 2 p.m. Thursday in the Johnson Museum, will include a proposed amendment of the university's policy on conflicts of interest.

- The lunch meeting of the Committee on Land Grant and Statutory College Affairs, beginning at 11:30 a.m. Thursday, in the Statler's Taylor Room.

- The first 10 minutes of the Buildings and Properties Committee meeting, beginning at 9 a.m. Thursday in the Statler's Yale-Princeton Room, when brief status reports will be given.

## Transit facility opens



Peter Morenus/University Photography

Driver Raymond Davis, winner of a regional bus rodeo two consecutive years, drives his CU Transit bus through a ceremonial ribbon and into the new Ithaca Tompkins Transit Center on Tuesday. The \$5.4 million facility will house TOMTRAN, the county's transit program; the city's Ithaca Transit system; the university's CU Transit Inc.; and Gadabout, a non-profit, volunteer-operated transit provider for elderly and mobility-impaired residents. The center includes storage, maintenance and administrative facilities and was funded by Cornell, Tompkins County, the city of Ithaca and the federal and state governments.

## 'You gotta like people to do this job'

By Martin B. Stiles

The most consistent complaints George Lahr has heard in 25 years of driving campus buses at Cornell have been about the routes and schedules, and that he "smiles too much."

Of course, he responds to all complaints with, what else, a smile, and a few softly

spoken words when appropriate. Like the other day when a woman said the morning bus run from her house in the Northeast took too long to get to campus. "It may be for you, but what about the other people," he said in the same friendly, rhythmic tone he has used to greet or bid farewell to each of his passengers day in and day out.

"Hey, you gotta like people to do this

job," explained the former tractor-trailer driver who hauled heavy equipment for 10 years before joining the Cornell community at the age of 30, back in March 1968.

That's a lot of Ithaca winters to get into a cold bus to start the first run of the day, after having scraped ice off the windshield and anxiously coached the engine to kick over and run.

"Now all the buses should be warm, clean and ready to go," Lahr said, referring with expectation to the newly constructed bus facility in downtown Ithaca. The shared public facility will house all county, Ithaca and Cornell buses.

He said he didn't see any particular problem in getting the buses up East Hill to campus, the Northeast and the other outly-



Driver George Lahr, ready with a smile.

Peter Morenus/University Photography

## CORNELL People

ing areas in the winter.

But that optimism could be because of Lahr's basic attitude toward his job. Besides, those who know him could say that the somewhat long haul to the start of a bus route will only give George more opportunities to say hello with a wave to the multitudes of motorists he knows and greets everyday from his perch at the head of his bus.

Now 55, he plans to retire when he is 62. "I wouldn't mind continuing to drive part time after that, if Cornell will have me," he said with a smile.

## Meeting set on cleanup of waste site

By David I. Stewart

The New York State Department of Environmental Conservation (DEC) has scheduled a public meeting to receive comments on the proposed final remedial action for Cornell's former chemical-disposal site north of Tompkins County Airport. The meeting is set for Thursday, Nov. 12, at 7:30 p.m. at the Tompkins County Airport's management building, 72 Brown Road.

The remedy favored by the DEC includes monitoring wells, a final cap over the former chemical-disposal site, site maintenance, operation of the source control (encapsulation) and ground water treatment systems, and continued environmental monitoring. This solu-

**Nov. 12 at 7:30 p.m. at the Tompkins County Airport's management building.**

tion is estimated to cost Cornell about \$2.1 million beyond the \$3 million already spent on interim measures and studies.

Plans for construction and operation of a ground water treatment plant already have been accepted by the DEC.

Laboratory chemicals and equipment were buried at the site between 1962 and 1977 in compliance with government regulations in effect at the time, according to Ted Murray, acting director of environmental health at Cornell. Since then, chemicals from Cornell laboratories have been hauled by licensed firms to authorized disposal facilities. Quantities disposed of by the university are typical of research-laboratory use, rather than the large amounts generated by industrial operations.

Cornell initiated monitoring of the isolated site eight years ago. Although the site is on the state's registry of inactive hazardous-waste sites, the state does not consider it a public health threat.

In its proposed remedial-action plan, the state's DEC says: "The current risks associated with ground water contamination are minimized because no one is using the ground water in the vicinity of the site and potential use is limited because of Cornell's property ownership and proximity to the airport."

Over the last five years, hundreds of soil and water samples have confirmed that a plume of contaminated underground water extends in a southwest direction from the one-acre site along Snyder Road, terminating northeast of the airport runway.

The site in the town of Lansing is in a sparsely populated area, and the nearest homes are more than one-half-mile to the east, away from the direction of the plume.

A barrier wall three-feet wide and more than 20-feet deep was installed at the site two years ago to stop migration of chemicals. According to Robert R. Bland, senior facilities engineer and project manager for Cornell, the site also was encapsulated with a thick, black-plastic cover to prevent water from seeping onto the site. The containment project was coordinated with the DEC and the local and state health departments.

The next step — scheduled to begin later this fall with on-site treatment of the water — includes pumping out contaminated ground water and treating it to remove chemicals such as trichloroethylene, benzene, toluene and 1,2 dichloroethane. "The water will be treated to meet the state's standard for drinking water, even though it will not be used for that purpose," Bland said.

The DEC requires that this clean water be discharged into an existing intermittent stream. At its peak, Bland estimated, the treatment-plant discharge rate will be about 100 gallons per minute, equivalent to the flow of 20 to 30 garden hoses, into the south "Twin Glens" creek, which flows to Cayuga Lake.

At the Nov. 12 meeting, DEC and Cornell representatives will describe the seven cleanup alternatives considered. Copies of the Remedial Investigations and Feasibility Study, the Proposed Remedial Action Plan, and other related documents have been placed at the Lansing Town Clerk's Office, 29 Auburn Road, Lansing, for public review.

## Comments sought

Members of the Cornell community are invited to submit "Commentary" articles of no more than 800 words for consideration by the *Chronicle*.

Topics should be of importance to higher education in general or, specifically, to Cornell faculty, staff or students. For example, response to this week's Special Report on Education at a Research University are welcome. "Letters to the Editor" of not more than 400 words also will be considered.

Submissions — typed and double-spaced — should be sent to Chronicle Commentary, Cornell News Service, 840 Hanshaw Road.

## Yugoslavia's minister-at-large to lecture

Radmila Milentijevich, history chair at City University of New York who is on leave to serve as Yugoslavia's minister-at-large, will discuss the crisis in Yugoslavia at a public lecture on Nov. 4 at 4:30 p.m. in Andrew D. White House.

Milan Panich, the American businessman who became prime minister of Yugoslavia after two of its republics seceded, asked Milentijevich earlier this year to join his government.

"Dr. Milentijevich is not only the most knowledgeable member of his cabinet regarding the historical causes of the Yugoslav

crisis, but also a world authority on that subject," said Steven Vidic of Cornell's Gamma Alpha Graduate Scientific Society, one of the sponsors of her lecture. "In the past year, she has traveled extensively and has had consultations with top U.S. government officials as well as those of leading European countries."

Milentijevich received her master's degree in history from the University of Chicago in 1961 and her Ph.D. in history from Columbia University in 1970. She specializes in 20th century European history.

Other sponsors are Slavic and East European Studies and Peace Studies.

## Strike up the band



Peter Morenus/University Photography

The Big Red Marching Band (top) gives an impromptu concert in Uris Library during Saturday's Homecoming festivities. Athletics Director Laing Kennedy (left) holds a goalie stick autographed by Cornellian Ken Dryden that, along with the other items pictured, helped raise \$16,500 at an auction to benefit athletics. Professor Thomas Eisner (right) discussed the possibilities of the insect world becoming a principle source of pharmaceuticals during the Homecoming Symposium.

## General *continued from page 1*

debt burden," he said.

Since turning over power to a democratically elected civilian government in 1979, Obasanjo, 55, a professional military engineer, has participated in international peace-keeping missions in Africa and is operating one of West Africa's largest private farms as a model for his people.

In addition to meeting with several classes, Obasanjo spoke to an audience of some 300 people in the Biotechnology Building, delivering the annual Bartels lecture. Throughout his visit, Obasanjo wore a flowing white agbada robe and a white gobi, a regional cap of Western Nigeria.

After President Frank H.T. Rhodes introduced him at the Bartels Lecture, Obasanjo proudly asked his daughter, Iyabo Obasanjo, who was seated at the back of the auditorium, to

*'Opportunities will not be offered to Africa on a platter of gold. Africa must face up to the challenge by carrying out radical reforms in its economy.'*

stand up. She is a second-year Ph.D. candidate in the College of Veterinary Medicine.

Then he turned to his message. "The world tends to dismiss Africa as if it doesn't exist," he said. He argued that Africa will maintain its relevancy in the world only if it meets its political, economic and social challenges. Contending that the European Community opens up trade opportunities for Africa, he warned: "Opportunities will not be offered to Africa on a platter of gold. Africa must face up to the challenge by carrying out radical reforms in its economy."

### Majority rule in South Africa

At a Cornell news conference, Obasanjo predicted that during the next six to nine months an interim government will emerge in South Africa "on the basis of genuine majority rule."

"I think that they are moving forward, and 1993 may be the year of South Africa," he told reporters. In 1985, Obasanjo and former Australian Prime Minister Malcolm Fraser co-chaired a 49-nation British Commonwealth group to seek a peaceful solution of South Africa's racial problems.

"All elements in South Africa will come together and realize they have no option but to go forward in negotiations," the African leader told reporters. "The sides are taking important steps toward an interim government [but] the idea of playing for time and jostling for height will go on for some time."

Obasanjo said end of the Cold War provides Africa with better opportunities to deal with its problems, because Africa now "is free of ideological differences" that instigated tyrants and dictators both of the left and the right. "Africa now will go more and more along the lines of democracy. We will maintain the main lines of democracy — a free press, free choice and control of the military by civilians."

Important to achieving democracy, he said, is reduction of illiteracy and poverty. "Democracy and poverty are strange bedfellows," he commented. "Democracy is more difficult to practice in an atmosphere of illiteracy and more difficult in poverty."

Describing the importance of agricultural development, Obasanjo called food "a security issue that is more important than military security." In 1960, Africa produced 107 percent of its food requirements, but production now is down to only 75 or no more than 78 percent of the continent's needs, he said. Although food production increased 2 percent, population increased 3.2 percent, he explained.

He added that under colonial rule Africa had "a bad policy, producing cash crops for metropolitan countries at the expense of food crops. In Africa, agriculture has been neglected to a dangerous point, and that policy must change."

In the question session after the Bartels Lecture, an African student in history told Obasanjo that in the restaurant where he works he hears diners say they would like to go to Africa to see lions and other animals, "but never say they want to see the people," asking how Africa's image could be improved.

Obasanjo drew laughter when he replied, "I would not worry if people want to go to Africa to see the lions. If we can organize Americans to visit Africa, think of the foreign exchange we will earn."

But in another tone, he declared: "We have to make the world take us seriously. We have to start by putting our house in order. This is not a matter of public relations. If you have a bad product, no amount of whitewashing will help."

Mr. and Mrs. Bartels, both 1948 Cornell graduates, established the Bartels World Affairs Fellowship in 1984. They came to Cornell from their home in North Haven, Conn., to meet Obasanjo and attend his lecture. Bartels is a retired corporate executive.



Peter Morenus/University Photography  
Gen. Olusegun Obasanjo

## Teaching *continued from page 1*

who may be wondering about Cornell."

Lynn originally formed the committee because, in his capacity as monitor of numerous appeals of tenure denials, "it became apparent to me that the assessment of teaching is often less effective than the assessment of research — largely because of a lack of solid data and information."

With an eye toward improving that evaluation, the committee examined recent tenure files from seven of Cornell's 10 colleges — undergraduate and professional. It also reviewed the literature on the evaluation of teaching.

While the Chemistry Department and Law School were cited for their careful evaluations of teaching by fellow faculty members, the report concluded that "peer review of teaching appears to be the exception rather than the accepted practice. . . . [I]n most cases, the information in the tenure file about an individual's teaching seems to be limited to a summary of student evaluations and general 'scuttlebutt.'"

Both in tenure cases and throughout professors' careers, the committee said, "it is our perception that, at Cornell, teaching has not been given the same degree of respect, recognition, or reward as a faculty member's contributions to research."

The committee recommended that Cornell establish as policy that its colleges and departments give comparable attention to the value of teaching and research and that the colleges and departments take steps to realize that policy. It also recommended "that the provost take appropriate steps to set in motion the recommendations embodied in this report."

President Frank H.T. Rhodes and some other academic leaders have for several years urged research universities to

ensure that the teaching of undergraduates remained a high priority. Through an anonymous gift to the university, Rhodes has for five years awarded \$1 million a year for programs and projects that advance undergraduate teaching.

### Three pressures on universities

In his address to the faculty Oct. 14, Rhodes cited three converging pressures on universities: tight funding, rising skepticism about their integrity and — paradoxically — growing demands that they solve social and economic problems.

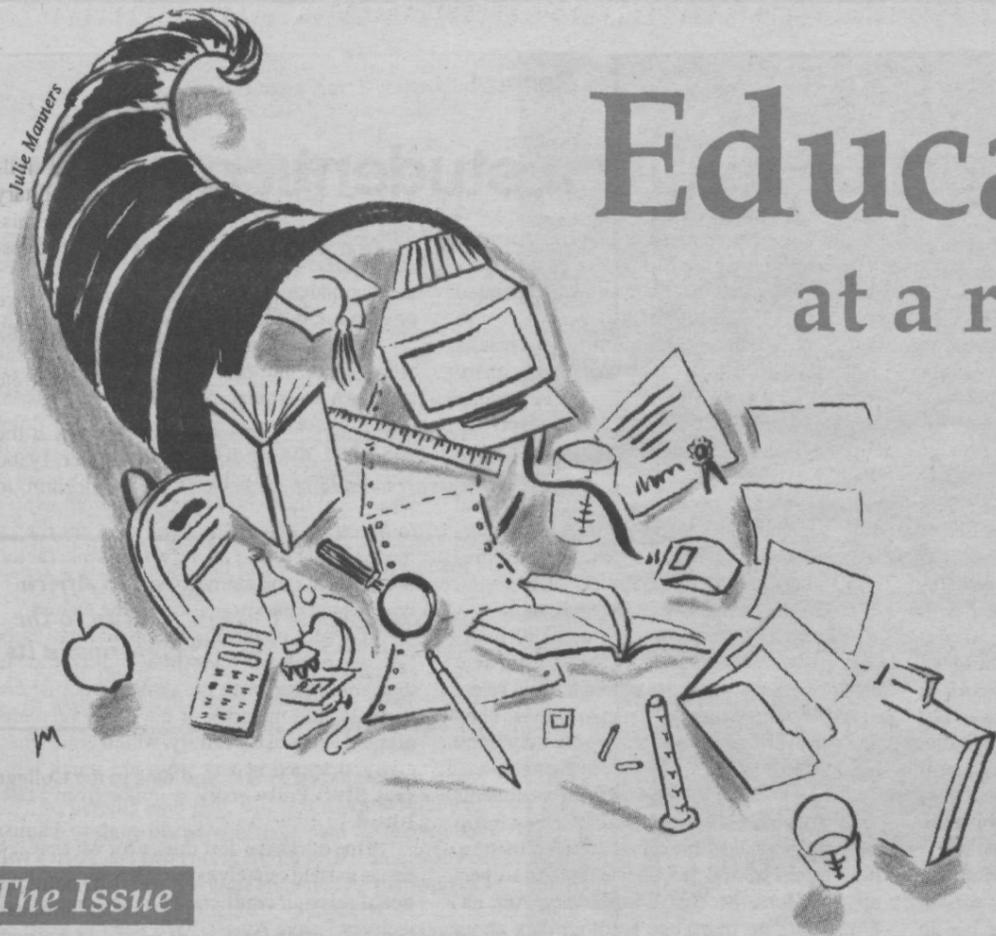
He said faculty had to pull back from identification with narrow fields and, instead, "become again citizens of the wider university with a renewed sense of responsibility for the university." One part of that, he said, should be rededication to teaching and serving students as advisers and mentors.

One of the arguments against institutionalizing the evaluation of teaching in the tenure process has been that such evaluation would be too subjective to be useful.

Lynn disagrees: "It takes work and time," he says, "but it can be done with no more difficulty than the thorough evaluation of research."

The two essential parts, he says, are observation and reporting by colleagues on the candidate's classes, seminars or labs; and inclusion in each file of a careful sampling of teaching materials — course syllabi, reading lists, handouts, problem sets, assignments, graded exams, student research papers and examples of the candidate's written feedback to students.

"The provost is right that there's room for individual variation," Lynn says, "but the need to improve teaching evaluation is very clear. And improving will make Cornell a better place."



# Education at a research university

A Cornell Chronicle Special Report  
October 29, 1992

## The Issue

### Has research pushed teaching to the periphery?

By Larry Bernard

Professor Carl D. Hopkins, a veteran of Biological Sciences 101, is realistic about how much research he can accomplish when he teaches that mammoth introductory biology course to 750 freshmen at once:

None.

The Cornell professor of neurobiology and behavior, who studies neuroethology of animal communication, particularly electric communication among fish, must devote all his time to the course, which he teaches both fall and spring semesters two years out of seven.

But when he teaches the junior-senior level neuroethology course to 30 or so students, he divides his time 50-50 between teaching undergraduates and doing publishable research. How?

"I prepare the lectures, organize the discussions, pick readings, grade the papers, meet with all the students individually, take them to the library to do literature searches. That is a full-time job, but I'm able to do research because I can spread the preparation of the

professor and chairman of the Chemistry Department.

"When a textbook explains something in a certain way, I can say to a class, 'That's not the way I think about it,' or 'I use a different scale to measure this,'" adds Chemistry Professor Francis J. DiSalvo, a researcher at Bell Laboratories for 20 years before he joined the Cornell faculty.

The U.S. House Select Committee on Children, Youth and Families held a hearing Sept. 14 based on a five-page report about tuition increases at public universities. That report blames problems in higher education on an emphasis on research. It contained charts and figures from the General Accounting Office and became known in the media as "the GAO report." A *Washington Post* editorial described it as a "complaint, five pages long and shallow at that." However, Rep. Patricia Schroeder (D-Colo.), the subcommittee chair, cited the report during the hearing about faculty not teaching anymore.

#### Critical report

According to the report, "A number of faculty avoid teaching altogether by buying out their teaching time with the proceeds from research grants or outside consulting. The reason that faculty teaching loads were reduced was to enable the faculty to devote more time to research. However, more than half of all professors devoted fewer than five hours a week to research, while upward of a third admit to none at all."

The report continued: "The focus in higher education today is on research, not teaching. . . . On the average, professors spend about six to eight hours a week teaching. . . . It is increasingly becoming the norm for undergraduates to be taught by TAs — teaching assistants — not professors, in extraordinarily large classes. In other words, parents are paying ever-increasing tuition to have students teach students."

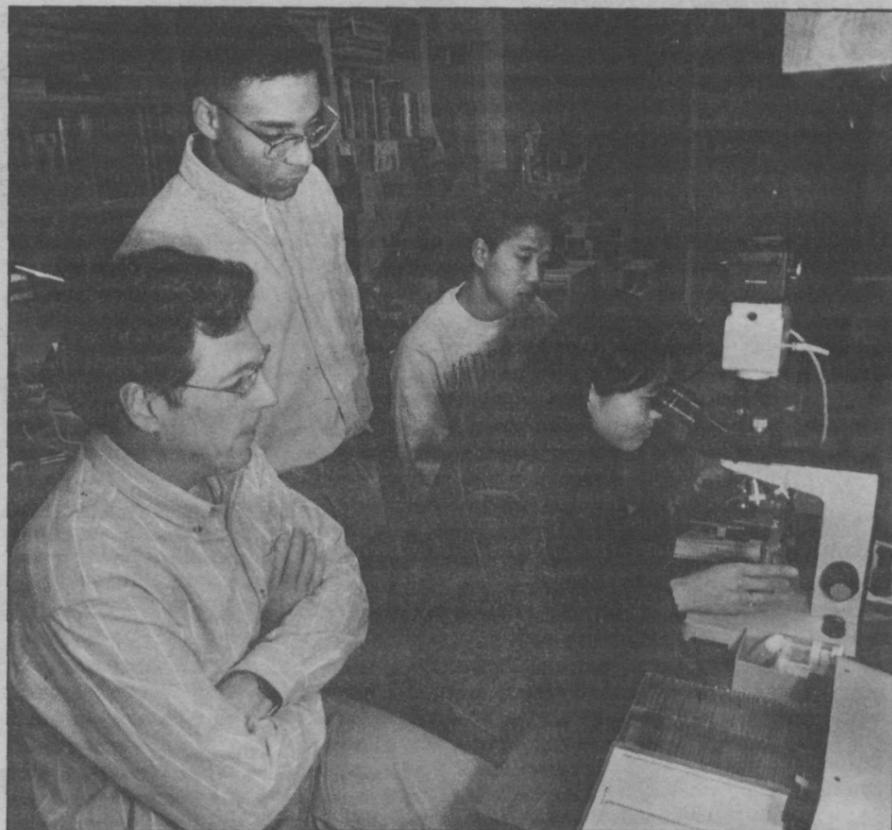
The report concluded: "The higher education system in this country is at a crossroad: Continue down the research path to the detriment of those who most support the entire system, the undergraduates, or face the reality that the system can no longer afford to keep research in its pre-eminent position and relegate teaching to the status of an unwanted orphan."

Does such a case exist at Cornell?

"In general at Cornell, and in the College of Arts and Sciences in particular, everybody on the faculty is teaching. The kinds of abuses you read about in the news just do not characterize Cornell," said Don M. Randel, the Harold Tanner Dean of the College of Arts and Sciences. "The point in fact is that the teaching load is as high as it is anywhere. We have a well-established notion of what teaching duties consist of." He argued, further, that the criticisms in the GAO report cannot "be fairly said to characterize higher education."

Norman Scott, vice president for research and advanced studies, said that Cornell is finding the right balance between research and teaching.

"There certainly is a perception that pro-



Peter Morenus/University Photography

Professor Carl D. Hopkins (left) consults with undergraduates (from left) Marcus McFerren of the College of Agriculture and Life Sciences, Jin Yung Hur of the College of Arts and Sciences and Alexander Kao of Agriculture and Life Sciences in his laboratory. Hopkins says he could not effectively teach the latest theories in neuroethology if he were not doing research in that area.

fessors spend less time in the classroom. But I don't think it's true here," Scott said. "I can't say that in every instance there might not be a ring of truth, but I think we've done a better job of balancing the job of professors to do teaching and research. Undoubtedly you hear horror stories, and one can only say we need to be vigilant and attentive and make sure this terrific synergy that is possible does take place."

The oft-heard criticism, cited also by the U.S. House report, that TAs are dominating

the teaching duties, is fallacious, many at Cornell say.

"An institution like Cornell has a responsibility to train the next generation of college teachers," Randel said. "Everybody would complain if we sent them out to take college jobs if they never had training or experience in how to teach, and part of our job is to give graduate students experience teaching."

"And it's sort of an insult when people assume TAs are incapable of teaching effectively. My graduate student may be a TA this semester, then next semester be an assistant professor at Yale. What happened over the summer? It's not as if there was some magical transformation. When undergraduates study with graduate students, they are in many cases studying with future faculty members."

#### Self-motivated students

Often, self-motivated, self-disciplined students can go far in a big research university, while students who need more support and direction thrive at smaller schools where faculty watch each student more carefully, many Cornell faculty and administrators say.

But for students prepared to take advantage of the opportunities at a research university, "the case is quite clear in the sciences," said Randel, the arts and sciences dean. "Undergraduates who major in those areas have an opportunity to do original research alongside faculty. In a small college where original re-

Continued on page 4A



*'In foundation engineering, our professor seems to be on the cutting edge. There isn't a book up to date enough, so he has his own little manual. . . . We're learning the new*

*stuff that isn't even in textbooks yet. That will help a lot when we go out into the engineering world.'*

— Ellen Rathje, a senior majoring in civil and environmental engineering

lectures out during the summer before," he says. "Still, I have to do a lot of work at home in the evening, because I want to do research during the day."

Additionally, he meets regularly with his three graduate students and four undergraduate student workers in his lab. He runs a journal club for graduate students and post-doctoral students and attends other journal clubs and seminars.

Does the time doing research detract from his teaching? Or is he a better teacher, and are his students better educated, for his bringing the perspective of his research into the classroom?

In Hopkins' case, he says he could not effectively teach the latest theories in neuroethology if he were not doing research in that area.

#### People who are doing it

"Students get a lift hearing their lesson from people who are doing it, not people just reading it from a book," agrees Jon Clardy,



*'The mind that faces up to the problem of teaching a novice something new and difficult cannot possibly avoid the same strategies in explaining to itself something still more new, more difficult. Which is what people call research.'*

— Nobel Prize winner Roald Hoffmann, the John A. Newman Professor of Physical Science

## Opportunities and challenges

*"The Chemistry Department supports 30 research groups, each headed by a professor, and each of those groups has one or two under-*



*graduates involved in its work. One-third of the departmental majors do research in*

*addition to their regular classroom work, either for credit or for pay, during the school year or the summers. More than half of these students will see their names listed as a co-author of a scientific paper."*

— Professor Jon Clardy, chair of the Chemistry Department

*"It all boils down to: Does a person have the personality to feel comfortable being aggressive and pursuing professors?"*

— Andy Brower, a Ph.D. candidate in ecology and systematics

*"I had never had any exposure to academic science before I came here. High school prepared me well for college, but how do I prepare for graduate school? Or know if that's what I want to do?"*

— Gerald Wyckoff, a junior from Long Island who is assisting graduate student Brower on his research of the DNA of butterflies

*In international affairs, where radical changes are occurring rapidly, "most of the work being done on Eastern Europe has not even been published yet. The work is being written and discussed by people through informal networks. So you really need to be at a major university even to have access to materials."*

— Professor Valerie Bunce, director of the Slavic and East European Studies Program

*An important part of a professor's job at Cornell is to be a role model.*



*"I'm here to tell women, 'You can be a professor and a researcher and a writer,' and to tell*

*men that 'Women do this, too.'"*

— Anthropology Associate Professor Meredith Small, who won one of two new Russell Distinguished Teaching Awards in the College of Arts and Sciences last spring

*"Some say that agricultural economics at Cornell does not have a sufficient research reputation for a department in a university as distinguished as Cornell. Maybe that means we have overemphasized undergraduate teaching."*

— Professor William Tomek, chairman of Agricultural Economics

Compiled by Carole Stone

## The Classroom

# Research topic becomes a student course

By Susan Lang

Why are blacks rejected for mortgage loans two to four times more often than whites? Do they default more often? If so, is it because they are discriminated against in jobs or other areas? Or are there other mechanisms involved that serve to reject blacks at a greater rate?

These are some of the questions that two professors of consumer economics and housing explore in their research activities. What's unusual about their work is that they've joined forces and turned these research questions into a new undergraduate course that allows students to do some digging into these issues.

When the course, Consumer Economics and Housing 402, Discrimination in Mortgage Markets, was advertised on bulletin boards in the College of Human Ecology, it was described as directed research in mortgage discrimination. Unsure of the response they would get — it wasn't even in the course catalog — Professors Peter Zorn and Robert Avery decided they'd need six students to teach it.

"We were amazed when 16 students enrolled," says Zorn, whose research focuses on determining what guidelines lenders use in

predicting the credit risk of black applicants.

Avery is analyzing data on the nation's mortgage applications that has been generated since the 1989 Home Mortgage Disclosure Act went into effect. His preliminary results indicate that not only is race the primary reason for the greater rejection rate among blacks, but also that blacks are less likely to apply for mortgages in the first place. That has led to a collaborative project between Zorn and Avery; they are surveying borrowers and their mortgage application histories to determine if any prescreening mechanisms preclude blacks in the mortgage process.

### Students conduct interviews

Their students are interviewing 30 mortgage lenders, community activists and real estate agents in Syracuse, where lenders reject blacks 2.5 times more often than whites. They are asking these professionals why they think blacks get rejected so much more often.

To prepare for the interviews, the students reviewed materials on racial discrimination in housing markets, mortgage discrimination, how financial and lending institutions operate, the Home Mortgage Disclosure Act, national data on mortgage lending, data about

the lending patterns of the 59 lenders in Syracuse and how to plan a research project. Then, they conducted mock interviews to practice how to ask questions about a sensitive topic.

Although the course would never exist if it were not for the professors' research, Avery and Zorn assert that the students are pursuing their own research questions and not doing any grunt work for the professors' projects. The students expressed a desire to learn at what level the bias is being instituted, who is to blame, whether the bank officers realize the bias, is it based on only economic factors or is blatant racism involved, and what can be done about discrimination in the system.

"It's very disturbing to me that two families, one black and one white, could try to buy the same house with the same economic credentials, and the odds of the mortgage being granted to the black family, which is not financially strapped in any way, are much less," says Shari Presworsky, a junior from Staten Island.

"One of the hardest things for us, as teachers, is to hold ourselves back when our educational mission conflicts with the research objectives," says Avery. "We need to keep the students on track to ensure that their findings are meaningful, but the educational objectives must win out every time, because the real learning evolves from the students going through the research process and making their own mistakes."

### Hands-on research

"This course has been my first opportunity to do practical hands-on research," says Betsy Wilson, a senior from Syracuse. "We benefit because our professors are so familiar with the issues and give us guidance to do our research, but they've made it clear we're not doing research for them."

For Wilson, being a student at a research university has, until now, mostly been a disadvantage, she says, because research, not teaching, has been the first priority for the university's evaluation of a professor. "But with courses like this, it could turn into a real asset," she adds.

Heather Peddie, a senior in policy analysis from Middlebury, Vt., plans to go to law school next year. "It's nice to be a senior, having acquired all this background knowledge and now be able to do something interesting and meaningful with it," she says.



Charles Harrington/University Photography

Professor Peter Zorn (center) listens as his class prepares for interviewing mortgage lenders, community activists and real estate agents about why blacks are rejected more often than whites when applying for home mortgages.

## The Laboratory

# Plant center is a lesson in genetics and geography

By Roger Segelken

Reading addresses in the sign-in log at the Plant Science Center is an exercise in geography: Dakar, Senegal; Santiago, Chile; Madison, Wis.; Sperry Hall, West Campus . . .

"I learned more [in one afternoon] than in a month of lectures," College of Arts and Sciences undergraduate Rocco Casagrande said after firing DNA into tobacco cells with a gene gun at the center's Plant Tissue Culture and Transformation Facility. "I can't wait to try this again."

They come from all corners of the world, the country, the county and the campus. Some stay just for a quick tour of the center's equipment used in plant genetic engineering. More often, visitors put on lab coats, grab automatic pipettors and learn to perform advanced techniques in plant molecular biology.

### At the lab bench

The person at the lab bench might be an Ithaca High School student, visiting during National Science and Technology Week; or a Newfield teacher at a summer institute; or a Brown University undergraduate in a summer research program; or a Cornell undergraduate in a biology "explorations" program; or an industrial scientist learning new technologies; or a botany professor from Duke University attending a workshop on gene transfer.

The center is part of the federal government's new emphasis on combining research and education at publicly funded, university-based facilities.

The National Science Foundation awarded the \$5.7 million center to Cornell because of the diversity of expertise, and because of the

potential for bringing together researchers from the colleges of Engineering and of Agriculture and Life Sciences, the Boyce Thompson Institute for Plant Research, and the Geneva Agricultural Experiment Station.

Other research-training grants have come Cornell's way because of already-established research programs. One is the National Institute of Environmental Health's \$2.4 million Superfund Basic Research Program.

Based in the Cornell Biotechnology Program and the Institute for Comparative and Environmental Toxicology, the Superfund program supports research in biomedical problems related to toxic substances and provides training grants for doctoral students in environmental toxicology, environmental engineering and related fields. This semester the program launched a new course for graduate and undergraduate students, "Hazardous Waste Toxicology," which includes visits to Superfund cleanup sites.

At the Plant Science Center, five to six postdoctoral fellows each year work to develop technology for transferring genes into plant and algal cells, according to Karen Kindle, director of the center's Plant Tissue Culture and Transformation Facility.

### Fellowships granted

The Plant Science Center also grants two-year fellowships to beginning and advanced graduate students in fields such as plant molecular biology, plant pathology, botany, genetics and plant breeding — all with a general theme of transfer and analysis of important plant genes.

In an effort to enhance graduate student training and to bring advanced techniques to

labs not currently using molecular biology techniques, the center initiated hands-on workshops for faculty, staff and graduate students. Michelle Hunt, a graduate student in plant breeding, participated in a workshop on site-directed mutagenesis. "Time is a rare commodity [when you are a graduate student]," she reported, "so making my own mutants allowed me both to learn the technique and to generate useful products for my research."

Some students and visiting scientists come to the center for training or to conduct experiments with specialized equipment that is not widely available elsewhere. The gene gun, which was invented by two Cornell scientists in the 1980s, shoots DNA-coated metal particles into the cells of plants, fungi or microbes. Other available methods for introducing DNA into plant cells at the center include electroporation, which uses electric shocks to open cell membranes long enough to insert new genetic material into the cell, and bacterial pathogens (*Agrobacteria*), which deliver DNA to the nucleus of plant cells.

Advanced undergraduates participate in a summer research program, sponsored by the Plant Science Center, in which they learn about modern plant molecular genetics through faculty seminars and by carrying out independent research projects in the labs of faculty members in plant molecular biology. For some undergraduates, their first exposure to state-of-the-art molecular genetics is through "Explorations in Biology," a half-day lab in the introductory biological science course at Cornell. The Plant Science Center is one of more than 60 labs across the campus that host "Explorations."

## The Graduate TA

# Beginning the research-teaching balancing act

By Lisa Bennett

In some ways, the research university challenge begins with graduate student teaching assistants: The pressure to complete research, the demands of teaching undergraduates and the need to learn how to balance the two.

And so it is no surprise that as the research university has been criticized in recent years, so has the graduate student's role in teaching undergraduates.

Just last month, for example, Rep. Patricia Schroeder (D-Colo.), said: "It is increasingly becoming the norm for undergraduates to be taught by TAs — teaching assistants — not professors, in extraordinarily large classes. In other words, parents are paying ever-increasing tuition to have students teach students."

That comment concerns just one party to the university experience: The parents who pay. But is it a fair assessment, when one also considers the perspectives held by faculty and administrators, graduate students and undergraduates, many of whom will go on to become graduate student TAs themselves? Consider:

- From the graduate students' perspective, it is important to prepare to be the leading scholars of tomorrow by learning how to conduct research and teach today. Only a research university like Cornell can provide them with supervised experience in both activities.

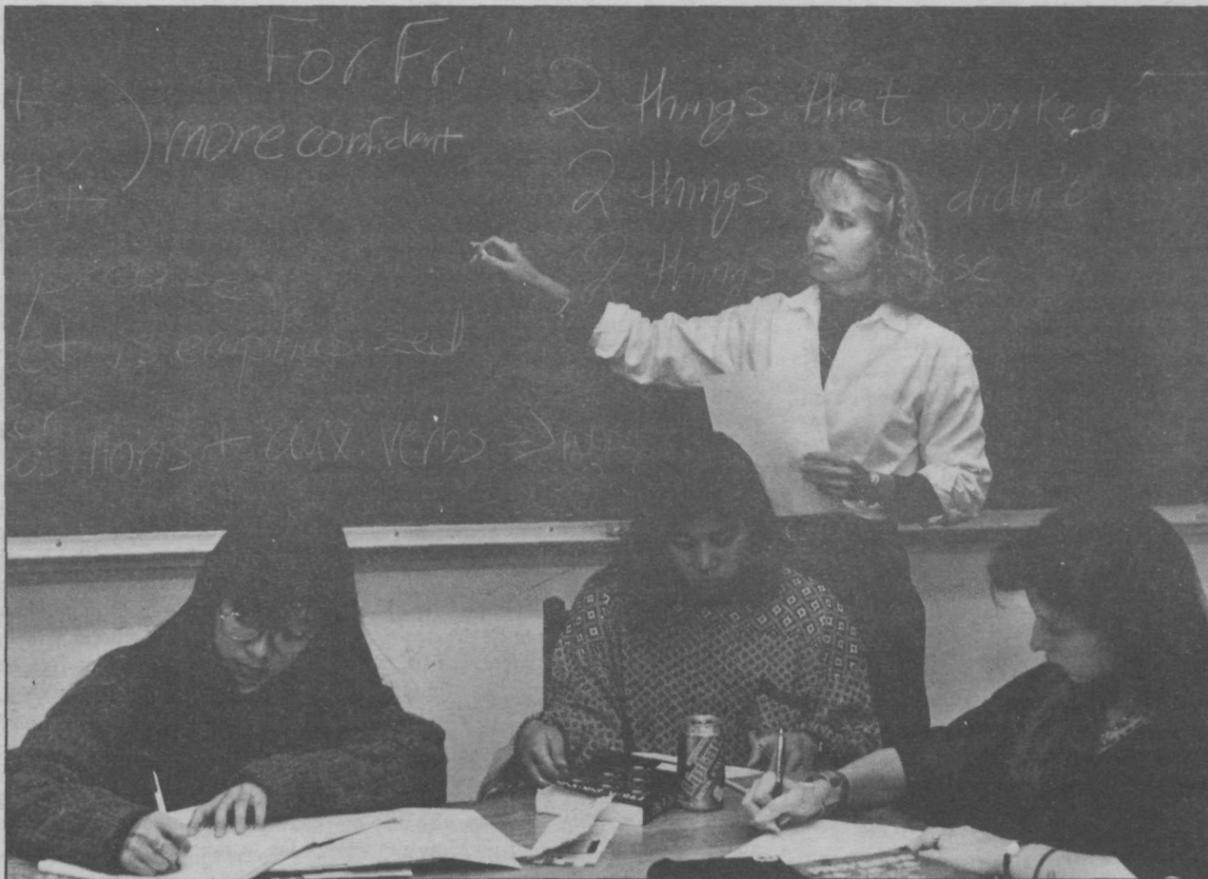
- From the research university's perspective, it is important that graduate students assist faculty in teaching and research. After all, if this is to be a place of leading researchers and teachers, time must be made for both activities.

- From the undergraduate students' perspective, learning from a graduate student who clearly remembers what it was like to be a freshman can offer a feeling of *simpatico* that some seasoned professors may be less apt to sustain.

Many newcomers to Cornell hope to be taught by the university's most acclaimed faculty, and many are. But students also find themselves taught, on occasion, by a graduate student who is maybe only four years older than they are. Their reactions: perhaps disappointment or a bad attitude toward TAs that spur a number of complaints.

### National mythology

"How many times have we heard from undergraduates the disparaging, 'Oh, the TA,'" said Steve Allison, a fourth-year graduate student in the history of science who is assisting a



Peter Morenus/University Photography

Jennifer Mohlenhoff, a second-year graduate student in comparative literature, teaches a freshman writing seminar. "If I don't have this experience now, in the future students will have me as a professor with more specialized knowledge but not much contact with students," she says.

faculty member in one course and is the instructor in a freshman writing seminar.

Then there is the criticism: "My TA can't speak English." It seems to have become part of the "national mythology" about TAs, according to Lynne Abel, associate dean for undergraduate programs in the College of Arts and Sciences and adjunct assistant professor of classics.

"Even before students get here, they're saying, 'My TA can't speak English,'" she said. "We heard that about one TA and looked into it, and he was an Indian whose vocabulary was rich and whose syntax included well-formed periodic structures, but whose accent was British."

At Cornell, all international TAs, except the British, are screened for proficiency in oral English by Ingrid Arnesen in the Office of Instructional Research; and some are also required to take the international-TA training program that discusses the way people of different countries tend to learn.

Finally, there is this complaint: My TA doesn't know how

to teach.

When people like Keith Hjortshoj, coordinator of the John S. Knight Writing-in-the-Majors Program, hears this, he remembers the time a student asked him, "What training does a faculty member have to go through?"

Apparently, the student was thinking that if public school teachers must be certified, and most Cornell TAs must go through teacher-training, a faculty member surely must have studied teaching a long time.

Hjortshoj corrected the student's illusion: "It's on-the-job training," he said. And that is why, he suggests, that "lots of graduate students are better prepared teachers, and more excited, than their professors." In training, they have had the opportunity to consider various teaching approaches, whereas those who never had a workshop like the ones TAs get here are likely to teach the way they were taught.

Of course, not all teaching assistants at Cornell have the opportunity to teach. The role of many is limited to grading papers and exams and leading discussion groups.

### Training programs

But for all, Cornell offers countless training programs for TAs across the seven schools and colleges and by the Office for Instructional Research. OIR alone, for example, estimates in the past four years, 6,000 graduate students have attended its 13 workshops on topics that include "Communication in the Classroom," "Motivating Students (and Yourself)" and "Power Issues in the Classroom." (The actual number is probably smaller because students who took two or more workshops were counted twice.)

The Freshman Writing Seminars Program also demonstrates Cornell's commitment to help teaching assistants become good writing teachers. (See accompanying story.)

TAs, nonetheless, are the first to concede that they are less likely to offer the full quality of knowledge and experience that a seasoned faculty member can.

"It's a catch-22," said Allison. "No doubt students in other courses are getting more coherent assignments, a more balanced workload, more insightful comments. No doubt a more seasoned person would bring more experience to the classroom. But where do you start?"

Jennifer Mohlenhoff, a second-year graduate student in comparative literature who is anticipating an academic career, agrees: "If I don't have this experience now, in the future students will have me as a professor with more specialized knowledge but not much contact with students," she said.

When graduate students spend their time teaching — sometimes devoting 15 to 30 hours to it a week — what is the effect on their research?

Mohlenhoff has found that teaching has complemented her research by helping her clarify her ideas in class.

### Trade-offs

But, she added, "a lot of graduate students think that teaching interferes with their research." And she agrees, in terms of productivity, that it's a trade-off: Students who "teach their way" through graduate school because they lack access to research assistantships take longer to complete their dissertation than those who get the free time that research assistantships and grants afford.

That is why she plans her own balancing strategy: While teaching her first class this semester, she has limited her own course work to two classes; in the future, she hopes to teach the same course to save time for research.

In short, as a graduate student facing the complementary and competing demands of research and teaching, there is "a time to be scattered and a time to be focused," says TA Allison.

"My students have come to me and said they have too much work. I tell them this is part of what you have to learn: to balance the expectations of you," he added. "It's the same thing with us."

## Learning to teach by teaching writing

By Lisa Bennett

At this campus that brought together E.B. White and William Strunk some 70 years ago, there is still a feeling for good writing — and for the teaching of writing — that might make the authors of the classic *The Elements of Style* proud.

The Freshman Writing Seminars Program, begun in 1967 to improve the quality of writing "across the curriculum," now offers 348 seminars a year in 110 different courses across 30 departments, primarily within the College of Arts and Sciences, while serving the majority of Cornell freshmen.

It operates on the idea that freshmen will respond positively to help with writing in subjects that centrally interest them.

And it offers many graduate students the opportunity to design and teach these seminars, for which they receive extensive training, carry full responsibility and are supervised by faculty members within their departments.

"The freshman writing seminar is an invaluable opportunity to dig into the process and take advantage of the support available here," said Steve Allison, a fourth-year graduate student in the history of science who is teaching a writing seminar on "Biology: In and Out of the Classroom."

The effort is administered within the John S. Knight Writing Program, which also offers a six-week "Teaching Writing" course to the graduate student instructors of the freshman writing seminars.

That course is considered one of the most comprehensive and intense training programs available to college students anywhere, according to Katherine Gottschalk, the Walter C. Teagle Director of Freshman Writing Seminars.

"The training course, 'Teaching Writing,' aims to help

TAs discover how to integrate the teaching of writing and the teaching of their disciplines, and how to make learning to write become a natural part of learning," said Gottschalk. "The result of this may well be that TAs will become better teachers of any course, because they reflect on how to help students learn."

Lynne Abel, associate dean for undergraduate programs in the College of Arts and Sciences and an adjunct assistant professor in classics, is an advocate.

"Teaching writing is, in my opinion, the most important teaching altogether because it teaches thinking, organization and argument. This should be a major part of whatever one teaches to whomever and at whatever level one teaches it," Abel said.

Offered every summer and fall, "Teaching Writing" meets for 2.5 hours per week for six weeks. It includes panel presentations and discussions on topics such as "Thinking Through Writing," "Style and Its Contexts" and "Commentary on Student Writing." Each week, TAs submit a plan for an integrated reading and writing assignment, accompanied by a rationale, according to Gottschalk.

One of the major required readings is the book, *Teaching Prose*, written largely by Cornell faculty and edited by Gottschalk and Frederic Bogel, professor of English and former director of the Knight Writing Program.

But not even that book is presented as containing fixed, pat answers about how to teach. Gottschalk's trademark is re-evaluating and improving one's teaching, continually.

"We try to get TAs to think about important issues in the teaching of writing rather than trying only to give them solutions," she explains. "We hope we've begun a conversation about their teaching work that will continue for the rest of their academic lives."



*'An institution like Cornell has a responsibility to train the next generation of college teachers. And it's sort of an insult when people assume TAs are incapable of teaching effectively. My graduate student may be a TA this semester, then next semester be an assistant professor at Yale.'*

— Don M. Randel,  
the Harold Tanner Dean of the  
College of Arts and Sciences

## The Scholar

## Lectures are merely the starting point, says award-winning philosophy professor

By Sam Segal

A dozen people sit around a seminar table in Goldwin Smith Hall. Each has a copy of Question Six of the First Part of the Second Part of Thomas Aquinas' *Summa Theologiae*. As well as 10 single-spaced pages of commentary on the text; and two pages of questions on both the text and the commentary.

What could be duller?

Everything, say the people who've been there. For this is a medieval-philosophy seminar run by Norman Kretzmann.

He wrote the 10-page commentary, as he does for every seminar meeting, whether the

*'Students need careful, clear, detailed, forthright criticism of their work and practical directions for improving it. But just as much or more, they need our encouragement, our attention also to whatever's good in work we've criticized; otherwise, we'll seem remote and inhuman, to be propitiated and avoided rather than sought out, learned from and emulated.'*

topic is a text of Aquinas, or an unknown 14th-century scientific treatise that he edited and translated from the Latin, or a published article from another philosopher.

The two pages of questions which drive the two-hour discussion are produced by a different student each week.

Kretzmann, the Susan Linn Sage Professor of Philosophy, taught more conventionally when he came to Cornell in 1966 and for most of the time since.

"They'd sit there and write down what I said," he recalls. "This way, I take what I would have said in my lecture, and I hand it out a week early. It's the starting point; the student questions move us on from there, and the class is naturally able to refine and deepen our discussion."

**Rigorous teaching method**

This rigorous teaching method was often cited by students, former students and faculty colleagues who supported Kretzmann's nomination for a prestigious teaching award that he won last spring.

In April in Quebec City, the 200-member Northeast Association of Graduate Schools gave Kretzmann its first Graduate Faculty Teaching Award, recognizing "excellence and creativity in courses and seminar teaching" and lifelong contributions to graduate education.

"There is absolutely nothing trendy, flashy, or slick" about Kretzmann's teaching, says a former undergraduate and graduate student, Scott MacDonald, who now teaches philosophy at the University of Iowa.

MacDonald understates the case. Kretzmann, 64, is tall and thin; he dresses like an engineering graduate student, not tweedy or seedy; he is clean-shaven, talks calmly, seems without mannerisms. His wit is brut.

But while Kretzmann refuses "the slightest concession to showmanship or gimmickry," MacDonald says, "I have never attended a seminar at Cornell or anywhere else displaying the sort of spontaneous intensity and vigorous interchange that I had grown accustomed to in Norman's."

He recalls an Aquinas seminar, each session of which "would elicit mid-week written correspondence aimed at pursuing issues raised but not exhausted.

"Norman acted as the clearinghouse for this ongoing subseminar, appearing each week with a ream of photocopied rejoinders and replies to rejoinders on issues still raging. We reveled in the fact that we were really *doing* philosophy."

**Morally inspiring**

A graduate student from another field, who has taken two Kretzmann seminars on Aquinas and the Latin sight-reading class he gives on his own time, says he is demanding and respectful but also morally inspiring: "When I study with him, I am spurred not only to do my best work, but to be my best self."

A philosophy graduate student writing his dissertation under Kretzmann's supervision adds that his "extreme precision and clarity avoid any excess of theoretical technicality," that he is always ready "with examples drawn from life," and that his door is always open for individual student meetings, which often run to two hours.

Kretzmann, who also teaches an undergraduate class in the philosophy of religion, estimates he works 60 hours a week on teaching, the unofficial Latin classes, his scholarship and writing, meeting with students, answering the notes they leave in his mailbox and supervising their scholarship. He gets away only about 10 days a year to his cabin in Northern Ontario.

"Students need careful, clear, detailed, forthright criticism of their work and practical directions for improving it," he says. "Otherwise we won't be teaching them at all.

"But just as much or more, they need our encouragement, our attention also to whatever's good in work we've criticized; otherwise, we'll seem remote and inhuman, to be propitiated and avoided rather than sought out, learned from and emulated."

**Smitten with his subject**

But there's more to Kretzmann's success than rigorous method and earnestness. He's also an eminent scholar, smitten with his subject. At the moment, in fact, he is on leave at the National Humanities Center in North Carolina, preparing eight lectures on natural theology — the Wilde Lectures — that he will deliver in the spring of 1994 at Oxford.

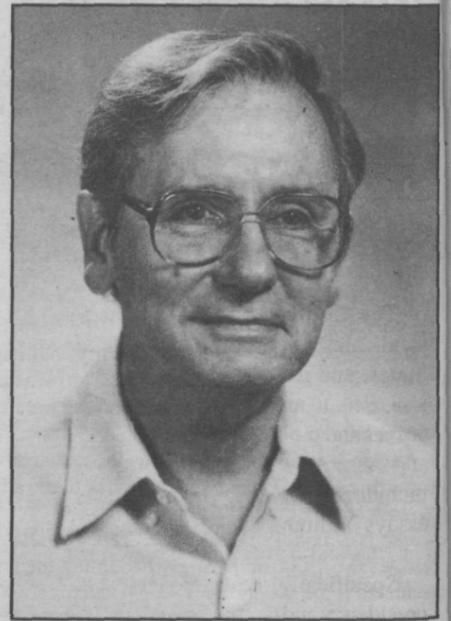
Cornell Philosophy Department Chairman Nicholas Sturgeon says simply: "He's one of the world's leading scholars of medieval philosophy."

Two of his students say he's "known throughout the professional philosophy community as the greatest American authority on medieval philosophy," and "every specialist under 50 has been influenced by Norman's scholarship." One of his colleagues, just returned from a leave in Germany, says Europeans know "the center of gravity in the study of medieval philosophy has shifted to the U.S., and any list of names of those who would be given credit for the achievement would prominently include Norman and several of his students."

Kretzmann came relatively late to his specialty. His Ph.D. dissertation, at Johns Hopkins University, was on "Semiotic and Language Analysis in the Philosophies of the Enlightenment." He had never had a course in medieval philosophy when a senior professor at the University of Illinois, where Kretzmann was teaching in the early 1960s, asked him to fill in one semester. That, and his own curiosity to work back from what he knew of the Enlightenment, hooked him.

Eventually, his focus fell on Thomas Aquinas, partly because Kretzmann felt every philosophy Ph.D. student should be exposed to him and partly because "he was a big-picture man, and I myself was beginning to think more systematically about philosophy, less piece-meal."

In Kretzmann's introduction to a new book, the *Cambridge Companion to Aquinas*, he explains that it is erroneous to equate medieval philosophy with theology. Much of the former, he says, exhibits "intellectual scope



Norman Kretzmann

and sophistication as impressive as any in the history of philosophy," and it just happened to be written by people working within theology departments of the early universities.

As modern philosophy has been affected by biology, physics, mathematics, neurophysiology and computer science, he says, medieval philosophy was, indeed, affected by theology. But he adds that, until about 1300, philosophy had free intellectual rein within theology departments; and he says "a great deal of medieval philosophy — logic, semantic theory, and parts of natural philosophy, for instance — could have been written by altogether irreligious people, and perhaps some of it was."

**Great questions**

Another thing that keeps Kretzmann's teaching vital is the enduring attraction of great questions.

One is whether one can assert objective moral standards and whether the existence and nature of God has anything essential to do with such standards. Nietzsche and the Existentialists said no; each man must make his own way. Kretzmann disagrees.

In an essay called *Abraham, Isaac, and Euthyphro: God and the Basis of Morality*, he follows Socrates' dialectic to a concluding question: Do the gods approve what is pious? Or is something pious (moral) simply because the gods approve?

Then he moves to the story of Abraham and asks: if God had in the end required the sacrifice of Isaac, would that have been a moral act simply because God approved it?

No, says Kretzmann, who ultimately concludes that God doesn't determine what's moral; he simply personifies objective moral values.

Revisiting such questions continually keeps Kretzmann eager to teach, and learn.

**The Issue** continued from page 1

search is not going on, there's a limit to the extent to which undergraduates can be part of work that is advanced.

"There is bound to be a difference in how a faculty member explains his or her subject to freshmen. Somebody whose whole orientation is toward the steady pursuit of greater understanding is bound to have a different attitude in the classroom than someone not engaged in that sort of activity," Randel concluded.

**Different approach in classroom**

Said Scott: "Researchers who also teach are in this discovery mode, and the students benefit from a real experience as it's transferred from the laboratory to the classroom. So there is a direct effect between research and teaching, in the transfer of state-of-the-art information into the classroom, and then in the opportunities for students at a research university to participate in activities they conduct themselves."

That certainly is the case for Ellen Rathje, 21, a senior from Southport, Long Island. A civil and environmental engineering major, Rathje has had large introductory science courses and smaller courses in her field. To her, the benefit of having active researchers teach is obvious.

"In foundation engineering, our professor seems to be on the cutting edge of this technology," Rathje said. "There isn't a book up to date enough, so he has his own little manual. You learn from that. You see that's what's

happening now. We're learning the new stuff that isn't even in textbooks yet. That will help a lot when we go out into the engineering world.

"Also, a lot of professors consult on the side, so they have some idea of what it's like to be a working engineer. You need that insight so you can give that to your students. A professor who got a bachelor's, then a master's, then a Ph.D. and has not worked in industry has no idea what a working engineer needs, because he never worked in the field."



*'I think we've done a better job of balancing the job of professors to do teaching and research. Undoubtedly you hear horror stories, and one can only say we need to be vigilant and attentive and make sure this terrific synergy that is possible does take place.'*

— Norman Scott, vice president for research and advanced studies

In addition, professors who do research are able to teach why a theory works, not just that it does, Rathje said. "Professors point out the theory around something, not just the cookbook answer. We learn what goes into the formula, so we can deal with nuances and changes. I don't think I could get that elsewhere," she said.

**Broad view needed**

Andy Brower, a Ph.D. candidate in ecology and systematics, warns, however, that many undergraduates "are drawn to high-tech research, for which you need a lot of background knowledge. As a result, you can easily get stuck doing repetitive tasks. You might find yourself on a big project but understand only a small piece of it."

Brower is also concerned about the number of undergraduates who limit their education by specializing early.

"I know some undergrads who have taken upper-level, state-of-the-art courses in population genetics or advanced biochem with graduate students. Perhaps they can accelerate their careers by taking first- and second-year graduate courses, but they are at the same time cheating themselves of an opportunity to explore other fields and become literate."

But for the student for whom lab experience is not just something impressive to add to his or her resume, the chance to engage in what Chemistry Professor DiSalvo called "supervised play in the lab" can be the best test of whether to make science a career.

"I am a scientist in spite of science courses," DiSalvo said. "Hands-on doing, the playing in the lab, is what appeals to me. Like an artist, I'm not happy until I'm in a hands-on situation, right in there with the materials. In the lab, we can turn students on to this."

In a Sept. 21 opinion piece in the *Wall Street Journal*, Merton H. Miller, a Nobel laureate in economics and professor of finance at the University of Chicago Graduate School of Business, explained the value of "useless" research in higher education. He concluded:

"Combining teaching and research raises the quality of teaching by enough to offset the higher costs of producing it. I have never understood why some critics of academic research find that idea so far-fetched. The time and thought dedicated to creating new music surely enhanced Haydn's performances as an orchestra conductor or Vivaldi's as a concert music master. Why should it be different in any other field of serious intellectual activity?"

"But achieving these quality gains in teaching is not automatic merely because the faculty also does research, even good research. It still takes two to tango. The students are equally important to the process. . . .

"Above all, the students must want the stimulus of interacting with a faculty whose motto is not just that an unexamined life is not worth living, but that an unexamined subject is not worth teaching."

Staff writer Carole Stone contributed to this report.

# Candidates for U.S., state offices discuss higher education

## The questions posed to the candidates

The *Chronicle* invited the major candidates for president of the United States, and major candidates for the U.S. Senate and House of Representatives and the New York State Senate and Assembly whose constituencies include the Cornell area, to write short essays outlining their positions.

Specifically, the candidates for the presidency and Congress were invited to address these two questions:

- Federal funding for student financial aid through various programs has been shifting from grants to loans in recent years. This has forced institutions like Cornell to examine whether they can continue need-blind admissions policies. Currently, 17 percent of every endowed college tuition dollar at Cornell goes back into financial aid. Our graduates are carrying increasingly high debt loads as they enter the work force or graduate study. What is your position on support for student financial aid?

- During this election campaign much has been said about the state of the national economy and which policy alternatives should be implemented to make our nation more competitive. Some have suggested a strategy for increasing federal funding for basic and applied research. What are your views on the role higher education could play in helping to improve the economy?

Candidates for the state legislature were invited to respond to the following two questions:

- State support of student financial aid through the Tuition Assistance Program for first-time students was reduced this year by the state legislature and the outlook appears even more uncertain in the future. What are your views on the state role in funding student financial aid?

- During last year's budget process, institutional funding for both the statutory colleges, as well as endowed units, was cut. New York state monies now provide about 44 percent of the statutory college budgets and Bundy Aid, a per-graduate payment to private schools, was cut 50 percent. What is your position on support for higher education.

Also, all candidates were invited to explain what they see as additional issues.

Their statements appear here and on Pages 8 and 9.

## Two candidates did not respond

Two of the candidates invited by the *Chronicle* to submit statements regarding higher education did not respond to that invitation. They are independent presidential candidate Ross Perot and incumbent Republican U.S. Sen. Al D'Amato.

### George Bush (R)

#### Candidate for president of the United States

##### Statement from the Bush campaign:

President Bush has given unprecedented support to higher education, increasing access to higher education by proposing increases in funding for Pell Grants and innovative new programs to promote lifelong learning.

- More help for students and families: The president's fiscal year 1993 budget proposes the largest one-year increase in Pell grants in history. The \$6.6 billion request — a 22 percent increase over fiscal 1992 and 48 percent over 1989 — would increase maximum and average Pell grant awards substantially and support awards to 3.4 million students. As a proportion of overall awards, more funds would go to middle-income students.

To increase access to Pell Grants for middle-income families, the president has proposed a cap on the amount of a family's home value that may be included in calculating a student's expected family contribution.

The president would increase funds for guaranteed student loans by \$2.1 billion — a 60 percent increase over 1992 — and allow the deduction of interest paid on or after July 1, 1992, on student loans for higher education.

- Giving students flexibility: President Bush's Lifelong Learning Act of 1992 would allow up to \$25,000 authorized by the Student Loan Marketing Association to be available and repayable on an income-contingent basis. Borrowers would have the option of having repayments tied to fixed percentages of their income. The Lifelong Learning Act would also give Americans of all ages the opportunity to pursue higher education by extending Pell Grant and Guaranteed Student Loan eligibility for less than half-time students.

Gov. Clinton's lifelong learning program, as one might expect, involves a major new government program. Unlike the president's programs, which could be financed by spending cuts that the president has already pro-

### Bill Clinton (D)

#### Candidate for president of the United States

##### Statement from the Clinton campaign:

Nothing will be more significant in making our nation truly competitive again in the 1990s than our university and research community. For four years we've heard a lot of talk about "the Education President," but we've seen little government action to invest in the collective talents of our people. It's time for a change.

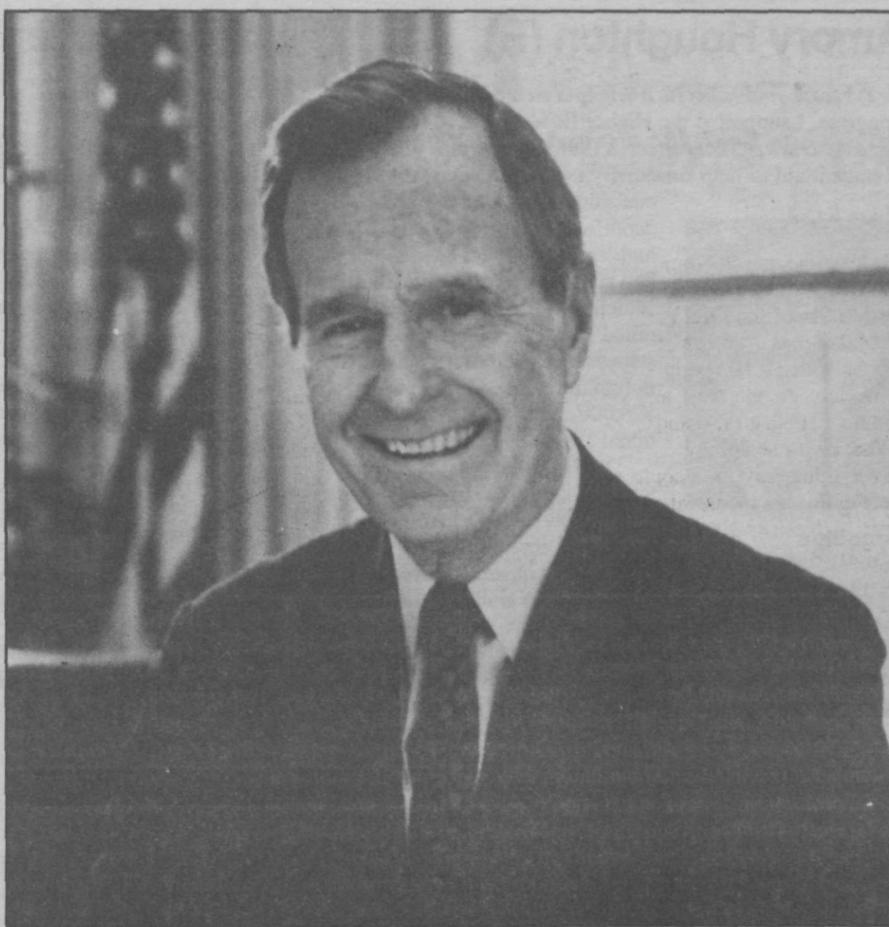
Putting people first demands a revolution in lifetime learning. Education is more than the key to climbing the ladder of economic opportunity; it is an imperative for our nation. A democracy requires informed and active citizens, and the quality of our educational system — from preschooling to postsecondary education, and beyond — is at the heart of the Clinton/Gore plan.

No other nation can rival our higher education system. Our institutions of higher education provide a diverse range of settings for every intellectual and career goal a person might have.

What is required from the federal government is a recognition that higher education must become the norm, not the exception, for every American. That is why a fundamental restructuring of federal financial aid programs is required.

At present, eligibility rules and administrative oversight regulations and costs result in an unnecessarily complicated and costly variety of programs. Our plan is to replace the several forms of federally sponsored loan programs with a National Service Trust Fund. Students may borrow from this fund, regardless of their status of financial need, on the condition that they make repayment directly from their subsequent job earnings by means of regular payroll deductions or by giving two years of community service.

While restructuring current federal college programs — and thereby increasing the total amounts available for direct loans by recouping the current \$2.5 billion in defaults and another \$1.5 billion in bank service charges — the Clinton/Gore plan will continue to support the successful Pell Grant program, providing



President George Bush

posed, Clinton has been disingenuous about the costs of his proposal. While Clinton contends that his program would cost just \$9 billion, during the primaries Paul Tsongas argued that the cost would approach \$20 billion. (*USA Today*, April 24, 1992).

- Maintaining the integrity of the Student Loan Program: The Bush administration has moved aggressively to curb loan defaults and eliminate abuse in the Guaranteed Student Loan Program. Initial legislative changes pro-

posed by the administration were enacted by Congress in 1991.

- Rewarding excellence: Bush's unprecedented proposal to reward excellence in the Pell grants would give Presidential Achievement Scholarships of up to \$500 to every Pell grant recipient who demonstrates high academic achievement. His National Science Scholars program rewards achievement by students pursuing collegiate degrees in mathematics, science and engineering.



Governor Bill Clinton

outright college grants to students with demonstrated financial need. Together, the NSTF and the Pell Grant program will provide a reliable and substantial foundation of financial assistance to students and their families. By encouraging loan repayment by means of the voluntary option of community service, we believe that both individual students and the national as a whole will be enriched by a reinvigorated sense of citizenship participation in vital community work.

The Clinton/Gore program for higher education also gives particular emphasis to the needs of the research and development community. What we need is a rigorous partnership among educators, entrepreneurs, researchers and the federal government.

George Bush's administration has done a poor job of managing taxpayer dollars, and both our economy and our universities have suffered. A 1991 survey of researchers by the American Association for the Advancement of Science, for example, found "an academic research community beset by flagging morale, diminished expectations and constricting horizons." The time has come for positive

change.

We need to affirm the central role of research and innovation in our nation's educational institutions. Universities, in particular, will benefit from the increased attention we will give in our federal research programs for civilian and industrial enterprises.

The Clinton/Gore campaign has received the endorsements of nine Nobel laureates in economics, 556 nationally respected economists, over 500 CEOs representing both national and regional corporations, and over 230 university and college presidents and other high postsecondary officials.

But beyond these heartening endorsements, there is also evidence everywhere that Americans want to take greater responsibility for the direction and possibilities of their lives, and their government.

Here, as elsewhere, the purposes of higher education and the nature of democracy are in harmony. A democracy requires that its citizens think and speak for themselves and work together to achieve common goals.

To that end, among others, our institutions of higher education are properly dedicated.

## House of Representatives, 31st District

### Amory Houghton (R)

1) I share your concern. But help is on the way. In the 102nd Congress, I supported the Higher Education Act, which was signed into law. It takes effect in 1994 and provides \$18 billion in student aid to help financially needy students with higher education costs. Under this act, students from families with incomes as high as \$49,000 will be eligible for Pell grants. This will add 1.4 million students — many of whom have relied solely on loans. Guaranteed student loans will now be available to families with earnings as high as \$78,000. This will help an additional 1.2 million students.



Houghton

The Higher Education Act also includes a direct loan pilot project. It will allow students in some higher education institutions to borrow from the government directly and repay on an income-contingent basis after graduation. This will put dollars back in the pockets of students, not bankers.

2) As illustrated by other economic leaders such as Japan and Germany — education and global competitiveness have a positive relationship. Higher education has a critical role to play in America's chances in the new world economy.

The federal government recognizes the need for continued investment in R&D. For example, in 1991, an estimated \$23.5 billion was invested in basic research in the United States, with federal government funds contributing \$14.5 billion, or 61 percent, of the total.

This is important because 45 percent of federal government R&D money goes to colleges and universities. It accounts for 60 percent of university research project funding and is channeled through various agencies including the National Institutes of Health, National Science Foundation, National Aeronautics and Space Administration and the Department of Energy.

The NSF offers a good example of how these agencies help further the goals of improving our economy. Increases in NSF's funding between 1986 and 1991 allowed a 45 percent increase in the number of postbaccalaureate science and technology personnel. Undergraduate support increased 200 percent during that time. As a businessman, I understand and support the long-term gains of such an investment, and as a congressman, I have and will continue to vote for continued increases in funding for basic research.

### Joseph P. Leahey (D)

The following is my response to the two questions on the above letter.

1) I am an excellent example of the success of one of history's more beneficial student aid programs: the Post World War II G.I. Bill.

This bill enabled me to attend college and upon graduation enter the work force with several hundred dollars in my pocket.

I then was able to make an immediate economic contribution to society without the constraints of a large financial debt. I purchased a new Chevrolet, moved into a new home and started a family.

A return to strong federal aid to education is desirable but not possible because of the gripping realism in today's economy.

This nation's policy of deficit spending and ever growing national debt, presently over \$4 trillion, has resulted in a reduction of aid to our country's students and educational institutions.

Until our nation's fiscal policies lead to sound budgets and a reduction of the debt, alternatives must be implemented.

Tuition at private and state universities is soaring and questions about the value of education are mounting.

I concur with the thinking of the late Allan Bloom, former professor of government at Cornell, in that our universities must undertake curriculum reform to match career opportunities upon commencement.

I hold to the viewpoint that universities must reorganize, just as industry is doing, to become "leaner," cost effective and more attractive to future students.

I, in seeking high political office, will seek to bring about sound fiscal policies at the federal level, thus allowing for a strong, consistent and reliable federal contribution to student financial aid.

2) As the world approaches the 21st century, higher education must focus on an ever rising global economy. Creative economic programs developed by our universities will make for effective free trade among all nations, including Third World countries that might progress to U.S.A. standards by the year 2030.



Leahey

## House of Representatives, 26th District

### Robert Moppert (R)

Because the questions posed are so intimately related, I will answer them together.

As someone who had to put his academic career on hold for financial reasons, and eventually worked his way through community college and later a SUNY school, I know how the sufficient financial aid can make the critical difference. Cornell is in particular to be applauded for striving to maintain its policy of need-blind admissions in these tight economic times. This is a reflection of the university's admirable dedication to excellence and to equality of opportunity. Finally, I am convinced that the economic future of America is intimately tied to maintaining America's pre-eminent position as the world leader in research and creative thinking. Cornell is at the forefront in this effort, with internationally acclaimed programs in fields as varied as agronomy to hospitality, computer science to labor relations.

My starting point is thus clearly one of wanting to see as much support as possible both for financial aid and for basic and applied research. No matter how worthy the cause, there is of course no escaping the economic difficulties facing our country. I know that Cornell has seen this reflected in the aid it has received at both the state and federal levels.

Nevertheless, I look forward to cooperating closely with Cornell faculty and administration to make the strongest case possible for the university at the federal level. At the same time I am committed to promoting the kind of change that will get our nation and our state's economy back on track. I am optimistic that with the right approach, it won't be long until we see a significant improvement in the economy, and with it a more generous flow of well-deserved support to the university.



Moppert

### Maurice Hinchey (D)

I believe that the goal of education should be a higher one than simply seeking to develop a work force that will make our nation more competitive; nevertheless, I cannot disagree with those who emphasize the advantages in the area of economic competition that improving the quality of our educational system provides. There is no question but that an educated public and educated work force are the basic ingredients required for a prosperous and democratic society.

The national debate on the subject, which took place through the Reagan and Bush years, will continue into the next administration, and it is essential that we strengthen those policies and programs that will improve performance and prune out those that are weak or counterproductive.

At the higher education level there is greater need than ever to ensure that not only the wealthiest but the best and the brightest and dedicated and determined all have an equal opportunity. The standards can be kept high, made even higher, but the opportunity to participate must be kept open to all.

Unfortunately, during the past decade there has been a considerable shift of wealth in this country. The top 20 percent of families have seen their incomes increase while the remaining 80 percent have seen their incomes stagnate or decline. In the meantime, costs at public and private colleges have increased two to three times faster than the growth in median family income.

Obviously, our current system of grants and loans to qualify students must be strengthened rather than undermined, as has been the case in the last decade. In a period of economic austerity such as we are now in, programs that have recourse to student loans rather than grants are particularly undesirable. In more prosperous times, moderate use of student loan programs had some justification, as there were good jobs available after graduation that made repayment relatively easy. A nation's investment in education is an investment in increased national productivity. We cannot shrink back from making that investment.

Our colleges and universities have a dual role to play. Not only should they provide training for the nation's future leaders, scientists, thinkers, entrepreneurs and innovators, but they must also, working in partnership with government and industry, be the laboratories for developing new technologies and adapting and improving existing technologies to a changing environment.

The kinds of funding for advanced research and development already provided to Cornell and other institutions by the National Science Foundation, the National Institutes of Health and NASA, as well as from private corporations, should be expanded if we are to resume our leadership role in technological development in the 21st century.



Hinchey

## U.S. Senate

### Robert Abrams (D)

A critical issue facing many high school graduates and their families is the soaring cost of higher education. Between 1980 to 1990, even public universities saw their tuitions increase an average of 97 percent. Unfortunately, the federal government's response during the decade of the 1980s was to limit, not expand, the availability of student loans to help families cover college costs.

This trend must be reversed. I recognize both the value to the nation of a highly educated work force and the increasing financial burden of college costs on many middle-class families. As U.S. senator, I will push for a restructuring of the guaranteed student loan program that will help ease this burden.

First, the maximum amount a student can borrow to attend an accredited institution of higher education should be increased to \$10,000 per year. The current limits are between \$2,650 and \$4,000.

Second, student loans should be paid back through payroll deductions and income tax returns and assessed as a percentage of income. These measures would help reduce

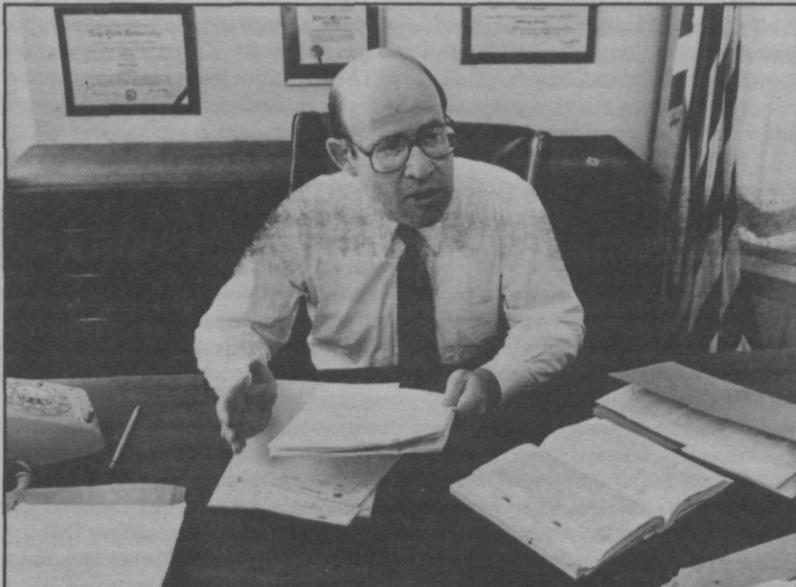
the high rate of default, which has caused enormous damage to the program. The current rate of default is approximately \$3.6 billion per year.

Third, the guaranteed student loan program should be converted into a "direct loan" program, under which government provides the loan itself rather than serving only as the guarantor. This one change alone would save \$1.4 billion per year in loan servicing cost and other fees.

Finally, loans to for-profit, vocational institutions should be administered separately from the college loan program, with lower limits for the size of loans and new rules to limit defaults.

In addition to these changes, I will strengthen the Pell Grant Program, the major source of college aid for low-income students, which has also suffered over the past decade. For example, in 1980 the maximum Pell Grant covered approximately 50 percent of the average cost of attending postsecondary institutions. That has dwindled to about 25 percent today. Also, President Bush has proposed a drastic tightening of the income eligibility requirements, which, if adopted by Congress, would eliminate 400,000 students from eligibility for Pell Grants. The president's proposals must be defeated, and the current \$2,400 limit on Pell Grants should be increased in annual increments to at least \$4,800. Finally, a formula should be adopted so that limits on grants are adjusted as college costs increase.

Access to higher education should again become a major component of the social compact between the American government and American youth. Investing in our youth will produce a benefit many times its magnitude for the American economy. I believe it is the government's responsibility to provide a framework for its citizens to achieve economic security, human dignity, and lives filled with the promise of a brighter future.



Abrams

## New York State Assembly, 125th District

### Marty Luster (D)

My response to Question 1 is as follows:

I believe in implementation of the current statutory mandate to the State University to provide the "broadest possible access" to state residents to the highest quality education in a variety of subject areas. To do this we must maintain strong state backing for student aid.

In 1991, the governor proposed a dramatic reduction and restructuring of the Tuition Assistance Program. Working with colleagues on the Assembly's Higher Education Committee, we modified that proposal to keep the highest aid level for those most in need.

During the 1992 budget discussions,

I again was actively involved in Assembly efforts to maintain TAP and other aid programs at the highest possible level. Although we were only partially successful, I believe that within the context of all the other cuts that occurred to SUNY and higher education in general, the financial aid packages received priority attention. If we are to fulfill the accessibility mandate, we must be careful to maintain state financial aid at appropriate levels.

In answer to question 2:

Since coming to the Assembly I have been struck by the fact that state support for higher education is determined on a crisis to crisis

basis with little planning and virtually no foresight. These decisions are not made by educators, but are made by legislators in the context of our overall budgetary discussions.

Last year I called for the convening of a "higher education summit" to be attended by administrators, faculty, students, staff, legislators and representatives of the governor's office to formulate a multiyear fiscal plan for higher education. It is vital that we identify and dedicate funding streams for this purpose so that tuition levels can be predictable, curricula can be established and recruitment and retention of faculty and staff can go forward with a degree of reliability.

I am working with other members of the Committee on Higher Education in dealing directly with the Board of Trustees at SUNY and, ultimately, representatives of the independent colleges to begin the process of long-term planning. I believe that New York needs a balanced system of public and independent institutions of higher learning. Each sector has a role to play and it is appropriate that the state support both sectors in a planned, reliable and fiscally responsible manner.

It is vital that the state invest in higher education. To allow our State University and independent institutions to weaken is to undermine the economic foundation of our state and the future of our citizens. Investment in "human capital" pays the most direct returns both economically and intellectually. For these reasons, ongoing and strong support for all higher education institutions in New York is one of my top priorities in the legislature.

### Robert Todd (R)

Research and an educated work force are essential to job development and a good quality of life in this state. Therefore, the state of New York should provide financial assistance to qualified students who need help to attend college; it should support both private and public colleges. However, as long as New York legislators persist in adopting dishonest and late budgets, state funding for higher education will be in jeopardy.

New York state is over \$50 billion in debt. Spending has exceeded income for the past six years. Instead of eliminating government waste and getting a handle on the soaring cost of entitlement programs such as Medicaid, our state legislators have increased taxes and borrowed against future revenues. One target they have wielded the budget axe against is funding for higher education. In 1992, higher education took a disproportionate cut: Bundy aid was slashed 50 percent; the Tuition Assistance Program (TAP) was reduced; and support for New York's statutory colleges was dramatically cut. The result has been the loss of jobs for hundreds of Cornell employees, the loss to job security for those who remain at work, increased tuition and fees, and students who

cannot attend college because they can't obtain financial aid.

My opponent, Mr. Luster, supported cuts in higher education when he voted for the 1992 New York state budget. He claimed victory for Cornell when he obtained \$12 million for the Theory Center in a member item approved during a special session of the Legislature. I deplore the circumstances that force institutes of higher learning to rely on individual legislators. Funding for higher education should be a line item in the New York state budget. Unfortunately, being in the budget no longer guarantees New York's universities and students that they will receive money. Fiscal mismanagement by our legislators forced mid-year cuts and wrecked havoc on universities such as Cornell.

New York's inability to control spending and properly manage revenues has resulted in another crisis: There are few jobs for graduating students or displaced workers. To raise revenues, New York has steadily increased taxes and fees on business. The result has been a no-growth economy and the loss of 500,000 jobs in the past two years. In 1991, job loss in New York was four times higher than the national average; one out of every four jobs lost in the nation was lost in New York state.

I support state funding for higher education. I have the backbone to insist on an honest, on-time, balanced budget. Fiscal mismanagement by New York legislators is hurting the colleges, students and workers of this state. Fiscal mismanagement is jeopardizing the future of New York.



Luster



Todd

## New York State Senate, 50th District

### Beverly Livesay (D)

1) I believe that the state not only has a role in funding student financial aid, but a responsibility. Ideally all students should have an opportunity to attain the best education they are capable of and not be limited by the availability of family resources to pay for it. In times of recession it is even more important for the state to invest in the education of its people as a step toward long term revitalization of the economy. A well educated work force will attract and retain businesses with higher paying jobs and will contribute to a healthy economy that will provide a better quality of life for all in New York state.

2) My position on support for higher education is that the state, in addition to the aid for individual students advocated above, has a responsibility to provide for the institutions themselves. New York state has a strong system of public and private institutions of higher education, which it should maintain and strengthen by providing adequate funds. I

would like to examine the rationale for and performance of Bundy Aid to see if it is meeting the needs of the colleges and the students within the context of the system of higher education in New York state for today and tomorrow. If changes are to be made, I would expect them to be made in conjunction with the advice of the private institutions and their role within the overall system. The expenditure of public funds should be for a well-defined public purpose and should not be cut back or ended without an examination of how that purpose is to be achieved.

Removing redundant bureaucracy and outdated regulations and relying more on the faculties and the governance structures of the institutions themselves to do the job with which they are charged would save money and contribute to more vigorous institutions.

University research and the encouragement of its practical application through extension programs not only assist individuals in acquiring important information, but can help move solutions to problems into important commercial applications that result in both cost savings and economic development opportunities. Energy and solid waste are examples of this. The state should not only continue to fund extension adequately, but should follow through more intensively on these opportunities.

### James Seward (R)

I appreciate the opportunity to discuss my views on higher education and to explain my record in support of the state's colleges and universities.

As a member of the Senate Committee on Higher Education, and as the senator with the largest number of institutions of higher learning in his district, I fully understand the importance of our state's public and private colleges and universities and the role that each fulfills in educating our youth and preparing them to take a productive place in our society.

Private institutions of higher learning have distinct historical roots and in most cases have well defined missions established by their founders that differ from the origins of the public university.

The strength of private colleges today testifies to the support for the programs and the ongoing vision of independent schools.

In my six years as a state senator, I have turned my beliefs into actions. In that vein, I have supported and fought for:

- Restoring Bundy Aid to our independent colleges and universities.
- \$12.3 million for the Theory Center.

Cornell has the unique honor of being both a private and public institution. New York state established several divisions of the State University at Cornell.

As a strong supporter of the state's statutory colleges, I have worked to ensure adequate state funding for the state schools at Cornell.

For instance, we developed and funded a multiyear plan to make improvements at the College of Veterinary Medicine in order to maintain and enhance the quality of instruction for the future veterinarians of the state.

By finalizing legislation to lift the SUNY bonding cap, Cornell was able to move ahead with numerous building projects.

In tight budget times, one of my greatest frustrations has been that it has not been possible to maintain support for Cornell's statutory colleges and student financial aid has unfortunately also suffered.

When better times prevail I will be working to restore programs like the Regents' Scholarships, enhance the Tuition Assistance Program as well as the statutory colleges through SUNY.



Livesay



Seward

## New York State Senate, 52nd District

### John R. Kuhl Jr. (R)

#### Unopposed

In a perfect world, every single citizen who desires a quality higher education would be able to get one. That's how important higher education is to the future of New York state and the entire nation. It's important to the futures of our individual citizens who will try to make their way in a global, highly competitive, rapidly changing, technical economy. And it's equally important to New York state, which must focus on a skilled work force as a key part of a comprehensive strategy of economic rejuvenation.

Unfortunately, we do not live in a perfect world. Today, we live in a world of painful choices. New York state's current fiscal condition is influenced by complex and fickle forces, but the simple fact has been this: State

government revenue has not kept pace with expenditures. This forces government to set strict priorities.

New York state's short-term priority must be to balance the state budget, because this is the first step on the road toward reaching the state's top long-term priority to reduce our tax burden for the sake of the individual and the economy. And the only way to balance the budget is to control spending.

Very simply and straightforwardly, controlling spending means that New York state cannot fund programs and provide services as fully as it would like to. Once again, in the funding of programs and the provision of services, state government faces painful choices. And how we decide to divide a lim-

ited government pie is where things get real tough.

When it comes to the state budget, my current focus as a state legislator is to do everything within my power to squeeze every penny of savings out of the state bureaucracy. I believe it has to be; my constituents tell me that it should be. In the absence of this focus on cost savings, we will not be able to turn this state around.



Kuhl

At the same time, we cannot make budget choices that threaten to severely harm New York state's long-term prospects for individual and economic strength. Consequently, I believe that we must pay particular, careful attention to our treatment of higher education.

In my opinion, higher education is clearly one of the keys to New York state's future. No single area will be spared pain during this difficult era of government, not only in New York state but throughout the nation. However, we must attempt to maintain as strong a commitment to higher education as possible — especially in terms of making it financially accessible to as many students as possible — and then as quickly as we can, strengthen the commitment.

## Critic Dave Hickey to give Preston H. Thomas Lectures

By Carole Stone

Free-lance critic, writer and curator Dave Hickey will discuss "Modernism Bracketed: Meditations on the Butterfly Effect" when he gives the 1992 Preston H. Thomas Memorial Lecture Series in the College of Architecture, Art and Planning Nov. 2-6.

Hickey, 52, currently a visiting critic at the University of Nevada at Las Vegas, intends to speak about "some alternative, quasi-historical scenarios for how we might have gotten from there, 1760-1860, to here, 1992, without benefit of the mighty historicist ideology of Modern Art and Architecture."

The butterfly effect referred to in his title is the tenant of Chaos Theory that posits the possibility of enormous and potentially catastrophic effects generated by trivial causes, such as a butterfly flitting from bloom to bloom in Peking entailing a tornado in Kansas. Hickey intends to introduce the language of Chaos Theory and Information Theory in his talk.

The schedule for Hickey's lectures, which will be accompanied by slides, is:

- "Chaos and the Rococo: Tiepolo to Mandelbrot and Back Again," Monday, Nov. 2;
- "Dames in Trouble: Gender, Politics, Architecture and Painting in the Ancient Re-

gime," Tuesday, Nov. 3;

- "The Art and Design of Dating: Pre-Raphaelites, Popsters and the Masters of Detroit," Wednesday, Nov. 4;

- "Designing Morality: John Ruskin's Venice and Walter Benjamin's Arcades," Thursday, Nov. 5;

- "Bugsy's Sublime: Nature and Culture in the American West" Friday, Nov. 6.

All five lectures will be presented in Baker Lab, Room 200, at 5:30 p.m. There will be a reception directly following the Nov. 6 lecture at the Herbert F. Johnson Museum of Art.

Hickey, former associate editor of Texas Christian University Press in Fort Worth, Texas, and arts editor of the Fort Worth Star Telegram, was staff songwriter for Glaser Publications in Nashville for three years, executive editor of *Art in America* magazine for a year, director of the Reese Palley Gallery in New York City for a year and owner and director of A Clean Well-Lighted Place, a gallery of contemporary art in Austin, Texas, for four years.

As a critic, Hickey is interested in the way architects work within the culture at large and reflect its values: Who builds and for what purposes and in what style and at what cost interests him more than the beauty of particular buildings.

Many architects today feel that modern

architecture is exhausted, Hickey said in a telephone interview, and he will devote his Thomas Lectures to proposing what the world of Western art and architecture might have looked like if it had not pursued Modernism.

"A lot of people feel Modernism has reached a dead end, and because modern architecture derives from a number of solid 19th-century ideas — purity of form, truth to materials and the primary idea that all art aspires to the condition of music — it is useful to go back to when certain kinds of aesthetic decisions were made and see why we took this branch of the road and not some other," Hickey said.

The rococo art of the ancien regime before the French Revolution, for example, has been called "feminine," Hickey said, and there were real efforts to remove all of that "girl stuff" from architecture after the revolution. The "girl stuff" was relegated to the home, Hickey said, until the austere, clean line Bauhaus School, in Germany, came along and said: "It's not OK even at home."

The Preston H. Thomas Lectures are given annually through the Department of Architecture with funds provided since 1976 by Leonard and Ruth Thomas of Sennett, N.Y., in memory of their son, Preston, a third-year student of architecture at Cornell when he was killed in an automobile accident.

30, 4 p.m., Large Conference Room, Biotechnology Building.

### Biology

"Brain and Muscle Synaptic Receptors: Structure and Function," Nov. 2, 4 p.m., Biotechnology Seminar Room, and "Glutamate Receptors and the Mechanism of Memory," Stephen Heinemann, The Salk Institute, San Diego, Nov. 5, 12:30 p.m., Biotechnology Seminar Room, co-sponsored by neurobiology & behavior and genetics & development.

### Chemistry

"Rings and Things: Rotaxanes and Polyrotaxanes," Harry Gibson, Virginia Polytechnic Institute and State University, Nov. 2, 4:40 p.m., 119 Baker.

### City & Regional Planning

"Urban Policy and the Presidential Election," Arch Dotson, government, Oct. 30, 12:15 p.m., 115 Tjaden Hall.

### Cognitive Studies

"Reflexivity," Oct. 29, 3:30 p.m., 106 Morrill, and "The Innateness of Coreference and Binding in Natural Language Knowledge," Tanya Reinhart, Massachusetts Institute of Technology, Oct. 30, 3:30 p.m., 202 Uris Hall.

### Collective Bargaining

"Labor Political Strategies with Comments on the 1992 Congressional Elections," Rick Hurd, ILR, Oct. 29, 4 p.m., 218 Ives Hall.

### Cooperative Extension Forum

"Update from Statewide Program Committees," Nov. 2, 9:15 a.m., 401 Warren Hall.

### CUSLAR

"Conflict and Power in Community Development Work," Kevin Healy, Inter-America Foundation, Oct. 30, 4 p.m., Commons Coffeehouse, Anabel Taylor Hall.

### Ecology & Systematics

"Florida Wetlands Conservation and Preservation," Edward Laroe, U.S. Fish and Wildlife Service, Nov. 4, 4 p.m., Morison Seminar Room, Corson Hall.

### Electrical Engineering

"Digital Video for Multimedia and Videoconferencing on the Desktop," Lawrence Ryan, Intel Corp., Nov. 3, 4:30 p.m., 219 Phillips Hall.

### Entomology Jugatae

"Insect Hotheads: Do Dragonflies Regulate Their Head Temperature?" Michael May, Rutgers University, Oct. 29, 4 p.m., Morison Seminar Room, Corson Hall.

"Patterns of Oviposition and Larval Behavior in Cranberry Fruitworm," Anne Averill, University of Massachusetts, Amherst, Nov. 5, 4 p.m., Morison Seminar Room, Corson Hall, co-sponsored by NYSAES, Geneva.

### Environmental Toxicology

"Studies of Trace Element Metabolism: Inflammation and the Hepatic Acute Phase Response," Charles McCormick, nutritional sciences, Oct. 30, 12:20 p.m., 135 Emerson Hall.

### European Studies

"The Changing Role of the Churches in Western European Societies," Emmanuel Gutmann, Hebrew University and University of Wisconsin, Oct. 30, 12:15 p.m., 153 Uris Hall.

### Food & Nutrition Policy

"The Multiple Roles of Women: Influences on Food, Health and Care," Lawrence Haddad, International Food Policy Research Institute, Nov. 5, 2:30 p.m., 100 Savage Hall.

### Food Science & Technology

"Microwave-Assisted Processing: Will It Ever Live Up to Expectations?" Daryl Lund, Rutgers University, Nov. 3, 4:30 p.m., 204 Stocking Hall.

### Fruit & Vegetable Science

"Use of RFLP-linkage to Genetics and Physiology," Jan van den Berg, graduate student, Oct. 29, 4:30 p.m., 404 Plant Science.

"Radishes to Riches . . . in Russia," Marcia Eames-Sheavly, extension support specialist, Nov. 5, 4:30 p.m., 404 Plant Science.

### Genetics & Development

"Inactivation of One of Two Genes Coding the Essential Yeast Ribosomal Protein S18 Suppresses a Mitochondrial Initiation Codon Mutation," Linda Folley, genetics & development, Nov. 4, 12:20 p.m., Small Seminar Room, Biotechnology Building.

### Geological Sciences

"Deep Drillcore Results from Canandaigua Lake: Implications for Laurentide Ice Sheet Deglaciation and Environmental Change Over the Last 14 ka," Robert Wellner, Syracuse University, Nov. 3, 4:30 p.m., 1120 Snee Hall.

## CALENDAR

continued from page 12

### Campus Club Lecture Series

"New Library and Special Projects: Echols Southeast Asia Collection," John Badgely, curator of Echols Collection, Nov. 5, 10 a.m., Lecture Hall 2B, Kroch Library.

### Chemistry

Baker Lectures: DNA Analysis from Genomes to Sequence Part II: Large Scale DNA Analysis: "Sequence-specific Manipulations of Nucleic Acids," Oct. 29, "Interpretation of DNA Sequences," Nov. 3, "Uses (and abuses?) of Large Scale DNA Sequence Information," Nov. 5, Charles Cantor, Boston University. All lectures are at 11:15 a.m. in 200 Baker.

### Communication

"I'm Not a Real Doctor, but I Play One in Virtual Reality: Implications of Virtual Reality for Judgments about Reality," Michael Shapiro and Daniel McDonald, communication, Oct. 30, 2:30 p.m., 213 Kennedy Hall.

### East European Studies

"The Crisis in Yugoslavia," Radmila Milentjevic, minister at large in the government of the Federal Republic of Yugoslavia, Nov. 4, 4:30 p.m., A.D. White House, co-sponsored by Peace Studies Program and Gamma Alpha.

### Hotel Administration

Jonathan Zimmer, executive director of Action Housing Inc, Pittsburgh, will lecture on issues relating to homeless people, Nov. 5, 11:55 a.m., 465 Statler Hall.

### Jewish Studies

"The Idea of the Loss of Jerusalem in the Middle Ages," Amnon Linder, Hebrew University, co-sponsored by history and Near Eastern studies, Nov. 5, 4 p.m., 374 Rockefeller Hall.

### Music

"Fantasies of the Feminine in Schoenberg's *Book of the Hanging Garden*," Julie Brown, University of London, Nov. 2, 4:15 p.m., 102 Lincoln Hall.

### Plantations

"Living with Deer and Other Wildlife in Your Landscape," Paul Curtis, natural resources, Oct. 29, 7:30 p.m., Lewis Headquarters Building, Cornell Plantations.

"Fungus Among Us," George Hudler, plant pathology, Nov. 5, 7:30 p.m., Lewis Headquarters Building, Cornell Plantations.

### Russian Literature

"Gyno-Glasnost, A Feminist Interpretation of Post-Glasnost Literature and Culture," Barbara Heldt, University of British Columbia, Vancouver, Oct. 29, 4:30 p.m., Guerlac Room, A.D. White House, co-sponsored by Slavic & East European studies and women's studies.

"The Russian Nietzsche: Pavel Florensky's Philosophical Practice," Alexander Ivanov, Institute of Philosophy, Moscow, Nov. 5, 4:30 p.m., 177 Goldwin Smith Hall.

### University Lectures

"The Origin of Modern Humans: The Paleontological Evidence from the Far East," Geoffrey Grant Pope, William Paterson College,

Nov. 5, 4:30 p.m., Kaufmann Auditorium, Goldwin Smith Hall.

"Power and Violence in the Post-Totalitarian Society," Valery Podoroga, Institute of Philosophy of the Russian Academy of Sciences, Nov. 5, 4:30 p.m., Hollis Cornell Auditorium, Goldwin Smith Hall.

### Veterinary Medicine

Merck Centennial Lecture Series: "Clinical Applications of Angiogenesis Research," Dr. Judah Folkman, Children's Hospital and Harvard Medical School, Boston, Nov. 5, 3 p.m., James Law Auditorium.

## MUSIC

### Department of Music

Andrew Willis will present a program on the 1842 Boesendorfer that includes Schubert's "Sonata in D Major" and "Moment Musical in C-sharp Minor"; Beethoven's "Sonata in E Major, op. 109"; and Chopin's "Scherzo in E Major, op. 54." The concert will be held Oct. 30 at 8:15 p.m. in Barnes Hall.

Pianist Christopher Foley and violinist Shannon Nance perform Oct. 31 at 8:15 p.m. in Barnes. Featured compositions are Ruth Crawford's "Sonata for Violin and Piano"; Honegger's "Deuxieme Sonate"; Karel Husa's "Sonata No. 2 for Piano"; and Debussy's "Sonate pour Violon et Piano." Nance is concertmaster of the Brockport Symphony in Rochester, and Foley is a regular performer with such ensembles as Intermusia, Musica Nova and the Eastman Wind Ensemble.

The Big Red Band will perform "Highlights of 1992" Nov. 1 at 2 p.m. in Bailey Hall. Cancellations: Musica Nova on Nov. 1 at 4 p.m. and Lutoslawski on Nov. 4 at 8:15 p.m.

### Bailey Hall Series

Violinist Gil Shaham and the St. Paul Chamber Orchestra will give a concert Oct. 29 at 8:15 p.m. in Bailey Hall. They will perform the "Classical" Symphony No. 1, Op. 25, by Sergei Prokofiev; the Violin Concerto, Op. 14, by Samuel Barber; and the Symphony No. 2 by Ludwig van Beethoven. Tickets are \$14 for students and from \$16.50 for the general public, and are on sale at the Lincoln Hall ticket office, open Monday to Friday, 9 a.m. to 1 p.m., tel. 255-5144.

### Bound for Glory

Join Jeff Warner and Jeff Davis for three live sets of traditional American folk on Nov. 1 at 8:30, 9:30 and 10:30 p.m. in the Commons Coffeehouse, Anabel Taylor Hall. Bound for Glory can be heard every Sunday night from 8 to 11 p.m. on WVBR, 93.5 FM.

## RELIGION

### Sage Chapel

David Drinkwater of Friends School in Locust Valley, N.Y., and former Cornell dean of students, will deliver the sermon Nov. 1 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

Weekend Masses: Saturday, 5 p.m.; Sunday, 9:30 a.m., 11 a.m. and 5 p.m., Anabel Taylor Auditorium. Daily Masses at 12:20 p.m. in Anabel Taylor Chapel. Sacrament of Reconciliation, Saturday, 3:30 p.m., G-22 Anabel Taylor Hall.

### Christian Science

Testimony and discussion meeting every Thursday, 7 p.m., 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 6 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, Founders Room at 1 p.m.; Edwards Room at 1:25 p.m. Daily prayer, 1 p.m., 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

"Markets and Democratization" series, June Nash, City University of New York, Oct. 30, 3:30 p.m., 215 McGraw Hall.

### Applied Mathematics

"Singularities in Differential-Algebraic Equations," Patrick Rabier, University of Pittsburgh, Oct. 30, 4 p.m., 456 Theory Center.

"Reptiles: An All-Purpose Program for Tiling the Plane," Daniel Huson, University of Bielefeld, Germany, Nov. 2, 1:30 p.m., 456 Theory Center.

### Astronomy & Space Sciences

"The Arecibo Upgrade," Donald Campbell, astronomy, Nov. 5, 4:30 p.m., 105 Space Sciences.

### Biochemistry, Molecular & Cell Biology

"The Chemistry of Site-Specific Recombination," Paul Sadowski, University of Toronto, Oct.

Continued on page 11

# CALENDAR

continued from page 10

"COCORP in Tibet," Larry Brown, geological sciences, Nov. 5, 4:30 p.m. First Floor Seminar Room, Snee Hall.

## Immunology

"Isotype Distribution and Functional Analyses of Murine Antibodies Formed in Response to Infection with *Brucella abortus*," Philip Elzer, microbiology, immunology & parasitology, Oct. 30, 12:30 p.m., D-105 Schurman Hall.

## International Development & Women

"Women and Development: Approaching Research and Teaching Agendas for the Future," Josephine Allen, Jay Lal and Lourdes Beneria, Oct. 29, noon, 455 Statler Hall.

## International Nutrition

"UNICEF Programs on Growth Monitoring and Promotion," Roger Pearson, UNICEF, Oct. 29, 12:40 p.m., 200 Savage Hall.

"Meta Analysis of Vitamin A Supplementation and Its Impact on Morbidity and Mortality in Children," Reynaldo Martorell, nutritional sciences, Nov. 5, 12:40 p.m., 200 Savage Hall.

## Labor Economics

"Changing Employment Rates," Leslie Stratton, Arizona State University, Nov. 2, 3:50 p.m., 114 Ives Hall.

## Latin American Studies Program

"Synergistic Development in a Nahuatl Community," Eduardo Almeida and Maria Sanchez, visiting fellows, Latin American studies, Nov. 3, 12:15 p.m., 153 Uris Hall.

## Materials Science & Engineering

Ceramics Afternoon: "Adhesion of Metals to Ceramics," Oct. 30, 2:20 p.m., 140 Bard Hall. Topics: "Electronic Structure Calculations of Metal-Alumina Interfaces," Roald Hoffmann, chemistry, 2:25 p.m.; "Correlation of Band Structure Calculations with Experimental Measures of Adhesion," R. Samuel Boorse, chemistry, 3:10 p.m.; and "Techniques of Measurement of Adhesion and Some Recent Results," Alan Zehnder, theoretical & applied mechanics, 3:50 p.m.

## Microbiology

"Roles and Regulation of Potassium in *E. coli*," Wolfgang Epstein, University of Chicago, Oct. 29, 4 p.m., Large Conference Room, Biotechnology Building.

## Natural Resources

"Populations of Shrikes in Japan," Carola Haas, natural resources, Nov. 3, 4 p.m., 304 Fernow.

## Nutritional Sciences

"Can Nutrition Prevent Cancer? The Goal of the Clinical Research Unit at the Cornell Medical School," Richard Rivlin, Memorial Sloan-Kettering Cancer Center, Nov. 2, 3:30 p.m., 100 Savage Hall.

## Operations Research & Industrial Engineering

"Empowerment in Small Organizations as a Competitive Weapon," Robert Loranger, Loranger Manufacturing Corp., Oct. 29, 4:30 p.m., 155 Olin Hall.

## Ornithology

"The Marbled Murrelet: Enigma of the Pacific Northwest," Kim Nelson, Oregon Cooperative Wildlife Research Unit, Nov. 2, 7:45 p.m., Fuertes Room, 159 Sapsucker Woods Road.

## Peace Studies

"Civil-Military Relations in Israel," Emmanuel Gutmann, University of Wisconsin, Oct. 29, 12:15 p.m., G-08 Uris Hall.

"Towards Global Democracy: The Need for a People's Council," Jakob von Uexkull, founder, Right Livelihood Award and former member of European Parliament, Nov. 2, 4:30 p.m., G-08 Uris Hall.

"Militarism and Development: The Contrasting Cases of Thailand and the Philippines," Benedict Anderson, international studies, Nov. 5, 12:15 p.m., G-08 Uris Hall.

## Physics

"Brookhaven Experiment on the Muon Anomalous Magnetic Movement," Vernon Hughes, Yale University, Nov. 2, 4:30 p.m., Schwartz Auditorium, Rockefeller Hall.

## Physiology

"The Physiology of Man and Animals in Space," Dr. Robert Phillips, NASA, Nov. 3, 4:30 p.m., G-3 Veterinary Research Tower.

## Plant Biology

"A New Class of Ion Pump: The H<sup>+</sup>-Translocating Pyrophosphatase of Plant Vacuoles," Phil Rea, University of Pennsylvania, Oct. 30, 11:15 a.m., 404 Plant Science.

## Plant Breeding & Biometry

Title TBA, Dave Garvin, plant breeding, Nov. 3, 12:20 p.m., 135 Emerson Hall.

## Plant Pathology

"BT: Genetic Engineering and Insecticide Resistance Management," Rick Roush, entomology, Nov. 3, 4:30 p.m., Plant Science.

"Epidemiology and Control of Black Rot of Grape," Chris Becker, plant pathology, Nov. 5, 3 p.m., A133 Barton Laboratory, NYSAES, Geneva.

## Science & Technology Studies

"Building Social Structure: Laboratory Design and the Stabilization of Biotechnology," Thomas Gieryn, Indiana University, Nov. 2, 4:30 p.m., 609 Clark Hall.

## Southeast Asia Program

"Family and Sexuality in the Huk Rebellion," Jeff Goodwin, New York University, Oct. 29, 12:20 p.m., George McT. Kahin Center.

## Stability, Transition & Turbulence

"Structures and Singularities in the 3D Euler Equations," Alain Pumir, applied physics, Nov. 3, 12:30 p.m., 178 Theory Center.

## Textiles & Apparel

"Use of Protein Engineering to Improve Detergent Protease," Manuel Venegas, Procter & Gamble, Oct. 29, 12:20 p.m., 317 Martha Van Rensselaer Hall.

"Impact Protection for Female Hockey Players," Lynn Boorady, Nov. 5, 12:20 p.m., 317 Martha Van Rensselaer Hall.

# SYMPOSIUMS

## Advanced Imaging Technology

"A New Dimension in Microscopy," a hands-on workshop and demonstration on light microscopy for biological and material sciences, by Ken Bull of Opti-Scientific and Leica, Nov. 2 and 3, 8:30 a.m. to 5 p.m., Hagan Room, Schurman Hall.

# THEATER

## Department of Theatre Arts

"My Children! My Africa" by Athol Fugard, Oct. 29, 8 p.m.; Oct. 30, 8 p.m.; Oct. 31, 2 and 8 p.m.; Nov. 1, 2 p.m. Tickets are \$5 for students and seniors and \$7 for general admission and are available at the Center for Theatre Arts ticket center or call 254-ARTS.

"Earthlings," the children's ecological musical, will be performed in the Class of '56 Flexible Theatre in the Center for Theatre Arts, Nov. 6 at 4:30 p.m., and Nov. 7 and 8 at 2 and 7 p.m. "Earthlings" leads its audience through an hour of fables, songs, raps and all kinds of dances to inform about ecology and the responsibility we

# Political satire group, Capitol Steps, to perform Nov. 7

The Capitol Steps — that musical political satire group that describes itself as the only group in America that attempts to be funnier than the U.S. Congress — will appear at Bailey Hall on Saturday, Nov. 7, at 9 p.m., just four days after the presidential election.

Tickets will be available to the general public for \$12 if purchased in advance at the Willard Straight Hall ticket office, or for \$14 at the door. The ticket office, which is open from 10 a.m. to 5 p.m., can be reached by calling 255-3430.

All members of the Capitol Steps cast work, or have worked, as staffers on Capitol Hill: some for Democrats, some for Republicans and some, they say, "for politicians who sit firmly on the fence."

They believe that no political topic or official is sacred; that with the scandal and screw-ups of elected officials, they will never run out of material; and that if entertainers could become politicians, politicians could become entertainers.

They use headlines and hot topics to create new lyrics for familiar tunes, creating their own brand of political analysis. A Capitol Steps sampler includes: "For He's a Jolly Good Felon," "We Arm the World," "I Feel Petty," "Can't Help Lovin' That Man" and "Read My Flips."

The event is being organized by the student-run Cornell University Program Board.

have to the Earth. The \$2 tickets go on sale Nov. 2 at the Center for Theatre Arts box office.

## Cornell Savoyards

Gilbert and Sullivan's "The Pirates of Penzance" will be performed by the Cornell Savoyards at the Alice Statler Auditorium. Performances are Nov. 6, 7, 13, 14, at 8:15 p.m. and Nov. 8 and 15 at 2 p.m. Tickets are \$9 (\$7 students/seniors) for evening performances and \$6 for matinees. Tickets are available from the Dewitt Mall ticket office, 273-4497, and the Willard Straight Hall ticket office, 255-3430.

# SPORTS

Home contests in ALL CAPS.  
Win-loss records as of Sunday.

## Men's Cross Country (5-0)

Oct. 30, Heptagonals at Van Cortlandt Park

## Women's Cross Country (5-0)

Oct. 30, Heptagonals at Van Cortlandt Park

## Women's Varsity Field Hockey (4-7-2)

Oct. 30, BROWN, 2 p.m.

## Varsity Football (5-1)

Oct. 31, BROWN, 12:30 p.m.

## Lightweight Football (4-1)

Oct. 30, NAVY, 7:30 p.m.

## J.V. Football

Nov. 2, CORTLAND, 4:30 p.m.

## Men's Varsity Soccer (5-6-1)

Nov. 1, BROWN, 2 p.m.

## Women's Varsity Soccer (7-5-1)

Oct. 31, BROWN, 11 a.m.  
Nov. 1, RUTGERS, 2 p.m.

## Men's Tennis (1-1)

Nov. 5-8, ITCA Eastern Regional Championships at Princeton

## Women's Volleyball (9-6)

Oct. 30, at Pennsylvania, 7 p.m.  
Oct. 31, at Princeton, noon

## Football standings

| School       | Ivy W-L | Overall W-L |
|--------------|---------|-------------|
| Princeton    | 3-0     | 5-1         |
| Cornell      | 2-1     | 5-1         |
| Dartmouth    | 2-1     | 4-2         |
| Pennsylvania | 2-1     | 4-2         |
| Yale         | 2-1     | 4-2         |
| Harvard      | 1-2     | 1-5         |
| Columbia     | 0-3     | 1-5         |
| Brown        | 0-3     | 0-6         |



From "Life is Sweet," the last in the series of films by English director Mike Leigh. See the Cornell Cinema Flick Sheet for information on the series.

# Cornell Cinema to showcase documentaries, Shakespeare, English and Chinese films

Cornell Cinema will present the films of English director Mike Leigh, new and unusual documentaries, a tribute to Chinese director Zhang Yimou, Shakespeare on film, a 75th anniversary screening of Sergei Eisenstein's *October*, the Ithakid Film Festival and its regular Expanding Cinema and Gay Film Friday in November and December.

Leigh, who is best known in the United States for his recent feature *Life is Sweet*, will be represented by three feature films — *Bleak Moments*, *High Hopes* and *Life is Sweet* — and short works made for British television, *The Five Minute Films* and *The Short and Curlies*.

At the Nov. 1 screening, government Professor Isaac Kramnick will discuss the politics of Margaret Thatcher's England as a context for Leigh's work in the 1980s, and on Nov. 14 theater arts Professor Bruce Levitt will describe Leigh's improvisatory writing techniques.

Cinema's New Documentary Festival will feature guest film maker Kazuo Hara, who will introduce his film, *The Emperor's Naked Army Marches On*. Other films in the series include Wim Wenders' *Notebook on Cities and Clothes*, *Framing Lesbian Fashion*, *Filming Othello*, *35 Up* and *Affengeil*.

The works of Zhang Yimou, the Chinese director best known for *Red Sorghum* and *Ju Dou*, will receive a retrospective with those two films and *Yellow Earth*, *Raise the Red Lantern* and *Code Name "Cougar"*.

Shakespeare on Film, the third part of Cinema's Monday Night Film Club's series "Watching Literature," will include Sven Gade's 1922 *Hamlet*, Grigori Kosintsev's *King Lear*, Akira Kurosawa's *Lear-like Ran*, Peter Greenaway's *Prospero's Books*, Max Reinhardt's 1935 *A Midsummer Night's Dream*,

Orson Welles' *Othello* (shown in double feature with Welles' rarely seen *Filming Othello*) and Franco Zeffirelli's recent remake of *Hamlet* starring Mel Gibson.

Eisenstein's *October*, also known as *Ten Days That Shook the World*, will be shown 75 years after the October Revolution. (It is being shown in November because the Russian calendar has been altered.) Film scholars Annette Michelson, Valery Podoroga and Michael Yampolsky will participate in a panel discussion following the screening.

The Ithakid Film Fest, a semiannual event co-sponsored with the Ithaca Youth Bureau, will include feature-length and short live-action and animated films for children, plus documentaries and experimental works, including short super-8 films by John Porter who will perform with his films. The festival will show films about African American life on Dec. 5.

Expanding Cinema, shown on Sunday afternoons at the Johnson Museum of Art, will feature three series in November and December: two programs by Craig Baldwin, film maker and director of San Francisco's Other Cinema, an annual series about experimental film makers and the artists who preceded them, and the work of Donna Cameron and Len Lye.

Gay Film Friday will be shown Nov. 20 and Dec. 18, not on the last Friday of the month because of Thanksgiving and winter break. November's showing will be *Framing Lesbian Fashion* and Sadie Benning's newest video, *It Wasn't Love*. December's showing will be Rosa Von Praunheim's *Affengeil*, an unusual documentary portrait of lesbian film star and cabaret singer Lotti Huber.

For details about Cornell Cinema showings, check the calendar listings or the Cornell Cinema Flick Sheet.

# CALENDAR

All items for the Chronicle Calendar should be submitted (typewritten, double spaced) by campus mail, U.S. mail or in person to 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.

Nov. 1: planning meeting, 6:30 p.m.; teaching, 7:30 p.m.; request dancing, 8:30 p.m., North Room, Willard Straight Hall.

Global Dancing, Tuesdays, teaching 8:30 p.m.; open dancing 9:45 to 10:30 p.m. in Helen Newman Hall Dance Studio.

European and Scandinavian Couple Dancing, Thursdays, 8:30 p.m., Helen Newman Dance Studio. For information call Dick at 273-0707 or Marie at 844-8783.

### Israeli Folkdancing

Thursdays, 8 p.m., Edwards Room, Anabel Taylor Hall.

## 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.

"In Medusa's Gaze: Still Life Paintings from Upstate New York Museums," through Nov. 29. Concluding the October Artbreak series, today, Oct. 29, at noon a member of the museum's education department will conduct a half-hour tour of the exhibition "In Medusa's Gaze."

"Our Land/Ourselves: American Indian Contemporary Artists" will be on view Nov. 3 through Dec. 16. It is an exhibition of 87 works on paper — including drawings, paintings, photographs, prints and mixed media — by 30 American Indian contemporary artists.

The Department of Art faculty exhibition will be on view Nov. 3 through Dec. 20. The faculty show consists of 24 works by 22 faculty artists, covering a wide range of media, styles and techniques. The exhibition showcases the successes of individuals as artists and teachers, examining the relationship between teacher and artist.

"The Voice of the Print: Photographs by Paul Caponigro" consists of 85 black-and-white prints, both recent works and several vintage prints dating back to the 1950s. The exhibition is on view Nov. 3 through Dec. 20.

### Hartell Gallery

Spring '92 Rome Program Student Work, through Oct. 30.

The gallery is located in Sibley Dome and is open Monday through Friday, 8 a.m. to 5 p.m.

### Kroch Library

"Preserving the Past, Enriching the Future," selections from Rare and Manuscript Collections. An exhibition celebrating the dedication of the Carl A. Kroch Library, through Oct. 31.

### Olive Tjaden Gallery

Photography by Ellen Altfest, through Oct. 31; Paintings by Sarah Manning, Nov. 1 through 7.

The gallery is located in Tjaden Hall and is open Monday through Friday, 9 a.m. to 5 p.m.

### Willard Straight Hall Art Gallery

"Fantastic Realism: Art Photography by Mary Reppy," through Oct. 30.

## 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 Ithaca Film Festival, \$2 and \$1.50 under 12; and Sunday Matinees, \$3.50. All films are held in Willard Straight Theatre except where noted.

### Thursday, 10/29

"Europa, Europa" (1991), directed by Agnieszka Holland, with Marco Hofschneider and Julie Delpy, 7:30 p.m.

"A League of Their Own" (1992), directed by Penny Marshall, with Tom Hanks, Geena Davis and Madonna, 10 p.m.

### Friday, 10/30

"A League of Their Own," 6:45 and 9:20 p.m., Uris.

"The Hours and Times" (1992), directed by Christoph Munch, with David Angus and Ian Hart, shown with "Resonance" (1992), directed by Cummins & Hunt, 7:30 p.m.

"Europa, Europa," 9:20 p.m.

"A Fish Called Wanda" (1988), directed by Charles Chrichton, with John Cleese, Michael Palin and Jamie Lee Curtis, midnight, Uris.

### Saturday, 10/31

"Europa, Europa," 6:50 p.m., Uris.

"The Hours and Times" and "Resonance," 7:30 p.m.

"Notorious" (1946), directed by Alfred Hitchcock, with Cary Grant, Ingrid Bergman and Claude Rains, 9:20 p.m.

"A League of Their Own," 9:20 p.m., Uris.

"A Fish Called Wanda," midnight, Uris.

### Sunday, 11/1

"Wild Wild West" (1992), directed by Craig Baldwin, 2 p.m., Johnson Museum, free.

"Notorious," 4:30 p.m.

"Grown Ups" (1980), directed by Mike Leigh, with Philip Davis, Lesley Manville and Sam Kelly. Guest speaker Isaac Kramnick, co-sponsored with Pentangle, 7:30 p.m., Uris, free.

"A Fish Called Wanda," 8 p.m.

### Monday, 11/2

"Peace Has Not Been Made," 25 minutes, and "Homeland Around the World," 28 minutes. Southeast Asia Film Series, comments by Professor Suya Shiraishi, 4:30 p.m., George McT. Kahin Center, 640 Stewart Ave., free.

"Mo' Money" (1992), directed by Peter MacDonald, with Damon Wayans, Stacey Dash and Joe Santos, 7:15 p.m.

"Hamlet" (1922), directed by Sven Gade, with Asta Nielsen. Monday Night Film Club, 9:30 p.m.

### Tuesday, 11/3

"Meantime" (1983), directed by Mike Leigh, with Tim Roailey and Pam Ferris, co-sponsored with Western Societies Program, 7:40 p.m.

"A League of Their Own," 10 p.m.

### Wednesday, 11/4

"Red Sorghum" (1988), directed by Zhang Yimou, with Gong Li, Jian Weng and Jiu Ji, co-sponsored with Asian Studies, 7:45 p.m.

"A Man When He's a Man," directed by Valeria Sarmiento, CUSLAR Film Series, 8 p.m., Uris, free.

"Prelude to a Kiss" (1992), directed by Norman Rene, with Alec Baldwin and Meg Ryan, 10 p.m.

### Thursday, 11/5

"High Hopes" (1988), directed by Mike Leigh, with Philip Davis, Ruth Sheen and Edna Dore, 7:15 p.m.

"Mo' Money," 10 p.m.

## LECTURES

### Africana Studies

"Theatre in East Africa: The Context," Amandina Lihamba, University of Dar Es Salaam, Tanzania, Oct. 29, noon, Hoyt Fuller Room, 310 Triphammer Road.

"Women and the Family in Precolonial West Africa: Gender and Class Relations in 18th and 19th Century Anlo (Ghana)," Sandra Greene, Africana studies, Nov. 3, noon, Hoyt Fuller Room, 310 Triphammer Road.

### Architecture

Architect Richard Meier '57, will give a public lecture on his recent works Oct. 29, 4 p.m., Alumni Auditorium, Kennedy Hall.

Preston Thomas Lectures: Free-lance critic, writer and curator Dave Hickey will discuss "Modernism Bracketed: Meditations on the Butterfly Effect" in five lectures Nov. 2-6 at 5:30 p.m. in 200 Baker Lab. Topics: "Chaos and the Rocco: Tiepolo to Mandelbrot and Back Again," Nov. 2; "Dames in Trouble: Gender, Politics, Architecture and Painting in the Ancient Regime," Nov. 3; "The Art and Design of Dating: Pre-Raphaelites, Posters and the Masters of Detroit," Nov. 4; "Designing Morality: John Ruskin's Venice and Walter Benjamin's Arcades," Nov. 5; "Bugsy's Sublime: Nature and Culture in the American West," Nov. 6.

### Astronomy & Space Sciences

"Astroseismology of White Dwarfs and Neutron Stars," Hugh Van Horn, University of Rochester, Oct. 29, 4:30 p.m., 105 Space Sciences Building.

### Bethe Lectures

"New Techniques in QCD Perturbation Theory," Frank Wilczek, Princeton University, Oct. 30, 12:30 p.m., 311 Newman Laboratory.

## Johnson Museum begins three new exhibitions Nov. 3

Three art exhibitions will open at the Herbert F. Johnson Museum of Art on Tuesday, Nov. 3: "Our Land/Ourselves: American Indian Contemporary Artists"; the annual Department of Art faculty exhibition; and "The Voice of the Print: Photographs by Paul Caponigro."

"Our Land/Ourselves" consists of 87 works on paper — drawings, paintings, photographs, prints and mixed media works — by 30 contemporary American-Indian artists.

The works range from realistic to abstract, and the artists reflect the diversity of American contemporary art as well as the diversity of Indian tribal backgrounds.

"Landscape elements in Indian art, both traditional and modernist, are often represented symbolically rather than naturalistically," Lucy Lippard writes in an essay in the catalog accompanying the show.

"While these elements may appear as 'abstractions' in the art world context, they are in fact as concrete and 'real' (or more so) than the illusion of 'realist' painting."

Land was chosen as the theme of the show because "the fate of the Earth is a shared concern amongst American people of all backgrounds, and because Indian people see themselves as an extension of the natural world and do not compartmentalize the spiritual and temporal aspects of their existence," said Nancy Liddle, director of the University Art Gallery at SUNY Albany, organizer of the show.

The exhibition is touring under the auspices of the Gallery Association of New York State. Artist and lecturer Jaune Quick-to-See Smith is the curator.

Among the artists featured in the show is Kay Walkingstick, a professor in Cornell's Art Department, whose work can also be seen in



David Broda

Professor Kay Walkingstick's "Autumn Compliments Sketch I, 1988" is on view in the "Our Land/Ourselves" exhibition from Nov. 3 through Dec. 16.

the annual Department of Art faculty exhibition.

### Art faculty show

The faculty show consists of 24 works by 22 faculty artists, covering a wide range of media, styles and techniques. The exhibition showcases the successes of individuals as both artists and teachers, examining the relationship between teacher and artist.

"The artist/teacher would seem to be a contradiction in terms," Eleanor Heartney writes in her catalog essay. "How could the ultimate loner impart a sense of community? How can a craft which depends above all on self-expression and self-exploration be taught? How can an artist be a teacher or a teacher an artist?"

"Teaching and art making, far from being diametrically opposed, can be seen as very much akin. They are activities which are both personal and social, equally matters of self-expression and of social connection," she writes.

The show includes works by Roberto Bertoia, Zevi Blum, Stanley Bowman, Victor Colby, Norman Daly, Kenneth Evett, Malcolm Harris, John Hartell, Penelope Jones, Victor Kord, Jean Locey, Elisabeth Meyer, Eleanor Mikus, Gregory Page, Barry Perlus, Stephen Poleskie, Arnold Singer, Jack Squier, Stanley Taft, Walkingstick, Camille Ward and Gail Scott White.

The new members of the faculty this year are Harris, a part-time lecturer and sculptor; Jones, a visiting assistant professor of painting; and Ward, a part-time lecturer and painter.

### Photographs by Caponigro

"The Voice of the Print: Photographs by



"Pear," 1964, by Paul Caponigro is part of the exhibit "The Voice of the Print: Photographs by Paul Caponigro," Nov. 3 through Dec. 20.

# WorkPlace

Sharing human resource perspectives

Produced by University Human Resource Services

## And Sometimes Not

*Editor's Note: November is typically the month that University Human Resource Services asks faculty and staff to review the benefits offered by Cornell, so that they can remain current with the changing needs of their families. During the next week all faculty and staff will receive an annual benefits enrollment packet at their home addresses, outlining the steps faculty and staff may wish to consider taking in preparation for the new year. And the 18th annual Benefair will be held November 11 and 12 at the Statler Ballroom, giving the Cornell community the opportunity to meet our benefits vendors, to learn about the preventive health programs available on campus, and to ask questions of Cornell's benefits consultants about the benefits Cornell offers.*

*In keeping with this theme, for the next several weeks The Cornell Workplace will focus on organizational, faculty, and staff health. The underlying premise of this focus is: that, as the nation and the world move from an industrial to an informational era, organizations are moving from looking at their workers as human machines, whose performance is measured primarily by the quantities produced, to valuing their workers also for their abilities to reason and to work together to solve problems and improve quality, efficiency, and service. It follows then that it is in an organization's as well as an individual's own best interests to be concerned with those things that can affect mental concentration and interpersonal functioning—i.e., the emotional and physical health of the workforce.*

*In this week's "Reflections on the Horizon," Beth I. Warren, associate vice president for human resources, poses two case studies that illustrate the complex interweaving of these concerns within the world of work.*

Dear Colleagues:

Consider the following:

- By 1989, over two-thirds of married women in the United States age 25-44 were employed.<sup>1</sup>
- In 1991-92, women made up 16.1% of Cornell's faculty and 56% of Cornell's full-time regular staff.<sup>2</sup>
- A 1991 random sample survey of work and family issues at Cornell indicates that 72% of Cornell's faculty and staff are in dual-career families (where both spouses work).<sup>3</sup>
- The same survey indicates that childcare responsibilities are split

evenly between Cornell men and women, though eldercare and other caregiving responsibilities are taken on primarily by women (61%).<sup>4</sup>

- By 1990, only 10% of middle-class U.S. families still fit the traditional pattern of husband as breadwinner and wife as homemaker.<sup>5</sup> It is estimated that, overall, only 4% of all U.S. families fit this traditional pattern.

employed. For instance, the increased number of married women in the workforce means that juggling work and family responsibilities becomes more complex for both spouses—whether it is arranging for child care, picking up the week's groceries, getting the family car serviced at the garage, or being home when the plumber or electrician is needed. Moreover, as the overall U.S. population ages, the sons and daughters

background. There is a large city approximately 38 miles away.

There is an opening for assistant business manager in the business office. The staff is mostly female from different racial and ethnic backgrounds. The assistant business manager will report directly to the business manager, who is an Hispanic woman, and her senior management team is all female at the time of the job opening.

### REFLECTIONS On The Horizon



of the aging parents will feel increasing pressure to find adequate eldercare and time to run not only their own households, but those of their parents as well.

And, if increasing numbers of minorities, women, and immigrants continue to enter the workforce, organizations and individuals will need to develop new interpersonal and communica-

tion skills rather than relying on the assumptions and skills of the past. The changes in technology, especially in computers, will also challenge our basic assumptions about the workplace, requiring us to rethink how we can work most effectively and to develop the systems and workstyles that maximize the opportunities these new technologies create.

Let's begin a short journey with two hypothetical case studies that demonstrate the complex interweaving of some of these issues:

#### Mr. Trail, or the Case of Cross-Country Transitioning<sup>10</sup>

The University of Aloha is a public, traditionally Black institution located in a small town in the southwest. The university has about 7,000 students, about one-third white and two-thirds minority students of predominantly Black and Hispanic

#### The Crisis Emerges

The search for assistant business manager has been nationwide. Mr. Trail, a white, 50s-something MBA, with over ten years of senior-level experience in university business, is the lead candidate after resumé reviews, phone and personal interviews, reference checks, and a visit to campus. Mr. Trail and his family currently live on the East Coast. Because of the increase he would receive in his salary and the opportunities to be involved in a forward-looking, creative organization, Mr. Trail is very excited about the prospects of working at Aloha. But, ever since Mr. Trail visited campus, the business manager has noticed that all of Mr. Trail's subsequent questions about the new position seemed to center on Mrs. Trail's concerns. It became apparent that a second visit to campus including Mrs. Trail would be the wise thing to do.

#### A Family Profile

Mr. Trail has been married to his current wife for three years. He had become a widower after three years of marriage to his first wife; he remained single for ten years before marrying Mrs. Trail. Most of his career has been spent in a large metropolitan pluralistic community in a mid-Atlantic state.

Mrs. Trail, in her late 30s, has a masters in library science, and has been an administrator in libraries for much of her career. She is very much interested in continuing work after they move but cannot leave her current job for at least four months after Mr. Trail would begin at the University of Aloha. Mrs. Trail is very concerned about housing, the school system, and child care as well as possible jobs for herself.

Sally, age 3, is a bright child of the current marriage. Johnny, age 13, is a child of the first marriage and has

(continued on p. 2)

# Sometimes Not

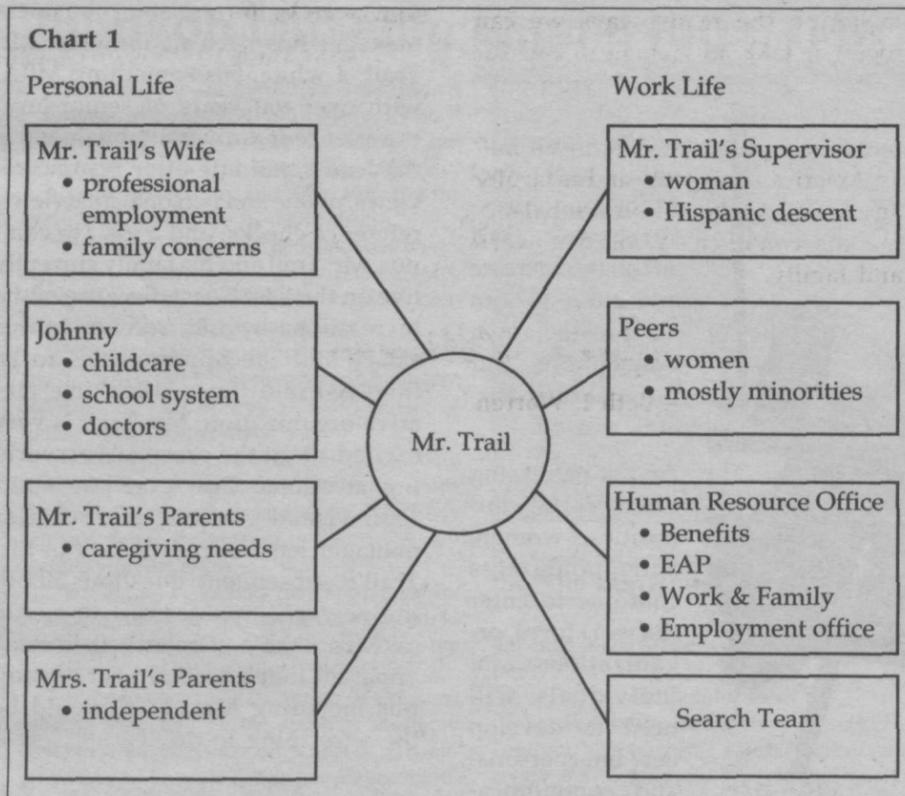
(continued from p. 1)

many medical problems, some of which will be helped by the Southwest's warmer climate.

Mr. Trail has a father, age 85, who has cancer; his mother, 79, takes care of the needs of her ill husband but depends greatly on Mr. Trail. Mrs. Trail has a father, age 60, working full time, and in excellent health. Her mother is age 58, and she also works full time and is in excellent health. Both sets of parents currently live close to Mr. and Mrs. Trail on the East Coast.

## Mr. Trail's Conflicts of Interests

Let's suppose Mr. Trail is offered and accepts the job at the University of Aloha. Is there a danger, after the University of Aloha has spent a considerable amount of time and money during the search process, that Mr. Trail won't stay? What issues will Mr. Trail be confronting and whose interests, schedules, or priorities will he need to negotiate between? Chart 1 illustrates some of them:



How can the University of Aloha support the transition for this new staff member and his family? After all, the sooner he gets his personal and worklife issues moving forward, the sooner he will settle into his job and be productive.

Is there anything the business manager could do? What about Mr. Trail's new peers, or his family? What roles could the employment services office at the University of Aloha play in helping his wife in her employment search process? If his wife and children join him at Aloha after four months, how long will it take them to adjust? What kinds of issues will they face with Johnny's health, and how can the benefits services office at the University of Aloha help? Should Mrs. Trail be encouraged to join the child care advisory committee, and why or why not? What role might the work and family services office at Aloha play?

What about the two sets of parents? How will visits over the holidays be handled? What stresses will be put on the marriage by one set of parents being well and the other not?

And, in Mr. Trail's working relationships, what issues might arise with his move from a cosmopolitan East Coast area to a rural Southwest one, and into an office situation where his supervisor, his peers, and most of the other staff in the office are women and many of them minorities? What expectations might be placed on him, and what kinds of situations might arise? How can the human resource relations and development office help Mr. Trail sort out these new situations and gain some skills and new perspectives for dealing with the issues that may arise?

## Ms. Liart, or the Case of Personal Progress<sup>11</sup>

The example of Mr. Trail and his family illustrates the many roles an organization can play in helping a new staff or faculty member in the transition process. The next hypothetical case study demonstrates that even if the transition to a new work environment is successful, any

Shortly after her divorce from her first husband, Ms. Liart applied to and was hired for an entry-level clerical job at the University of Ticonderoga. She was determined to do something with her life, and learned as much as she could, taking the on-campus workshops and seminars that her supervisor recommended and offering to help with special projects. She was well-liked by her peers and received positive performance reviews from her supervisor, who gave her increasing responsibilities. Ms. Liart was soon promoted to an administrative aide position and learned how to use the computer.

Ms. Liart's supervisor was fairly certain that Ms. Liart had the competencies to continue to progress in her career if she studied for the high school equivalency test and received her GED. She encouraged Ms. Liart in this direction.

Ms. Liart decided to get her high school equivalency diploma, because she had received a great deal of personal satisfaction and positive feedback from her success so far at work. But she was not sure how her family will react to the idea, or if she could succeed if she tried. Her husband did not hold a regular job, and was usually lying on the couch watching TV when she got home. Often times he had already drunk too much by then, and was impatient because she had not been home. Usually by the time she got supper made, the dishes washed, and the children put to bed, it was after 8:00 p.m.

Ms. Liart found ways to juggle her schedule and study when the rest of her family had gone to bed. With the moral support and encouragement of her supervisor and peers, and with her own determination and hard work, Ms. Liart passed the high school equivalency test. Shortly thereafter she was promoted to a mid-manager position, which required her to go to meetings that sometimes lasted into the early evening.

## The Crisis Emerges

This promotion and its effects set off a number of family dynamics. The family system—the interrelationships and interconnections between the members of a family that make a family a functioning unit as well as a collection of individuals—has been compared to a mobile hanging suspended in delicate balance from the ceiling.<sup>12</sup> Changes in one part of the mobile inevitably cause changes in all the other parts of the mobile.

So, if one family member changes, all other family members will react, consciously or subconsciously, to that change. Sometimes they will change, and the family roles will shift—and the "mobile" will become a different one, defined by a different balance. More often, the family system will try to return to its original balance, healthy or not, and the other members of the family will exert pressure on the changing family member to return to his or her original role in the family system.

Up until Ms. Liart became a middle-manager, her family did not react to

her success, because it did not affect them or upset the balance of roles they were used to. But Ms. Liart's new responsibilities and work hours now mean that she can no longer unobtrusively balance her work and family responsibilities in the same way. In one way or another, each member of her family is beginning to exert subtle pressure on Ms. Liart to return to the status quo.

Ms. Liart's husband is beginning to ridicule Ms. Liart's job by telling her that all she does is to "push papers," and that "none of it is really important anyhow." He has increased his drinking and blames it on being lonely when she works late. Her children call her up at work several times a day, and both her own and her husband's parents insinuate that because of her work Ms. Liart is neglecting the children, even though her husband is unemployed and home all day himself.

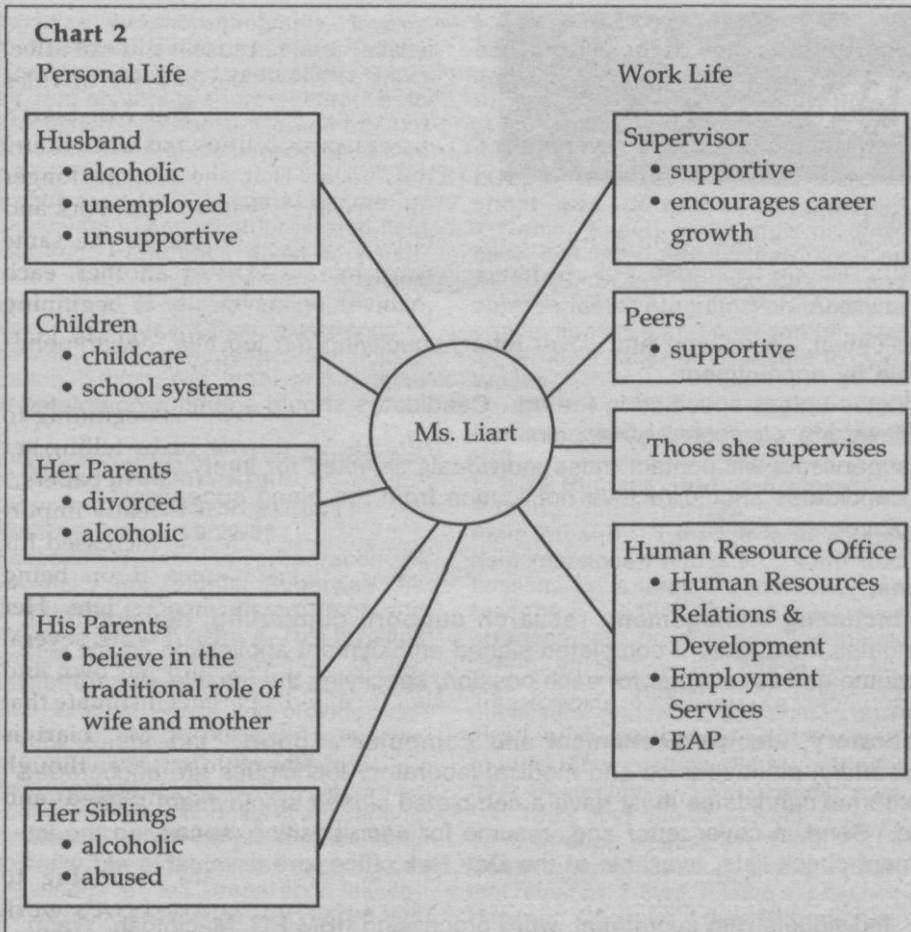
These pressures are beginning to take their toll on Ms. Liart's work and work relationships. The calls to her workplace have become obtrusive. Ms. Liart's secretary spends much of her time answering them and is no longer getting all her work done. Ms. Liart is having difficulty reconciling the two differing views of herself that her peers and her family have—the one giving her so much positive and the other so much negative feedback. To justify her love of her work and at the same time to counterbalance her family's negative feedback, Ms. Liart spends time each workday going from the office of one colleague to another, discussing the latest things her family has done and seeking advice and support. Though everyone listens willingly and offers suggestions, the routine of these daily conversations, is affecting the overall performance of the entire department.

## The Conflicts of Interests

What should Ms. Liart do? How can she continue to reap satisfaction from the job she loves without constantly feeling guilty? What can her supervisor do so that Ms. Liart continues to realize her full potential and is not subtly pushed backward by her family toward failure? Can Ms. Liart be helped out of the cycle of welfare and alcoholism that until recently defined her family dynamics? Should her supervisor speak with someone from the human resource relations and development office? Should she suggest that Ms. Liart get counselling through the Employee Assistance Program or other outside agencies? What about suggesting that her husband get counselling for his alcoholism? And if Ms. Liart doesn't give in to the pressures of her family to quit work, what issues will she be confronting and whose interests, schedules or priorities will she need to negotiate between? On the following page, Chart 2 delineates some of them.

## The Way Out Is the Way Thru

By now it should be obvious that both Mr. Trail and Ms. Liart face such conflicting demands and desires that for them to attempt to solve them or sort them out one-by-



one would be overwhelming. But what if they press ahead, and through their individual strength as well as the support of friends, university and community resources, supervisors and peers, confront these conflicts and resolve them? As Langston Hughes would insist, these old patterns of feeling imprisoned within the circumstances of our lives need not last forever:

Wandering in the dusk,  
Sometimes  
You get lost in the dusk—  
And sometimes not.

Beating your fists  
Against the wall,  
You break your bones  
Against the wall—  
But sometimes not.

Walls have been known  
To fall,  
Dusk turn to dawn,  
And chains be gone!<sup>13</sup>

In the months ahead, University Human Resource Services will be looking at issues such as those posed by these case studies. Already we have redesigned our own organizational structure, adopting a team-based approach to human resource issues so that we can provide

more coordinated service to the Cornell community. In next week's issue of *The Cornell Workplace*, one of these teams, the Benefits Services Client Service Team, will share what they have been doing to enhance benefits' client services. And Work and Family Services has developed several new programs already to help with the work and family interface—a relocation service, a family consultation service, and two on-campus support groups, one for single parents and one for eldercare. Another support group for parents will begin within the next month.

We have also redesigned our relationship with Challenge Industries to help facilitate the process by which a disabled worker enters or re-enters the Cornell workforce, and with the Family and Childrens Services of Ithaca to provide an on-campus EAP counsellor familiar with Cornell and its policies. And we have been meeting with other offices and services on-campus that promote employee health—the Wellness Program, Cornell Recreation, Life Safety, Environmental Health, University Health Services, and Risk Management, for instance—to explore ways we can all network with each other and better promote organizational and individual health. I invite you to join with us in exploring the many ways we can together take advantage of our diverse individual strengths and organizational resources to realize our fullest potential—both as a major American university and as faculty and staff members who are balancing the complicated roles of work and family.

*Beth I. Warren*

— Beth I. Warren

<sup>1</sup>George T. Milkovich and John W. Boudreau, *Human Resource Management*, sixth edition (US: Richard D. Irwin, Inc., 1991) 33.

<sup>2</sup>*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 (Ithaca NY: Cornell University, 1992). 2. The complete findings of this report will be published within the next several weeks in *The Cornell Workplace*.

<sup>3</sup>*Work and Family Issues at Cornell: Results of the 1991 Work and Family Survey*. Prepared by Work and Family Services, University Human Resource Services (Ithaca: NY: Cornell University, 1992) 2. The complete findings of this report will be published within the next several weeks in *The Cornell Workplace*.

<sup>4</sup>Work and Family Issues, 2.

<sup>5</sup>Linda K. Stroh, Anne H. Reilly, and Jeanne M. Brett, "New Trends in Relocation," *HR Magazine*, (February, 1990), 42.

<sup>6</sup>Milkovich and Boudreau, 28.

<sup>7</sup>Milkovich and Boudreau, 30.

<sup>8</sup>Beth I. Warren, *A Concept Paper* (Ithaca, NY: Cornell University, 1992), 3.

<sup>9</sup>Jeffrey J. Hallett, *Worklife Visions: Redefining Work for the Information Economy* (Alexandria, Va: American Society for Personnel Administration, 1987), 48.

<sup>10</sup>Beth I. Warren, Child and Family Institute, Division of Human Resources, (Gorham: University of Southern, Maine, 1990).

<sup>11</sup>Warren, Child and Family Institute.

<sup>12</sup>John Friel and Linda Friel, *Adult Children: The Secrets of Dysfunctional Families* (Deerfield Beach, FL: Health Communications, Inc., 1988) 48-49. The mobile analogy was fully developed by Sharon Wegscheider-Cruise, *Another Chance: Hope and Help for the Alcoholic Family* (Palo Alto, Ca: Science and Behavior Books, 1981).

<sup>13</sup>Langston Hughes, *Fields of Wonder*, (NY: Alfred A. Knopf, 1947) 108.

## THE Bulletin Board

### Solving the Accommodation Puzzle

"Solving the Accommodation Puzzle" will be the topic of a brown bag meeting of the Cancer Survivor/Caregiver and Chronic Illness support group which will be held in the Day Hall Boardroom at 12 noon on Thursday, November 5.

Joan Fisher, coordinator of disability services, will discuss some of the ways common sense and good communication between supervisors and employees can assist in providing solutions which may help a person with a disability continue to perform his or her job.

The myth that job accommodations for people with disabilities are costly will be addressed. The President's Committee on Employment of People with Disabilities presents the following information regarding accommodations in its database:

- Thirty-one percent of accommodations cost nothing.

- Fifty percent cost less than \$50.00
- Sixty-nine percent cost less than \$500.00.
- Eighty-eight percent cost less than \$1,000.00.

All interested members of the Cornell community are invited to attend.

### Caregivers Support Group

Do you care for—or care about—an older person in your life? If so, you should know about a support group on campus for you. The Caregivers Support Group meets on the 2nd Monday of each month in 163 Day Hall from 12 noon until 1:00.

The speaker for the next meeting on November 9 will be Joy Blumpkin, a local attorney who specializes in representing elderly individuals and people with disabilities. Come with your questions and concerns. If you wish, bring a brown bag lunch. Hot drinks will be provided.

### It is 3:45 p.m., Do You Know Where Your Teenager Is?

Ithaca City Schools are now providing a solution for after-school program care beyond the elementary school level:

P.S. CLUB at Boynton and DeWitt middle schools have been established to provide a safe and enjoyable environment for sixth through eighth graders as they gain the skills of independence during the middle school years.

Each day will offer socializing, study hall, snacks, and a variety of recreational activities and special interest workshops at the respective Boynton and DeWitt sites.

The P.S. CLUBS start at the end of the regularly scheduled school day and end at 5:30 (Boynton) and 5:45 p.m. (DeWitt). Students may participate in all club activities enrolling on a full-time or part-time basis, which allows students to attend one

or more special interest clubs/activities on just those days they're offered—or just those days parents have the program need.

For more information call Denise K. Sullivan, P.S. CLUBS at DeWitt, 257-3882 or Michael A. Horigan, P.S. CLUBS at Boynton, 274-2295.

### Calendar of Workshops and Seminars

Another section of Cornell Children's Tuition Scholarship (CTS) Program has been scheduled for November 19 from 2:00-3:30 p.m. Please refer to the Fall/Winter 1992 *Calendar of Workshops & Seminars* for the course description.

For additional information or to request a registration form, please contact Human Resource Relations & Development at 5-7170.

# 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. Employee candidates should submit an employee transfer application and cover letter, if requested, for each position in which they are interested. All external candidates must have a completed signed employment application on file with Employment Services before they can be interviewed for a position. The submitted application and resume 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.
- **All external candidates should submit a signed employment application 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.

## Professional

**Assistant Dean for External Relations (PA4303) HRIII**  
JGSM-Endowed

Posting Date: 10/29/92

Responsible for all facets of capital, annual, and corporate fund raising (both national and international) for the Johnson School, in addition to corporate and alumni relations and programs. Manages the school's portion of the Cornell Campaign (1990-95) in conjunction with the development office and University Public Affairs planning effort. Works closely with the Dean and the Director of College and Unit Public Affairs. **Requirements:** A bachelor's degree or equivalent required, M.B.A. preferred. At least 7yrs. experience in fund raising, public relations and higher education administration. Excellent communication skills. Send resume and cover letter to Cynthia Smithbower.

**Director of Executive Education (PA4301) HRIII**

Hotel Administration-Endowed

Posting Date: 10/29/92

Direct, develop, market and implement major programs for hospitality industry professionals including Professional Development Program (PDP), General

Managers Program (GMP), Advanced Management Program (AMP), and customized programs. Reports to the Dean of the School of Hotel Administration. Responsibilities include strategic planning, program development, financial marketing and human resources management.

**Requirements:** Advanced degree preferred. Must have experience with executive education programs. Daily interaction with Hotel Administration faculty, staff and alumni as well as university administrators and hospitality industry contacts. Send cover letter and resume to Cynthia Smithbower.

**Software Program Coordinator (PT4102) Level 34**

CIT/Sales and Support-Endowed  
Posting Date: 10/15/92

Assist in administration of CIT software contracts program. Act as librarian for specific software. Provide technical expertise to Cornell users on micro-computer/workstation systems, networks and applications software.

**Requirements:** BS degree or equivalent. Extensive experience with a range of information technologies, software products and operating systems including UNIX desirable. Experience in service or consumer products helpful. Excellent interpersonal, communica-

tions and managerial skills. Interest in expanding knowledge of complex software products to maintain effectiveness. Send cover letter and resume to Sam Weeks.

**Systems Programmer/Analyst III (PT3803) Level 34**

Computer Science-Endowed  
Posting Date: 9/24/92

Maintain, install, integrate and create computer programs in the computing facility of the design research institute. Install new systems and applications from commercial and public domain sources on sun workstations. Design, implement and document user interfaces using x-window systems. Provide consulting and support.

**Requirements:** BS or equivalent in computer science, mathematics, or equivalent combination of education and experience. 2-3yrs. experience with common LISP, writing C programs on UNIX and X-window system. Familiarity with Emacs text editor; GNU Emacs LISP; and user interface design and modification. Send cover letter and resume to Sam Weeks.

**Applications Programmer/Analyst II (PT4301) Level 33**

CIT Information Resources-Endowed  
Posting Date: 10/29/92

Supervise, design, recommend, develop, install, modify and document straight forward office support systems. Install vendor packages, integrate vendor products with CU environment, develop database applications based on commercial products and/or low level software development. Provide user training and support. Evaluate software and hardware. Diagnose straight forward problems and effect emergency repairs. Attend seminars, classes, etc. to maintain and increase knowledge of large scale systems.

**Requirements:** BS degree or equivalent combination of education and experience. Must know at least 4 programming languages. Broad micro-software experience. Exposure to both IBM PC and Mac hardware and operating systems. Exposure to main-frame applications for interactive systems, database management system, machine architecture and system utility programs. Send cover letter and resume to Sam Weeks.

**Applications Programmer/Analyst I (PT4207) Level 32**

Mechanical and Aerospace Engineering-Endowed

Posting Date: 10/22/92

Develop a large program in support of a research group. Write and maintain code to implement additional functionality in existing programs, new applications and system utilities. Project will involve interactive computer graphics, database concepts, distributed processing and use of the Cornell supercomputer. Maintain workstation and network facilities.

**Requirements:** BS degree or equivalent in a technical field with experience in FORTRAN and C; UNIX; and color graphics. Experience with data structures helpful. Send cover letter and resume to Sam Weeks.

**Senior Systems Analyst (PT4311) HRII**

Albert R. Mann Library-Statutory

Posting Date: 10/29/92

Work with a team to develop innovative solutions in the creation of the Electronic Library. Provide consultative support and programming expertise. Provide training for information professionals, library staff, and other technicians in the specification, design, implementation, and support of computing systems for desktop delivery of scholarly information. Assist research teams with consulting support while they explore the frontiers of electronic delivery systems.

**Requirements:** BS degree or equivalent with computer related courses. 5-7yrs. related experience. A minimum of 2yrs. experience with local area networks and telecommunications software. An in-depth knowledge of the UNIX operating system and C programming and shell-scripting. Experience supporting software development. Experience with computer systems management, network management and multi-user systems highly desirable. Send cover letter and resume to Sam Weeks.

**Health Careers Coordinator (PA4302) HRII**

Career Center-Endowed

Posting Date: 10/29/92

Coordinate the Health Careers Advising program. Provide advice to students,

## The Cornell Workplace

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

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organize workshops/programs, develop instructional guides, support faculty advisors and college careers offices. Serve as the university's representative to professional schools. Coordinate the administration of graduate and professional school testing.

**Requirements:** Masters degree or equivalent in education or related field required. Preference given to candidates with health careers advising experience in a university environment. Otherwise 3-5yrs. experience in advising college students and administration. Send cover letter and resume to Cynthia Smithbower.

**Supervisor, Unrestricted Funds Accounting (PA4201) HRII  
University Accounting Office  
Posting Date: 10/22/92**

Responsible for the preparation of university tax returns. Supervise the accounting for unrestricted funds and compile financial reports. This involves proper financial classification of accounts, review transactions for accuracy and reasonableness and provide various analyses. Consult with enterprise and other university departments.

**Requirements:** Bachelor's degree or equivalent with emphasis in accounting desirable. 5yrs. job related experience; knowledge of tax preparation essential. Working knowledge of spreadsheets and database. Strong communication and supervisory skills are essential. CPA or coursework towards CPA helpful. Send cover letter and resume to Cynthia Smithbower.

**Supervisor, Capital Asset Accounting (PA4202) HRII  
University Accounting Office  
Posting Date: 10/22/92**

Supervise the accounting for the university's fixed assets and compile financial reports. Responsible for equipment inventory system and proper reporting of plant funds. This includes proper financial classification of accounts, review transactions for accuracy and reasonableness and provide various analyses. Consult and provide support to university departments.

**Requirements:** Bachelor's degree or equivalent with emphasis in accounting knowledge of not-for-profit accounting desirable. 5yrs. job related experience; fixed assets experience required. Working knowledge of spreadsheets and database. Strong communication and supervisory skills are essential. CPA or coursework towards CPA helpful. Send cover letter and resume to Cynthia Smithbower.

**Associate Director (PA4203) HRII  
Undergraduate Admissions-Endowed  
Posting Date: 10/22/92**

Provide leadership for university recruitment program, school relations and alumni admissions volunteer program in specifically designated markets. Plan and implement based on market research and demographic analysis, recruitment activities for students in an assigned region.

**Requirements:** Bachelor's degree or equivalent required. 3-5yrs. of experience in progressively responsible positions in admissions. Candidates should have experience with a quantitative, market research based approach to planning recruitment activities. Excellent public speaking and writing abilities essential. Travel required. Send cover letter and resume to Cynthia Smithbower.

**MIS System Programmer (PT4204) HRI**

**ILR-Resident Division-Statutory  
Posting Date: 10/22/92**

Work on special administrative information projects. Analyze function and performance requirements. Write and maintain special applications programs, document programs and train staff to use programs as necessary. Diagnose and fix problems with applications programs and procedures. General consulting, problem solving, trouble shooting and referral for administrative users. Advise and assist users in feasibility and design of computer projects. Develop skills and experience in programming and operating environments.

**Requirements:** Bachelor's degree or

equivalent experience and 5-6yrs. experience writing administrative applications. Extensive experience using IBM PC'S or compatibles, Macintoshes and UNIX operating systems. Extensive experience using LOTUS, DBASE and other spreadsheet and database management systems. Expert knowledge of database concepts and systems such as ADABAS, SQL, Informix, Oracle and object oriented programming. Ability to handle sensitive and confidential data. Send cover letter and resume to Sam Weeks.

**Conference Coordinator I (PA3904) HRI**

**Lab of Nuclear Studies-Endowed  
Posting Date: 10/1/92**

Plan, organize, schedule and coordinate services, activities, staff and facilities for a large international conference including contractual arrangements, housing, transportation, dining, physical facility needs and social events. Assist with preparing publication materials, conference budgets, and accounting and financial reports. This position will be half-time from November 1, 1992 through April 30, 1993 and full-time from May 1, 1993 through August 31, 1993.

**Requirements:** A.A.S. degree or equivalent required. 2-3yrs. related experience required. Bachelor's degree preferred. Previous conference organization helpful. Excellent organizational, interpersonal and communication skills are necessary. Send cover letter and resume to Cynthia Smithbower.

**Executive Staff Assistant II (PC4110) HRI**

**Plant Breeding and Biometry-Statutory  
Posting Date: 10/15/92**

Provide staff assistance to the executive director of International Service for the Acquisition of Agribiotech Applications. Prepare and write highly sensitive reports; coordinate telecommunications; prepare accounting reports; train, supervise, and evaluate office staff; coordinate schedules; develop policies; maintain confidential records. Available as long as funding lasts.

**Requirements:** BS degree or equivalent in business or related international area. 5-7yrs. related experience. Requires independent judgement. Skillful communication techniques. Originality and accounting skills. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Pipe Shop Trades Supervisor (PG2402) HRI**

**Maintenance and Service Operations-Endowed  
Posting Date: 10/8/92 Repost**

Supervise the Maintenance and Service Operations Pipe Shop which includes: 30 welders, steam fitters, and plumbers who perform work on water, sewer, and steam systems on the Cornell campus.

**Requirements:** Must have 7yrs. experience in the plumbing field. Must be able to become a registered plumber with the city of Ithaca and must maintain a valid NYS drivers license. Proven history of management experience. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include and employee transfer application.

**Research Support Specialist I (PT3605) HRI**

**School of Chemical Engineering-Endowed  
Posting Date: 9/10/92**

Design and conduct experiments involving differentiated cells and vesicles. Provide support to a research group (primarily graduate students) in instruction in maintenance of analytical devices, and in appropriate laboratory procedures. Perform and assist in experiments using radiolabels. Establish and maintain primary cell lines. Operate HPLC and Coulter Counter. Perform ELISA and gel electrophoresis (DNA and protein gels). Maintain equipment. **Requirements:** B.S. or equivalent in biochemistry, cell biology, microbiology or related area. Experience with

mammalian cell tissue culture is essential. At least 2yrs. as laboratory technician is desirable. Send cover letter and resume to Sam Weeks.

**Applications Programmer II (PT2205) HRI**

**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 2-3yrs. 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.

**Professional Off-Campus**

**Research Support Specialist III (PT4310) HRII**

**Horticultural Sciences/Geneva-Statutory  
Posting Date: 10/29/92**

Provide technical support to viticultural research programs. Conduct vineyard experiments including establishing and applying treatments. Maintain research trials throughout the state. Diagnose and remedy vineyard problems. Organize and schedule pest control program and other maintenance activities. Identify research needs and design appropriate experiments. Collect, record, and maintain data records from research plots. Perform statistical analysis. Prepare reports.

**Requirements:** MS or BS degree or equivalent in a related field. 3yrs. relevant experience, preferably in viticulture and/or research experience with perennial crops. Statistics and computer skills. Ability to write research paper. Driver's license and pesticide applicators certification required. Send cover letter and resume to Sam Weeks.

**PA#36 Association Director/4-H Youth Development Program Leader**

**Location: Schoharie County, Cobleskill, NY**

**Salary: \$36,000, Commensurate with qualifications**

**Posting Date: 10/22/92**

Serves as executive officer to the Schoharie County cooperative extension association board of directors and committees. Represents the association to the public, government officials and Cornell university. Coordinates extension program planning and development, including securing funding alternatives. Provides leadership in adapting overall program efforts to the changing needs of the county; administers association policies, procedures and business operations, and provides administrative supervision for the staff for the accomplishment of programs. Assumes program responsibility for volunteer leadership development and management. Responsible for the equal employment opportunity/affirmative action programs of the association. Provides professional leadership in the planning, implementation, teaching, and evaluation of educational program within the 4-H program area, including 4-H clubs, special interest groups and school programs. Provides county-wide program leadership to staff, 4-H program committee and volunteers. Promote multidisciplinary programs within the association and, as appropriate multi-association, area and statewide program development to address priority contemporary youth issues.

**Requirements:** Master's degree appropriate to the responsibilities of the position. 5yrs. of progressively responsible professional experience including at least 3yrs. in cooperative extension or closely related employment. 3yrs. of substantive management responsibilities, including finance, personnel, and organizational management. Apply by: November 19, 1992 to Box 26, Kennedy Hall, Cornell University, Ithaca, NY 14853.

**PA#35 Association Director**

**Location: Broome County, Binghamton, NY**

**Salary: \$39,400, Commensurate with qualifications**

**Posting Date: 10/22/92**

Lead the paid and volunteer staff of the Cornell cooperative extension association of Broome County to set and accomplish goals focused on current and emerging critical issues. Exercise professional judgement and executive skills in leading and managing all association activities. Develop and coordinate policies, operations, and supervision of staff. Lead the management team and the board of directors to prepare for appropriate future directions. Work with the assistant director for program and other staff to attain high-quality, integrated program goals. Implement a strategy for effective marketing of Cornell cooperative extension of Broome county programming. Be responsible for relations with legislators, government and community leaders, funding agencies, and business and community groups. Assure continuity of present funding and develop new monetary support for programming. Be accountable for the equal employment opportunity and affirmative action programs of the association.

**Requirements:** Master's degree appropriate to the responsibilities of the position. Substantive coursework and/or experience in education. 5yrs. of progressively responsible professional experience including at least 3yrs. in Cornell cooperative extension or closely related employment and 3yrs. of substantive management responsibilities, including finance, personnel, and organizational management. Success in obtaining grants and funding from federal, state, and local governments, foundations and private donors and coursework in behavioral science, adult learning and management is desirable. Apply by: November 19, 1992 to Box 26, Kennedy Hall, Cornell University, Ithaca, NY 14853.

**PA#34 Association Director**

**Location: Cattaraugus County, Ellicottville, NY**

**Salary: \$35,000, Commensurate with qualifications**

**Posting Date: 10/22/92**

Administrative leadership and management for the Cornell cooperative extension association of Cattaraugus County. Formally represents, and is accountable to the association board of directors and the directors of the Cornell cooperative extension system. Exercises professional judgment and executive skills in coordinating overall association operations; administers association policies, and procedures and provides administrative supervision of employees and volunteers. Provides leadership in adapting overall educational program efforts to address changing needs. Provides leadership for associations program management team. Provides leadership for association relations with legislators, local government leaders, community leaders, funding agencies, and civic and special interest groups. Provides educational programming to targeted audiences in subject matter areas of leadership development, group process, and organizational management and community economic development. Responsible for equal employment opportunity/affirmative action programs of the association.

**Requirement:** Master's degree appropriate to the responsibilities of position. 5yrs. of progressively responsible professional experience including at least 3yrs. in cooperative extension or closely related employment. Significant coursework and/or experience in education. 3yrs. experience with substantive management responsibilities, including finance, personnel, and organizational management. Apply by November 19, 1992 to Box 26, Kennedy Hall, Cornell University, Ithaca, NY 14853.

**Professional Part-Time**

**Applications Programmer/Analyst I (PT4207) Level 32**

**Mechanical and Aerospace Engineering-Endowed**

**Posting Date: 10/22/92**

Develop a large program in support of a research group. Write and maintain code to implement additional functionality in existing programs, new applications and system utilities. Project will involve interactive computer graphics, database concepts, distributed processing and use of the Cornell supercomputer. Maintain workstation and network facilities.

**Requirements:** BS degree or equivalent in a technical field with experience in FORTRAN and C; UNIX; and color graphics. Experience with data structures helpful. Send cover letter and resume to Sam Weeks.

**Assistant Coordinator, CIVITAS (PA4103) HRI  
Cornell United Religious Work-Endowed**

**Posting Date: 10/29/92 Repost**

Under the supervision of the coordinator, initiate and develop a student managed volunteer program to serve the human service organizations and public schools of Tompkins county. Supervise writing of weekly ad in the Cornell Daily Sun; supervise maintenance of community service bulletin board; contribute to public service newsletter. Organize and assemble information for annual report. Monday-Friday, 9 1/2 months, 1pm-5pm.

**Requirements:** Bachelor's degree or equivalent, preferably with a major in the social sciences or related field. Background in counseling and student personnel work. Awareness and knowledge of the Ithaca community, especially human service agencies and the school system. Familiarity with the university; ability to relate well with college students; excellent listening skills. Familiarity with Macintosh. Send cover letter and resume to Cynthia Smithbower.

**Professional Temporary****Professional Part-Time Temporary****Student Development Specialist I (PA4105)****JGSM-Endowed****Posting Date: 10/15/92**

Provide administrative leadership in the development of a network of alumni and friends interested in entrepreneurship. Coordinate internship programs focused on small business. Develop database. 1yr appointment.

**Requirements:** Bachelor's degree or equivalent required. Several yrs. experience in development and administration of alumni programs. Strong organizational skills, ability to work independently. Familiarity with Cornell public affairs system and Macintosh computer abilities necessary. Send cover letter and resume to Cynthia Smithbower.

**Temporary Part-Time Applications Programmer (PT3806)****Albert R. Mann Library-Statutory****Posting Date: 9/24/92**

Provide technical and systems support for large scale electronic journals research project including UNIX operating system configuration and maintenance; network configuration; applications software installation and configuration; and file system management. Some work with 3rd party hardware peripheral installation and management.

**Requirements:** BS degree or equivalent. Experience with UNIX operating system configuration and maintenance, TCP/IP network management, and maintenance of a large scale mass storage installation. Programming with shell scripts, AWK, SED, some C, and x-windows experience desirable. Good oral and written communication skills and proven ability to work with a team. Send cover letter and resume to Sam Weeks.

**Boyce Thompson Institute****Research Assistant  
Molecular Biology****Posting Date: 10/22/92**

Participate in a project using in vitro

transcription to study the regulation of maize mitochondrial promoters. Prepare transcriptionally active protein extracts from maize mitochondria, use recombinant DNA techniques to construct appropriate promoter test plasmids, conduct transcription assays, and analyze results using radioactive imaging and autoradiography. Experience with manipulations of DNA and/or protein is highly desirable. Applicable techniques include differential centrifugation, column chromatography, FPLC, restriction endonuclease digestions, gel electrophoresis, transformation of E. Coli and plasmid DNA purification. Limited laboratory maintenance duties, including processing of purchase orders and general organizational tasks.

**Requirements:** Bachelor's degree in biology/biochemistry or equivalent. Salary commensurate with experience, minimum \$13,690. Contact Anne Zientek, 254-1239.

**Technical****Technician GR20 (T4306)****Veterinary Pathology-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/29/92**

Provide technical support and perform experiments for the Cancer Biology Lab studies on the role of endothelial cell adhesion molecules in cancer metastasis. Isolate and culture cells. Perform tumor cell/endothelial cell adhesion assays. Assist in generating monoclonal antibodies. Keep routine records. Order supplies. Maintain tissue culture lab.

**Requirements:** Bachelor's degree or equivalent in the biological sciences. 1-2 yrs. experience in tissue culture and molecular and biochemical techniques. Send cover letter and resume to Sam Weeks.

**Technician GR20 (T4304-5)****Division of Nutritional Sciences-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/29/92**

Provide technical lab support for a program investigating vitamin metabolism in humans. Analyze blood for various nutrition related factors including vitamin A and carotene. Perform solvent extractions, HPLC separation/quantification, and gas chromatography-mass spectrometry. Maintain lab, glassware and supplies. Assist in recruiting subjects. Assist in maintaining computer bibliographic and reprint files.

**Requirements:** BS degree or equivalent in biological science or chemistry required. 2-3yrs. lab experience including quantitative analytical procedures. Experience with solvent extraction, gas, or liquid chromatography and human metabolic studies preferred. Send cover letter and resume to Sam Weeks.

**Animal Health Technician GR20 (T4203)****Veterinary Medical Teaching Hospital-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/22/92**

Provide support therapy for ICU patients and assist with emergency procedures. Teach intensive care and emergency protocol to students assigned to ICU duty. 39hrs/rotating shifts.

**Requirements:** A.A.S. in animal health technology, NYS licensure or eligible. Experience working with small animals and an interest in teaching critical care. Send cover letter and resume to Sam Weeks.

**Field Technician/Lab Assistant GR20 (T4108)****Quality Milk Promotion Services-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/15/92**

Provide field technical support to extension veterinarian including surveys, sampling cows, checking milking systems and conferences with dairymen. Input survey and culture data into computer, assist with some clerical duties, occasional laboratory responsibilities, including plating, housekeeping, etc. as needed.

**Requirements:** AAS degree or equivalent in animal science. 2yrs. dairy farm

experience preferred. Certified animal health technician preferred. Knowledge of computer software programs and ability to type. Good communication and interpersonal skills. Send cover letter and resume to Sam Weeks.

**Technician GR20 (T3904)****Entomology-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/1/92**

Provide support for research on the genetics of plant-insect interactions using pea aphids. Assist in developing and implementing experiments on the genetics of the host plant. Assist in protein electrophoresis. Assist in observations of insect behavior. Coordinate insect rearing for experiments. Make field observations and collect insects. Collect data and assist in summarization, statistical analysis and computing of data. Conduct literature searches. Assist in training and supervising staff. Maintain lab order and equipment. Order supplies.

**Requirements:** BS in biology or entomology. 1-2yrs. related experience. Some computer literacy. Knowledge of Mac computers and training in protein electrophoresis desirable. Valid NYS driver's license. Send cover letter and resume to Sam Weeks.

**Computer Operator GR21 (T4309)****Theory Center-Endowed****Minimum Biweekly Salary: \$615.42****Posting Date: 10/29/92**

Operate multiple computer systems which supply advanced scientific computing resources to a national data base of users. Monitor and control the operations of computer systems following the policies and procedures to obtain maximum performance and reliability. Verify and mount magnetic tapes containing user and/or system data. Assist in diagnosing irregular computer operation problems and refer for resolution. Analyze errors or equipment failures and take corrective action. Maintain on-going technical knowledge by seminars, workshops, etc.

**Requirements:** AAS degree or equivalent in education and experience. 1-2yrs. computer related experience. Ability to work alone. Knowledge of hardware, software, peripherals, and the UNIX operating system highly desirable. Good communication, interpersonal, and technical skills. Send cover letter to Sam Weeks.

**Research Equipment Technician GR21 (T4210)****Division of Biological Sciences-Endowed****Minimum Biweekly Salary: \$615.42****Posting Date: 10/22/92**

Assist in instrument repair and maintenance function for the division. Repair and maintain all types of scientific research and teaching lab equipment, e.g. shakers, cold boxes, microfuges, fraction collectors, gel boxes, incubators, heaters, power supplies, chart recorders, water baths, vacuum pumps, etc. Initiate and maintain small equipment preventive maintenance program. Train users on proper machine shop techniques.

**Requirements:** AAS degree or equivalent. 1-2 years related experience. Knowledge of lab equipment, simple electronic design and familiarity with computers. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3303)****Diagnostic Laboratory/Clinical Pathology-Statutory****Minimum Biweekly Salary: \$615.42****Posting Date: 8/20/92**

Perform various diagnostic tests in hematology, cytology, chemistry and immunology. Use computer for data entry and retrieval. **Requirements:** AAS in medical technology required. BS in medical technology and ASCP certification. 1-2 yrs. clinical laboratory experience. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3903)****Diagnostic Lab-Statutory****Minimum Biweekly Salary: \$615.42****Posting Date: 10/1/92**

Provide technical support for service, research and teaching projects in diagnostic toxicology. Conduct analysis of toxicants and drug related compounds.

Perform thin layer, liquid, and gas-liquid chromatography; atomic absorption, and other analytical techniques. Maintain integrity of samples and chain of custody. Prepare reagents. Order supplies.

**Requirements:** BS in science or equivalent experience required. 1-2yrs. lab experience. Typing and computer skills helpful. Send cover letter and resume to Sam Weeks.

**Computer Operator GR21 (T3805)  
CIT/CR-Endowed****Minimum Biweekly Salary: \$615.42****Posting Date: 9/24/92**

Operate large scale computer systems and associated peripheral equipment. Monitor data communications network. Consult with vendor engineers and department support staff. Verify and mount magnetic volumes as requested by users. Attend job related courses and seminars.

**Requirements:** A.A.S. or equivalent combination or education and experience in large data processing facilities required. Computer operating experience with minimum 3yrs. related data communications experience helpful. Knowledge of computer hardware, software operating systems and programming languages. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3701)****Avian and Aquatic Animal Medicine-Statutory****Minimum Biweekly Salary: \$615.42****Posting Date: 9/17/92**

Perform various virological and immunological assays in a research laboratory, including cell cultures, virus isolations, cell-mediated cytotoxicity assays, preparations of media and reagents. Handling and inoculation of experimental animals (mostly chickens) and collection of samples. Order and prepare media and reagents. Assist grad students.

**Requirements:** Bachelor's degree or equivalent in immunology, microbiology or related field. At least 2yrs. experience in a research laboratory including handling of radioisotopes and cell cultures. Experience with sterile techniques. Equipment: ultracentrifuges, gamma and beta counters, spectrophotometers, microscopes, etc. Send cover letter and resume to Sam Weeks.

**Technician GR22 (T4202)****Animal Science-Statutory****Minimum Biweekly Salary: \$641.92****Posting Date: 10/22/92**

Supervise and carry out routine meat animal slaughter, carcass evaluation, carcass fabrication and meat merchandising. Assist in sample collection and analysis. Assist with teaching meat science undergrad courses. Maintain facilities and equipment to USDA requirements.

**Requirements:** BS degree or equivalent in animal science, food science or related field. 1yr. experience in meat animals slaughter, carcass evaluation, carcass fabrication and meat processing. Teaching skills. Computer experience: spreadsheet and word processing desirable. Send cover letter and resume to Sam Weeks.

**Technical Off-Campus****Laboratory Technician GR20 (T4101)****Quality Milk Promotion Services/Geneseo-Statutory****Minimum Biweekly Salary: \$590.45****Posting Date: 10/15/92**

Provide technical microbiology lab and administrative support for a veterinarian and field technicians promoting quality milk. Culture milk samples for isolation of mastitis causing organisms. Perform microscopic examination of stained films or wet preparations. Identify mastitis organisms biochemically and serologically. Perform antibiotic sensitivity tests. Perform brucellosis card tests. Keep accurate records of procedures and results. Enter data into a computer. Clean and sterilize glassware. Maintain stock cultures, equipment and supplies.

**Requirements:** BS degree or equivalent in microbiology. At least 2yrs. microbiology coursework and experience in diagnostic microbiology. Typing and strong communication skills. Basic

knowledge of computer programs: WP 5.1 and Lotus. Ability to work with minimal supervision. Send cover letter and resume to Sam Weeks.

### Technical Part-Time

#### Part-Time Computer Operator GR21 (T4308)

**Theory Center-Endowed**  
**Minimum Full-time Equivalent: \$615.42**

**Posting Date: 10/29/92**

Operate multiple computer systems which supply advanced scientific computing resources to a national data base of users. Monitor and control the operations of computer systems following the policies and procedures to obtain maximum performance and reliability. Verify and mount magnetic tapes containing user and/or system data. Assist in diagnosing irregular computer operation problems and refer for resolution. Analyze errors or equipment failures and take corrective action. Maintain on-going technical knowledge by seminars, workshops, etc.

**Requirements:** AAS degree or equivalent in education and experience. 1-2yrs computer related experience. Ability to work alone. Knowledge of hardware, software, peripherals, and the UNIX operating system highly desirable. Good communication, interpersonal, and technical skills. Send cover letter to Sam Weeks.

#### Histotechnologist GR21 (T4303)

**Vet Anatomy-Statutory**  
**Minimum Full-time Equivalent: \$615.42**

**Posting Date: 10/29/92**

Perform a wide range of histological, histochemical, and immunocytochemical procedures on paraffin, plastic, or frozen tissue sections. Maintain lab equipment and supplies. Review and evaluate new techniques, reagents, and equipment. Assist in the collection, preservation, and cataloging of specimens.

**Requirements:** BS degree or equivalent with ASCP certification. 2-4yrs. histological lab experience. Send cover letter and resume to Sam Weeks.

### Technical Temporary

#### Temporary Technician (T4208)

**Fruit and Vegetable Science-Statutory**

**Posting Date: 10/22/92**

Conduct chemical analysis of fruit products. Maintain lab facilities in a safe and orderly manner. Record and maintain research results. Perform library searches. 20-39hrs/week.

**Requirements:** BS degree or equivalent with coursework in organic chemistry. Experience in data collection and record keeping. Familiarity with libraries and library searches. Send cover letter and resume to Sam Weeks.

#### Service Research Technician (T4001)

**Entomology-Statutory**

**Hiring Rate: \$7-9.00**

**Posting Date: 10/8/92**

Provide technical support in a laboratory conducting studies in toxicology, molecular genetics, and receptor ligand interactions. Conduct biochemical assays on insects. Order supplies, general laboratory maintenance, data analysis, recordkeeping and library work.

**Requirements:** BS degree or equivalent in a biological science or relevant course experience. Master's degree or relevant job experience with biochemical assays strongly desired. Send cover letter and resume to Sam Weeks.

### Office Professionals

#### Illustrator GR18 (C2608)

**Media Services-Statutory**  
**Minimum Biweekly Salary: \$542.89**

**Posting Date: 10/29/92 Repost**

Design and construction of exhibits, displays and signage using a variety of tools, materials and technologies.

**Requirements:** High school diploma or equivalent required. Associates in graphic design, fine arts of related field or equivalent preferred. 1-2 years re-

lated experience in design, layout, and typograph and graphic arts required. External applicants send cover letter and resume to Esther Smith, Employment Services, EHP #2. Employees should include an employee transfer application.

#### Serial Records Assistant GR18 (C3502)

**Mann library-Statutory**  
**Minimum Biweekly Salary: \$542.89**

**Posting Date: 10/22/92 Repost**

Records receipt of serial publications and performs related serial maintenance activities. This includes searching the online system and recording holdings of serials, claiming unreceived 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 1-2yrs. 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, East Hill Plaza #2. Employees should include an employee transfer application.

#### Preservation Assistant GR18 (C4107)

**Preservation/Conservation/Olin Library-Endowed**  
**Minimum Biweekly Salary: \$542.89**

**Posting Date: 10/15/92**

Assist the preservation reformatting librarian of the southeast asian collection in pre- and post-filming procedures. Maintain statistics on items searched, filmed, and cataloged. Supervise the work of student assistants. Appointment until 12/31/94.

**Requirements:** High school diploma or equivalent. Associates degree preferred. 1-2yrs. related experience. Good interpersonal skills. Excellent organizational and work-flow skills. Attention to detail. Ability to work independently. Previous library experience especially in searching and acquisitions procedure. Knowledge of microfilming techniques and equipment. Computer skills especially IBM-PC and WordPerfect. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Administrative Aide GR19 (C4301)

**Computer Science-Endowed**  
**Minimum Biweekly Salary: \$566.28**

**Posting Date: 10/29/92**

Serve as information resource for department, staff, and visitors; provide administrative and clerical support to director of administration, personnel assistant and other administrative staff.

**Requirements:** Associates degree or equivalent. Minimum of 2yrs. related experience. Microcomputer skills. Ability to set priorities. Self-starter with demonstrative initiative. Excellent communication and organizational skills. Ability to interact with diverse group of people. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

#### Administrative Secretary GR19 (C4202)

**Cooperative Extension-Statutory**  
**Minimum Biweekly Salary: \$566.28**

**Posting Date: 10/22/92**

Provide confidential administrative support services for 2 extension admin program leaders in the program unit. Maintain accurate communications with staff diverse clientele, including research and preparation of responses as necessary. Knowledgeable in several computer softwares.

**Requirements:** High school diploma or equivalent. 2yr. secretarial science degree preferred. Minimum 2yrs. of office experience with knowledge of computer software essential. Must be

able to set priorities, work independently and as a team member in a complex, active environment. Maintain confidentiality. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

#### Interlibrary Services Coordinator GR20 (C4305)

**Access Services/Olin Library-Endowed**  
**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Responsible for much of the daily coordination of the interlibrary borrowing service for CUL's endowed units and the ILR school. Also responsible for searching interlibrary loan requests, maintaining computer applications for statistics and borrowing requests. Maintain multiple borrowing files.

**Requirements:** Associates degree or equivalent. BA degree or equivalent preferred. Ability to work with foreign languages. Strong interpersonal and communication skills. Experience working in an academic or research library and with microcomputers. Experience working in an Interlibrary Loan Department is desired. External applications send cover letter and resume to Esther Smith, Employment Services, EHP #2. Employees should include an employee transfer application.

#### Banquet Supervisor GR20 (C4304)

**Statler Hotel/Banquets-Endowed**  
**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Under general supervision, helps supervise and coordinate activities of banquet personnel to provide prompt and courteous service to guests. Flexible nights and weekend hours.

**Requirements:** Associates degree or equivalent. Good knowledge of food and proper types of service. A minimum of three years table service experience; supervisory experience preferred. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

#### Senior Special Collections Assistant GR20 (C4303)

**Rare and Manuscript Collections/Kroch Library-Endowed**  
**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Participate in public service activities on-site and mail and reference support, reading room supervision, rare book and manuscript acquisition and processing, collection management and paging support.

**Requirements:** Associates degree or equivalent preferred. Previous library experience preferred. Excellent communication, interpersonal, and organizational skills. Ability to perform detailed and complex tasks with attention to accuracy. Reading knowledge of one or more Western European languages preferred. Familiarity with online bibliographic databases and word processing experience preferred. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees include an employee transfer application.

#### Secretary GR20 (C4203)

**Cooperative Extension-Statutory**  
**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/22/92**

Coordinate and supervise the daily business and personnel operations of the Martha Van Rensselaer Hall portion of the program unit for Cornell cooperative extension. Provide staff assistance for the federal plan of work and annual reporting requirements. Provide administrative assistance to senior extension associate and others if required. Other duties as assigned.

**Requirements:** Associate's degree in secretarial science with a minimum of 2-3yrs. secretarial experience. Proficiency at operating different levels of canned and written software. Possess strong organizational and office management skills. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employ-

ees should include employee transfer application.

#### Assistant to the Director GR22 (C4302)

**School of Applied & Engineering Physics-Endowed**  
**Minimum Biweekly Salary: \$641.92**

**Posting Date: 10/29/92**

Provide administrative support for the director of an academic department. Oversee information flow and activities of the director's office. Coordinate report preparation, design and maintain statistical databases, coordinate special events. Act as liaison with alumni, corporate representatives and faculty.

**Requirements:** Associate's degree or equivalent work experience, including public relations and administrative support. 2-3yrs. related experience. Effective interpersonal and communication skills. Ability to work independently and creatively and exercise discretion and confidentiality. Demonstrated writing skills. Macintosh word processing, spreadsheet and database software experience. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

### Office Professionals

#### Part-time

#### Office Assistant GR17 (C4109)

**Natural Resources-Statutory**  
**Minimum Full-Time Equivalent: \$530.38**

**Posting Date:** Function as receptionist for ICET and provide clerical assistance to administrative aide. Type correspondence, reports, etc.; handle travel reimbursements; answer telephones; mail; photocopy. Other duties as assigned. Until 9/30/94. 20hrs/week.

**Requirements:** High school diploma or equivalent. 6 months job related experience. Good organizational and interpersonal skills. Familiar with IBM-PC using WordPerfect 5.1. 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 GR18 (C4103)

**Plant Breeding and Biometry-Statutory**  
**Minimum Full-time Equivalent: \$542.89**

**Posting Date: 10/15/92**

Provide secretarial support to faculty in the biometrics unit; type correspondence, course materials, and technical manuscripts; photocopying and other duties as assigned; serve as back-up for answering telephones and handling mail. 4-5hrs/day, flexible.

**Requirements:** High school diploma or equivalent; some college coursework preferred. 1yr. related office experience; familiarity with word processing, preferably on IBM PC or Mac; technical typing desirable (training provided); good interpersonal and organizational skills. Accuracy important. 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 GR18 (C4108)

**Neurobiology and Behavior-Statutory**  
**Minimum Full-time Equivalent: \$542.89**

**Posting Date: 10/15/92**

Computer-based text and graphics processing and editing; ordering supplies and maintaining inventories; coordinating and trouble shooting administrative procedures; extending support to co-workers and staff for a large biology course. High level of confidentiality; Student grades, generating exams and answers. 20hrs/4 days.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. 1-2yrs. related experience. Experience with Macintosh computers and office-based software or aptitude to learn specific software programs. Heavy typing. External applicants send cover letter and resume to Esther Smith, Employment Services,

East Hill Plaza #2. Employees should include employee transfer application.

**Accounts Assistant GR19 (C3707)  
Human Development and Family Studies-Statutory**

**Minimum Full-time Equivalent: \$566.28**

**Posting Date: 9/17/92**

Process standard vouchers, purchase orders and interdepartmentals for busy academic department. Assist administrative supervisory with other accounting activities. Monday-Friday, 8am-12noon, 20hrs.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. 1-2yrs. previous Cornell accounting experience, or fund accounting experience in other settings. IBM computer, WordPerfect 5.1 and Lotus. Light typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Administrative Assistant GR19 (C3701)**

**Facilities Engineering-Endowed  
Minimum Full-time Equivalent: \$566.28**

**Posting Date: 9/17/92**

Provide basic and specialized administrative and clerical support services for architectural, engineering, and design staff of the facilities engineering department. Transcribe, type, edit and modify various types of office correspondence and documentation. Range of work includes basic office correspondence, detailed construction bid documents, project specifications, and technical reports. Provide front-line training and support for computer software applications (wordprocessing, spreadsheet, and terminal emulator) and telephone (system 85 and audix). Arrange and coordinate all aspects of departmental travel, to include processing vouchers. There will be occasions when a full work week will be required. Monday-Thursday, 11-5, Friday, 11-4.

**Requirements:** High school diploma or equivalent required. Associates degree or equivalent preferred. 2yrs. working with word processing systems in an office environment environment. Experience with Macintosh computers and software very desirable. Must demonstrate sound interpersonal and organizational skills. Heavy 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.

### Casual

**Cashier/Data Entry (S3813)**

**Ornithology  
Casual Appointment  
Posting Date: 10/1/92**

The Crow's Nest Birding Shop is seeking an individual to perform data entry and cashiering duties. Answer phones. Must be very customer service oriented. Please send cover letter and resume to Karen Raponi, Employment Services, East Hill Plaza #2. Hours are Saturday and Sunday 10am-4pm. Other weekday hours as needed.

### General Service

**Boiler Operator Helper TO-2 (G4303)  
Utilities-Endowed  
Posting Date: 10/29/92**

Responsible for processing ashes, coal and/or other fuels at the Central Heating Plant using mechanical or other systems provided. Checks and maintains mechanical systems and learns the boiler operator's job by assisting and through formal training. Rotating shifts.

**Requirements:** High school education or equivalent. N.I.U.L.P.E. license desirable. Ability to learn boiler operator functions. Good physical condition, sufficient to work effectively in boiler plant environment including noise, heat, climbing stairs, lifting, etc. Must be available for rotating shift which in-

cludes weekends and holidays. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Boiler Operator TO14 (G4302)  
Utilities-Endowed  
Posting Date: 10/29/92**

Operates the fuel feed systems at the plant in order to keep boilers operating at demand loads. Assists plant operator with additional duties to keep the plant operating safely and efficiently. Performs certain duties concerning water chemistry, adding chemicals and laboratory analysis of the water used at the plant. Rotating Shifts which include weekends and holidays.

**Requirements:** High school diploma or equivalent. N.I.U.L.P.E. license desirable. Substantial experience in power plant operation and good mechanical ability preferred. Regular CU employees only. Send cover letter, resume, and employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2.

**Dish Machine Operator SO02 (G4304)  
Statler Hotel-Endowed  
Hiring Rate: \$6.90**

**Posting Date: 10/29/92**

Maintains a consistent supply of clean dishes, glassware, flatware, post and silver. Keep work area and garbage area at an acceptable level of neatness and cleanliness. 10 month appointment, flexible; nights and weekends.

**Requirements:** Must be able to read and write. Basic math skills (counting, recording). Experience as a dish machine operator desired. Regular CU employees only. Send employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2.

### General Service Part-time

**Night Custodian SO02 (G4301)  
Dining Services-Endowed  
Hiring Rate: \$6.90**

**Posting Date: 10/29/92**

Performs the routine cleaning of an assigned area. Monday-Wednesday, 5:30p.m.-midnight; Thursday-Friday, 5:30p.m.-1:30a.m. 32hrs/week.

**Requirements:** Basic reading and writing skills. Some related experience desirable. Must be in good physical condition. Able to lift 60 pounds and climb an 8' ladder. External applicants send application to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

### General Service

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

**Dairy Worker SO06 (B4301)  
Animal Science-Statutory  
Hiring Rate: \$8.26**

**Posting Date: 10/29/92**

Care for, feed, milk dairy animals. Maintain facilities where animals are housed. Perform supervisory duties in absence of the night supervisor. Monday-Friday, some weekends, evening shift and night hours, flexible.

**Requirements:** High school diploma or equivalent. New York State drivers license. 4-6yrs. directly related experience. Pre-employment physical required. Some heavy lifting. Send applicant materials to Cynthia Smithbower.

### Academic

**Faculty Position  
Department of Modern Languages and Linguistics  
Posting Date: 10/29/92**

The Department of Modern Languages and Linguistics invites applications for a tenure-track position in morphology, syntax, semantics, or their interfaces. A significant record of research in a language or language area other than English is

required. Ph.D. required. To assure careful consideration, candidates should send letter of application, Curriculum Vitae, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Whitman, Chair, Search Committee I, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply.

**Faculty Position  
Department of Modern Languages and Linguistics  
Posting Date: 10/29/92**

The Department of Modern Languages and Linguistics invites applications for a tenure-track position in one of the following areas: sociolinguistics, discourse analysis/pragmatics, or historical linguistics. A significant record or research in a language or language area other than English is required. Ph.D. required. To assure careful consideration, candidates should send letter of application, Curriculum Vitae, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Jasanoff, Chair, Search Committee II, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply.

**Teaching Associate  
Department of Chemistry  
Posting Date: 10/29/92**

The Department of Chemistry is seeking applicants qualified to be Teaching Associates in general chemistry and other chemistry courses. Duties will include conducting laboratory sessions and/or grading and holding office hours. A BS or BA in chemistry, biology, or physics is required. An MS and teaching experience is preferred. Please send application, including resume and references to John Terry, Department of Chemistry, Baker Laboratory, Cornell University, Ithaca, NY 14853-1301.

**Faculty Position  
Materials Science and Engineering  
Posting Date: 10/22/92**

Available January 1, 1993. An ability to develop and exceptional teaching and research program is required. Strong preference for candidates with research interests in electronic materials, but distinguished candidates in all fields of materials science will be considered. Send brief one page letter outlining your research and teaching interests to: Chair, Senior Faculty Search Committee, Materials Science and Engineering, Cornell University, Ithaca, NY 14853-1501.

**Faculty Position  
Materials Science and Engineering  
Posting Date: 10/22/92**

Subject to funding availability. Deep commitment to teaching and a strong record of research in one of the following areas: ceramics, electronic materials, metals, or optical materials. It is desirable that the research effort to the candidate

benefits from the current experimental capabilities within the department, which include extensive electron microscopy facilities. Send a curriculum vitae along with a one page statement outlining research and teaching plans to: Chair, Junior Faculty Search Committee, Materials Science and Engineering, Cornell University, Ithaca, NY 14853-1501.

**Extension Administrator/Agricultural Competitiveness and Profitability  
Location: Cornell University, Ithaca, NY**

**Posting Date: 10/22/92**

Provide leadership and support for campus and Cornell cooperative extension association work related to vision, scope, and direction of adult and youth educational programs to improve initial emphasis on animal and field crop sciences. Facilitate collaborative efforts among faculty and on- and off-campus staff to address contemporary issues in agriculture including those related to the environment and consumer concerns. Work with local, state and national agencies and organizations, and extension association on issues of common concern. Recruit and participate in screening of candidates to be recommended for Cornell cooperative extension positions. Report to assistant director (programs)-Cornell cooperative extension.

**Requirements:** Master's appropriate to the responsibilities of position. Significant professional employment or at least one degree related to production agriculture. 8yrs. of progressively responsible experience including 5yrs. of demonstrated success in nonformal educational program development, implementation, and evaluation. Doctorate with 6yrs. of professional experience including 3yrs. in nonformal educational programming preferred. Courseswork in adult education, human development, program administration, and management. Send letter of intent; current resume that includes responsibilities and accomplishments for each significant position; names, addresses, and telephone numbers of three references by December 1, 1992 to: Gary C. Bergstrom, Search Committee Chair, Department of Plant Pathology, 334 Plant Science Building, Cornell University, Ithaca, NY 14853-5908, (607) 255-7849.

**Extension Associate II CA04  
Integrated Pest Management  
Posting Date: 10/22/92**

Provide leadership for planning, conducting, and evaluating a comprehensive educational program in integrated Pest Management and Pesticide Management for the commercial dairy industry in the New York City Watershed area. (Counties within the NYC Watershed area include: Delaware, Dutchess, Greene, Putnam, Schoharie, Sullivan, Ulster, and Westchester).

**Requirements:** Master's degree in plant pathology, entomology, pest management or closely associated field. Coursework in dairy and field crops production, soils, plant physiology, toxicology, economics, education, and communication. Minimum 3yrs. professional work experience in cooperative extension, agribusiness, dairy or field crop production, pest management, or in developing informal educational programs. Must possess agricultural experience with ability to relate to routine farm situations. Must possess a certified NYS pesticide applicators license. Must possess a NYS drivers license.

# WorkPlace *Sharing human resource perspectives*

Produced by University Human Resource Services

## On Change, Flexibility, and Organizational and Individual Wellbeing

### A Foreword to Benefit Services Restructuring

—Nancy J. Doolittle

For the past several weeks, *The Cornell Workplace* has focused on various changes in the workplace and on ways of preparing for change. One of these, continuous learning, enables staff and faculty to develop a portfolio of diverse and evolving skills and knowledge bases to respond flexibly to change. Another involves looking at the ways we, as an organization, define and value work, and examining the ways we work to see if there might be organizational changes that will make the work we do more meaningful and more directed toward the real purposes and goals of our departments, units, and the university. Here the concept of the inverted donut is useful, wherein a job or an organization is defined by a core of necessary functional skills and a flexible outer circle that provides room for growth, creativity, and innovation.

Inherent in nurturing a flexible workforce, we have suggested, is the need to engage in diversity. Diversity allows individuals in an organization to challenge basic assumptions and to "reframe" situations and issues by looking at them from other perspectives. Engaging in diversity also means democratizing the workforce—creating flatter organizations based on teams and networks rather than reinforcing the hierarchies of power, and reducing unnecessary sociological and cultural distinctions in the workforce. Engaging in diversity assumes that what an individual thinks matters.

One result of engaging in diversity, therefore, is the development of a holistic approach to human resource management—valuing faculty and staff members not as interchangeable working machines that can leave their personal lives at home when they come to the office, but as thinking, feeling individuals who need to balance personal and work responsibilities in order for their intellects and personal perspectives to be fully engaged in problem-solving and improved service within the work world. Last week Beth Warren used two hypothetical case studies to demonstrate these complex work and family interconnections. In these case studies, again the issues of change and coping with change were central.

The ability to be flexible and adaptive to change is indicative of individual and organizational wellbeing. But any change—whether welcomed or unwelcomed—produces stress. In *Organizational Stress and Preventive Management*, James C. Quick and Jonathan D. Quick note that sometimes stress has negative effects, leading to drug, food, and alcohol abuse, depression, burnout, absenteeism, decreased performance, and low morale and motivation. In other cases, they note, stress has positive effects, leading to high levels of health, performance, morale, and motivation. They suggest that organizations can influence the effects of stress by 1) reducing or eliminating the unreasonable and unnecessary demands of organizational life, and 2) helping individuals and organizations manage the reasonable and necessary demands of work life.

They recommend several measures to prevent the negative and increase the positive effects of stress: 1) task redesign (changing the work or the responsibilities); 2) participative management (decentralizing decision-making and giving greater autonomy to individuals); 3) providing flexible work schedules (increasing individuals' control over their work environment); 4) enhancing career development (encouraging positive individual growth and development); and 5) influencing the design of physical settings (to minimize distressful effects of the physical work environment).

In today's issue of *The Cornell Workplace*, Susan Boedicker, consultant and assistant director in Benefit Services, joins me in describing one example of organizational change—developing a team-based structure in Benefit Services—and its effects so far on those involved. We use this example of restructuring Benefit Services not as a "success story"—because, after all, this change has just begun—but because this change illustrates in practical, day-to-day terms all the themes above: building flexibility both within individual jobs and within an organization; continuous learning; team-building and information sharing; and managing the stresses caused by change through task redesign, participative management, flexible work schedules, enhanced career development, and changes in the physical workplace.

## A Team-Based Approach to Benefit Services

—Susan Boedicker, consultant and assistant director, and Nancy Doolittle, editor

It is no secret that Cornell is a big place. Therefore, it should be no surprise that Benefit Services, in 130 Day Hall, is a busy place. But, as the benefits Cornell offers have grown over the years and as staff and faculty have become increasingly involved in managing their own

the opportunity to work with a group of graduate students from the Johnson School of Management became available, Benefit Services took advantage of this resource. The project team from the Johnson School worked with Benefit Services to construct a new departmental structure.



The Client Services Team. Front row, left-to-right: Grace Gunn, Dianna Parrish. Back row, left-to-right: Pat Cooke, Dianne Cottrell, Midge Kelsey. Missing from photo: Alice Boose

health care costs, work in Benefit Services has become increasingly hectic. This past year, the staff in Benefit Services answered 36,801 benefits phone calls and met with 7,804 faculty and staff who walked into 130 Day Hall.

With such a volume of work, by last spring it had become obvious that "business as usual" in Benefit Services would no longer suffice. When

Beth Warren's arrival on campus in April, 1992 as associate vice president for human resources acted as a further catalyst for the Benefit Services staff to look anew at the ways work was done and to develop ways their work could better be managed and staff and faculty better served. Meeting with the director of Benefit Services, Jean Samuelson, and using

(continued on p. 2)

## BENEFAIR '92

### Benefair '92 to Be Held in Statler Hotel Ballroom November 11-12th

This year's annual Benefair, sponsored by University Human Resource Services and the Statutory Benefits Office, will be held on Wednesday, November 11th (10:00 a.m. to 6:00 p.m.) and Thursday, November 12th (9:00 a.m. to 4:00 p.m.) at the Statler Hotel Ballroom.

Benefair '92 gives Cornell faculty and staff the opportunity to ask questions about the university's benefits programs during the annual enrollment period. Staff from Benefit Services and the Statutory Benefits

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# Benefit Services

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the resources provided by the Johnson School graduate project team, the benefits staff took the initiative to change from a specialty-based to a team-based organizational structure.

This team-based restructuring is designed to provide better customer service by employing a "one-stop shopping" approach. Prior to the

administrative aide. Charts 1 and 2 illustrate two ways of looking at this changed organizational structure.

## The Client Service Team

The Client Service Team is designed to be a self-managed team, with leadership for the day-to-day coordination of activities rotating between team members every four months. The team is made up of Alice Boose, Pat Cooke, Dianne Cottrell, Grace Gunn, Midge Kelsey (current team

benefits programs, the Client Service Team has decided to begin the cross-training process by having each member learn two programs of most interest to them, while teaching other members of the team their own specialized area. "Finding the time to train others in what I know and to be trained in what they know is the tricky part," says Dianne Cottrell. While the team is still going through this transitional phase, faculty and staff can expect that there will be times when one member of the team will refer certain questions to other team members or to a benefits consultant.

Reorganization of Benefit Services phone system has also contributed to more efficient customer service. Under the old structure, a central receptionist channelled incoming calls to the appropriate benefits specialist. Under the new structure, the Client Service team members take turns sitting at the front desk area and fielding the questions as they come in. Moreover, if the general benefits telephone number (255-3936) is busy, incoming calls ring directly at every team member's desk. This change frees up the team member covering the front desk to assist walk-ins. Additionally, all Benefits Consultants now have Audix installed on their phones, so staff and faculty can either leave a message for that particular consultant or press "0" and be connected with a Client Service Team representative. Because of these changes, there is less chance of calls being put on hold or transferred several different times. "It's easier on us and faster service to the customer," explains Dianne Cottrell. "We don't have to chase each other down each time a call comes in or someone walks through the door."

The other change that has made this organization possible is the utiliza-

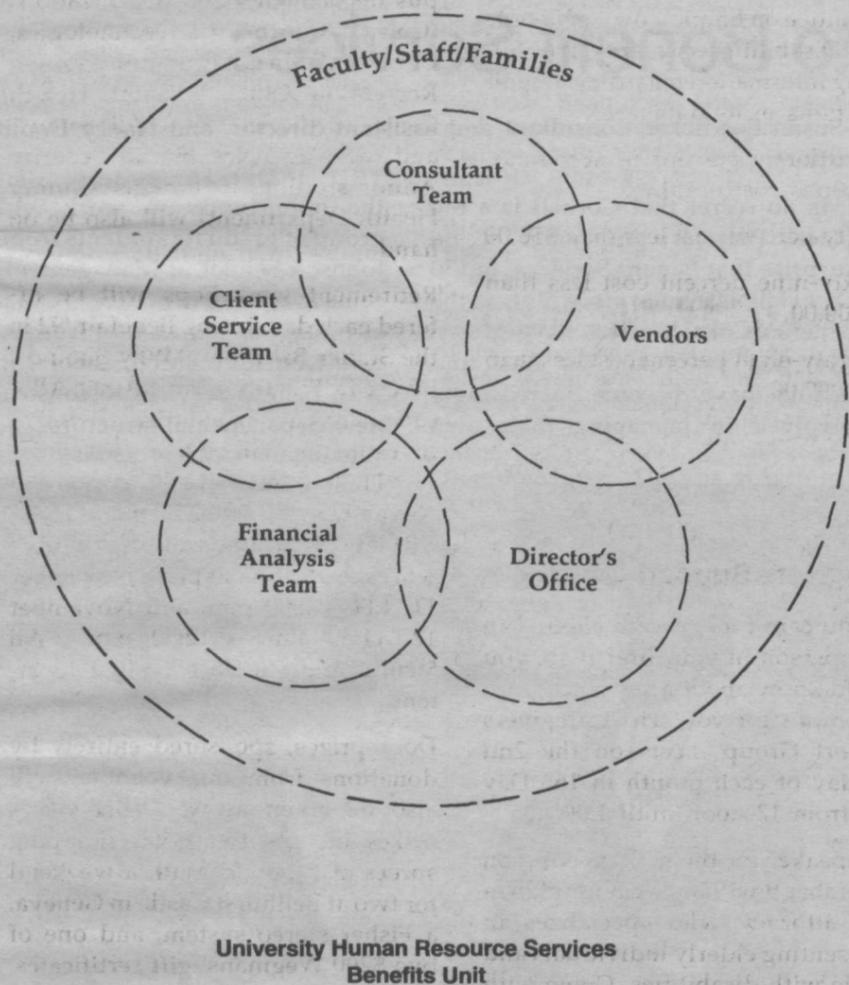
tion of work study students and student interns. Work study students now handle much of the routine office support, such as filing, and student interns assist with special projects.

## The Benefits Consultant Team

In the event that the benefits issue involved is complex in nature, or for more specialized inquiries, the Client Services Team may refer staff or faculty to a representative of the Benefits Consultant Team. Consultants can answer more complex benefits concerns, and they generally meet with faculty and staff on an appointment-only basis. This arrangement frees up some of their time to spend on managing and monitoring the benefits Cornell offers—working with specific complex benefits cases, negotiating with the vendors through whom Cornell's health care programs and insurances are provided, researching the latest trends in benefits nationwide. The consultant team is comprised of Susan Boedicker, Maureen Brull, Donna Bugliari, Bill Douglas, June Franklin, and Linda Nobles.

"Our primary goal in reorganization was improved customer service," says Jean Samuelson, director of Benefit Services. "In the process, the reorganization has streamlined our work flow and given us a great deal more flexibility than we had before. The team members feel that through cross-training they are more knowledgeable about benefits as a whole, rather than being confined to a specific specialty area. This gives them greater confidence when they meet with faculty and staff, and makes them feel that they can really make a difference." Jean Samuelson notes that the flexibility within the individual responsibilities has led to

Chart 1



reorganization, if faculty or staff members called Benefit Services with questions regarding more than one benefit program, they sometimes had to make several calls, or be transferred several times, to the respective specialists in each area. Although faculty and staff eventually could get all the information they needed, the process was cumbersome and frustrating. Questions about the Cornell Children's Tuition Scholarship (CCTS) program were answered by the CCTS specialist; those about Select Benefits by the select benefits specialist; those about retirement by the retirement specialists, and so on. Each specialist in Benefit Services, assisted by a designated benefits assistant, was responsible for handling one or two particular benefits with little or no cross-training across programs.

To address these concerns and to provide better overall customer service, the recent reorganization resulted in the creation of several teams in the Benefit Services area: the Client Service Team, the Consultant Team, and the Financial/Data Analysis Team. These teams work in conjunction with the Benefit Services Director's Office, which is comprised of Jean Samuelson, director, and Maryanne Reagan, admin-

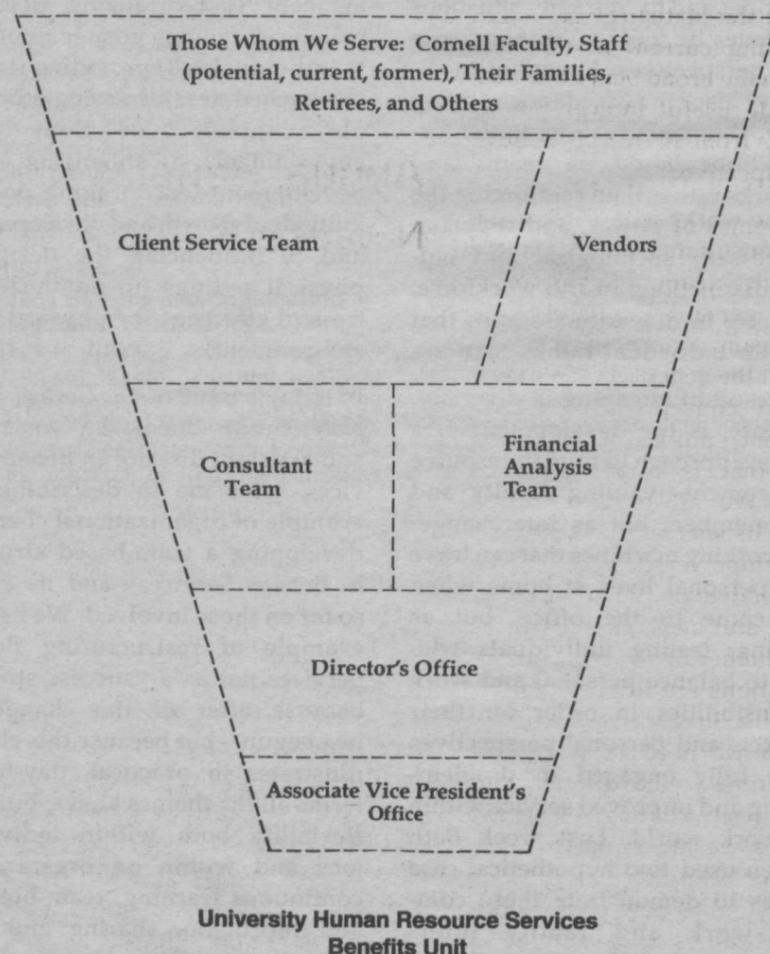
leader) and Dianna Parrish. The Client Services Team reports to Susan Boedicker, consultant and assistant director of Benefit Services. Staff and faculty can reach a Client Service Team representative by dialing (607) 255-3936.

The Client Service Team handles all general inquiries from faculty and staff on any benefit, whether in the form of telephone requests or walk-ins. (There is one exception: statutory health and retirement questions will continue to be directed to the Statutory Benefits Office at 255-4455.) Currently the Client Service Team is undergoing cross-training: the goal is to have all members share relevant information with each other. Thus, rather than there being experts who know one or two benefits exclusively, each member of the team will become a generalist, able to answer any general benefits question.

"I think it's great," says Grace Gunn. "It is really interesting to learn something new, and we all enjoy the sense of helping each other. The only anxiety I've felt is having to learn it all."

Admittedly, it will take time for the new structure to be fully effective. Because of the legal complexities of

Chart 2



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## Benefit Services

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organizational flexibility and increased the possibilities in work arrangements: "Since the teams are cross-trained, it is no longer imperative that every staff member be in the office for the same eight-hour period. Team members can go out to the colleges and units to make benefits presentations, and can adjust their work schedules to better meet their responsibilities at home. Moreover, by having some team members come in early and some stay late, we have freed up some necessary space at their desks for work study students to also assist us."

### The Finance/Data Management Team

The Finance/Data Management Team is currently made up of Linda Nobles and Tammy Kroboth. This team is responsible for data analysis, benefits billings, and benefits data management. It tracks the overall costs of and utilization of benefits programs by Cornell faculty and staff, keeps track of statistics such as how many Cornell staff and faculty have retired recently or who are on leave pending Long Term Disability or Workers' Compensation, and employs standard accounting and data procedures, tests, analyses, and modelling to help the university plan for the future.

"Our job is to take on the responsibilities for statistical analyses of benefits costs and utilization," notes Linda Nobles. "Before, if someone wanted some general benefits statistics, that person would need to go to each specialist to get the relevant data from that specialty area, and then combine their data to come up with meaningful results. Now, we coordinate the statistical data and, by remaining current in the new concepts in the broad benefits arena, can provide useful interpretations of that data from an overall, coordinated perspective."

Because she works with each of the benefits consultants and with the client service team, Linda Nobles has some general impressions of how the team concept is working throughout the Benefit Services area. "The team concept gives us an environment—not just a method of working—that is comfortable for everyone. We all have a vested interest in its success and feel individually empowered. I can bring my perspective on what I feel is important, and know that it will be valued, whether or not my particular suggestions are followed. Sure, we are all a little intimidated by how much we need to learn and how little time we have to learn it. But this is itself exciting. We're not sure where we are going because we've never been there before. But the journey opens new possibilities and opportunities that continue to re-energize us, and the team structure lets us take risks and explore new ways of doing things, because we know we're not alone."



## THE Bulletin Board

### Calendar of Workshops and Seminars

Another section of Cornell Children's Tuition Scholarship (CCTS) Program has been scheduled for November 19 from 2:00-3:30 p.m. Please refer to the Fall/Winter 1992 *Calendar of Workshops & Seminars* for the course description.

For additional information or to request a registration form, please contact Human Resource Relations & Development at 5-7170.

### Meet Associate Vice President of Human Resources Beth I. Warren

Beth I. Warren, associate vice president for human resources, will present her thoughts on the future trends in the Cornell workforce at a brown bag lunch to be held in the Biotechnology Seminar Room on Thursday, November 12, 1992, 12:00 noon-1:15 p.m. Designed to enhance discussion between administrators and employees, this lunch is the first in a series of informational sessions sponsored by Employee-elected Trustee Judy VanDermark.

### Solving the Accommodation Puzzle

"Solving the Accommodation Puzzle" will be the topic of a brown bag meeting of the Cancer Survivor/Caregiver and Chronic Illness support group which will be held in the Day Hall Boardroom at 12 noon on Thursday, November 5.

## Annual Benefits Enrollment Period November 1 - December 15, 1992

Each fall Cornell faculty and staff have the opportunity to review their benefits needs during Cornell's annual benefits enrollment period. This year's enrollment period runs November 1 through December 15. (Statutory faculty and staff: please note that the "Benefits Choices Period," during which you can change your statutory healthcare plan election, is November 1 through November 30 only.)

The enrollment period, in conjunction with the annual Benefair, gives faculty and staff the opportunity to change the dependents covered under their health plan, enroll or re-enroll in Select Benefits, check beneficiaries, or reassess overall insurance coverage needs. During Benefair, staff from the statutory and endowed benefits offices and representatives from companies pro-

Joan Fisher, coordinator of disability services, will discuss some of the ways common sense and good communication between supervisors and employees can assist in providing solutions which may help a person with a disability continue to perform his or her job.

The myth that job accommodations for people with disabilities are costly will be addressed. The President's Committee on Employment of People with Disabilities presents the following information regarding accommodations in its database:

- Thirty-one percent of accommodations cost nothing.
- Fifty percent cost less than \$50.00
- Sixty-nine percent cost less than \$500.00.
- Eighty-eight percent cost less than \$1,000.00.

All interested members of the Cornell community are invited to attend.

### Caregivers Support Group

Do you care for—or care about—an older person in your life? If so, you should know about a support group on campus for you. The Caregivers Support Group meets on the 2nd Monday of each month in 163 Day Hall from 12 noon until 1:00.

The speaker for the next meeting on November 9 will be Joy Blumpkin, a local attorney who specializes in representing elderly individuals and people with disabilities. Come with your questions and concerns. If you wish, bring a brown bag lunch. Hot drinks will be provided.

viding benefits for Cornell are available in the Statler Ballroom to answer questions or provide information on programs. (Look for additional information in the "Benefair '92" article this issue.)

Most changes made during the annual enrollment period take effect on January 1, 1993. Faculty and staff annual benefits enrollment packets will be mailed to home addresses this week, and contain important information about the benefits that can be changed or enrolled in for the coming year. Please take the time to read these materials carefully to make the choices which are best for your individual needs and, if you have family coverage, the needs of your spouse and/or dependents.

If you have questions regarding this year's annual enrollment period, please contact your benefits office:

## BENEFAIR '92

(continued from p. 1)

Office will be available to review participants' insurance coverages, answer questions, and assist faculty and staff in the annual enrollment process for Select Benefits and health coverage.

Representatives from various insurance carriers (Aetna, CIGNA, Fidelity, Metropolitan, NYSERS, Seabury & Smith, TIAA-CREF, UNUM), campus departments and organizations (Cornell Information Technologies, Cornell Wellness Program, Cornell Recreation Club, Gannett Health Center, Media Services, Public Safety), and local agencies (Social Security Administration, Tompkins County Health Department) will also be on hand.

Retirement workshops will be offered each day during Benefair '92 in the Statler Ballroom. "Why Should I Invest in Fidelity" and "Asset Allocation," presented by Fidelity Investments, will be held November 11, 11:30 a.m. - 12:30 p.m., and November 12, 1:00 - 2:00 p.m. TIAA/CREF's "New Funds and Flexibility" workshop will take place November 11, 1:00 - 2:00 p.m. and November 12, 11:30 a.m. - 12:30 p.m. All faculty and staff are invited to attend.

Door prizes, sponsored entirely by donations from our vendors, will also be given away. This year's prizes include two \$500 shopping sprees at Pyramid Mall, a weekend for two at Bellhurst Castle in Geneva, a Fisher stereo system, and one of two \$200 Wegmans' gift certificates. Drawings for all door prizes will be held on Thursday, November 12, at 3:00 p.m. in the Statler Ballroom. Participants do not need to be present to win.

Time spent at Benefair '92 can be considered time worked, as described in Policy 408, "Release Time From Work", in the *Personnel Manual*.

Benefit Services, 130 Day Hall, 255-3936 (endowed faculty and staff); or the Statutory Benefits Office, B-22 Mann Library, 255-4455 (statutory and cooperative extension faculty and staff). Benefit Services and the Statutory Benefits Office are always available to answer questions by phone or to arrange an individual benefits counseling session.

Benefit Services also appreciates invitations to departments to do group presentations/overviews on the overall benefits package for endowed faculty and staff. If you are interested in a group presentation, please call Maryanne Reagan at 255-7508, and she will make the necessary arrangements.

# 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. Employee candidates should submit an employee transfer application and cover letter, if requested, for each position in which they are interested. All external candidates must have a completed signed employment application on file with Employment Services before they can be interviewed for a position. The submitted application and resume 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.
- **All external candidates should submit a signed employment application 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.

## Professional

### Assistant Dean for External Relations (PA4303) HR III

JGSM-Endowed

Posting Date: 10/29/92

Responsible for all facets of capital, annual, and corporate fund raising (both national and international) for the Johnson School, in addition to corporate and alumni relations and programs. Manages the school's portion of the Cornell Campaign (1990-95) in conjunction with the development office and University Public Affairs planning effort. Works closely with the Dean and the Director of College and Unit Public Affairs.

**Requirements:** A bachelor's degree or equivalent required, M.B.A. preferred. At least 7yrs. experience in fund raising, public relations and higher education administration. Excellent communication skills. Send resume and cover letter to Cynthia Smithbower.

### Director of Executive Education (PA4301) HR III

Hotel Administration-Endowed

Posting Date: 10/29/92

Direct, develop, market and implement major programs for hospitality industry professionals including Professional Development Program (PDP), General

Managers Program (GMP), Advanced Management Program (AMP), and customized programs. Reports to the Dean of the School of Hotel Administration. Responsibilities include strategic planning, program development, financial marketing and human resources management.

**Requirements:** Advanced degree preferred. Must have experience with executive education programs. Daily interaction with Hotel Administration faculty, staff and alumni as well as university administrators and hospitality industry contacts. Send cover letter and resume to Cynthia Smithbower.

### Technical Consultant III (PT4402) Level 34

CISER-Endowed

Posting Date: 11/5/92

Provide systems programming and systems support for numeric data files of the CISER data archive. Responsible for applications programming in the development, optimization, and maintenance of software to support an interface to text and numeric data files using microcomputers, workstations, and mainframe interface. Create systems files and perform other programming tasks using mainframe computers. Create guides and documentations for systems work

**Requirements:** BA degree or equivalent required.

Knowledge of VM/SP, CMS, UNIX/AIX, IBM DOS necessary. SAS, C, FORTRAN desirable. Work as part of a team, communicate effectively, have ability or commitment to social science research. Send cover letter and resume to Sam Weeks.

### Software Program Coordinator (PT4102) Level 34

CIT/Sales and Support-Endowed

Posting Date: 10/15/92

Assist in administration of CIT software contracts program. Act as librarian for specific software. Provide technical expertise to Cornell users on micro-computer/workstation systems, networks and applications software.

**Requirements:** BS degree or equivalent. Extensive experience with a range of information technologies, software products and operating systems including UNIX desirable. Experience in service or consumer products helpful. Excellent interpersonal, communications and managerial skills. Interest in expanding knowledge of complex software products to maintain effectiveness. Send cover letter and resume to Sam Weeks.

### Systems Programmer/Analyst III (PT3803) Level 34

Computer Science-Endowed

Posting Date: 9/24/92

Maintain, install, integrate and create computer programs in the computing facility of the design research institute. Install new systems and applications from commercial and public domain sources on sun workstations. Design, implement and document user interfaces using x-window systems. Provide consulting and support.

**Requirements:** BS or equivalent in computer science, mathematics, or equivalent combination of education and experience. 2-3yrs. experience with common LISP, writing C programs on UNIX and X-window system. Familiarity with Emacs text editor; GNU Emacs LISP; and user interface design and modification. Send cover letter and resume to Sam Weeks.

### Applications Programmer/Analyst II (PT4301) Level 33

CIT Information Resources-Endowed

Posting Date: 10/29/92

Supervise, design, recommend, de-

velop, install, modify and document straight forward office support systems in human resources area. Install vendor packages, integrate vendor products with CU environment, develop database applications based on commercial products and/or low level software development. Provide user training and support. Evaluate software and hardware. Diagnose straight forward problems and effect emergency repairs. Attend seminars, classes, etc. to maintain and increase knowledge of large scale systems.

**Requirements:** BS degree or equivalent combination of education and experience. Must know at least 4 programming languages. Broad micro-software experience. Exposure to both IBM PC and Mac hardware and operating systems. Exposure to mainframe applications for interactive systems, database management system, machine architecture and system utility programs. Send cover letter and resume to Sam Weeks.

### Applications Programmer/Analyst I (PT4207) Level 32

Mechanical and Aerospace Engineering-Endowed

Posting Date: 10/22/92

Develop a large program in support of a research group. Write and maintain code to implement additional functionality in existing programs, new applications and system utilities. Project will involve interactive computer graphics, database concepts, distributed processing and use of the Cornell supercomputer. Maintain workstation and network facilities.

**Requirements:** BS degree or equivalent in a technical field with experience in FORTRAN and C; UNIX; and color graphics. Experience with data structures helpful. Send cover letter and resume to Sam Weeks.

### Senior Systems Analyst (PT4311) HR II

Albert R. Mann Library-Statutory

Posting Date: 10/29/92

Work with a team to develop innovative solutions in the creation of the Electronic Library. Provide consultative support and programming expertise. Provide training for information professionals, library staff, and other technicians in the specification, de-

## 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 PRODUCTION: 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.

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, age, or handicap. The university is committed to the maintenance of affirmative-action programs that will assure the continuation of such equality of opportunity. Sexual harassment is an act of discrimination and, as such, will not be tolerated. Inquiries concerning the application of Title IX may be referred to Cornell's Title IX coordinator (coordinator of women's services) at the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, NY 14853-2801 (Telephone: 607-255-3976).

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.

# Networking

AN EMPLOYEE NEWSPAPER BY EMPLOYEE VOLUNTEERS FOR THE CORNELL COMMUNITY WORLD WIDE.

## DEDICATED SERVICE AWARD

### Rhea J. Nickerson

Rhea Nickerson is special. Rhea is Dean Alan G. Merten's Executive Assistant in the S.C. Johnson Graduate School of Management.

"Rhea is, without question, one of the hardest working, dedicated employees we have at Cornell not to mention the Johnson School," Dean Merten noted, adding, "In addition to her regular 39/hour work week, you will find her in Malott in the evenings and almost always on the weekends."

Even though Rhea has a demanding position as Assistant to the Dean, she has time for everyone. She spends inordinate amounts of energy counseling students about their personal problems and building their self-esteem. She is an exceptionally good listener, and has the ability to instill in others a feeling of self-worth which makes them feel good about themselves. Rhea interacts well with alumni, faculty, staff and students. She is known, respected and admired across campus, not only by Deans and members of the Administration, but also by Custodians, Mail Messengers, etc. Rhea is always interested in whatever you have to say and despite her busy schedule, has time for everyone—regardless of who they are even when it means she will have to stay very late at night or return on the weekend.

"Rhea is a very dedicated and loyal employee," said Laurel Nelson, "The students, in particular, can always count on her intercession for them with the Dean.

Rhea can always direct them to the most appropriate person at JGSM to deal with their problems, questions, etc."

Although a perfectionist, Rhea remains helpful, cheerful, and a true team player. She is the first to offer assistance on a personal level or, if she can help to make your job easier, will be among the first to volunteer her services. Rhea goes the extra mile and never expects anything from anyone in return. She is a professional.

"When Dean Alan G. Merten came to the Johnson School he announced to his staff that he expected the utmost from them in carrying out their job tasks and responsibilities, no exclusions," Janet Haldeman said. "In other words," she added, "responsible for everything from 'coffee to content.' Rhea Nickerson performs in this way on a daily basis, no exceptions."

Little happens in the School in which she does not get involved. Visitors to the School are often met by Rhea and find a friendly, helpful, caring individual. She is the Johnson School's "Ambassador of Good Will" and represents the Dean's Office and the School honorably. Her reputation with major donors and VIP's is impeccable.

"When I came to the Johnson School three years ago," Christina Gowe noted, "Rhea was very helpful in making me become more efficient in all aspects of my work. There were times," she continued,



Dean Alan G. Merten and Rhea J. Nickerson

Photo by Doug Hicks

"when I didn't want to ask for her help, because she's extremely detail-oriented, and it seemed there was always something I missed! But, I now realize that her 'training' has made me more effective in

all that I do at the Johnson School. THANKS RHEA!"

Cornell and the Johnson School community are fortunate to have Rhea among their staff.

## Networking, What, Why, Who, When, Where?

by Kathee Shaff

### What?

*Networking* is an employee newspaper by employee volunteers for the Cornell community worldwide.

### Why?

The idea of *Networking* was conceived twelve years ago when an Employee Elected Trustee saw the need for an employee newsletter to distribute information to Cornell employees. There was a contest to name the newsletter and an employee suggested the name "*Networking*."

### Who?

A group of dedicated employees make up the Editorial Board. It takes many hours to write, edit, layout, and print each issue of *Networking*. These sometimes difficult and time consuming tasks are accomplished by these employees who volunteer their time in order to make *Networking* a success.

### When?

*Networking* is published bi-weekly from August through May and is distributed free of charge to Cornell staff and faculty every other Thursday.

### Where?

*Networking* is available at various locations around campus. It is put in individual mailboxes or dropped off at specified locations. Every employee should have a copy of *Networking* readily accessible to them.

Since its conception in 1980, *Networking* has developed from that initial newsletter into the widely-known newspaper that it is today. Its format, style, and Editorial Board has changed over the

years, but its main purpose is still the same - to distribute news and information about events and topics that affect Cornell employees. *Networking* strives to keep its articles informative and upbeat, and has made a concentrated effort to highlight the positive. The topics have become more diversified, new columns of special interest have been added, and many writers have been submitting articles. However, *Networking* is always looking for people to help make it a better publication. If you have an interest in writing, or have any ideas to offer, we encourage you to let us know, as we are continually looking for additional people to write about new topics.

As *Networking* embarks on its thirteenth year, it continues to "provide legendary service" to the Cornell community and strives to achieve its goal of distributing important information to the employees. The *Networking* Board recently mailed out readership surveys to all Cornell employees in order to get a better idea of how we can better serve the Cornell community. Thanks to all of you who took the time to fill out the surveys and return them. The response has been great. The surveys are currently being tabulated and we hope to have the results to you soon. We will be contacting those people who expressed an interest in helping with *Networking*. If you don't hear from us and you are interested, please contact the editor, Angela Carroccia, at 255-9815, 435 Statler Hall. We would love to hear from you, as this is your newspaper and we want to make it more appealing to you, our readers.

## LEADERSHIP LEADS

by George Peter

It seems appropriate to submit this quotation for my 71st birthday. — It came from a great friend, Jack Smith. He said it was on his father's desk. The father is deceased and so is Jack. But the message is still excellent to share:

### Youth

"Youth is not a time of life — it is a state of mind. It is not a matter of healthy cheeks and supple knees; it is a temper of the will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life. Youth means a temperamental predominance of courage over timidity, of the appetite for adventure over the love of ease. This often exists in a person of fifty more than in a person of twenty. Nobody grows old by merely living a number of years; we grow old only by deserting our ideals."

— Author unknown

Dear Colleagues:

On behalf of the Office of Assemblies Communications Committee, I would like to reintroduce the following *Clip & Return* section. This section provides a continuous opportunity for the Cornell community to ask questions regarding areas of concern, interests, etc. Simply write your question in the space provided and return the form to the Office of Assemblies at 165 Day Hall. The Committee will then review the questions and contact the appropriate person(s) for the answers, which will then be printed in Networking and/or personally responded to by one of our Communications Committee members. Although your name will be kept confidential, we do request that you complete the name and phone number when submitting a question so that we can contact you if we need further details. Please indicate if you would prefer for us to respond personally by a phone call and/or in letter form. If you have any questions regarding the *Clip & Return* section or the *Communications Committee in general, please feel free to contact me at 255-4987*. We hope that you will find this to be an invaluable resource to enhance communication within the Cornell community.

Sincerely,  
Mary Beth Lombard, Chair

The following are answers to the questions submitted to the Employee Assembly's Communications Committee in response to the *Clip & Return* section located in each Networking issue. The answers were provided by the University Human Resource Services located in 130 Day Hall. I would like to thank those who submitted these questions and hope that this information is helpful to the campus community as well.

**Question:** "What process is followed in the issuance of service certificates to employees?"

**Answer:** Distribution of Service Recognition certificates is an annual process coordinated by University Human Resource Services, along with the annual Service Awards Banquet preparations. Employees with anniversary dates occurring between July 2 and July 1 in a one year period are recognized (e.g., this year's recognized anniversary dates would occur between July 2, 1992 and July 1, 1993). UHRS asks department

supervisors to confirm dates of service in the late winter/early spring; during this process, departments are sent blank certificates and asked to fill in names, have them signed by department heads, and then distribute to employees, usually later in the spring. A department head signature is required on the certificate, and it is most appropriate for the supervisor or department to present the certificate to the employee in an appropriate manner. Thus, it is really the departments' responsibility to present certificates to employees.

If employees have questions, concerns or suggestions regarding the certificate distribution process, they should contact Cheryl Seland in UHRS at 5-6890.

**Question:** "Why can't our contribution to the family benefit plan be directly related to the number of people in the family? A family of two pays the same rate as a family of eight but receives less for the money."

**Clip & Return**

**Question(s):** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(If additional space is needed, please attach extra sheet and return.)

**Name and Address:** \_\_\_\_\_  
 \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Return to:** Office of the Assemblies, Communications Committee, 165 Day Hall

**Answer:** This question, as it relates to the **Endowed** healthcare program is very well-timed. At the last meeting of the Employee Benefits Advisory Committee, the group discussed this issue. It seems that two or three representatives had received the same request for an employee + 1 rate from individuals in the constituencies they represent and the group felt that they should take a formal stand on the issue. The Employee Benefits Advisory Committee does not feel that additional rate structures are necessary or advisable at this time. The primary basis for this stand is discussed below:

1. The number of individuals covered by each employee does not necessarily bear a direct relationship to the cost of health coverage over an extended period of time. In any given year, approximately 10% of covered individuals incur approximately 90% of medical costs. For example, a healthy two person family could go for 5 - 10 years with minimal medical expenses, and never meet a deductible. If one member of that two person family experiences a totally unforeseen medical crisis (for example, a brain aneurysm), the family will incur substantial expenses in year 11. The primary purpose for health coverage is to provide protection against catastrophe medical expenses so an individual or family is not "wiped out" by a serious illness. The incidence of these medical crises does not vary between a two person family and a family with more than two people.
2. The whole basis for group insurance is spreading risk over a large number of people so that each covered individual who has the misfortune to incur substantial medical expenses has a group of healthy individuals offsetting his/her medical costs. Basing the amount one pays on the amount one uses defeats the purpose of providing group coverage. The mechanism that commonly passes costs back to those who use the program is the deductible and the copay.
3. When the benefits department looked at the impact of going to an employee + 1 rate the following data emerged:
  - \* the group that stands to gain the most from the employee + 1 rate generally falls into the higher income brackets here at Cornell
  - \* adopting an employee + 1 rate causes a substantial increase in the cost for family coverage

If employees have questions regarding Employee Benefits, they should contact Jean Samuelson, Employee Benefits in UHRS 5-7508.

The **Statutory** employees are covered under the statewide managerial and confidential plan.

Since the inception of the statewide plan in 1957 it has, for years, been formally studied and the actuaries have reviewed it and there has been no financial justification to have the premium rates any other way than one rate for individual and one rate for family. The union contracts, like the State, offer just two rates.

**Question:** "Will employees be allowed to transfer vacation time to sick time?"

**Answer:** Employees may be able to use their vacation accrual for sick leave if they are on Short-term Disability. The common practice is that supervisory discretion is exercised on a case-by-case basis. However, the Advisory Committee on Work and Family Issues is currently reviewing leave policies for potential enhancement.

**Question:** "Is there any possibility of Cornell providing aide/scholarship money to help employees with the expense of text books for classes? In the past I have either had to drop a course or not register because of the cost of text books. This is especially a problem in the fall because I have two children that I must get ready for the school year and their needs come before mine. Departments pick up the cost of workshops so why not text books?"

**Answer:** Unfortunately, during these times of financial constraint, we are constantly looking at ways to save money at the university. Due to other (many) pressing needs of employees in the tuition and employee benefit areas, we do not predict being able to offer aid to employees for the cost of books in the near future.

If employees have questions regarding Employee Benefits, they should contact Jean Samuelson, Employee Benefits in UHRS 5-7508.

Please keep your eyes open for future responses to *Clip & Return* questions previously submitted that are still in process of research. If you have questions, concerns or suggestions concerning the *Clip & Return* process, please feel free to contact Mary Beth Lombard at 255-4987.

Respectfully,  
Mary Beth Lombard, Chair  
Communications Committee

## Brown Bag Luncheon Series

### The Future of the Cornell University Employee Fact or Fiction

Biotechnology Seminar Room  
Thursday - November 12, 1992  
12:00 p.m.-1:15 p.m.

Special Guest  
**Beth Warren**

Associate Vice President for Human Resources

Take this opportunity to meet the new Associate Vice President for Human Resources. This will be your chance to keep the lines of communication between employees and the administration open. What will be the contributions from the University to employee growth? What will be the contributions from the employee to the University's growth? You will have the opportunity to hear the thoughts of the administration as well as participate in a question and answer session.

Please join us for the first in a series of informational sessions designed for the Cornell University employee.

Sponsored by Judy VanDermark  
Employee Elected Trustee

## Correction Notice about Computers

*Editor's Note: Unfortunately, the article called "Computers" that was printed in Networking's "Cost Savings Column" on Thursday, September 24, 1992, contained some erroneous and incomplete information. Working with the Outreach Services staff of Cornell Information Technologies (CIT), we have put together a follow-up story to provide you with a corrected, more complete version of this information.*

In the following correction notice, each error that appeared in the "Computers" story in the Cost Savings Column is italicized and the corrected information appears below it. We've even added some more ideas about how you can save money when you use computers. If you have any questions about the information in this article, please contact the CIT Service HelpDesk by visiting room 121 in the Computing and Communications Center, calling 255-8990 or sending electronic mail to help\_desk@cornell.edu. *Save the start-up page from LaserWriter printers...to use as the startup page for the next time.*

CIT Repair technicians have found that this practice often results in an increase in the number of paper jams in your laser printer. The first time a new sheet of paper is printed, it curls up slightly. When attempts are then made to refeed this curled paper, it will often misfeed and jam the printer. This can result in the need for a service call to repair the jammed feed mechanism for an additional cost.

How about saving these sheets and, when you accumulate enough, stapling them together to make your own office scratch pads? Some offices "re-use" paper by donating it to local day care centers and nursery schools for all those precious children's art projects!

*Utilize computerized bulletin boards and electronic mail to announce meetings and seminars.*

Many university offices who've invested in connections to the campus network and who use electronic mail programs such as QuickMail have already experienced the benefit of using such electronic resources to efficiently and effectively an-

nounce meetings and other office-wide events of interest. Computerized "bulletin boards" can be another alternative for interest groups that span a single office or department, or that need to address a particular topic or issue. For more information about these kinds of electronic mailing list options, call or write to CIT's Service Help Desk (see reference above). *Send student employees to CIT computing workshops as an office representative.*

The subsidy Cornell provides for students to attend CIT's training courses is not designed to offset departmental expenses. Furthermore, CIT's Training and Education Program works very hard to develop, write, and adapt its training materials and workshops to fit the specific needs of faculty, staff, or students at Cornell. They have developed, for instance, an extensive, start-of-semester "Get Started with Computing" training series exclusively for students. In addition, this shift in approach has permitted CIT to develop and offer courses that emphasize computer instruction for the actual work departmental staff are doing in academic and administrative offices across Cornell. Given this conceptual content shift, sending part-time student staff to CIT workshops as departmental representatives may not serve your area's long-range training goals.

*Use computers to process purchase orders.*

Indeed, university purchase orders can now be placed electronically once you have a network connection, security access, and the required training. If you are interested in learning more about placing electronic purchase orders with the Cornell Purchasing Department, please contact Dennis Butts at 255-5646.

*Use the back-to-front option whenever printing with a LaserWriter.*

The back-to-front printing option—set in the Print command dialog box on most Macintosh computers—merely changes the order of the printing from the last page first to first page first. While a time saver, it's not a paper saver.

*The second part of this article will appear in the next issue of Networking.*

## HELPFUL HUMOR HINTS

By Kathee Shaff

Research suggests that offices in which employees have fun are offices in which a number of positive outcomes may be noted: employees exhibit fewer negative signs of stress; employees are more creative; and everyone is more enthusiastic about their individual jobs and the goals of their working group.

As part of its continuing Brown Bag series of workshops offered at noontime, the Office of Human Resources held another ever-popular session of "Humor in the Workplace" on January 28, 1992.

This workshop was facilitated by Judy VanDermark, Director of Conference Services at Cornell.

Various tips and techniques for improving humor in your daily life were presented in this session. I will be providing you with these "helpful hints" (courtesy of Judy VanDermark) and other related items presented by various other humorous people, in a new monthly column in *Networking*. Enjoy! And remember it is OK to laugh.

### Do you care for - or care about - an older person in your life?

If so, you should know about a support group on campus for you. The Caregivers Support Group meets on the 2nd Monday of each month at 163 Day Hall from noon till 1:00.

Speaker for the next meeting on November 9 will be Joy Blumpkin, a local attorney who specializes in representing elderly individuals and people with disabilities. Come with your questions and concerns. If you wish, bring a brown bag lunch. Hot drinks will be provided.

## Letters to the Editor . . .

*Editor's Note: The following is a response to an article which was printed in the "Chronicle of Higher Education".*

Chronicle of Higher Education  
1255 23rd. St., N.W.  
Washington, DC 20037

Dear Editor:

There's been enough bashing of higher education, and in particular of the research university. There is need for regular self examination and constructive criticism, but recent outcries seem to deny all of the advantages and benefits of a research university. Nothing is perfect. We need to weigh the pros and cons of each system and be honest about the benefits of each.

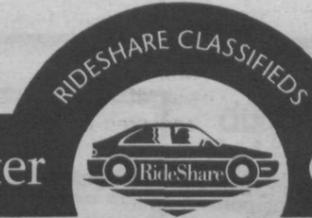
A research university wins for obvious reasons. First, outstanding scholars in one field are usually exceptional in whatever they do. A good bricklayer retrained for another job will be just as good in the new work. It has been my observation, in over 41 years at Cornell University, that usually the best researchers are also the best professors. It's human nature. The system does break down sometimes because there are exceptions to every rule.

A research university is the most valuable asset of a country. Bashing and subjective investigations disclose a few minor errors in judgement by some. This should not discredit the system.

Here is an example of what a research university does for the country. In 1963 Cornell University completed the world's largest radio/radar telescope. In 1961 the Navy was building a 600' diameter radio telescope in West Virginia. They had spent \$27 million when the estimate for completion had risen to \$180 million. The project was canceled at a total cost to tax payers of \$67 million—for nothing. The 1000' diameter telescope in Puerto Rico, built by Cornell, came in at a total cost of less than \$9 million.

That is only one example. There are many others at Cornell and across the country. These services to science, the military and the general public are only a small part of the benefits. Such projects attract good faculty who become excellent teachers. The process attracts outstanding graduate students who go on to serve as teachers, writers and researchers.

The whole system reaches undergraduate education and promotes excellence at every level. Let's stop the bashing and tell it like it is.  
George Peter



**Commuter Connection**

CORNELL UNIVERSITY OFFICE OF TRANSPORTATION SERVICES • 255-4600

| PLACE        | NAME       | PHONE  | OPTION | DAYS     | HOURS      | SMOKE | COMMENTS             |
|--------------|------------|--------|--------|----------|------------|-------|----------------------|
| Binghamton   | John       | 5-6527 | Share  | M-F      | 8:00-5:00  |       |                      |
| Binghamton   | Hong       | 5-0738 | Share  | M-F      | 9:00-4:00  |       |                      |
| Binghamton   | Wally      | 5-4201 | Share  | M-F      | 8:00-4:30  | No    | South Side           |
| Burdett      | Robert     | 5-8342 | Share  | M-F      | 8:00-5:00  | No    | Home # 546-2241      |
| Candor       | Ruth       | 5-5174 | Share  | M-F      | 6:00-2:30  |       |                      |
| Candor       | Gerald     | 5-6244 | Ride   | M-F      | 11:00-7:00 | No    | 11AM to 7PM          |
| Caroline     | Cheryl     | 3-3010 | Share  | M-F      | 7:00-3:30  | No    |                      |
| Cayuta       | Mary       | 5-2029 | Share  | M-F      | 7:30-4:30  |       | Alpine Junction      |
| Corning      | Caverlee   | 5-3615 | Ride   | Flexible |            | No    | Works 2 days/week    |
| Cortland     | Donna      | 5-9431 | Drive  | M-F      | 8:30-5:00  | No    | near High School     |
| Danby        | Maureen    | 5-6381 | Ride   | M-F      | 8:00-4:30  | OK    |                      |
| Dryden       | Suzanne    | 5-8127 | Share  | M-F      | 8:00-5:00  |       | Ellis Hollow         |
| Enfield      | Shirley    | 5-6310 | Share  | M-F      | 8:00-4:00  |       |                      |
| Enfield      | Diane      | 5-6050 | Share  | M-F      | 8:00-4:30  | No    | near Hospital        |
| Etna         | Felicity   | 5-4004 | Share  | M-F      | 8:00-4:30  | No    | Routes 13            |
| Freeville    | Paula      | 5-6839 | Share  | M-F      | 8:00-4:30  |       |                      |
| Geneva       | Chris      | 5-3298 | Ride   | M-F      | Flexible   | OK    | Home(315) 789-3135   |
| Genoa        | Dave       | 3-3100 | Share  | Su-Th    | 6:00-3:00  | OK    |                      |
| Groton       | Steve      | 4-7103 | Ride   | M-F      | 8:00-4:30  | No    |                      |
| Hammondsprt  | Gerald     | 5-6927 | Ride   | M-F      | 8:00-4:30  |       |                      |
| Homer        | Mary Ellen | 5-8488 | Share  | M-Th     | 9:00-4:30  | OK    |                      |
| Interlaken   | Marca      | 5-7148 | Share  | Th,F     | 8:00-4:00  | No    |                      |
| Ithaca       | Jan        | 3-3365 | Share  | M-F      |            |       | 7-9AM, 4:30-6:30PM   |
| Ithaca       | Doris      | 5-8198 | Share  | M-F      | 10:00-9:00 |       | Parkwood Village     |
| Ithaca       | Lois       | 3-3323 | Drive  | M-F      | 8:00-5:00  |       | Snyder Hill Road     |
| Ithaca       | Joe        | 5-1687 | Share  | M-F      | 10:00-5:00 | No    | Route 89             |
| Ithaca       | Tom        | 5-4882 | Drive  | M-F      | 9:00-5:00  | OK    |                      |
| Ithaca       | Suzanne    | 5-4882 | Ride   | M-F      | 12-9AM     | OK    | Winston Court Apts.  |
| Ithaca       | Karin      | 5-8124 | Ride   | M-F      | 7:00-12:30 | No    |                      |
| Jacksonville | Timis      | 5-5174 | Share  | M-F      | 6:00-2:30  | No    | only females         |
| Jacksonville | Eileen     | 5-3228 | Ride   | M-F      | 6:00-4:30  |       |                      |
| Lansing      | Susan      | 5-4139 | Share  | M-F      | 8:30-5:00  | No    |                      |
| Lansing      | Betsy      | 4-1210 | Share  | M-F      | 8:00-5:00  |       |                      |
| Lansing      | Bill       | 5-9134 | Drive  | M-F      | 9:00-6:00  | No    | Myers Point          |
| Locke        | Barb       | 5-7212 | Ride   | M-F      | 8:00-4:30  | No    | West Groton Rd.      |
| Moravia      | Jim        | 5-3272 | Share  | M-F      | 6:30-3:00  |       | via Rt. 34 or 38     |
| Moravia      | Mike       | 4-4899 | Ride   | M-F      | 8:00-5:00  | OK    | Home(315) 497-3989   |
| Newfield     | Linda      | 5-1866 | Share  | M-F      | 8:00-4:30  |       |                      |
| Odessa       | Susan      | 5-5338 | Drive  | M-Th     | 4:45-3:00  | No    | 4:45 AM - 3:00 PM    |
| Odessa       | Rose       |        | Share  | M-F      | 5:00-2:30  | No    | Home # 594-3352      |
| Owego        | RaeAnn     | 5-6224 | Share  | M-F      | 8:00-4:30  | No    |                      |
| Spencer      | Barry      | 5-2423 | Ride   | M-F      | 8:00-5:00  | No    | 8 miles N of Spencer |
| Syracuse     | Wendy      | 5-0885 | Share  | M-F      | 8:30-5:00  | No    |                      |
| Trumansburg  | Tim        | 5-1381 | Ride   | M-F      | 8:00-5:00  | No    |                      |
| Trumansburg  | Ellen      | 5-5411 | Drive  | M-F      | 7:30-4:30  | No    |                      |
| Trumansburg  | Debbie     | 5-4123 | Ride   | M-F      | 8:00-4:30  | No    | 3 miles N of T-burg  |
| Varna        | Betty Ann  | 4-1234 | Share  | M-F      | 8:00-5:00  |       | Trailer Park         |
| Virgil       | Jean       | 3-3100 | Share  | M-F      | 8:00-5:00  |       |                      |
| Waverly      | Robin      | 3-3011 | Share  | M-F      | 8:30-5:30  | No    |                      |
| Waverly      | Linda      | 5-4284 | Drive  | M-F      | 8:00-4:30  | No    |                      |
| West Danby   | Pat        | 5-2889 | Share  | M-F      | Flexible   | No    | Route 96             |
| Willseyville | Ramona     | 5-2262 | Share  | M-F      | 8:00-4:30  | No    |                      |
| Willseyville | Sharon     | 5-9731 | Drive  | M-F      | 8:00-4:30  |       |                      |

THE NEXT COMMUTER CONNECTION: December 3  
This information is also available on CUINFO

## UNCLASSIFIED ADS

All ads will be printed on a FIRST COME, FIRST SERVED basis. They will be printed in the order received, AS SPACE PERMITS. The Editorial Board of *Networking* has established the following guidelines for unclassified ads.

1. All ads must be sent through CAMPUS MAIL to **Networking Unclassifieds, c/o Flora Karasin, 272 Roberts Hall.**
  2. All ads must include items for sale of a **personal nature only**, such as: automotive, household items, clothing, land, homes, etc. Ads that promote work outside of the University (ie: consulting, office help, employment, other services, etc.) will not be accepted.
  3. All ads must include your **name and campus phone number.**
  4. All ads must be limited to **20 words or less.**
  5. **Only one ad per person per issue** will be accepted.
  6. If your ad does not appear in the upcoming issue, it is your responsibility to **re-submit it** (by the appropriate deadline) for the next issue. Unprinted ads will not be saved by the *Networking* staff for future issues.
- Any ads that do not comply with these guidelines will not be printed.** The *Networking* staff retains the right to review and reject any ads that are submitted for publication. *Networking* is not responsible for typing errors or lost ads.

### FOR SALE

4.5" B&W mini-TV, \$70. Two piece luggage set, \$25. Curling iron with accessories, \$10. Call Donna 5-8198.

Riedell woman's figure skates, white, size 10. Top quality, never worn, \$45. Nice gift. Call Jeanne 5-1575.

1960 Jaguar 5-G886 X-2, original 6 cy, motor, perfect running condition. automatic shift, sunroof, 4-door, sports model, \$12,000. 5-9539 days, 564-7695 evenings.

1989 Chevy truck, Z-71 off-road package, 4-wd, maroon, A/C, power windows & locks, must see, call 5-7720 or 659-3617.

New house, 3 bedrooms, loft, fireplace, deck. Wooded lot overlooking pond, private road. Lansing, 6 miles to Cornell, \$149,000. 257-1359.

Gas grill, \$30. Schwinn world 10-speed, 26" bicycle, excellent condition, \$120 (negotiable). Casewriter electronic typewriter, \$85. Call Cathy H. 4-4840 or 277-2418 evenings.

Dolls for Christmas gifts: Collectable, porcelain, \$30-\$80 O.B.O (Fairy Tales, Bello's Babies, etc.). Call Kelly 4-7177.

Craftsman radial arm saw \$150. 6'x10' 3/4 ton stake bed utility trailer, \$300. Toyota 4-runner, 1986, \$6,500. Mistral Pandera sailboard, \$650. Call 5-3192 or 844-9853.

18x20 Yokohama 520 MX tire. Like new, \$30. Two 14" Goodyear M&S winter radials, Used one winter, \$75. Lisa 5-2317.

Pool filter, \$50, pump \$100. Call Art 5-2197 or 844-4396 evenings.

Utility trailer, cap for Subaru Brat. Make an Offer. Call 5-5447 or 257-2282 after 6 p.m.

Tandy 1000EX personal computer. Dot matrix printer DMP-106. Color monitor CM-5, games, paper, & disks. \$600. Call 255-8667 or 589-6884.

Metal cabinet, beige, excellent condition, double doors, 5 shelves, 5'6" tall, 19" deep, 36" wide. Was \$115 new. Asking \$75. 273-5544 after 7 p.m.

Six piece furniture set, \$100; K2 skis with bindings, boots and poles, \$150. Call Chris 5-3393 or 749-2543.

Queen size, full wave water bed with frame and headboard, etc. Good condition, \$100. Call 5-6597 or 844-8438.

Technics electronic piano, 6 voices, transposer, bench. 5 years old, superb condition, \$1000 or best offer. Ruthie 3-3547 or 533-4117 evenings.

Macaw babies. Hand fed blue & gold. Cuddly as puppies, \$1000. Parent-raised Eastern Rosellas, \$150. Lynne Deuschle. 5-7739 or 273-4013.

Home in Ithaca NE area, 5 BR, 2 1/2 baths, 2 fire places, 2 car garage, steal at \$149,000. Call 5-7288 or 257-0515.

Plant, Norfolk Island Pine, potted, in-door, about six feet tall, evenly grown, \$25. Call 272-0568 or 5-5265.

Six piece furniture set, \$100; K2 skis with bindings, boots and poles, \$150. Call Chris 5-3393 or 749-2543.

Mobile Home, 1976 Vista, 3 bedrooms, 14x70, set up in park, awning. Call Donna 5-6848 or 347-4967.

Roland Digital Piano. 61 keys plus damper pedal. 5 sounds: piano, e-piano, vibraphone, organ, strings. New, \$325 or b.o. Call 277-5718 after 7 p.m.

Jordache luggage, new, 42" garment bag, 25" pullman, 16" briefcase, 16" duffel bag, 12" shoulder tote, 10" travel kit, \$50 OBO. Sharon 5-4996.

GE refrigerator, 20.8 cu.ft. \$100. Call 277-4732 after 2:30 p.m.

Carpeting wall-to-wall with pad; toast taupe; sixes 8'X10', 15'X11', 2'X7' approx.; used less than a year, \$200. Call 5-3410 or 272 8068.

Owner sacrificing 24X48 mobile home, in park, on pond, near Cornell, \$26,000 OBO. Call 5-1622 days, 273-6646 evenings.

Couch-contemporary styling, blue, 84" Henredon. Excellent condition, \$175. David 5-4929 days or 272-3931 eves.

2 Century 300 children's car seats. Good shape. \$10 each. Call Karen 5-5233 or 272-6064 after 5:00 p.m.

Weight bench (incline) & barbell set (12 discs), Good condition. Original owner's manual. Assembled, \$65. Call Toni 5-5833 or evenings 273-8054.

Axels/tires/new @\$75, great for utility trailer or wagon. Two tongues @\$50—(structural metal). Lorraine Pakkala days 5-9539 eves 564-7695.

1985 Chevy Chevette, inspection guaranteed, excellent condition, 110k highway miles. Southern car, no rust. \$790 or best offer. Dick 5-4632, 272-8755.

Panasonic Editing System complete with controller, tiller, enhancer, special effects generator. Excellent condition, \$21,000, OBO. Call 749-7315 after 4 p.m.

Rug, beige, 36x66 inches, acrylic pile, fringes on two sides, excellent condition, \$12. 5-5265 or 272-0568.

Bunk bed set - wall size entertainment center - both very good condition. Call Debbie 5-0868 or 539-7598.

50 watt stereo rack system, dual cassette tape deck, turntable, radio. Wood-grain cabinet. Excellent condition. Call Connie 5-6053.

### FOR RENT

Two-bedroom apt. on farm; also stalls and paddock for one or two horses. Near Ithaca. Call Elsie, 257-5133 (O), or 273-2545.

Furnished studio room & bath, female preferred, in private residence near Cornell, \$375/mo. complete. Call Helen Swank 5-8902.

Two bedroom apartment available (11/92-3/93), close to small mall, \$550/month including heat and hot water. Call 5-8705 or 257-1022, Weiran Lou.

### FREE

Kittens, grey and grey striped. Long and short-haired. Litter trained. Call Linda 5-7165 or 564-9348 evenings.

### WANTED

Reasonably priced exercise bike in good condition. Willing to pick up. Call Trina 5-8014.

Canopy Bed - double in good condition. Please call Sherry 3-3948 until 5 P.M. or 659-5485 after 6 P.M.

Youth hockey equipment. Elbow pads & shin guards for medium build 12 year old. Call 5-5347 days or 257-4780 evenings.

Cage suitable for small rabbit or guinea pig. 272-3029 after 6.

## Cornell Recreation Club

A beautiful, sunny day; succulent pork done to a turn; corn on the cob; salt potatoes; salads and desserts galore—that's what you missed if you didn't attend CRC's 5th Annual Pork Roast at the Park. Karl and Dick Pendleton sure know how to roast a pig! Many thanks to all of the Pendletons, Jim Sheehan and all of those who helped make the day a wonderful success. Good food, good friends, great fun!



Don't miss another CRC event, call the CRC office at 255-7565 for your membership application.

Here's a look at CRC's upcoming trips and events:

- Buffalo Bills Football
- Beck's Grove Dinner Theater
- Holiday Dinner Dance at the Statler
- Children's Christmas Party
- Ring Salvation Army Bells
- The Nutcracker at Lincoln Center
- Nashville

Don't forget that CRC has some terrific discounts for Disney World, Busch Gardens, Sea World, Cypress Gardens and Universal Studios. All Cornellians are eligible! Call the CRC office for more information at 255-7565.

## Mark Your Calendars Now

# 7th Annual Employee/Family Night at the Court

## Saturday - January 16, 1993

### Cornell Big Red versus Columbia Lions

#### Women's Basketball Game

5:00 p.m.

#### Men's Basketball Game

7:30 p.m.

Volunteers are needed to help serve and will receive a complimentary meal ticket.

Please contact Janet Beebe at 5-7565.

*An evening to remember which will include a choice of meals, entertainment, and door prizes.*

## Rally Around The Red!!!

Look for your individual invitations to be sent on January 4, 1993

sign, implementation, and support of computing systems for desktop delivery of scholarly information. Assist research teams with consulting support while they explore the frontiers of electronic delivery systems.

**Requirements:** BS degree or equivalent with computer related courses. 5-7yrs. related experience. A minimum of 2yrs. experience with local area networks and telecommunications software. An in-depth knowledge of the UNIX operating system and C programming and shell-scripting. Experience supporting software development. Experience with computer systems management, network management and multi-user systems highly desirable. Send cover letter and resume to Sam Weeks.

**Health Careers Coordinator (PA4302) HRII**

**Career Center-Endowed**

**Posting Date: 10/29/92**

Coordinate the Health Careers Advising program. Provide advice to students, organize workshops/programs, develop instructional guides, support faculty advisors and college careers offices. Serve as the university's representative to professional schools. Coordinate the administration of graduate and professional school testing.

**Requirements:** Masters degree or equivalent in education or related field required. Preference given to candidates with health careers advising experience in a university environment. Otherwise 3-5yrs. experience in advising college students and administration. Send cover letter and resume to Cynthia Smithbower.

**Inventory Auditor (PA4404) HRI**

**Cost Analyst-Endowed**

**Posting Date: 11/5/92**

Provide auditing services for both the university's space and equipment inventory systems. Work with department personnel to insure compliance with applicable federal regulations.

**Requirements:** Associate's degree or equivalent required. 4yrs. experience either working with an equipment or facilities management/inventory system. Must have a working knowledge and experience with data base systems; and have excellent communication, interpersonal and organizational skills. Must have and maintain a valid driver's license. Send cover letter and resume to Cynthia Smithbower.

**Research Support Specialist II (PT4405) HRI**

**Section of Ecology and Systematics-Statutory**

**Posting Date: 11/5/92**

Conduct non-lethal biochemical and ultrasound analyses of fat and protein content of swallows. Develop and maintain data bases in PC environment. Supervise and assist in mist-net capture of swallows and monitoring of breeding success in hundreds of nests. Supervise student assistants in analysis of aerial insect samples. Prepare, analyze, and synthesize data for publication. Construct and maintain laboratory equipment.

**Requirements:** B.S. degree or equivalent in biology or related field required. 3-5yrs. of experience in several of the following: field ornithology (including mist-netting and banding); gas chromatography; ultrasound fault-detection; computer programming and data base management; insect sampling and identification. Send cover letter and resume to Sam Weeks.

**Assistant Director for Arts and Sciences and Fellowships (PA4402) HRI**

**University Career Center-Endowed**

**Posting Date: 11/5/92**

Coordinate fellowship/scholarship advising program for university faculty and students. Provide support to faculty fellowship advisory board and coordinate activities of several faculty committees for candidate selection. Provide career programming and advising for Arts and Sciences students in the Humanities and Expressive Arts, and in the computer science and mathematics departments.

**Requirements:** Master's degree or equivalent. Bachelor's degree or equivalent preferably in a liberal arts field. 3-5yrs. prior work experience in an

academic/teaching setting. Ability to interact effectively with faculty. Strong written and oral communication skills. Interest in relationship between liberal arts and careers. Send cover letter and resume to Cynthia Smithbower.

**MIS System Programmer (PT4204) HRI**

**ILR-Resident Division-Statutory**

**Posting Date: 10/22/92**

Work on special administrative information projects. Analyze function and performance requirements. Write and maintain special applications programs, document programs and train staff to use programs as necessary. Diagnose and fix problems with applications programs and procedures. General consulting, problem solving, trouble shooting and referral for administrative users. Advise and assist users in feasibility and design of computer projects. Develop skills and experience in programming and operating environments.

**Requirements:** Bachelor's degree or equivalent experience and 5-6yrs. experience writing administrative applications. Extensive experience using IBM PC'S or compatibles, Macintoshes and UNIX operating systems. Extensive experience using LOTUS, DBASE and other spreadsheet and database management systems. Expert knowledge of database concepts and systems such as ADABAS, SQL, Informix, Oracle and object oriented programming. Ability to handle sensitive and confidential data. Send cover letter and resume to Sam Weeks.

**Executive Staff Assistant II (PC4110) HRI**

**Plant Breeding and Biometry-Statutory**

**Posting Date: 10/15/92**

Provide staff assistance to the executive director of International Service for the Acquisition of Agribiotech Applications. Prepare and write highly sensitive reports; coordinate telecommunications; prepare accounting reports; train, supervise, and evaluate office staff; coordinate schedules; develop policies; maintain confidential records. Available as long as funding lasts.

**Requirements:** BS degree or equivalent in business or related international area. 5-7yrs. related experience. Requires independent judgement. Skillful communication techniques. Originality and accounting skills. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Pipe Shop Trades Supervisor (PG2402) HRI**

**Maintenance and Service Operations-Endowed**

**Posting Date: 10/8/92 Repost**

Supervise the Maintenance and Service Operations Pipe Shop which includes: 30 welders, steam fitters, and plumbers who perform work on water, sewer, and steam systems on the Cornell campus.

**Requirements:** Must have 7yrs. experience in the plumbing field. Must be able to become a registered plumber with the city of Ithaca and must maintain a valid NYS drivers license. Proven history of management experience. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include and employee transfer application.

**Research Support Specialist I (PT3605) HRI**

**School of Chemical Engineering-Endowed**

**Posting Date: 9/10/92**

Design and conduct experiments involving differentiated cells and vesicles. Provide support to a research group (primarily graduate students) in instruction in maintenance of analytical devices, and in appropriate laboratory procedures. Perform and assist in experiments using radiolabels. Establish and maintain primary cell lines. Operate HPLC and Coulter Counter. Perform ELISA and gel electrophoresis (DNA and protein gels). Maintain equipment.

**Requirements:** B.S. or equivalent in

biochemistry, cell biology, microbiology or related area. Experience with mammalian cell tissue culture is essential. At least 2yrs. as laboratory technician is desirable. Send cover letter and resume to Sam Weeks.

**Applications Programmer II (PT2205) HRI**

**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 2-3yrs. 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.

**Professional Off-Campus**

**Research Support Specialist II (PT4404) HRI**

**Entomology/Geneva-Statutory**

**Posting Date: 11/5/92**

Provide technical and research assistance in an entomology lab involving studies of lepidoptera resistance (development and genetics) to *Bacillus thuringiensis*. Maintain diamondback moth colonies. Test colonies with various toxicants and physiological or behavior modifying compounds. Conduct lab and field studies on genetics, development and management of insecticide resistance. Compile and analyze experimental results. Prepare reports. Supervise part-time help and assist grad students and staff.

**Requirements:** MS degree or equivalent in entomology or related science. Experience in maintaining insects colonies, especially lepidoptera. Working knowledge of computers and statistics. Ability to work independently. Supervisory experience. Send cover letter and resume to Sam Weeks.

**Professional Part-Time**

**Applications Programmer/Analyst I (PT4207) Level 32**

**Mechanical and Aerospace Engineering-Endowed**

**Posting Date: 10/22/92**

Develop a large program in support of a research group. Write and maintain code to implement additional functionality in existing programs, new applications and system utilities. Project will involve interactive computer graphics, database concepts, distributed processing and use of the Cornell supercomputer. Maintain workstation and network facilities.

**Requirements:** BS degree or equivalent in a technical field with experience in FORTRAN and C; UNIX; and color graphics. Experience with data structures helpful. Send cover letter and resume to Sam Weeks.

**Staff Nurse (PA4403) HRI**

**University Health Services-Endowed**

**Posting Date: 11/5/92**

Assist the RN supervisor with the management of clinic flow and operation of contraception, gynecology and sexuality services (CGSS). Monday-Friday, 20hrs/week.

**Requirements:** BSN degree in nursing - current NYS license. 2yrs. ambulatory care experience; 1-2yrs. family planning background desirable. CPR BLS level certification within 1yr of employment. ANA college health certificate desirable. Send cover letter and resume to Cynthia Smithbower.

**Assistant Coordinator, CIVITAS (PA4103) HRI**

**Cornell United Religious Work-Endowed**

**Posting Date: 10/29/92 Repost**

Under the supervision of the coordinator, initiate and develop a student managed volunteer program to serve

the human service organizations and public schools of Tompkins county. Supervise writing of weekly ad in the Cornell Daily Sun; supervise maintenance of community service bulletin board; contribute to public service newsletter. Organize and assemble information for annual report. Monday-Friday, 9 1/2 months, 1pm-5pm.

**Requirements:** Bachelor's degree or equivalent, preferably with a major in the social sciences or related field. Background in counseling and student personnel work. Awareness and knowledge of the Ithaca community, especially human service agencies and the school system. Familiarity with the university; ability to relate well with college students; excellent listening skills. Familiarity with Macintosh. Send cover letter and resume to Cynthia Smithbower.

**Professional Part-Time Temporary**

**Temporary Part-Time Applications Programmer (PT3806)**

**Albert R. Mann Library-Statutory**

**Posting Date: 9/24/92**

Provide technical and systems support for large scale electronic journals research project including UNIX operating system configuration and maintenance; network configuration; applications software installation and configuration; and file system management. Some work with 3rd party hardware peripheral installation and management.

**Requirements:** BS degree or equivalent. Experience with UNIX operating system configuration and maintenance, TCP/IP network management, and maintenance of a large scale mass storage installation. Programming with shell scripts, AWK, SED, some C, and x-windows experience desirable. Good oral and written communication skills and proven ability to work with a team. Send cover letter and resume to Sam Weeks.

**Boyce Thompson Institute**

**Research Assistant**

**Molecular Biology**

**Posting Date: 10/22/92**

Participate in a project using in vitro transcription to study the regulation of maize mitochondrial promoters. Prepare transcriptionally active protein extracts from maize mitochondria, use recombinant DNA techniques to construct appropriate promoter test plasmids, conduct transcription assays, and analyze results using radioactive imaging and autoradiography. Experience with manipulations of DNA and/or protein is highly desirable. Applicable techniques include differential centrifugation, column chromatography, FPLC, restriction endonuclease digestions, gel electrophoresis, transformation of E. Coli and plasmid DNA purification. Limited laboratory maintenance duties, including processing of purchase orders and general organizational tasks.

**Requirements:** Bachelor's degree in biology/biochemistry or equivalent. Salary commensurate with experience, minimum \$13,690. Contact Anne Zientek, 254-1239.

**Technical**

**Technician GR20 (T4306)**

**Veterinary Pathology-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Provide technical support and perform experiments for the Cancer Biology Lab studies on the role of endothelial cell adhesion molecules in cancer metastasis. Isolate and culture cells. Perform tumor cell/endothelial cell adhesion assays. Assist in generating monoclonal antibodies. Keep routine records. Order supplies. Maintain tissue culture lab.

**Requirements:** Bachelor's degree or equivalent in the biological sciences. 1-2 yrs. experience in tissue culture and molecular and biochemical techniques. Send cover letter and resume to Sam Weeks.

**Technician GR20 (T4304-5)  
Division of Nutritional Sciences-Statutory****Minimum Biweekly Salary: \$590.45  
Posting Date: 10/29/92**

Provide technical lab support for a program investigating vitamin metabolism in humans. Analyze blood for various nutrition related factors including vitamin A and carotene. Perform solvent extractions, HPLC separation/quantification, and gas chromatography-mass spectrometry. Maintain lab, glassware and supplies. Assist in recruiting subjects. Assist in maintaining computer bibliographic and reprint files.

**Requirements:** BS degree or equivalent in biological science or chemistry required. 2-3yrs. lab experience including quantitative analytical procedures. Experience with solvent extraction, gas, or liquid chromatography and human metabolic studies preferred. Send cover letter and resume to Sam Weeks.

**Animal Health Technician GR20 (T4203)****Veterinary Medical Teaching Hospital-Statutory****Minimum Biweekly Salary: \$590.45  
Posting Date: 10/22/92**

Provide support therapy for ICU patients and assist with emergency procedures. Teach intensive care and emergency protocol to students assigned to ICU duty. 39hrs/rotating shifts.

**Requirements:** A.A.S. in animal health technology, NYS licensure or eligible. Experience working with small animals and an interest in teaching critical care. Send cover letter and resume to Sam Weeks.

**Field Technician/Lab Assistant GR20 (T4108)****Quality Milk Promotion Services-Statutory****Minimum Biweekly Salary: \$590.45  
Posting Date: 10/15/92**

Provide field technical support to extension veterinarian including surveys, sampling cows, checking milking systems and conferences with dairymen. Input survey and culture data into computer, assist with some clerical duties, occasional laboratory responsibilities, including plating, housekeeping, etc. as needed.

**Requirements:** AAS degree or equivalent in animal science. 2yrs. dairy farm experience preferred. Certified animal health technician preferred. Knowledge of computer software programs and ability to type. Good communication and interpersonal skills. Send cover letter and resume to Sam Weeks.

**Research Equipment Technician GR21 (T4210)****Division of Biological Sciences-Endowed****Minimum Biweekly Salary: \$615.42  
Posting Date: 10/22/92**

Assist in instrument repair and maintenance function for the division. Repair and maintain all types of scientific research and teaching lab equipment, e.g. shakers, cold boxes, microfuges, fraction collectors, gel boxes, incubators, heaters, power supplies, chart recorders, water baths, vacuum pumps, etc. Initiate and maintain small equipment preventive maintenance program. Train users on proper machine shop techniques.

**Requirements:** AAS degree or equivalent. 1-2 years related experience. Knowledge of lab equipment, simple electronic design and familiarity with computers. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3303)  
Diagnostic Laboratory/Clinical Pathology-Statutory****Minimum Biweekly Salary: \$615.42  
Posting Date: 8/20/92**

Perform various diagnostic tests in hematology, cytology, chemistry and immunology. Use computer for data entry and retrieval. **Requirements:** AAS in medical technology required. BS in medical technology and ASCP certification. 1-2 yrs. clinical laboratory experience. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3903)  
Diagnostic Lab-Statutory****Minimum Biweekly Salary: \$615.42  
Posting Date: 10/1/92**

Provide technical support for service, research and teaching projects in diagnostic toxicology. Conduct analysis of toxicants and drug related compounds. Perform thin layer, liquid, and gas-liquid chromatography; atomic absorption, and other analytical techniques. Maintain integrity of samples and chain of custody. Prepare reagents. Order supplies.

**Requirements:** BS in science or equivalent experience required. 1-2yrs. lab experience. Typing and computer skills helpful. Send cover letter and resume to Sam Weeks.

**Technician GR21 (T3701)  
Avian and Aquatic Animal Medicine-Statutory****Minimum Biweekly Salary: \$615.42  
Posting Date: 9/17/92**

Perform various virological and immunological assays in a research laboratory, including cell cultures, virus isolations, cell-mediated cytotoxicity assays, preparations of media and reagents. Handling and inoculation of experimental animals (mostly chickens) and collection of samples. Order and prepare media and reagents. Assist grad students.

**Requirements:** Bachelor's degree or equivalent in immunology, microbiology or related field. At least 2yrs. experience in a research laboratory including handling of radioisotopes and cell cultures. Experience with sterile techniques. Equipment: ultracentrifuges, gamma and beta counters, spectrophotometers, microscopes, etc. Send cover letter and resume to Sam Weeks.

**Technician GR22 (T3801)  
Food Science and Technology-Statutory****Minimum Biweekly Salary: \$641.92  
Posting Date: 11/5/92 Repost**

Provide technical lab support by carrying out specialized physiological, biochemical, immunological and genetic experiments with plants and their tissue cultures. Record and analyze data. Order chemicals and supplies. Instruct graduate students in the use of laboratory equipment. Perform general laboratory work and upkeep.

**Requirements:** B.S. or equivalent required. M.S. degree preferred in plant physiology, biochemistry, molecular biology or related fields is required. Must be familiar with general biochemical, immunological and molecular biology techniques, including HPLC, FPLC, column chromatography, gel electrophoresis, handling of radioisotopes, sterile techniques and tissue culture propagation. Knowledge in the use of a personal computer for word processing and data analysis is required. Send cover letter and resume to Sam Weeks.

**Technician GR22 (T4202)  
Animal Science-Statutory****Minimum Biweekly Salary: \$641.92  
Posting Date: 10/22/92**

Supervise and carry out routine meat animal slaughter, carcass evaluation, carcass fabrication and meat merchandising. Assist in sample collection and analysis. Assist with teaching meat science undergrad courses. Maintain facilities and equipment to USDA requirements.

**Requirements:** BS degree or equivalent in animal science, food science or related field. 1yr. experience in meat animals slaughter, carcass evaluation, carcass fabrication and meat processing. Teaching skills. Computer experience: spreadsheet and word processing desirable. Send cover letter and resume to Sam Weeks.

**Technical Off-Campus****Technical Assistant GR15 (T4403)  
Entomology/Geneva-Statutory****Minimum Full-time equivalent: \$499.20  
Posting Date: 11/5/92**

Provide assistance in an entomology lab. Rear colonies of insects for pheromone biochemistry and behavior studies. Maintain rearing equipment.

Set up insects (larvae, pupae and adults) for experiments. Prepare media. Maintain glassware. Some weekend hours.

**Requirements:** High school diploma or equivalent including at least one course in biology or chemistry. Experience in insect rearing or biological lab work. Must be able to work with minimum supervision. Send cover letter and resume to Sam Weeks.

**Laboratory Technician GR20 (T4101)  
Quality Milk Promotion Services/Genevo-Statutory****Minimum Biweekly Salary: \$590.45  
Posting Date: 10/15/92**

Provide technical microbiology lab and administrative support for a veterinarian and field technicians promoting quality milk. Culture milk samples for isolation of mastitis causing organisms. Perform microscopic examination of stained films or wet preparations. Identify mastitis organisms biochemically and serologically. Perform antibiotic sensitivity tests. Perform brucellosis card tests. Keep accurate records of procedures and results. Enter data into a computer. Clean and sterilize glassware. Maintain stock cultures, equipment and supplies.

**Requirements:** BS degree or equivalent in microbiology. At least 2yrs. microbiology coursework and experience in diagnostic microbiology. Typing and strong communication skills. Basic knowledge of computer programs: WP 5.1 and Lotus. Ability to work with minimal supervision. Send cover letter and resume to Sam Weeks.

**Technical Part-Time****Part-Time Computer Operator GR21 (T4308)****Theory Center-Endowed  
Minimum Full-time Equivalent: \$615.42****Posting Date: 10/29/92**

Operate multiple computer systems which supply advanced scientific computing resources to a national data base of users. Monitor and control the operations of computer systems following the policies and procedures to obtain maximum performance and reliability. Verify and mount magnetic tapes containing user and/or system data. Assist in diagnosing irregular computer operation problems and refer for resolution. Analyze errors or equipment failures and take corrective action. Maintain on-going technical knowledge by seminars, workshops, etc.

**Requirements:** AAS degree or equivalent in education and experience. 1-2yrs computer related experience. Ability to work alone. Knowledge of hardware, software, peripherals, and the UNIX operating system highly desirable. Good communication, interpersonal, and technical skills. Send cover letter to Sam Weeks.

**Histotechnologist GR21 (T4303)  
Vet Anatomy-Statutory****Minimum Full-time Equivalent: \$615.42****Posting Date: 10/29/92**

Perform a wide range of histological, histochemical, and immunocytochemical procedures on paraffin, plastic, or frozen tissue sections. Maintain lab equipment and supplies. Review and evaluate new techniques, reagents, and equipment. Assist in the collection, preservation, and cataloging of specimens.

**Requirements:** BS degree or equivalent with ASCP certification. 2-4yrs. histological lab experience. Send cover letter and resume to Sam Weeks.

**Technical Temporary****Temporary Technician (T4208)  
Fruit and Vegetable Science-Statutory****Posting Date: 10/22/92**

Conduct chemical analysis of fruit products. Maintain lab facilities in a safe and orderly manner. Record and maintain research results. Perform library searches. 20-39hrs/week.

**Requirements:** BS degree or equivalent

with coursework in organic chemistry. Experience in data collection and record keeping. Familiarity with libraries and library searches. Send cover letter and resume to Sam Weeks.

**Service Research Technician (T4001)  
Entomology-Statutory****Hiring Rate: \$7-9.00  
Posting Date: 10/8/92**

Provide technical support in a laboratory conducting studies in toxicology, molecular genetics, and receptor ligand interactions. Conduct biochemical assays on insects. Order supplies, general laboratory maintenance, data analysis, recordkeeping and library work.

**Requirements:** BS degree or equivalent in a biological science or relevant course experience. Master's degree or relevant job experience with biochemical assays strongly desired. Send cover letter and resume to Sam Weeks.

**Office Professionals****Office Assistant GR17 (C4402)  
General Stores-Endowed****Minimum Biweekly Salary: \$530.38  
Posting Date: 11/5/92**

Act as telephone receptionist and fulfill all data entry functions at the General Stores office.

**Requirements:** High school diploma or equivalent. 1-2yrs. experience at data entry with proven record of accuracy. 1-2yrs. experience as telephone receptionist. Excellent communication and interpersonal skills. Familiarity with trades terminology. Experience in a warehouse operation. Medium typing. Ability to work with a variety of people. Willing to learn new things. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Secretary GR17 (C4405)  
Family Life Development Center-Statutory****Minimum Biweekly Salary: \$530.38  
Posting Date: 11/5/92**

Provide telephone reception and general office support to the staff of the Child Protective Services Training Institute. Appointment until 9/30/93.

**Requirements:** High school diploma or equivalent. Minimum 6 months related office experience. Familiar with Macintosh computer and word processing programs. Excellent organizational, interpersonal and communication (written and oral) especially concerning telephone communications. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Exhibit Assistant GR18 (C2608)  
Media Services-Statutory****Minimum Biweekly Salary: \$542.89  
Posting Date: 10/29/92 Repost**

Design and construction of exhibits, displays and signage using a variety of tools, materials and technologies.

**Requirements:** High school diploma or equivalent required. Associates in graphic design, fine arts or related field or equivalent preferred. 1-2 years related experience in design, layout, and typography and graphic arts required. External applicants send cover letter and resume to Esther Smith, Employment Services, EHP #2. Employees should include an employee transfer application.

**Secretary GR18 (C4403)  
Alumni Affairs-Endowed****Minimum Biweekly Salary: \$542.89  
Posting Date: 11/5/92**

Provide secretarial/clerical support to the Assistant Director Minority Programs and the Business Manager Alumni Affairs; Assist with all aspects of minority programs and business operations.

**Requirements:** High school diploma or equivalent. Business or secretarial school preferred. 1-2yrs. related office experience required. Excellent organizational and communication skills. Ability to work under pressure with heavy work load and be flexible. Knowledge of Macintosh computer software pre-

ferred. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Serial Records Assistant GR18 (C3502)**

**Mann library-Statutory**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 10/22/92 Repost**

Records receipt of serial publications and performs related serial maintenance activities. This includes searching the online system and recording holdings of serials, claiming unreceived 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 1-2yrs. 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, East Hill Plaza #2. Employees should include an employee transfer application.

**Preservation Assistant GR18 (C4107) Preservation/Conservation/Olin Library-Endowed**

**Minimum Biweekly Salary: \$542.89**

**Posting Date: 10/15/92**

Assist the preservation reformatting librarian of the southeast asian collection in pre- and post-filming procedures. Maintain statistics on items searched, filmed, and cataloged. Supervise the work of student assistants. Appointment until 12/31/94.

**Requirements:** High school diploma or equivalent. Associates degree preferred. 1-2yrs. related experience. Good interpersonal skills. Excellent organizational and work-flow skills. Attention to detail. Ability to work independently. Previous library experience especially in searching and acquisitions procedure. Knowledge of microfilming techniques and equipment. Computer skills especially IBM-PC and WordPerfect. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Secretary GR19 (C4404)**

**Public Affairs/University Development-Endowed**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 11/5/92**

Provide administrative and secretarial support for an assistant director and a development assistant in the Cornell Fund.

**Requirements:** High school diploma or equivalent. Some college coursework preferred. 1-2yrs. previous experience in volunteer support, especially fundraising volunteers, highly desirable. Excellent organizational, interpersonal and communication (written and oral) skills, especially concerning telephone communication. Knowledge of Cornell preferred. Very good typing skills, proficiency on Macintosh hardware and software preferred. 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 GR19 (C4301)**

**Computer Science-Endowed**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 10/29/92**

Serve as information resource for department, staff, and visitors; provide administrative and clerical support to director of administration, personnel assistant and other administrative staff.

**Requirements:** Associates degree or equivalent. Minimum of 2yrs. related experience. Microcomputer skills. Ability to set priorities. Self-starter with demonstrative initiative. Excellent communication and organizational skills.

Ability to interact with diverse group of people. Medium typing. Send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Administrative Secretary GR19 (C4202)**

**Cooperative Extension-Statutory**

**Minimum Biweekly Salary: \$566.28**

**Posting Date: 10/22/92**

Provide confidential administrative support services for 2 extension admin program leaders in the program unit. Maintain accurate communications with staff diverse clientele, including research and preparation of responses as necessary. Knowledgeable in several computer softwares.

**Requirements:** High school diploma or equivalent. 2yr. secretarial science degree preferred. Minimum 2yrs. of office experience with knowledge of computer software essential. Must be able to set priorities, work independently and as a team member in a complex, active environment. Maintain confidentiality. 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 (C4408)**

**Agricultural and Biological Engineering-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 11/5/92**

Assist professor in administering a large program in environmental quality/renewable fuel areas as the program goes through a substantial transition. Preparation of reports, papers, grant proposals; assist in organizing an off-campus (Game Farm Rd.) wet-chemistry biology laboratory; arrangement of meetings, travel schedules, etc. Appointment until 6/30/93, contingent upon funding.

**Requirements:** A.A.S. or equivalent. 2-3yrs. administrative/secretarial experience. High speed, accurate typing. Shorthand/transcription. Very good grammar, spelling, punctuation. Well-developed communication skills. Thorough knowledge of word processing (MAC). Ability to work independently. Heavy typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Administrative Aide GR20 (C4401)**

**Public Affairs/University Development-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 11/5/92**

Provide administrative and secretarial support to the director and associate director of Corporate Development.

**Requirements:** Associates degree or equivalent required. 2-3yrs. related experience. Excellent typing skills and ability to operate (or learn to operate) and be comfortable with advanced office machinery such as the Apple Macintosh. Strong organizational, communication (oral and written), and telephone skills. Ability to work independently and without supervision. Self starting. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Interlibrary Services Coordinator GR20 (C4305)**

**Access Services/Olin Library-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Responsible for much of the daily coordination of the interlibrary borrowing service for CUL's endowed units and the ILR school. Also responsible for searching interlibrary loan requests, maintaining computer applications for statistics and borrowing requests. Maintain multiple borrowing files.

**Requirements:** Associates degree or equivalent. BA degree or equivalent preferred. Ability to work with foreign languages. Strong interpersonal and communication skills. Experience working in an academic or research library and with microcomputers. Experience

working in an Interlibrary Loan Department is desired. External applications send cover letter and resume to Esther Smith, Employment Services, EHP #2. Employees should include an employee transfer application.

**Banquet Supervisor GR20 (C4304)**

**Statler Hotel/Banquets-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Under general supervision, helps supervise and coordinate activities of banquet personnel to provide prompt and courteous service to guests. Flexible nights and weekend hours.

**Requirements:** Associates degree or equivalent. Good knowledge of food and proper types of service. A minimum of three years table service experience; supervisory experience preferred. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Senior Special Collections Assistant GR20 (C4303)**

**Rare and Manuscript Collections/Kroch Library-Endowed**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/29/92**

Participate in public service activities on-site and mail and reference support, reading room supervision, rare book and manuscript acquisition and processing, collection management and paging support.

**Requirements:** Associates degree or equivalent preferred. Previous library experience preferred. Excellent communication, interpersonal, and organizational skills. Ability to perform detailed and complex tasks with attention to accuracy. Reading knowledge of one or more Western European languages preferred. Familiarity with online bibliographic databases and word processing experience preferred. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees include an employee transfer application.

**Secretary GR20 (C4203)**

**Cooperative Extension-Statutory**

**Minimum Biweekly Salary: \$590.45**

**Posting Date: 10/22/92**

Coordinate and supervise the daily business and personnel operations of the Martha Van Rensselaer Hall portion of the program unit for Cornell cooperative extension. Provide staff assistance for the federal plan of work and annual reporting requirements. Provide administrative assistance to senior extension associate and others if required. Other duties as assigned. **Requirements:** Associate's degree in secretarial science with a minimum of 2-3yrs. secretarial experience. Proficiency at operating different levels of canned and written software. Possess strong organizational and office management skills. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Assistant to the Director GR22 (C4302) School of Applied & Engineering Physics-Endowed**

**Minimum Biweekly Salary: \$641.92**

**Posting Date: 10/29/92**

Provide administrative support for the director of an academic department. Oversee information flow and activities of the director's office. Coordinate report preparation, design and maintain statistical databases, coordinate special events. Act as liaison with alumni, corporate representatives and faculty.

**Requirements:** Associate's degree or equivalent work experience, including public relations and administrative support. 2-3yrs. related experience. Effective interpersonal and communication skills. Ability to work independently and creatively and exercise discretion and confidentiality. Demonstrated writing skills. Macintosh word processing, spreadsheet and database software experience. Medium typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza

#2. Employees should include an employee transfer application.

**Office Professionals Part-time**

**Office Assistant GR17 (C4109)**

**Natural Resources-Statutory**

**Minimum Full-Time Equivalent: \$530.38**

**Posting Date: 10/15/92**

Function as receptionist for ICET and provide clerical assistance to administrative aide. Type correspondence, reports, etc.; handle travel reimbursements; answer telephones; mail; photocopy. Other duties as assigned. Until 9/30/94. 20hrs/week.

**Requirements:** High school diploma or equivalent. 6 months job related experience. Good organizational and interpersonal skills. Familiar with IBM-PC using WordPerfect 5.1. 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 GR18 (C4103)**

**Plant Breeding and Biometry-Statutory**

**Minimum Full-time Equivalent: \$542.89**

**Posting Date: 10/15/92**

Provide secretarial support to faculty in the biometrics unit; type correspondence, course materials, and technical manuscripts; photocopying and other duties as assigned; serve as back-up for answering telephones and handling mail. 4-5hrs/day, flexible.

**Requirements:** High school diploma or equivalent; some college coursework preferred. 1yr. related office experience; familiarity with word processing, preferably on IBM PC or Mac; technical typing desirable (training provided); good interpersonal and organizational skills. Accuracy important. 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 GR18 (C4108)**

**Neurobiology and Behavior-Statutory**

**Minimum Full-time Equivalent: \$542.89**

**Posting Date: 10/15/92**

Computer-based text and graphics processing and editing; ordering supplies and maintaining inventories; coordinating and trouble shooting administrative procedures; extending support to co-workers and staff for a large biology course. High level of confidentiality: Student grades, generating exams and answers. 20hrs/4 days.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. 1-2yrs. related experience. Experience with Macintosh computers and office-based software or aptitude to learn specific software programs. Heavy typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Accounts Assistant GR19 (C3707)**

**Human Development and Family Studies-Statutory**

**Minimum Full-time Equivalent: \$566.28**

**Posting Date: 9/17/92**

Process standard vouchers, purchase orders and interdepartmentals for busy academic department. Assist administrative supervisory with other accounting activities. Monday-Friday, 8am-12noon, 20hrs.

**Requirements:** High school diploma or equivalent required. Some college coursework preferred. 1-2yrs. previous Cornell accounting experience, or fund accounting experience in other settings. IBM computer, WordPerfect 5.1 and Lotus. Light typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**Administrative Assistant GR19 (C3701)****Facilities Engineering-Endowed Minimum Full-time Equivalent: \$566.28****Posting Date: 9/17/92**

Provide basic and specialized administrative and clerical support services for architectural, engineering, and design staff of the facilities engineering department. Transcribe, type, edit and modify various types of office correspondence and documentation. Range of work includes basic office correspondence, detailed construction bid documents, project specifications, and technical reports. Provide front-line training and support for computer software applications (wordprocessing, spreadsheet, and terminal emulator) and telephone (system 85 and audix). Arrange and coordinate all aspects of departmental travel, to include processing vouchers. There will be occasions when a full work week will be required. Monday-Thursday, 11-5, Friday, 11-4.

**Requirements:** High school diploma or equivalent required. Associates degree or equivalent preferred. 2yrs. working with word processing systems in an office-environment environment. Experience with Macintosh computers and software very desirable. Must demonstrate sound interpersonal and organizational skills. Heavy 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.

**Senior Night Supervisor GR20 (C4407)****Physical Sciences Library-Endowed Minimum Full-time Equivalent: \$590.45****Posting Date: 11/5/92**

Responsible for the security, maintenance, and provision of all services of the Physical Sciences Library during evening hours (occasional weekends) usually without the presence of any regular library staff. Also responsible for the provision of the table of contents and photocopy services. Assist in the training and scheduling of student staff. Monday-Thursday 6pm-12midnight.

**Requirements:** Associates degree or equivalent required with coursework in the physical sciences desired. 2-3yrs. related experience. Must be able to work effectively in a changing environment with interruptions. Demonstrated ability to act responsibly and with good judgement when interpreting and enforcing policies. Demonstrated reliability essential. Ability to work effectively with all levels of the academic community. Familiarity with computers. Previous experience in library public services desired. Light typing. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Casual****Cashier/Data Entry (S3813)****Ornithology****Casual Appointment****Posting Date: 10/1/92**

The Crow's Nest Birding Shop is seeking an individual to perform data entry and cashiering duties. Answer phones. Must be very customer service oriented. Please send cover letter and resume to Karen Raponi, Employment Services, East Hill Plaza #2. Hours are Saturday and Sunday 10am-4pm. Other weekday hours as needed.

**General Service****Dish Machine Operator SO02 (G4304)****Statler Hotel-Endowed****Hiring Rate: \$6.90****Posting Date: 10/29/92**

Maintains a consistent supply of clean dishes, glassware, flatware, post and silver. Keep work area and garbage area at an acceptable level of neatness and cleanliness. 10 month appointment, flexible; nights and weekends.

**Requirements:** Must be able to read

and write. Basic math skills (counting, recording). Experience as a dish machine operator desired. Regular CU employees only. Send employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2.

**Room Attendant SO03 (G4401)****Statler Hotel Housekeeping-Endowed****Hiring Rate: \$7.18****Posting Date: 11/5/92**

Responsible for maintaining the highest standards of cleanliness for the hotel, giving guests, students and employees the best service available. 10 month position, flexible nights and weekends.

**Requirements:** High school diploma or equivalent. Basic reading and writing skills. 2yrs. hotel housekeeping experience preferred. Regular CU employees only. Send employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2

**Boiler Operator Helper TO-2 (G4303)****Utilities-Endowed****Posting Date: 10/29/92**

Responsible for processing ashes, coal and/or other fuels at the Central Heating Plant using mechanical or other systems provided. Checks and maintains mechanical systems and learns the boiler operator's job by assisting and through formal training. Rotating shifts.

**Requirements:** High school education or equivalent. N.I.U.L.P.E. license desirable. Ability to learn boiler operator functions. Good physical condition, sufficient to work effectively in boiler plant environment including noise, heat, climbing stairs, lifting, etc. Must be available for rotating shift which includes weekends and holidays. External applicants send cover letter and resume to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include employee transfer application.

**Boiler Operator TO14 (G4302)****Utilities-Endowed****Posting Date: 10/29/92**

Operates the fuel feed systems at the plant in order to keep boilers operating at demand loads. Assists plant operator with additional duties to keep the plant operating safely and efficiently. Performs certain duties concerning water chemistry, adding chemicals and laboratory analysis of the water used at the plant. Rotating Shifts which include weekends and holidays.

**Requirements:** High school diploma or equivalent. N.I.U.L.P.E. license desirable. Substantial experience in power plant operation and good mechanical ability preferred. Regular CU employees only. Send cover letter, resume, and employee transfer application to Esther Smith, Employment Services, East Hill Plaza #2.

**General Service Part-time****Night Custodian SO02 (G4301)****Dining Services-Endowed****Hiring Rate: \$6.90****Posting Date: 10/29/92**

Performs the routine cleaning of an assigned area. Monday-Wednesday, 5:30p.m.-midnight; Thursday-Friday, 5:30p.m.-1:30a.m. 32hrs/week.

**Requirements:** Basic reading and writing skills. Some related experience desirable. Must be in good physical condition. Able to lift 60 pounds and climb an 8' ladder. External applicants send application to Esther Smith, Employment Services, East Hill Plaza #2. Employees should include an employee transfer application.

**General Service**

Send application materials

for the following positions

to: **Cynthia Smithbower,**

**Employment Services, 160**

**Day Hall.**

**Dairy Worker SO06 (B4301)**

**Animal Science-Statutory**

**Hiring Rate: \$8.26****Posting Date: 10/29/92**

Care for, feed, milk dairy animals. Maintain facilities where animals are housed. Perform supervisory duties in absence of the night supervisor. Monday-Friday, some weekends, evening shift and night hours, flexible.

**Requirements:** High school diploma or equivalent. New York State drivers license. 4-6yrs. directly related experience. Pre-employment physical required. Some heavy lifting. Send applicant materials to Cynthia Smithbower.

**Academic****Africana Center/Women's Studies****Africana Studies/Women's Studies Program****Posting Date: 11/5/92**

Joint tenure-track faculty position at the assistant professor level (with the possibility of appointment at a higher level for an exceptionally qualified candidate). Seeking scholarly research, publications, and teaching focus on the intersection of gender and race in either of the following categories: Social sciences and education; popular culture, particularly visual or performing arts, communications or media; material culture; ethnomusicology; folklore. Someone whose work bridges any two African world areas such as African and African-American, African and African-Caribbean, or African-American and African-Caribbean. Candidates should ask three referees to send letters of recommendation and should themselves submit a letter of application and 2 copies of a single representative publication or dissertation chapter and of their curriculum vitae. All materials should be sent to Professors Locksley Edmondson and Sally McConnell-Ginet, Joint Search Committee, 310 Triphammer Road, Cornell University, Ithaca, NY 14853. Review of materials will begin by January 15, 1993.

**Faculty Position****Department of Modern Languages and Linguistics****Posting Date: 10/29/92**

The Department of Modern Languages and Linguistics invites applications for a tenure-track position in morphology, syntax, semantics, or their interfaces. A significant record of research in a language or language area other than English is

required. Ph.D. required. To assure careful consideration, candidates should send letter of application, Curriculum Vitae, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Whitman, Chair, Search Committee I, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply.

**Faculty Position****Department of Modern Languages and Linguistics****Posting Date: 10/29/92**

The Department of Modern Languages and Linguistics invites applications for a tenure-track position in one of the following areas: sociolinguistics, discourse analysis/pragmatics, or historical linguistics. A significant record or research in a language or language area other than English is required. Ph.D. required. To assure careful consideration, candidates should send letter of application, Curriculum Vitae, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Jasanoff, Chair, Search Committee II, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply.

**Teaching Associate****Department of Chemistry****Posting Date: 10/29/92**

The Department of Chemistry is seeking applicants qualified to be Teaching Associates in general chemistry and other chemistry courses. Duties will include conducting laboratory sessions and/or grading and holding office hours. A BS or BA in chemistry, biology, or physics is required. An MS and teaching experience is preferred. Please send application, including resume and references to John Terry, Department of Chemistry, Baker Laboratory, Cornell University, Ithaca, NY 14853-1301