

CORNELL Chronicle

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Commentary

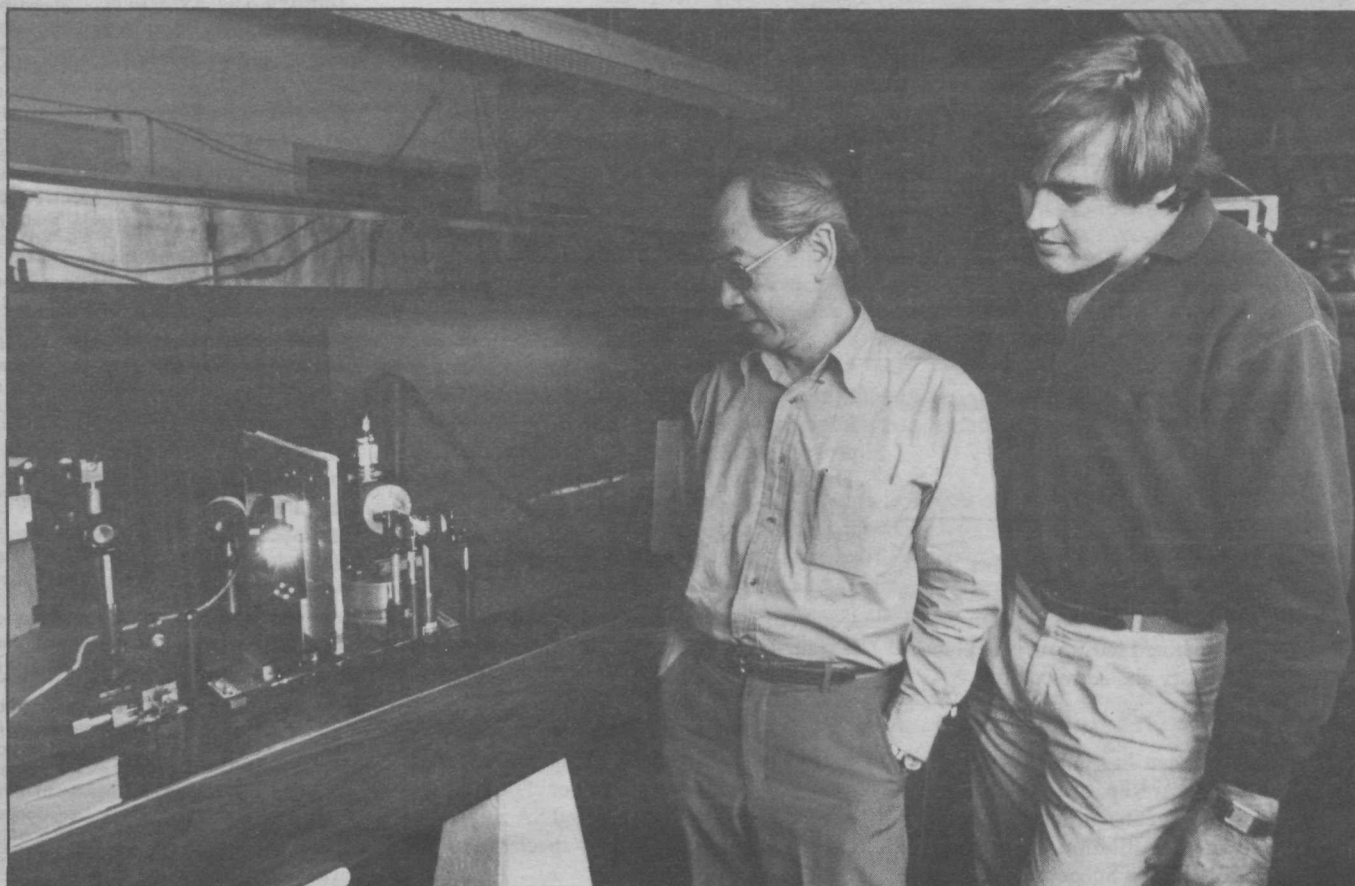
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Should the Statler Club be open to all university employees? One staff member says "yes," while a former president of the club says "no."

Strategic planning

6-7

The fact-finding phase of strategic planning has been completed with the filing of seven reports identifying 49 issues deemed vital to the mission and operation of the university.



C.L. Tang (left), the Spencer T. Olin Professor of Engineering in the School of Electrical Engineering, and research specialist Randall Lane observe their tunable laser in Clark Hall.

Peter Morenus/University Photography

First broadly tunable laser is now available

By Larry Bernard

A laser that can be tuned like a radio, developed at Cornell and now commercially available, could be used in a wide range of industrial and research areas, including materials processing, medical applications such as surgical and dental work, and spectroscopy for pollution monitoring, remote sensing and molecular tracing, its inventors say.

The laser, called an optical parametric oscillator (OPO), is tunable in wavelength from the ultraviolet to the infrared—the first truly broadly tunable pulsed laser available commercially, said C.L. Tang, the Spencer T. Olin Professor of Engineering in the School

of Electrical Engineering whose group patented and developed the technology. Need a high-energy light source at one wavelength and then want to change it? Just turn the dial or punch some keys on a computer. Tunable lasers now have only limited tunability, not over the full spectrum.

"This is useful in any application where you need a laser at different wavelengths quickly," Tang said. "It's a rapidly tunable source, so it could be used, for example, to detect leaks from gas pipelines, for pollution monitoring, or in a wide range of spectroscopy." The ability to immediately select frequencies, or wavelengths, from all over a broad spectrum is useful for these and other applications because different

molecules or materials absorb or interact with light at different wavelengths.

The basic idea for an OPO has been around since lasers were invented more than 30 years ago, but developing the technology has been difficult due to the lack of suitable materials needed for the oscillator. The first practical truly broadly tunable OPO makes use of a newly discovered non-linear crystal called Beta Barium Borate (BBO). A non-linear crystal splits an incoming photon into two photons whose wavelengths depend upon the angle at which the incident light strikes the crystal. So, by rotating the crystal the wavelength of the oscillator can be varied.

Continued on page 2

FCR defers vote on aid policy

By Sam Segal

The faculty mustered a bare quorum of their number May 12 for a discussion on financial aid policy. They deferred action.

Among the 50 people who did turn out for a joint meeting of the faculty and the Faculty Council of Representatives, there was animated debate on a Committee on Admissions and Financial Aid resolution that concluded: "Be it resolved that the FCR endorses a policy in which full financial aid be granted to as many accepted applicants as the budget permits, after which some students will be accepted without full aid. . . ."

Despite a 17 percent annual increase in Cornell-funded grant aid, committee members personally disliked new restrictions on financial aid, said co-chair Gerald Feigenson, professor of biochemistry and molecular and cell biology. But he said other universities' experiences proved that Cornell could apply limits while continuing to encourage the enrollment of minority group students and without diminishing the quality of future students.

Opinion

Above all, Feigenson said, "we wanted the faculty to make an opinion known."

Ronald Ehrenberg, the Irving M. Ives Professor of Industrial and Labor Relations, said Cornell aid grants already average about \$1,000 a year less than those of our leading competitors. If denying grants to some applicants means they end up going elsewhere, he said, "it is not necessarily the worst thing in the world for that student."

Psychology Professor Frank Keil said restricting aid for some admitted students would hurt those from poor, non-minority families.

Physics Professor Peter Stein, who becomes dean of the faculty July 1, said it would be unwise to vote hastily on "such a really important question."

By prearrangement with several FCR members and Faculty Trustee Joseph Calvo, the William T. Keeton Professor of Biology, the FCR voted to refer the resolution back to its executive committee. The committee will promote wide discussion of several policy options and then come back to the FCR in the fall.

At the same meeting, J. Robert Cooke, professor of agricultural and biological engineering, presented a report on statutory college financial trends. Cooke, in thanking administrators for their cooperation, said his finding would not surprise them "but may be unfamiliar to my faculty colleagues."

Over the past 14 years, he said, inflation-adjusted tuition for state residents had risen by a factor of 1.5, a trend that he says threatens broad access to Cornell. Saying that there is "no plan and no policy in place for arresting this barrier to access," he declared the need for "structural changes of a profound nature — soon" and concluded:

"My take-home message is that the faculty has a major stake in the fundamental decisions about the future of our university. . . . [Yet] at present, very few of us display any constructive interest in the issue of cost effectiveness."

The meeting was the last for the current dean of the faculty, Walter Lynn, and for FCR Secretary Mary Morrison.

President Frank H.T. Rhodes, who could not attend because of a long-standing commitment in Washington, sent a letter — read by Cooke — thanking all faculty who served this year and conveying to Lynn and Morrison "my deep appreciation of and my personal admiration for all they have done to strengthen the FCR and the university as a whole."

Biotech Program redesignated a state center

By Larry Bernard

The New York State Science and Technology Foundation has redesignated the Biotechnology Program as a state Center for Advanced Technology, Gov. Mario Cuomo announced this week.

The governor also announced state grants to Cornell of almost \$1 million in research and development and for supercomputing at the Theory Center.

The Center for Advanced Technology (CAT) in Biotechnology was one of eight centers statewide to be named or redesignated by the governor.

The designations, made after peer review by the National Research Council, allows a center to receive up to \$1 million annually in state funds that must be matched by corporate sponsors, federal grants or other sources.

The CATs are cooperative research centers established at New York universities to conduct research, technology transfer, outreach, technical assistance, education and training in partnership with corporate sponsors.

"Our designation as a CAT makes it pos-

sible for us to aggressively pursue a program of technology development with significant impact on the economic growth of New York," said Lynn Jelinski, director of the Biotechnology Program.

"Since 1983, our Centers of Advanced Technology have helped to support a research partnership among universities, industry and state government," Cuomo said. "This has led to the formation of new companies, new products and other innovation. As we enter the next generation of the CAT program, we are positioned for even greater technological growth."

The Cornell CAT, originally designated as a center in agricultural biotechnology, has broadened its focus to include biotechnology's impact on the environment, food science and nutrition, and health care.

The center also receives federal grants for such facilities as the Plant Science Center, funded by the National Science Foundation, and the Biotechnology Training Grant funded by the National Institutes of Health. Among the New York industrial partners are Kodak, Kraft General Foods, Pfizer, Texaco and Ithaco. The center has had several spin-off companies

and has an educational initiative for high schools throughout the state as well.

The governor also announced \$185,500 in research and development grants to Cornell and small business partners, and \$800,000 in matching funds for the Theory Center. The research grants and their sponsoring industrial partners are:

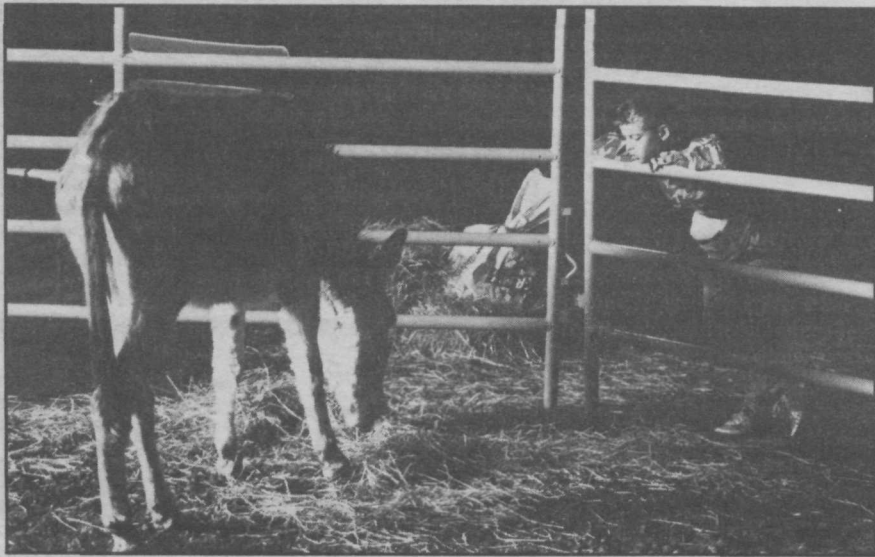
- "Production and Release Strategies for Trichogramma Ostrinae, a New Biological Control Agent for New York," \$46,000 state funds and \$53,980 from IPM Laboratories Inc., Locke.

- "Low Pressure CVD Systems with a Piezoelectric Ultrasonic Nozzle and Pump," \$40,000 state funds and \$60,851 from Sono-Tek Corp., Poughkeepsie.

- "Generation of Optical Pulses 5-10 Femtoseconds in Duration Directly From a Laser," \$49,500 state funds and \$81,360 from Clark Instrumentation Inc., Pittsford.

- "Delta Hepatitis Agent RNA as a Therapeutic Vector for Ribozyme Delivery and as a Target for Therapy," Cornell Medical College, \$50,000 state funds and \$91,304 from Innovir Laboratories Inc., New York.

Can we take him home, Mom?



Peter Morenus/University Photography

Danny Bennett, 10, of Trumansburg, studies a burro at the Equestrian Center Saturday during the U.S. Bureau of Land Management's Adopt a Horse or Burro event. Thirty-six stallions were adopted by people who came here from throughout the Northeast. Because five mares died of unknown causes, none of the other mares were offered for adoption. Researchers at the College of Veterinary Medicine are attempting to determine the mares' cause of death.

NOTABLES

Christopher Rouse, a member of the Eastman School of Music faculty who earned his doctorate in musical arts at Cornell in 1977, is a winner of this year's Pulitzer Prize for his musical composition *Trombone Concerto*. The piece was commissioned by the New York Philharmonic.

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Guiding Eyes Uriah, the Labrador retriever who received his socialization pre-training on the Cornell campus in 1992 with veterinary research technician Nancy Caveney, graduated from the Guiding Eyes for the Blind

training school in Yorktown Heights, N.Y., earlier this year. The working guide dog now is living in Raynham, Mass., with Mark Littlefield, a keyboard musician, who plans to study music theory and composition.

• • •

The Smithsonian has announced the appointment of former Rep. **Barber B. Conable** to the Board of Regents, the 17-member governing body of the institution. An alumnus of Cornell and of the Law School, Conable, who also is a trustee fellow, served as a member of the House of Representatives for 20 years.

BRIEFS

• **Classification review:** Human Resource Services and the compensation research study steering committee will be giving presentations on the university's classification review and staff compensation program. The sessions are scheduled for: today, May 20, from 3 to 5 p.m. in Jordan Hall Auditorium, Geneva Agricultural Experiment Station; Monday, May 24, from 3 to 5 p.m. in Uris Auditorium; Wednesday, May 26, from 10 a.m. to noon in Alumni Auditorium, Kennedy Hall; and Thursday, May 27, from 2 to 4 p.m. in Alice Statler Auditorium. All are welcome and are encouraged to attend.

• **Status of women:** The following members have joined the Advisory Committee on the Status of Women for a three-year term beginning in August: Beverlee Hughes, controller's office; LaVerne Thomas, athletics and physical education; Marsi Whalley, campus store/textbooks; Karin Ash, ILR career services and alumni relations; Bernadette Heath, library human resources; and Susan Capps, agricultural and biological engineering.

• **Infectious diseases:** The School of Industrial and Labor Relations' Chemical Hazard Information Program will be sponsoring a program on a number of infectious diseases. The focus will be on the use of engineering controls, work practices and personal protective equipment in the prevention of hepatitis B, HIV/AIDS and tuberculosis. The conference will be held at the JDW Conference Center in Buffalo on June 6 from 8:30 a.m. to 4 p.m. For more information, contact ILR extension in Buffalo at (716) 852-4191.

• **Summer parking:** Summer parking permits valid June 1 through Aug. 20 will go on sale May 24. A limited number of permits will be available for the J, P, Y and SA zones. The D zone will be available by special request.

• **Parking lots closed:** The Phillips/Upson parking lot will be closed for the East Avenue

steam line project from May 24 through Oct. 1. Limited access will be available for deliveries to the Phillips loading dock. General handicapped parking will be made available in the North Hoy parking lot.

• **Blue Light buses:** Blue Light buses 91 and 93 will stop running May 21. Route 92 summer service will begin May 22. Schedules will be available on the bus.

• **Transportation Office hours:** The Transportation Office's hours for the summer, June 2 through Aug. 19, will be 7:30 a.m. to 4 p.m. Also, the traffic booths on the perimeter of campus will be closed for training June 1.

• **English teachers:** Interested in helping people from foreign countries associated with the Cornell community? The Cornell Campus Club has a program for teaching English as a second language to persons temporarily in Ithaca. The classes require a two-hour commitment per week, plus preparation, for the six-week summer session. For more information, contact Ann Marie Dullea at 277-2488 or Joan McMinn at 277-0013.

• **Shoemobile:** The Lehigh Safety Shoe shoemobile will be on campus on Friday, May 21, from 7:30 a.m. to noon and from 1 to 3 p.m. at the Life Safety Building, 201 Palm Road. Employees eligible to receive department reimbursement for safety shoes should use an order with Lehigh Safety Shoe as the vendor.

• **Fireworks show:** Mark your calendars for July 1 for the 46th annual community fireworks show. The fireworks display will be shot from Ithaca College's South Hill campus. About \$20,000 in donations will be needed for the 1993 show, according to Fran Benedict, chairman of the volunteer fireworks committee. Donations can be sent to the Community Fireworks Committee in care of any branch of the Tompkins County Trust Co. For more information, contact Fran Benedict, 273-3211.

Laser *continued from page 1*

BBO was first identified as a non-linear optical crystal in China in 1985. The growth technology of the crystal, however, was not published. Tang's group independently developed the crystal growth technology in the United States and further developed its use for OPOs at Cornell.

The crystal growth technology was transferred to Cleveland Crystals, and the Cornell Research Foundation licensed the OPO technology to Spectra-Physics Lasers Inc. of Mountain View, Calif. to manufacture and market the OPO system.

"You can even tell it to scan automatically, and you get intense laser light from deep blue, through the visible, and well into the mid-infrared. The basic idea is you just rotate the crystal for different wavelengths. It's as easy as pressing the buttons on a radio and is all computer controlled," said Tang, who teaches

semiconductor physics and advanced laser courses.

Also contributing to the crystal growth and the OPO technologies were former Cornell graduate students Walter Rosenberg of Spectra Technology Inc. and L. Kevin Cheng of DuPont de Nemours Co.; Randall Lane, a Cornell research specialist; and Shuichi Kawasaki of Mitsui Corp. and Takashi Ukachi of Japan Synthetic Rubber Co., Cornell visiting scholars.

The series of commercial OPO systems was demonstrated at exhibits at the Conference on Lasers and Electro-Optics (CLEO) and the Quantum Electronics and Laser Science (QELS) conference this year in Baltimore.

In addition to these commercial OPOs, which operate in the nanosecond (10^{-9} second) range, Tang and his students developed the related first broadly tunable source in the

femtosecond time domain—the fastest tunable laser source ever developed.

These femtosecond OPOs are potentially tunable from 9,000 angstroms to 3.5 microns and provide a continuous stream of intense, ultrashort light pulses of less than 100 femtoseconds long (a femtosecond is 10^{-15} seconds), using a titanium-doped sapphire laser as a pump. The average powers of these tunable femtosecond sources are also unprecedentedly high.

"Just a year ago, if you told someone you had tunable femtosecond pulses in the hundreds of milliwatt range, he would not believe you," Tang said.

"With earlier dye laser pumped femtosecond OPOs, you could get barely a few milliwatts of average power. Now we're getting a few hundred milliwatts routinely, or two orders of magnitude higher."

GRADUATE BULLETIN

May degree: All requirements for a May degree must be completed by May 21.

Commencement: Information packets have been mailed to all recipients of August 1992 and January 1993 degrees. Candidates for May 1993 degrees may pick up packets at the Graduate School information desk.

Commencement reception will be held for all graduate degree recipients, families, and friends in the lounge, Sage Graduate Center, immediately following commencement.

Diplomas will be available at the post-commencement reception for May 1993 degree recipients who completed requirements by mid-March (bring ID). Diplomas will be mailed for other recipients.

Ph.D. recognition event: This new ceremony to honor Ph.D. recipients will be held in Barton Hall on Saturday, May 29, at 5 p.m. Family, friends and faculty advisers are invited; reception will follow.

Faculty: Graduate faculty meeting will be held on Friday, May 28, at 4 p.m. in the Sage

Graduate Center. The meeting is solely for the purpose of voting on May degrees.

Summer registration: Forms are available at the Graduate School information desk, Sage Graduate Center. Students receiving summer support from the Graduate School should submit their forms by May 21. Students must register if they are receiving financial aid during the summer (such as summer loans, assistantships, travel grants or tuition awards) or wish to use campus facilities during the summer; or are off campus but need to be registered for summer study. Registration must be done in person at the Graduate School. Student ID is required. Students who have been registered for a regular semester during the preceding academic year do not pay tuition for non-credit summer registration. Students approved for summer residence credit must pay the appropriate pro-rated Graduate School tuition rate. Tuition must be paid for summer courses taken through the School of Continuing Education and Summer Sessions.

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.

Striving to put art 'back in the hands of regular people'

By Carole Stone

When van Gogh's paintings were selling for many millions of dollars in the 1980s, Rebecca Niederlander decided to create two-inch ceramic "homage pins" to van Gogh and Matisse.

"The elite were paying multimillion kilowatt bucks for an original van Gogh, but I had people wearing these \$15 homage pins. It was my way of putting art back in the hands of regular people," said the 27-year-old artist.

"What I create has a lot to do with making art that is accessible. That's why my medium is furniture and ceramics —

CORNELL
People

because they're accessible," said Niederlander, who works as development assistant for the public affairs office of Cornell University Library.

This Sunday, five of Niederlander's ceramic pieces — two bowls and three pins — will be auctioned, along with work by some 50 other local artists, to benefit the Community School of Music and Arts.

Among the other Cornell faculty, staff and graduates who donated work to the benefit auction are Carol Ast, who has a Ph.D. in education from Cornell and teaches sculpture and pastel drawing at CSMA; William Benson, a Cornell B.F.A. and CSMA teacher; Roger Livesay, a Cornell professor of math, whose daughter, Elizabeth, a graduate of Cornell's theater arts program, is donating her services as a teacher of tap dancing and will be one of two auctioneers; and Kim Schrag, who earned an M.F.A. at Cornell and is a teacher at CSMA.

Niederlander's ceramics and painted furniture have the look of hip romanticism. The hand-built, funnel-shaped bowls are brightly colored with dreamlike landscapes, cityscapes or



Peter Morenus/University Photography

Rebecca Niederlander, development assistant for the public affairs office of the University Library, holds a bowl that will be among her works auctioned on Sunday to benefit the Community School of Music and Arts.

interiors and, inside the bowls, bright decorative patterns.

People often remark on their resemblance to work by Keith Haring and Marc Chagall. They are among her favorite artists, along with Modigliani; the Rev. Howard Finster, a primitive, untrained visionary artist; and St. Louis artist Mary Sprague. Niederlander says, "I deeply appreciate their genius and use of their mediums."

"I am not into creating art that is angst-ridden, suicidal black goo. There is enough of that in the world," Niederlander said in her office on the second floor of Olin Library.

"I always had an eye for bright color, but I find that most people are not used to it. Bright color makes most adults think of children and allows them to let out a little of their own childlike selves. The more of that kind of carefree sensibility in the world the better; no one has enough fun anymore."

Niederlander has been making art all her life. In high school she was selected for a competitive art education program at the St. Louis Art Museum; at Southeast Missouri State University she minored in art while majoring in journalism; and for a couple of years after college she was a full-time artist.

She came to Cornell three years ago with her fiancée, Michael Turmon, who is earning a Ph.D. in electrical engineering. She began working for the Library, an institution she had long respected, she said, because her father is a librarian.

"I grew up believing in the mission of libraries, and so I think it's admirable to raise money for them. They're the real preservers of the culture and of truth. And whenever I need something for my art, I can always wander through the art history stacks or go over to Sibley Art Library," she said.

At first, she fired her work in the kiln at the pot shop of Willard Straight Hall, then began using a friend's facility. Last May she was awarded a \$300 grant from the Cornell Council for the Creative and Performing Arts. She set up a studio at home and started working steadily, evenings and weekends. Last month, her CCPA exhibition at the Willard Straight Art Gallery attracted a record number of people and generated several sales.

"I love this work," Niederlander said, hinting that she might like to make art full time some day. "Nothing has ever come so easily. I am always amazed, because it's not an effort. The work almost creates and sells itself."

Auction for CSMA

Several Cornell faculty, staff and graduates have donated work to the benefit auction for the Community School of Music and Arts.

The auction will be held on Sunday, May 23, with a preview from 3 to 4 p.m. and the auction beginning at 4 p.m. at CSMA's State Street Annex, 330 E. State St. (Third floor of the T.G. Miller Building.)

Well-feathered nest is more than status for tree swallows

By Roger Segelken

When a male tree swallow succeeds in aerial combat and wins a feather to line his nest, he is really fighting for the survival of his young, a Cornell ornithologist says.

Compared to tree swallow chicks in nests without feathers, those whose fathers are good providers usually mature faster, David W. Winkler reported in the spring 1993 issue of *Living Bird*, the journal of the Laboratory of Ornithology. If cold spring weather reduces the food supply or predators attack, accelerated development gives nestlings the option of leaving the nest early, Winkler found.

The assistant professor of ecology and systematics conducted a three-year series of experiments to find the advantage, if any, of a tree swallow ritual that has long intrigued bird-watchers: Each spring, flocks of adult male tree swallows are seen fighting over a

CORNELL
Research

single feather in a kind of aerial keep-away game. The last swallow to snatch the feather then flies to its newly constructed, cup-shaped nest and inserts the prize in the dry, woven grass. By the time the first egg is laid, tree swallow nests contain about five feathers from other species, each inserted shaft-downward to form an insulating canopy, and more are added throughout egg-laying and incubation.

Biologists have speculated that male tree swallows' aptitude for catching feathers is viewed by females as an indication of fitness, "a badge of quality that says, 'You ought to keep mating with me,'" Winkler said. "Maybe the same birds that are good at getting feathers are good at raising young. But we wanted to learn if there is some absolute value to the feathers."

So Winkler, who studies parental-care behavior in birds and teaches ornithology here, and his colleagues removed feathers from half the tree swallow nests at a lake-side experimental site. A "control" group of swallow parents were allowed to keep their nest feathers, but the scientists visited those nests every day



Peter Morenus/University Photography

David W. Winkler, assistant professor of ecology and systematics, checks a bird house near the Tompkins County Airport.

so that they were no less "disturbed" than the featherless nests.

By the time they were 12 days old, tree swallow chicks in feather-lined nests had noticeably longer wings and legs, and they weighed more than chicks in the control group, Winkler reported.

"If the young use less energy maintaining their body heat, perhaps they can devote more of their energy to growth."

"Of all the continent's swallows, the tree swallow is the most likely to benefit from such a thermal advantage, because the species breeds farther north and earlier than any other member of its family."

That could explain why adult tree swal-

lows spend so much time and energy fighting over feathers, he said. "Accelerated development shortens the time that the young birds are vulnerable to predators, such as raccoons that raid nest boxes."

"But more important, it may help them cope with a major source of tree swallow mortality — the fatal combination of low temperatures and low food supply that occurs when a cold front moves into the area during the nesting period. If cold, wet conditions persist for more than a couple of days, even the best parents may abandon their broods for their own survival."

Details of the study will be reported by Winkler in the ornithological journal, *The Auk*.



Peter Morenus/University Photography

This nest is similar to those examined in a study of tree swallow nesting.

COMMENTARIES

Should the Statler Club be open to all?

Yes: It's the last fuddy-duddy, old-boy facility on campus

By Peggy Haine

I was appalled to learn that the Statler Club membership (or at least the 30 who showed up to vote) has once again rejected a proposal to open club membership to all university employees. The Statler Club is the last institutionalized fuddy-duddy, old-boy facility left on campus, and its members ought to be painfully yanked into the '90s.

There was a time (of course, before your time and mine) when membership was closed to women, and when the male faculty feared the intrusion of the few female faculty members. The largest group of these were the forebears of the College of Human Ecology faculty, whom the membership sneeringly referred to as "Home Ec biddies." Upper-level staff were admitted when it became financially expedient to admit us.

Around 1979 a bid was made to open Statler membership to all employees. At that time the publicly stated rationale for refusing this was that the lines were too long at lunch — a bitter lunch for those not good enough to be invited to join.

When the Statler was rebuilt a few years ago, the university had the opportunity to right this discriminatory wrong but took no action. Now again we hear that the facility is too small to accommodate any more diners, except at breakfast and dinner, when the club needs our cash.

Glenn Altschuler, dean of the School of Continuing Education and Summer Sessions, says that changing the policy would change "the character of what has been called 'the faculty club,' by dint of sheer numbers." In fact, the current membership numbers appear to be overwhelmingly male,

evidenced by a quick pate count at any lunch hour, or an auditory scan of the "baritone room" as the faculty and upper-level staff sip their post-prandial coffee. Come on, boys, give it up.

The Statler Club, housed in a university-owned facility, subsidized by university funds, is not a faculty club. It hasn't been a faculty club since staff members of "adequate" rank were invited to join. It is unthinkable in this day and age that such overt discrimination is permitted on the campus of a top-flight university. I hope that the administration and the remaining 1,970 Statler Club members who did not vote will see their way clear to righting this inequity quickly.

Haine is an analyst with the Office of Communication Strategies.

No: Every major university has a faculty club

By Anil Nerode

Regarding the vote against opening the Statler Club immediately to membership by any of the 4,000 hourly employees, in addition to the 2,000 current faculty and salaried employee members, please note that membership in this club buys the 2,000 faculty and administrators the right to have lunch between 11:30 a.m. and 2 p.m., Monday through Friday, in the 186-person-capacity Terrace Cafe, and to use an adjacent 100-person-capacity lounge and study for coffee during that same period.

But these are not the only persons allowed to use the Terrace Cafe during this period. First, most university departments have Statler memberships used to entertain academic and any other guests. Second, any member may buy lunch for two guests, who may be anyone the member wishes to entertain or recruit, or converse with in a quiet, informal atmosphere.

Finally, all registered guests in the new, greatly enlarged, Statler Hotel above the Terrace Cafe are also users of the Cafe at the same time. There is unbearable congestion when the hotel is nearly full. As this gem of

a hotel gains recognition and fills up with conferences, the congestion will be daily. The facility is too small. That cannot be remedied in the present location due to the building footprint. That is why Dean Altschuler said that we cannot let in many more members, even from the currently eligible categories, and maintain the functions of the facility for the faculty.

What is the current club faculty function? Every major university has a faculty club, because it is one of the few effective ways to encourage interdisciplinary teaching and research by encouraging cross-department contacts with a large faculty. Every major university has departmental and academic guests for whom an informal discussion place is needed. The Terrace Cafe and lounge are the only spaces in the more than 400 buildings at Cornell that are dedicated to universitywide contacts among a faculty of more than 1,700. My own 20 years of work as a mathematician helping the U.S. Environmental Protection Agency started out as an accidental contact there. The Mathematical Sciences Institute that I direct was conceived over Statler lunches. There are many other projects and centers,

which employ many people, that developed in the same way. Many others have had that same kind of experience. Thus a working faculty club is an essential competitive tool for recruiting and retaining star faculty for whom these contacts are essential. Most successful recruiting I have done for Cornell made use of this as a selling point.

Is Cornell an elite institution? Yes, that is why parents spend a fortune to send their children here. Is having a faculty club elitist? Sure, it encourages first-class professors to come here, stay and remain maximally productive. Is there anything wrong with having first-class professors? You be the judge; a good portion of the Tompkins County economy depends on Cornell maintaining this in any way it can. I would assume that both sides could agree that mere lip service to employee membership in a crowded facility is a transparent sham, and that we should plan to build a luncheon facility big enough to accommodate all employees, with lounges suitable for meeting both employee and faculty needs.

Nerode is former Statler Club president.

Retiree enjoys taking university classes

To the editor:

After retiring in the summer of 1990 with 14 years of service to the university, I have followed Cornell's news with interest. A recent announcement in the human resources area about the evolving work-life development concept, which mentions as one of the first projects a summer camp at Cornell to

benefit the employees' children, brings to my mind a work-life development aspect that I started enjoying as I restructured my life after retirement.

Since early 1991 I have taken courses at Cornell. I find this academic activity most rewarding. I have been able to develop my knowledge of the Portuguese language to a level with which my Brazilian discussion partners and I were very comfortable when my husband and I visited Brazil last fall. Credit for inspiring and nurturing my interest and skills in this difficult language goes to my excellent teacher, Jura Oliveira, of the Department of Modern Languages and Linguistics.

My Portuguese and French books now stand side-by-side at home, because my hus-

band challenged me to brush up on my French before we leave for Germany and France this year. In this endeavor, the encouragement by the faculty and the students also has been most refreshing and stimulating. An extra bonus: In our unique community, we find many opportunities to use a language like Portuguese with friends in our home or within the wonderful graduate student community!

I am grateful for the opportunity to participate in an aspect of work-life development at Cornell, which is most beneficial to me and — I hope — to other retirees who don't want to stop learning.

Sincerely,
Anna Moratz

About Commentary . . .

Members of the Cornell community are invited to submit "Commentary" articles or "Letters to the Editor."

Submissions should be sent to Chronicle Commentary, Cornell News Service, 840 Hanshaw Road.

Cornell book of herbs, edible flowers is published

By Carol Doolittle

"Every family garden should have a border permanently set aside for sweet herbs. A strip of land four feet wide and 50 feet long will ordinarily be ample, allowing for growing of clumps of all the leading kinds of sweet, aromatic and condimental plants," said Liberty Hyde Bailey in the early 1900s.

Today herbs are grown in gardens, in containers outdoors and in pots in the home. Herbs, according to popular wisdom, can flavor a roast, repel mice or keep your love true,

depending on which problem is most urgent and which herb is used. No wonder herb gardens are enjoying new popularity!

The Cornell Book of Herbs and Edible Flowers describes 55 plants in 132 pages. Suggested uses, history, legends and points unique to a particular plant are included. You can read this book for pleasing moments or use it as a practical reference. The author, Jeanne Mackin, discusses culture, size and when and how to propagate and plant. Mackin, an author and gardener, resides in Ithaca.

Beautiful color photographs illustrate herb

plants and foods seasoned with them. Harvesting, drying, recipes using herbs and storing herbs are covered. Tips, such as "don't plant dill close to fennel as the plants may cross-pollinate, affecting the flavor of the resulting seeds and leaves. Nor should dill be planted close to carrots. It is, though, an excellent companion crop for cabbage," are included.

The Cornell Book of Herbs and Edible Flowers is available from the Cornell University Resource Center, 8 BTP, Ithaca, 14850. The cost per copy is \$16.95 plus \$3 for postage and handling.

High school students win computing contest

By Larry Bernard

Analyzing the structural dynamics of spider's web, determining the effects of wing or exploring the migration of Africanized bees are some of the research projects that 16 high school students and their teacher-coaches will be investigating on worldclass supercomputers this summer at the Theory Center.

The student-teacher teams are winners of the fifth annual computational science contest called SuperQuest. This year, the national contest had entries from 79 teams representing 48 schools from Texas, New Mexico, Missouri and Wisconsin, among other states, vying for a chance to work on the nation's most sophisticated supercomputers. There were 16 winning teams and 16 teams receiving honorable mention.

SuperQuest winners work in teams consisting of one or two teacher-coaches and three or four students in grades nine through 12. Each team submits a research proposal outlining the problem they hope to solve and how supercomputing technology and resources could be applied to the research. Teams propose one joint team project or individual projects. Proposed projects can explore an area of mathematics, sciences or other disciplines, but the research must require computational technology for analysis, visualization or modeling. This year's winners covered areas such as population biology, immunology and physics, to name a few.

Project titles

Project titles include, for example, "We and Tear on Metals at a Molecular Level" and "The Modeling of the Evolution of Biological Systems" and "Density Waves."

Proposals are judged on their scientific content, effectiveness of computational approach and clarity. Winning teams receive an all-expenses-paid trip to one of four supercomputing centers for a three-week summer institute about supercomputers and the application of computational techniques in current research.

Students and teacher-coaches have opportunities to discuss their research with scientists currently working in the field and witness the latest technology in optimization methods, visualization and parallel processing. In addition, students receive a stipend of \$1,000 and the teacher-coaches receive \$3,000.

Winning high schools also receive one year of network access to the supercomputing centers' resources, and they receive workshops on which to continue their projects. The goal of the program is to encourage the spread of computational science in high schools by providing access to resources and expertise located at the supercomputing centers and training in computational techniques.

The students will come to Cornell July through 30 to learn about and use the latest high-performance computing technology in solving research problems. Other winners nationwide will spend part of their summer at one of three other SuperQuest Centers, following a similar curriculum. Those centers are: the National Center for Supercomputing Applications at the University of Illinois Urbana-Champaign, the University of Alabama-Huntsville/Alabama Supercomputing Network, and Reed College/Oregon Graduate Institute in Portland, Ore.

Summer institute

During the SuperQuest Summer Institute winning teams will have the opportunity to interact with key scientific researchers using the Cornell Theory Center's resources and apply computational methods such as matrix techniques, differential equations, vectorization and parallel processing to their own projects. The same resources available today's top scientists will be available to the winners of SuperQuest, which, at the Cornell Theory Center, include an IBM POWER parallel SP1 supercomputer, the new KSR1 parallel computer, the POWER Visualization System (PVS), a cluster of scalable RS/6000 and a single IBMES/9000-900 supercomputer.

SuperQuest is supported by the National Science Foundation, with additional support from Digital Equipment Corp.

Fieldwork in psychopathology: helping others, one on one

By Melissa Jacobs

Eight heads are bent as the students finish drawing their Earth Day posters. Cardboard and cotton ball animal mobiles hang down from the ceiling. A group of construction-paper penguins dances on a bulletin board above this motto: "We're cool. We follow school rules."

A typical grade school classroom? Actually, it's the classroom for three Cornell undergraduate students.

Leigh Karavasilis, a psychology senior from Coconut Creek, Fla.; Shelley Inglis, a psychology senior from Brooklyn; and Wendy Hymes, a senior in human development and family studies from Ithaca, travel to Broad Street School in Horseheads two mornings each week to work with children who have behavioral and emotional problems. Their work is part of a Cornell course, Fieldwork in Psychopathology and the Helping Relationship, offered by the Psychology Department.

CORNELL Teaching

The course, taught by Kristi Keil, a licensed clinical psychologist and senior lecturer in the Psychology Department, "offers students the chance to obtain first-hand experience working in psychiatric institutions, transitional programs and other mental-health-oriented facilities," Keil said. The students encounter people with whom they would work if they were to enter a profession in human services, such as social work, clinical psychology or psychiatry.

The yearlong course, which has 70 students this year, is unique in that it provides fieldwork with a psychology focus, Keil said. Ron Mack, associate professor of psychology, initially started the course in the 1970s, and Keil took over in 1987.

Cornell students meet one on one with their partners — children or adults who have psychiatric or psychological problems — two or three hours a week. During these meetings, students work on establishing a helping relationship with their match. Developing such a relationship may take place within the context of activities such as playing games, going to the mall, sharing something to eat or simply talking.

The helping relationship differs from a friendship in that it is time-limited and not symmetrical in terms of meeting the needs of the two parties.

Appropriate boundaries

"You don't go into the relationship to have your needs met," Keil said. "Students must be empathetic and listen to what that person is saying, not to what their own feelings might be in that situation. Students must learn to keep appropriate boundaries within the helping relationship."

"Sometimes the students' partners will want the students to provide them with money and other material goods, or to be their 'girlfriend' or to lend them their car. The students learn to set rules they might not with friends. Students also realize that there are limits to what they can do to help another person."

According to Keil, students who participate in the program not only learn more about psychotherapy and the mental health system, but also they learn about themselves.

Examining their relationship with their match provides students with an opportunity for increased self-awareness and self-growth. Students who do not enjoy working with a silent, pouty adolescent soon discover that human services might not be the field for them.

For the students' partners, the relationship provides them with a "corrective emotional experience and consistent, unconditional positive regard," Keil said. "The relationship is one of the most important elements in psychotherapy," she added. The students help their partners find solutions to problems and provide a supportive environment.

How do they accomplish that? By using active listening skills, students can help their partners with healthy interpersonal experiences. For example, if a partner "says something insulting to a Cornell student," Keil said,



Peter Morenus/University Photography

Seniors Leigh Karavasilis (left) and Wendy Hymes simulate a role play of disruptive students at a local elementary school.

"the student does not respond irrationally with anger, but rather reflects back to the partner the feelings behind the insult. The student might also talk with her partner about how such hurtful statements make her and others feel."

Many of the individuals in these programs have poor interpersonal skills and need to learn which behaviors are inappropriate and how to handle situations more constructively, she said.

Once a week, the students meet in a section with students in their own field placement to discuss common problems and readings relevant to their experience. Students also receive supervision from staff at the field placement.

'You don't go into the relationship to have your needs met. Students must be empathetic and listen to what that person is saying, not to what their own feelings might be.'

— Lecturer Kristi Keil

ment. All the students in the course gather once every two weeks for workshops that focus on skills needed in all placements, such as active listening, and on topics of interest in the area of psychopathology, such as sexual abuse and divorce. The students also keep a journal to talk about what's been going on in their relationships, and they must write a 10-page paper summarizing their work.

"Students feel more connected with the community," Keil said about students who do volunteer work. "There also is a recent study that found that those students who do work in the community do better in school."

Five Cornell students work at Broad Street School, a BOCES-operated facility for children or teens, ages 3 to 21, including students from seven school districts who are emotionally disturbed or have behavioral problems.

In classrooms affiliated with the Elmira Psychiatric Center day treatment program, students spend two mornings each week giving children individual attention and leading group therapy sessions; they also may sit in on psychological testing and family therapy sessions.

"It's a tremendous experience for students to get an idea of what it's really like out there," said Bill Webster, a psychiatrist at Elmira Psychiatric Center and a consultant to Broad Street School.

"Professionals have an obligation to provide opportunities for students wanting to go into a particular area to really see if they're going to like it. It's helpful to create a relationship that sets boundaries for the kids, who have a lot of disturbed relationships."

"These kids crave attention, relationships and role models. They form a close attachment in a short time to the students."

Cornell students Inglis, Hymes and Karavasilis work at a school where the goal is to get the children's behavior under control so they can catch up academically.

The three students recently led a group therapy session about distracting and interrupting other students and not paying attention in class. The students simulated a role play of disruptive students. "Let's say I'm sitting next

to you, and I'm making a lot of noise," Inglis said to one of the children. Inglis proposed a way to avoid the distraction: "Say, 'Excuse me, can you be quiet? I'm trying to listen.'"

In addition to working with children, Cornell students work with teen-agers at Group Homes of Tompkins County, "for adolescents no longer living with the family, often because of problems within the family," Keil said. Group Homes prepares the adolescents for an eventual transition back into their families or to independent living.

In a Group Homes weekly section recently, the students discussed the problems associated with finding activities to do with their teens that don't cost money.

One student felt guilty asking her partner to pay her back \$2 that the teen had borrowed from her. The student wanted to teach her partner responsibility, and while it was not much to the student, \$2 was a lot of money for the teen-ager.

Nina Hattiangadi, a junior psychology major, is the student coordinator for Group Homes and helps lead these discussions.

"It's a great idea to expose students to actual people they'd be working with if they chose a psychology career," Hattiangadi said.

The course has given Hattiangadi the confidence to pursue graduate school in clinical psychology. "The class gave me an opportunity to find out what clinical psychology would be like. It cleared up all my doubts about this," she said.

"This is a very unusual relationship if you're doing it for the first time. You can't relate to

'I learned how false and misleading many misconceptions are about the mentally ill. They're not crazy or dangerous. The generalizations predominant in the media fail to capture the individual care that many of them show.'

— Sophomore David Sherman

the teens as kids or as equals, or else you could lose sight of the purpose of the relationship," Hattiangadi said.

The relationship gives teens a chance to "get away from the stressful environment of a group home. It gives them their own space and time to think. They feel special having one person all to themselves," Hattiangadi said.

David Sherman, a sophomore psychology major, works at another group home in Ithaca, a residence for psychiatrically disabled adults operated by Housing Opportunities Management and Essential Services Inc. (HOMES). This community living center "facilitates the clients' transition from an institutional setting back into the community," Keil said.

Supportive listening

Sherman spends three hours a week riding bicycles, playing tennis and chess and seeing movies with his partner. Sherman also talks with his partner about the partner's problems and provides supportive listening with a "non-establishment ear and a fresh voice of different perspective."

"A lot of these people have taken a few knocks in life. They're bounced around from system to system. We interact with people who we don't get to see all day at Cornell but are very much a part of the Ithaca community," Sherman said. "I learned how false and misleading many misconceptions are about the mentally ill. They're not crazy or dangerous. The generalizations predominant in the media fail to capture the individual care that many of them show."

Sherman is interested in participating in the class again next year, as a student coordinator. He plans to attend graduate school in psychology in a clinical or an academic setting.

Students also work at Ithaca elementary schools, where students act as role models for children who have social or behavioral problems; Green Street Program and Malcolm House of HOMES Inc., where students work with adults who are psychiatrically disabled, have been homeless or have had trouble succeeding in other housing programs; and Binghamton Psychiatric Center, where students work with inpatients who have psychiatric disorders such as schizophrenia and depression.

Comments are sought on strategic planning issues

Introduction

The fact-finding phase of Cornell's strategic planning has been completed with the filing of seven reports identifying 49 issues deemed vital to the mission and operations of the university. (See the seven executive summaries below.)

Between now and the fall, the 28-member Strategic Planning Advisory Board will use the 49 issues as a framework for developing between five and 10 fundamental strategic themes and will form a task force to pursue each theme. While the seven study groups worked chiefly to identify major issues facing the university, the task forces will begin the goal-setting and strategy-formulation phase, which will conclude next spring.

Vice President for Planning John Wiesenfeld, who is leading the 18-month planning project, emphasizes that everyone is welcome to comment, between now and Sept. 30, on the seven reports, which are available through CUINFO and the Office of Institutional Planning and Research.

"More than 100 people worked on the reports, and more than 2,000 students, faculty and staff have had a part in our information gathering," Wiesenfeld said. "We think we've got the right issues, but I will welcome suggestions and any comments on the context, emphasis or relative importance of issues noted in the reports."

The seven study groups addressed three areas of the university's academic mission — undergraduate education, graduate and professional education, and outreach — and four principal functions — organization and support, student recruitment and retention, the workplace, and financial and physical resources.

While the study groups did not offer solutions, they went further than simply labeling problems. The group on undergraduate education, for example, identified "quality of instruction" as one of six issues whittled down from an original list of 75. It said that undergraduate education "can be greatly, even radically improved." And it prescribed commitment from all sides, saying that "contracts between those who teach and those who would learn must be renewed, requiring that the former have a vocation for teaching and the latter a thirst for knowledge."

It will be the job of a task force — and Wiesenfeld says undergraduate education will doubtless be the focus of one task force — to help Cornell achieve the strategic goals finally adopted.

Strategic planning has not been much pursued at universities, though one successful case was Carnegie-Mellon University's decision in the 1970s to focus on technology and quantitative method, which, says Wiesenfeld, "put them on the map."

When President Frank H.T. Rhodes committed Cornell to the process nine months ago, he noted major changes in financing, demographics and public confidence and said the coming period could be as important for universities as that after World War II.

Ultimately, sound strategic planning, with its clear vision of purpose and priorities, guides an institution on what to choose when choices must be made. "Selectivity," Rhodes said at the time, "is the price of excellence."

— Sam Segal

Undergraduate teaching and learning

Teaching and learning are the University's central activities, and undergraduate teaching and learning — by almost any measure, whether of people or resources — account for the greatest share of those activities. Of the remaining share, including many aspects of research and graduate education, much is directly or indirectly supported by the undergraduate teaching program. In this sense, undergraduate teaching and learning are the University's core business, even though we rightly pride ourselves on many other kinds of activities. Hence, undergraduate teaching and learning must have the benefit of our very best intellectual energies as an institution, and any plan for the future must be measured by the degree to which it will cause undergraduate teaching and learning to flourish. The strategic issues entailed are six in number:

1. The nature of the curriculum. The University's curriculum is in the main the sum of the curricula of the several colleges and schools rather than the result of coordinated efforts reaching across the institution. The resulting intellectual diversity has many virtues and could be thought to be a competitive strength. But the general lack of coordination of educational aims also has associated defects.

2. The organizational structure of the University and its schools and colleges. If undergraduate teaching and learning are the University's core business, then the University must be organized so as to bring its resources to bear most effectively on that business. The organization of the University should reflect rather than determine its educational and intellectual goals and the allocation of resources should directly facilitate the achievement of these goals.

3. Modes of instruction. The means by which undergraduate teaching and learning take place must be measured in terms of their effectiveness both in achieving educational goals and in making the best use of the University's resources. This entails a study of matters such as the size of the faculty in relation to the size of the student body, the structure of the academic year, and the methods and facilities required now and in the future for effective teaching.

4. The quality of instruction. Undergraduate teaching has steadily improved. This fact has been lost in the current criticism of higher education. But we do not yet do what we might in this area. To take full advantage of our strengths the effort to improve must be continuous. This continuous improvement can take place through harnessing in its behalf the same high level of intellectual energy, imagination, and resources that enables the University's many accomplishments in research.

5. The intellectual environment within and beyond the curriculum. The University represents and seeks to convey much more than is contained in the formal curriculum. It must therefore seek to support and encourage in all of its activities those values on which it rests, including freedom of inquiry and expression, academic and personal integrity, and respect for the rights of others. It must stimulate intellectual excitement in all of its members.

6. Educational and instructional support. The activities of the classroom require a context of support in the form of a human and physical infrastructure that encourages and enhances teaching and learning for both students and faculty.

Student recruitment and retention

The following is the final report of the Strategic Planning Study Group #3 on Student Recruitment and Retention. We have identified eight issues and have presented them in descending order of priority.

The danger with this presentation is that these issues are not mutually exclusive. There are a number of common themes that link them. The first is measurement. The most pervasive problem in the area of student recruitment and retention is our lack of good information and understanding of the factors that account for the choices that students make. We know why students come, but we know little about why they stay or leave; or how satisfied they are, or what impact we have on them.

The second theme relates programming. Once we have better information on student choices and impact of the institution on them, we will be better able to structure our academic and support service programs efficiently and effectively.

The final theme is vision. After we know what the issues are as they relate to recruitment and retention, and how we might impact them through our programs and services, we need to have a vision, or an image, of the type of experience we want to provide undergraduates. This will serve not only in marketing the University, but also in aligning our resources with institutional goals.

1. Improving the freshman and sophomore academic experience. How a college career begins sets the tone for success. Most students who leave Cornell will do so during their freshman or sophomore years. Thus, if we are to attract and retain the quality of student body we seek in a competitive environment, we need to understand more about the quality of student experience during these years. With such an understanding, we can move to develop goals and policies to strengthen the experience.

2. Developing information and program evaluation processes for assessing the quality of academic and non-academic life. We lack adequate information or review processes to evaluate the impact of academic programs and student support services on the quality of the student experience. We do not have a good understanding of the factors or of the perceptions that contribute to the quality of student life, nor do we have a process to incorporate these into the design and evaluation of our programs and services.

3. Defining and achieving our goals for diversity. We need to better define what we mean by diversity of our student body, how that translates into recruiting and selection practices, and what the implications are for providing the program support necessary for building a diverse campus community. We can define diversity from a variety of points of view, but to judge how best to make a definition, we must first understand what we want to accomplish and have our students learn through diversity.

4. Measuring retention variables in order to develop goals and policies for support programs. We know what our student retention is but not why they leave. Our retention rate is lower than some of our peers, but we must understand why if we are to judge whether this is reasonable for Cornell. Only with this understanding will we be able to establish reasonable goals and to have some influence on student choices. We need additional data if we are to set our goals and develop the necessary policies to support them.

5. Assessing the long term impact of alternative tuition and financial aid policies on recruitment and retention. In order to formulate a rational tuition and aid policy for the future, we need to better understand the potential impact of alternative tuition and financial aid policies on recruitment and retention. Presently we lack the data and analysis necessary to understand the full implications of various policy alternatives.

6. Defining and marketing the Cornell experience. With rapidly rising tuitions and the increasing competitiveness among both private and lower cost public institutions, we must be able to define and market the distinctive and distinguishing characteristics of the Cornell experience if we are to continue to attract and retain a high quality student body. We need to build a common vision of the image we want to convey and the academic and non-academic experience we wish to provide.

7. Overcoming academic program and support service fragmentation. We often unintentionally provide structural barriers to students that can detract from their experience. For instance, we force students to deal separately with the Bursar, Registrar and Financial Aid Offices rather than allowing them to make a single stop. Also, we often have not made arrangements to assure students an opportunity to appreciate and take full advantage of the diversity of the different college curricula. We need to find means to enrich the undergraduate experience by providing a more seamless experience.

8. Assuring the effectiveness of recruitment efforts and the validity of the selection criteria. To recruit the right students, we must ensure that our selection criteria are valid, and that our process identifies and recruits those whom we actually select and enroll.

Research and graduate and professional education

Research and graduate and professional education are central to Cornell's mission. To maintain its high ranking in this era of declining funding, it is essential that Cornell carefully preserve and strategically manage these assets. This report delineates the highest priority issues facing the research and graduate and professional education enterprise of Cornell University.

1. Research Funding
Outside research funding underlies Cornell's entire research activity, and if outside sources do not pay, research as we know it would cease to exist at Cornell.

- Who will pay for research and what will they pay?
- What kind of research should be funded at Cornell?
- Which programs should remain? Be eliminated?
- Are there alternative faculty career paths at Cornell if research funding shrinks?
- Who will/should do research at Cornell? Centers vs. individual faculty; professional researchers vs. students?

2. The Science/Technology - Humanities Balance
Humanists and social scientists pursue their research in a very different way from the sciences and have almost no contact with the VP for Research or Sponsored Programs.

- How do humanists and social scientists get sufficient time for research, given their course load?
- The library is a precious resource for humanists. How do we maintain it at the top?
- What is the best balance and how do we maintain or restore it?

3. The Library
How do we maintain excellence in the Library?

- What will the "Library of the future" look like?
- How can we improve the working environment for researchers at the Library?
- Who will pay for the Library?

4. Faculty Contract with the University
Is it time to re-examine the "faculty contract"; i.e., the unwritten expectations for Cornell faculty?

- Should there be tenure?
- Should there be a periodic review of faculty performance?
- Is there a conflict between the faculty behavior we wish to encourage and the reward system (i.e., do the selfish get rewarded)?
- How should time be allocated between teaching, research, and outreach, and how are different allocations evaluated?

5. Role of Undergraduate Research
The uniqueness of the research university for undergraduates is unfulfilled unless more of the undergraduate students take advantage of the wealth of opportunities that exist for undergraduates to participate in a research experience.

- How do we encourage faculty to actively participate in the research experiences of undergraduates?
- How do we better inform undergraduates about research opportunities?
- Who pays?

6. Role of the Graduate School and Programs
The research and scholarship done in the Graduate School has profound implications for the University's mission of creating knowledge and responding to the needs of society.

- What is the optimum size of the graduate program?
- How well are we meeting our customers' needs?
- Who will pay for graduate education in the future?
- What is the role of the graduate student in education?
- Does the graduate field structure enhance graduate education?

7. Role of Professional Schools and Programs
The research and scholarship done in Professional units has profound implications for the University's mission of creating knowledge and responding to the needs of society.

- How can Cornell and its professional schools best interact?
- How will the professional schools and programs be supported in the future?
- How large should the professional schools and programs be?
- How can the professional schools and programs best meet the needs of a global economy?
- How can the University best use its professional schools and programs to create and transmit knowledge?

8. Cooperation and Competitiveness in a Global Context
Cornell is in the knowledge business (discovery of; integration of; transmission of; application of).

- Upon what subject areas should we concentrate?
- How do we increase contact and effectiveness of International alliances? With other educational institutions? With industry? With government?
- If we aren't in a hiring regime, how will we replenish ideas?
- Short-term optimization (i.e., shift toward increased emphasis on professional education because of tuition) is likely to weaken us. How do we avoid short-term optimization?

9. Outreach, Public Service, Extension, and Technology Transfer

How should non-resident educational activities relate to research and graduate and professional education?

- The interface between resident student education and Outreach is probably an under-exploited opportunity.
- How do we better focus Outreach on "high-tech"?
- What is the role of Outreach in re-tooling unemployed and career-switching industrial scientists?

10. Optimum Organization of Resources
Cornell's physical and human resources must be optimally organized to weather this era of shrinking funding.

- Can we continue to operate in a decentralized mode, or are there economies of scale that can be realized?
- Could we better share resources (i.e., large, expensive equipment)?
- Are the right Departments geographically co-located to encourage exchange of ideas?
- How can the Ithaca campus/the Medical School/the Geneva campus benefit from the strengths of the others? Are video links sufficient? How can we foster a synergy?

Public service, outreach and extension

Study Group Five met six times from mid-December 1992 through the end of March 1993. Discussions ranged from definitions of the principal components of Cornell University's Outreach, Extension, and Public Service function, to an assessment of the most critical strategic issues facing Cornell as it plans programs

Continued on next page

Continued from preceding page

and activities that will carry out this element of its Land Grant mission.

The attached materials include: a list of eight major strategic issues distilled from more than seventy; separate statements treating each issue, including a set of working definitions that reflect the recommendation that this University function be redesignated "Outreach, Service, and Application"; and a set of supplementary items including reference documents, the Study Group membership, and the charge to the Study Group.

Because of its designation as the State's Land Grant University, the traditional outreach, extension and public service element of Cornell's mission assumes special importance. Cornell has a distinguished history of service to the State of New York and its citizens, and increasingly to the nation and world. This responsibility to be of service needs to be vigorously reaffirmed as Cornell prepares for its role in the 21st century. This element of Cornell's mission — and perhaps the outreach mission of all institutions of higher education — may assume special importance in the decades ahead, as we are increasingly called upon to demonstrate to society the nature and value of what we do and its relative importance in an era of resource constraints.

The following issue statements indicate that, as Cornell strives to fulfill its outreach responsibilities with distinction in the future, tradeoffs and choices among competing priorities will be required. The challenge will be to align the University's outreach programs and service with the most critical needs in society and with the core academic program strengths of Cornell that benefit most from collaborative interactions with applications outside the University. Equally critical will be the preservation of core financial support and the development of new sources of funding.

The Study Group hopes that these materials will stimulate discussion of these important questions during subsequent phases of the strategic planning initiative, and will underscore the importance of this element of Cornell's mission in any design for its future.

List of Major Issues

1. Redefining the Outreach, Extension, and Public Service Mission: How should Cornell's priorities, breadth of program involvement, organizational structure, and funding be realigned or even redefined to serve changing clients, publics and societal needs?

2. Strategic Publics of the University: Who are Cornell's external strategic publics, how are they evolving and changing, and what actions are required to assess how current and future strategic publics can best be served by, and serve, the University?

3. Relationship to Instruction and Research Programs: How can balance best be maintained among the three primary academic functions, what should that balance be, at what level within the University should it be assessed and managed, and how can increased synergy be generated among those functions?

4. Local and Regional Investment: How can strategic investments by Cornell (both financial and non-financial) enhance and diversify economic activity and improve the quality of life in surrounding areas, while at the same time supporting the needs of the University?

5. State, National and Global Challenges: What actions and choices will be required to guide the University's outreach programs in their engagement with the increasingly sophisticated and challenging issues facing the State, nation, and the international community; what does the concept of a global Land Grant University imply, and what is an appropriate level of commitment to that objective?

6. Continuing Education and Life-Long Learning: How should Cornell respond to the increasing demands for continuing education and life-long learning, and what are their implications for our instructional delivery systems and commitment to our "student body"?

7. Developing Financial Support: What strategies are required to generate adequate ongoing levels of support for outreach programs — including: the reallocation of core institutional resources, the stabilization and enhancement of traditional sources of support, and the financing of new initiatives?

8. Organizational and Management Considerations: What organizational and policy changes will be required both to manage these programs in the future and to facilitate decisions about priorities?

The Cornell workplace

The University can more effectively accomplish its academic mission by seeking to be a model employer. The Cornell Workplace study group believes that the most valuable resource at Cornell is the faculty and staff, and that fully empowering the men and women who work here will enhance the future greatness of our university. Six critical issues concerning the Cornell workplace were identified in our discussions. They are:

1. The Nature of Leadership and Supervision
2. The State of Communication, Trust, and Morale
3. The Benefits of Diversity
4. The Economic Relationship Between the University and its Employees
5. The Management of Information Technologies
6. The Nature of Faculty Rights and Responsibilities

The six issues are neither mutually exclusive nor unique to Cornell. This is not a surprise, given that all are strategic components necessary for employees to understand their roles in the University's academic missions. The overlap strengthens the relative importance of each of the six critical issues, and emphasizes their interdependence.

We did not come to agreement on every detail when we discussed each of these issues. We did, however, come to unanimous consensus that these issues merit attention and we respectfully invite the Strategic Planning Advisory Board and the Cornell Community to consider them.

We found three larger themes which surfaced repeatedly:

1. Our community is divided in ways that are not always conducive to cooperation. Instead, we find staff pitted against faculty; endowed against statutory; well-supported units against poorer ones; and central services as against local ones.

2. We're living in a period of continuous, significant change.

3. It is possible that relying only on those things which have led to the honored reputation of Cornell may not serve the university so well in the future as it seeks to keep up with, and ahead, of the changes going on around it.

Finally, we call attention to two overriding issues:

1. More extensive formal and informal training, orientation, continuing education, and professional development for faculty and staff at all levels; and

2. Improved means of communication in all directions.

Financial and physical resources

The Strategic Planning Study Group on Financial and Physical Resources has discussed a wide ranging set of topics and concerns. From the data and the discussions we have sought to identify those underlying themes and key issues which we feel will most strategically determine our future.

One underlying theme has dominated our discussion:

The university's values and mission should clearly affect and be reflected in the financial and physical planning priorities which it establishes.

It is our hope that the strategic planning effort will enable the campus community, the faculty and administrative leadership, and the board of trustees to focus on just how those values are to be reflected in the decisions they advocate as we seek to make the necessarily difficult and sometime painful choices and tradeoffs inherent in strengthening our financial and physical resource base in the 1990's.

The four key issues are:

1. Size and Growth: Can Cornell develop a model for success and renewal that is not predicated on constant growth? What is the appropriate scale for Cornell? Do we view our present economic circumstances as temporary or as reflective of a new economic reality for research universities?

2. Student Access: Can we ensure a high quality educational experience that is affordable by any academically qualified student? How can Cornell balance its goals for student diversity with its need for financial equilibrium?

3. Physical Resources: How can we better assess and evaluate the financial tradeoffs inherent in new construction and decisions to invest adequately in maintenance of our existing facilities?

4. Financial Decision Making: How can we better align management authority with responsibility in financial decision making? Do our current organizational structures and incentive systems cause individual managers to feel that they either lack appropriate authority or that they are not "really" responsible for the financial impact of their decisions?

These issues were explored and are presented in the context of our current experience and of the evolving state and national environment, which dictates many of the forces affecting of the university. The four issues selected are not exhaustive of the university's many financial concerns, nor are they intended to imply a value judgment as to the specific direction that Cornell should take. Rather they highlight those key areas that must be addressed in the near future. In a sense, these are the issues that cannot be ignored. We hope that by addressing them, we can most productively and constructively affect the direction that Cornell will take.

Over the past 30 years, Cornell has experienced both "good and bad" financial times—times when budgets were easy to balance and times when they were not. Cornell is now in its fourth consecutive year of difficult budgets. During this time unit budgets have been cut—both selectively and across the board. The budget tightness is due both to a change in the revenue side—a slower rate of increase or an actual decrease—and the continuing rate of growth of expenses. Many believe this to be a time of more than cyclical difficulty. The study group is of the opinion that we cannot expect the decade of the 90's to repeat the experience of the 80's and that we may see continued financial difficulty if we do not change our expectations and approaches.

During the past five years we have experienced:

- 1) The lowest rates of increase in tuition in 20 years, though still more than the rate of inflation.
- 2) A decline in the dollar amount of state support.
- 3) A slowdown in the rate of growth of government funded research.
- 4) A recent reduction in the amount of reimbursed indirect costs of research.
- 5) A reduction of interest rates, lowering the university's return on invested assets (although real long-term interest rates remained high).
- 6) Declining numbers of potential U.S. applicants and a drop in actual applications.
- 7) A sustained increase in institutional financial aid at more than twice the rate of growth of tuition.

In response to this environment, Cornell has undertaken several strategic actions in addition to cutting budgets. Most notably those are:

- 1) Seeking new sources of funding for programs and activities to replace lost state and federal sources.
- 2) Launching a capital campaign designed to raise \$1.25 billion, including \$175 million in new financial aid endowments.
- 3) Deciding to not increase the undergraduate student body, thereby avoiding additional pressure to increase the facilities and faculty.
- 4) Reducing the endowment payout to allow long term investment returns to equal inflation plus distributions, thereby preserving the real value of the endowment.
- 5) Undertaking a major building program (to be largely funded from gifts and new revenues) to provide new or improved facilities in areas such as science and technology, libraries, and athletics.
- 6) Moving more of the endowment to outside investment managers and focusing endowment investment management on maximizing total return, rather than a cash-yield objective.
- 7) Initiating a major quality improvement process to improve customer satisfaction in academic and administrative areas.
- 8) Undertaking the present strategic planning effort in a comprehensive way.

In this context, we offer the following discussion of four issues

which we feel are the strategic choices we must address in the area of financial and physical resources.

University organization and support services

The following is the final report of the Strategic Planning Study Group #7 on University Organization and Support Services. We identified seven issues and present them in descending order of priority.

The danger with this presentation is that these issues are not mutually exclusive. There are a logic that links them. First, in order to assess how we are organized, it is necessary to decide on our mission, vision and values. Only with this understanding will we be able to assess how well our resources are aligned with our long term institutional goals. This need is addressed in issue statement #1. Once we have established our vision we need to establish decision making criteria and processes for evaluating and choosing among the alternatives on an on-going basis. This need is addressed in issue statement #2. Next, our organizational culture must nurture the commitment of faculty and staff necessary for change. Culture is also important to several of the other issues listed below, particularly as they relate to our management practices. Organizational culture is discussed in issue statement #3. It is also necessary that our operating policies, processes and systems serve to support change and align our resources efficiently and effectively. Thus we need to ensure that our management policies and incentive systems are aligned with institutional goals, and that our information and communication technologies are applied to help reshape our operations. These needs are discussed in issue statements #4 and #6 respectively. Finally, within this context, we need to address specific operating issues as they relate to our need to integrate our internal structures and processes, and the need to establish cooperative relationships with external organizations. These are discussed in issue statements #5 and #7.

1. Establishing mission, vision and values. To organize the University effectively, we first need a shared sense of mission, vision and values, around which we can align our resources and assess our progress. A mission will describe our reason for being, our relative priorities, and whom we serve. A vision will tell us what concrete form our mission will take over the next decade or more. And our values will guide us in making decisions relative to that mission and vision. These governing concepts would provide us with a general direction on issues such as service, areas of academic emphasis, institutional size, competitive position, and the balance between instruction, research and extension.

2. Developing decision making criteria and processes for evaluating academic programs and support services. Currently we have no mechanism for formally evaluating what programs and services we provide or how we should organize to deliver them. Rather we have often added or expanded programs based on entrepreneurial initiative, and made across the board cuts without adequate consideration of the long term interests of the institution. To make such decisions requires commonly agreed upon standards and processes for evaluating the need, worth, and performance of programs and services.

3. Developing an organizational culture that builds commitment. To effect change, our operating policies and principles must work to gain the commitment of faculty and staff. Currently, commitment to the larger interests of the institution is often subordinated to the narrower aims of the profession or competing units. The result is often distrust and parochialism. To gain commitment to institutional goals it will be necessary to empower both faculty and staff by strengthening their voice and participation in the decisions that affect them.

4. Aligning authority, accountability and reward systems with institutional goals. To operate efficiently and effectively over the long term, requires a management process that aligns authority and accountability with institutional goals. Often, those who do the work are disconnected from those who monitor the work and make decisions about it. In such cases, accountability and commitment can be poor. Furthermore, the frequent lack of clearly articulated goals can result in a disparity between the perceived objectives and the actual rewards provided. For example, we espouse teaching and research but appear to reward primarily research. To effect change, we need to align authority and responsibility by clarifying overall goals and directions, integrating our reward systems with our management process, and making decisions at the appropriate level in the organization.

5. Integrating organizations, systems, and services. The University, like other organizations, has a compartmentalized structure that reflects the diversity of specialized activities. In some cases this compartmentalization has created narrow vision and poor cohesion among functions. Often, communication is inhibited and unit goals are substituted for institutional goals. Thus our programs and services often lack integration, which has resulted in an inefficient use of resources and a fragmented delivery of services. Our challenge is to retain the advantages of decentralization while integrating our activities.

6. Reshaping operations with information technology. We have not been very successful in using information technology to help us reshape the traditional ways we operate. In the past, we have most often installed systems to better perform standard tasks and processes, but not to introduce fundamental change. We need to learn how to take greater advantage of technology to help us re-engineer our processes and responsibilities. Technology provides the most ready means of reconciling the decentralization of administrative units and academic programs with the integration of university operations and services. It can also provide us with the means to maintain both the breadth and quality of academic program offerings in an era of limited resources.

7. Networking with strategically selected external organizations. In a times of scarcity we need to explore sharing resources and support services internally and with other universities and organizations. We are presently working collaboratively with others in transportation, composting and mail operations, but the list should be much longer. We also need to collaborate with other institutions in academic programs, with the government on a wide range of issues, and with the local community in areas including planning for our common environment.

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 free and open to the Cornell community and general public unless stated otherwise. For information, call or 277-3638.

May 23: North Room, Willard Straight Hall, teaching, 7:30 p.m.; request dancing, 8:30 p.m.

CU Jitterbug Club

Lindy Hop dance classes, Thursdays, May 20 through June 17 at 209 N. Aurora St.; Beginners, 7:15 p.m.; Intermediate/Advanced, 8:30 p.m. \$35 in advance, \$40 at the door. For information and registration, call Bill at 273-0126.

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.

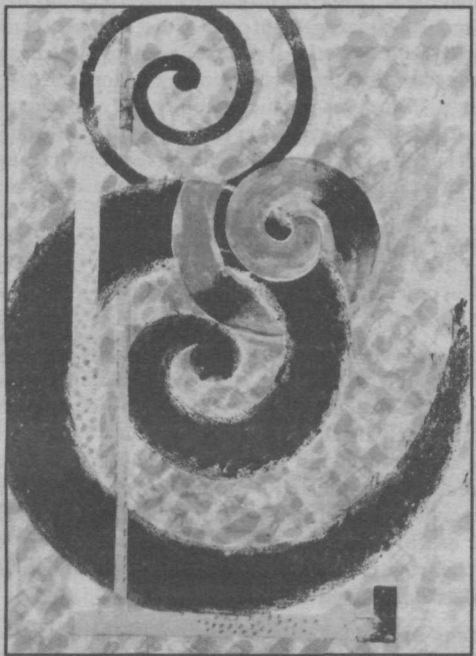
• "Art Nouveau Posters" is on display through June 13.

• "Chemistry Imagined," through June 13.

• "Up Close: Contemporary Art From the Mallin Collection," through June 13.

• "Photogenics," through June 27.

• The museum is exhibiting prints from the permanent collection featuring scenes of drinking and merriment from the 16th to 19th centuries. Sometimes idyllic, often debauched, the



Emil Ghinger

From the exhibition of Olive Press prints, "Untitled," 1992, by Al Loving.

prints portray a "slice of life" different from the dignified court scenes and staid religious subjects the average viewer associates with this period. The exhibit continues through June 13.

• An exhibition of prints from Olive Press, a collaborative printmaking project initiated by the Department of Art, will be on display from May 25 through June 27. The artists represented in the show are Gary Stephan, John Walker, Rebecca Purdum, Richard Artschwager, William Wegman, Al Loving, John Baldessari, David Diaio, Andrew Spenceman and Richard Bosman.

• Brunchtime Artist Lecture Series: Susan Pickens will deliver the final lecture in the

Brunchtime Artist Lecture series on May 22 at 11 a.m. She will discuss and display several of her pieces and also present a number of slides. Participants are invited to remain in the museum following the lecture for refreshments and informal discussion.

• Wednesday Artbreak Series: Starting June 2, the museum will be open late. The first Wednesday Artbreak program will be June 9 from 5:30 to 6:30 p.m., and the topic will be "Science and Art Interface," with artist Tom Rockwell.

• Thursday Box Lunch Tours: From summer in Ithaca to summer in Italy — come to the museum for five half-hour tours of Italian works in the permanent collection. Then enjoy refreshments *al fresco* on the Sculpture Court. Noon, June 17, July 1, 15 and 29, and Aug. 12.

• Summer workshops: "Studio Art Workshops for Adults: Printmaking with Peter Kahn," June 12, 19 and 26, 11 a.m. to 1 p.m., register by June 4, fee.

"Chinese Brush Painting with Jim Hardesty," June 20, and 27, July 11 and 25, Aug. 8 and 22, 11:30 a.m. to 1 p.m., register by June 11, fee.

• Free tours: Every Saturday and Sunday from 1 to 2 p.m., the museum offers a free tour of its collections and exhibitions. The Johnson Museum also offers foreign language tours by appointment. For more information and to schedule a tour, please contact the education department.

Kroch Library

"Nature's Garland: An Exhibition of Books and Prints From the Botanical Collections of Cornell University Library," Exhibit Gallery, Level 2B, Kroch Library, through June.

Martha Van Rensselaer Hall

An exhibit of historic batik textiles from Indonesia is now on display in the Cornell Costume Collection Showcase outside room G19A in MVR Hall. The exhibit will continue through May.

FILMS

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

Thursday, 5/20

"Delicatessen" (1991), directed by Jean-Pierre Jeunet and Marc Caro, with Dominique Pinon, Jean-Claude Dreyfus and Marie-Laura Dougnac, 7:45 p.m.

"National Lampoon's Animal House" (1975), directed by John Landis, with John Belushi, Tim Matheson and Donald Sutherland, 10 p.m.

Friday, 5/21

"Zebrahead" (1992), directed by Anthony Drazan, with Michael Rapaport, Deshonn Castle and N'Bushe Wright, 7:20 p.m.

"Delicatessen," 9:40 p.m.

"National Lampoon's Loaded Weapon I" (1993), directed by Gene Quintano, with Emilio Estevez and Jon Lovitz, midnight.

Saturday, 5/22

"Zebrahead," 7:40 p.m.

"Loaded Weapon I," 9:55 p.m.

"Animal House," midnight.

Sunday, 5/23

"Loaded Weapon I," 8 p.m.

Monday, 5/24

Early films by Peter Greenaway, six short films, 7:50 p.m.

"Animal House," 10 p.m.

Tuesday, 5/25

"Robin and Marian" (1976), directed by Richard Lester, with Audrey Hepburn and Sean Connery, 7:30 p.m.

"The Graduate" (1967), directed by Mike Nichols, with Anne Bancroft, Dustin Hoffman and Katharine Ross, 10 p.m.

Wednesday, 5/26

"Dark Habits" (1984), directed by Pedro Almodovar, with Cristina Pascual, Julieta Serrano and Marisa Paredes, 7:25 p.m.

"Honeymoon in Vegas" (1992), directed by Andrew Bergman, with James Caan, Nicolas Cage and Sarah Jessica Parker, 10 p.m.

Thursday, 5/27

The Best of the International Tournées of Animation, 7:50 p.m.

"The Graduate," 10 p.m.

Composer to set Ackerman poem to music

Diane Ackerman's dramatic poem, *Reverse Thunder*, will soon be set to music. The National Endowment for the Arts recently awarded a grant to Ithaca composer Paul Goldstaub to develop an opera or music theater piece based on the poem by naturalist, adventurer and author Ackerman, MFA '73, Ph.D. '79.

Goldstaub, who teaches music at Ithaca College and also works part time as an accompanist for Cornell's dance program, wrote some incidental chamber music for a staged reading of the poem last October at the Literary Arts Festival of Old Dominion University in Norfolk, Va. This year, with a \$6,100 grant from the NEA, he will expand the score to include songs, orchestra music and religious music for the poem.

Reverse Thunder is the story of Sister Juana Ines de la Cruz, a 17th-century Mexican nun of enormous curiosity and learning. A poet, natural scientist and scholar as well as a devout and sensitive Christian, she ran afoul of the Catholic Church for practicing science and daring to have opinions on Church doctrine.

Goldstaub's *Reverse Thunder* is likely to include original church music and Baroque Mexican folk music — because Sister Juana was born in the Mexican countryside of a Creole mother and a Spanish father, and she remained a person of the people all her life, the composer said.

Goldstaub's earlier works include chamber operas, *The Marriage Proposal* and *I Am Prospero*, an opera, *The Trojan Women*, and several instrumental works. He earned a



Tony DeCamillo

Paul Goldstaub

bachelor's degree at Ithaca College and a master's degree and doctorate at the Eastman School of Music in Rochester.

The composer is uncertain yet whether he will work with *Reverse Thunder* as an opera or a music theater piece, but, he added, "Music theater has moved in many new directions since the classics *Oklahoma* and *The King and I*. I feel that a version of *Reverse Thunder* with music could be as gripping as *West Side Story* or *Sunday in the Park with George*."

MUSIC

Bound for Glory

May 23: Albums from the studio until June 27. Sundays from 8 to 11 p.m. on WVBR-FM, 93.5.

RELIGION

Sage Chapel

No service May 23.

African-American

Sundays, 5:30 p.m., Robert Purcell Union.

Catholic

Weekend Masses: Saturday, 5 p.m.; Sunday, 10 a.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. Mass schedule for Ascension, May 20, is 12:20 and 5:15 p.m. in Anabel Taylor Chapel.

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

Morning Minyan at Young Israel, 106 West Ave., call 272-5810.

Reform: Fridays 6 p.m., chapel, Anabel Taylor Hall; Conservative/Egalitarian: Fridays, 6 p.m., Founders Room, and Saturdays 9:30 a.m., Founders Room, Anabel Taylor Hall; Orthodox: Friday, call 272-5810 for time, and 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.

Sri Satya Sai Baba

Sundays, 10:30 a.m., 319 N. Tioga St. For details call 273-4261 or 533-7172.

Zen Buddhist

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

SEMINARS

Biochemistry, Molecular & Cell Biology

"Effect of Phosphorus Containing Sugar Analogues on the Processing, Turnover and Secretion of Glycosidases in the Adult Rat Epididymis," Joseph Hall, Penn State University, May 21, 4 p.m., large seminar room, Biotech Building.

Fruit & Vegetable Science

"Effects of Carbon Dioxide Enrichment, Chilling, Gibberellic Acid and Irradiance on *Ex Vitro* Performance of Apple and Blueberry Microcuttings," Dorcas Isutsa, graduate student, May 27, 4 p.m., 404 Plant Science.

Genetics & Development

"Is More Than One Type of Selection Required to Explain the Pattern of Nucleotide Variability at *Gld* in *D. melanogaster*?" Martha Hamblin, May 26, 12:20 p.m., small seminar room, Biotechnology Building.

Plant Breeding & Biometry

"Mann Library Gateway Presentation," Susan Carpenter, instruction coordinator, Mann Library, May 25, 12:20 p.m., 135 Emerson.

MISC.

Alcoholics Anonymous

Meetings are open to the public and will be held Monday through Friday at 12:15 p.m. and Saturday evenings 7 p.m. in Anabel Taylor Hall. For more information call 273-1541.

Latin American Studies Program

Latin American coffee hour will be held on Tuesdays at 5 p.m. in G-08 Uris Hall.

Plantations

A course, "Bonsai for Beginners," will be offered May 22 from 9 a.m. to 1 p.m.; and "Out of Your Gourd" (for children over 8 and adults) will be held May 29 from 1:30 to 3 p.m. Advance registration is necessary for these courses. Call 255-3020 for information.

SPORTS

Men's Track

May 22-23, IC4A at Williamsburg, Va.

WorkPlace

Sharing human resource perspectives

Produced by University Human Resource Services

Special Supplemental Issue

The Classification Review Study

—Patricia Hutton, director and senior consultant, Employment Services

Introduction

By now, all staff and faculty should have received a letter from Provost Malden C. Nesheim and Senior Vice President James E. Morley, Jr., announcing that the Classification Review Study is near its end. All staff included in the study will receive notification of their new university job title and pay band assignment during the week of June 22. Those staff whose salaries will be affected by the study results will see those changes reflected in their paychecks in July.

The Context

As Beth I. Warren, associate vice president for human resources, noted in her "Reflections" article in last week's *Cornell Workplace*, this study was much more complex than its originators anticipated. In fact, she prefers to call it a "compensation research project," because its scope in laying the foundation for a compensation program that will support and advance the strategic directions of the university extends far beyond the scope of reviewing how jobs are classified by calling it the "Classification Review Study." This study involved both quantitative and qualitative analysis—an examination of specific jobs, and an understanding of how all those jobs relate to each other and to the goals and directions of the university.

Sharing the Results

To fully realize the study's implications and ensure its effectiveness over time, an educative process on the study and the resulting compensation program is needed for the entire Cornell community. Already we have begun that process by meeting with each dean and administrative unit head, discussing the study's results and the long-term implications of maintaining its integrity at the decentralized levels.

This special insert to *The Cornell Workplace* is the next step in this educative process. It has been designed to provide a review of the study's purpose and process for those of you who might have joined the university since the study first began, and to introduce

the study results to the entire Cornell community.

Meetings Scheduled

As an initial effort to answer questions staff and faculty may have and to explore in greater depth the results of the study, there will be a series of open meetings, facilitated by the Study Team, the Steering Committee, and Beth Warren. Three meetings will be held on campus and one in Geneva for staff at the Agricultural Experimental Station. As indicated in the letter by Mal Nesheim and Jay Morley, these meetings are scheduled as follows:

Thursday, 5/20/93 3:00-5:00 p.m.,
Jordan Hall Auditorium, Geneva
Experimental Agricultural Station

Monday, 5/24/93, 3:00-5:00 p.m.,
Uris Auditorium

Wednesday, 5/26/93, 10:00-12:00
noon, Alumni Auditorium

Thursday, 5/27/93, 2:00-4:00 p.m.,
Alice Statler Auditorium

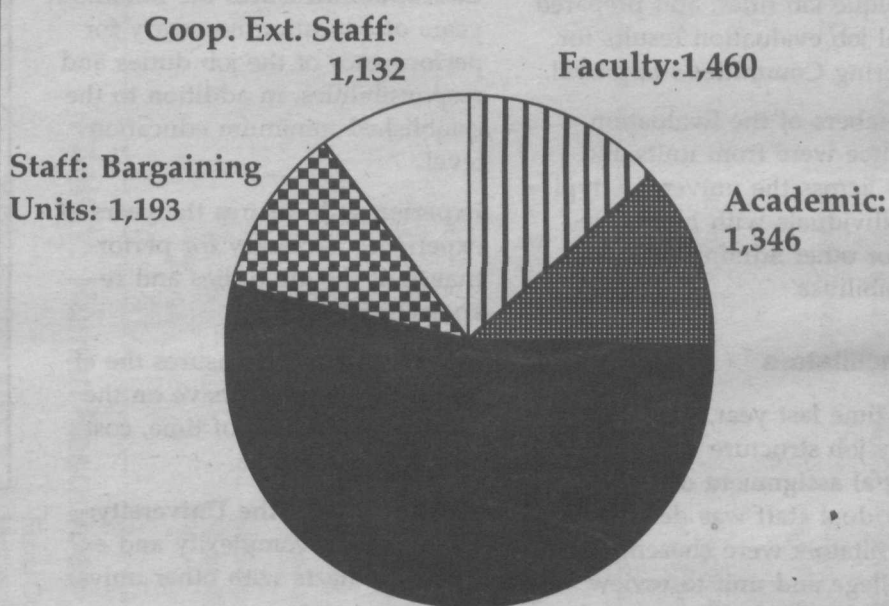
We will also be meeting with the Human Resource Network members across campus and with the unit study facilitators, so that once staff receive their notifications in June, they will be able to discuss their concerns with those involved at the departmental and college level in the compensation program implementation.

Background

In September of 1989, Cornell University initiated the Classification Review Study, which was designed to develop a fair and understandable approach to university job titles and to provide staff with information on career movement opportunities. The (then) Office of Human Resources undertook the study with the joint assistance of the consulting firm of Coopers & Lybrand and members of the university community.

The Classification Review Study covers Cornell full- and part-time, regular staff employees, endowed and statutory, except those in a bargaining unit or who are cooperative extension agents. A monumental task, it involved reviewing the posi-

Full and Part-time Regular Faculty and Staff



Staff Covered by the Study: 5,802

Total Full- and Part-time Faculty and Staff: 10,933

Chart 1

(Data based on UHRS database extract, 3/93, from 1/92-12/92)

tions of nearly 6,000 staff. At the same time, the study is not comprehensive, in that many staff—and all faculty—are not covered by the study (see Chart 1). So, while it provides a foundation and building blocks within Cornell's compensation program, the study on its own is not an end, but the means toward a larger end—which is the support of our work, of our networks of working relations, and of our careers and potential careers within the university.

Objectives of the Study

The major objectives of the study were to:

- Develop an easily understood and flexible compensation program to meet and anticipate the needs of

a dynamic, ever-changing workplace.

- Update the definition of work at Cornell by establishing a complete inventory of staff work; facilitate comparison and inter-relationship of jobs through job groupings; and indicate strategies for skills and career enhancement.

- Begin to provide the foundation for pay equity and equal opportunity analyses.

- Anticipate the requirements of the ADA (Americans with Disabilities Act).

- Design and maintain a competitive and flexible pay structure for the attraction and retention of high quality staff through ongoing market salary analyses.

- Provide for performance recognition through the enhanced flexibility that fewer and wider salary bands allow.

(continued on p. 2)

The People Involved

The Steering Committee

A Steering Committee was formed to oversee the study and to provide input on the university's culture, policies and procedures, so that the study would promote Cornell's mission and reflect the unique character of the university as a workplace. Over the course of the study, the Steering Committee members reviewed and approved the results of the various study components, including the evaluation plan and the job structure.

The Evaluation Committee

The Evaluation Committee was formed to review and modify preliminary job title evaluations according to the evaluation plan. This committee reviewed and discussed the structural pattern for all staff jobs and researched and re-evaluated unique job titles, and prepared the final job evaluation results for the Steering Committee's approval.

The members of the Evaluation Committee were from units and colleges across the university, typically individuals with human resource or other administrative responsibilities.

Unit Facilitators

At this time last year, once a preliminary job structure was in place and initial assignment of job titles to individual staff was determined, unit facilitators were chosen from each college and unit to review those results for their area, conferring with other administrators in their area as appropriate. They provided an initial gauge of how accurately the broad university perspective of the study fit the actual positions of individual staff

from the unit perspective, and indicated which jobs and staff had changed since the study began. Within the next several weeks, these facilitators will be brought up to date on the study, and, along with the current Steering Committee members, will be available to answer questions and concerns at the unit level.

Developing the Job Structure

The Evaluation Process

The inventory of the work done by Cornell staff was established by completing and examining the position questionnaires (the "red" and "gray" books), for each position. Those factors which most differentiated among levels of work were ear-marked to serve as job evaluation plan factors. The factors included:

Education: Measures the minimum years of education necessary for performance of the job duties and responsibilities, in addition to the established minimum education level.

Experience: Measures the years of experience necessary for performance of the job duties and responsibilities.

Impact of Error: Measures the effect an error would have on the university in terms of time, cost and public relations.

Contacts inside the University: Measures the complexity and extent of contacts with other university employees.

Contacts with Students: Measures the complexity and extent of contacts with students.

Contacts outside the University: Measures the complexity and extent

A Layperson's Guide to the Job Family Matrix (Pull-out)

—Nancy J. Doolittle, editor

In examining the job family matrix (pull-out), there are several things to keep in mind:

1. The job titles that are listed are the new job titles that were developed through the Classification Review Study. They are not intended to correspond with current job titles or to working titles, although there is some overlap. This means that in all likelihood you will not be able to figure out where you are in the new system yet. We did not do this to purposely withhold information from you. But we wanted to share this matrix as soon as progress in the unit resolution phase had made that possible. Also, we wanted the Cornell community to be able to examine this structure and the general study findings before we held any of the open meetings, so that we would all be talking from the same foundation of information.

You will also note that the "job families" do not correspond to any particular college or department; rather, they cut across the entire campus.

2. I would point out several things that the matrix demonstrates, however. For one, this is one unified pay and job structure, covering both overtime pay eligible and overtime pay ineligible staff. With the pay bands running along the top and the job families along the side, it should be clear how career paths can be developed through

both horizontal and vertical movement. National trends would indicate that most people will follow a "lattice-work" path that moves both across fields of expertise (from one job family to another) and within one family through a series of jobs (I, II, III, etc.).

3. Within each family in each band (i.e., within each "block" of job titles), job titles are listed alphabetically, i.e., they are not "ranked" from top to bottom.

4. You will want to look at this chart and at the circle chart on p. 8 at the same time, to get a sense of the minimum hiring rate for each pay band.

5. Once you get your individual letter of notification, you may want to read the job summaries in the Administrative libraries. By reading those of other jobs in the same job family as yours or in the same or contingent pay bands as yours, you will get a better sense of the "system" and the progression of skills and responsibilities than the job titles alone convey. As part of your career development considerations, you might also wish to consult with your college or unit human resource staff, or with staff from Employment Services at some point in the future.

of contacts with individuals outside the university.

Supervision Given: Measures the amount of supervision the job provides to others.

Complexity: Measures the amount of problem-solving and innovation

present in the job.

Type of Decision Making: Measures the nature of the job's decision making activities.

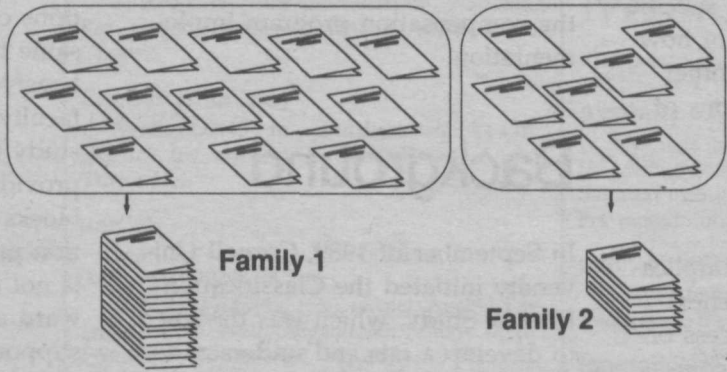
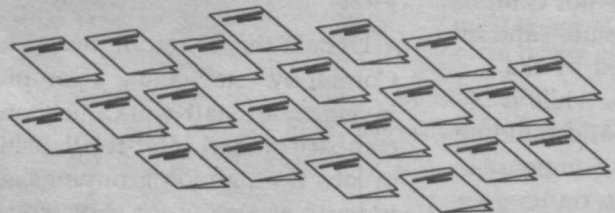
Effect of Decision Making: Measures the effect of the job's decisions on the university.

(continued on p. 1)

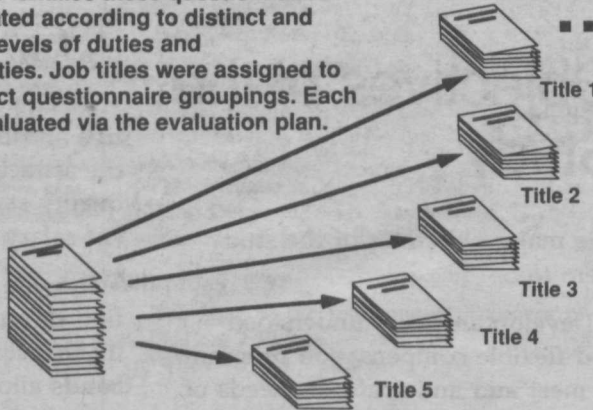
How the Job Family Matrix Was Developed

1. Each staff member covered by the study was asked to complete a position questionnaire and, with supervisory approval, to submit their questionnaires to the Employment Services section of University Human Resource Services.

2. Questionnaires were individually read cover-to-cover and grouped together according to similar duties and responsibilities, thereby establishing job families.



3. Within job families these questionnaires were separated according to distinct and increasing levels of duties and responsibilities. Job titles were assigned to these distinct questionnaire groupings. Each title was evaluated via the evaluation plan.



4. Job titles were compared across job families, to ensure that titles requiring similar levels of education, experience, and responsibility were similarly evaluated and placed.

	Band A	Band B	Band C	Band D	Band E
Family 1	Title 1A	Title 1B	Title 1C	Title 1D	Title 1E
Family 2	No applicable title	Title 2B	Title 2C	Title 2D	No applicable title
Family 3	No applicable title	Title 3B	Title 3C	Title 3D	Title 3E

Chart 2

A	B	C	D	E	F	G	H	I
FAMILY: Fin/Budget/Planning (continued)								
	Financial Aid Asst I	Financial Aid Asst II	Finance Specialist I	Finance Specialist II	Finance Specialist III Mgr Finance I	Mgr Finance II	Mgr Finance III	Dir Stat College Aff
			Payroll Assoc I Real Estate Assoc	Payroll Assoc II	Payroll Assoc III Mgr Real Estate	Financial Analyst Asst Dir Payroll	Dir Risk Management Dir Payroll	Dir Real Estate
FAMILY: Health								
			Farrier	Asst Physical Therapist	Physical Therapist Counselor Therapist I Counselor Therapist II		Assoc Dir Psych Svcs	Psychiatrist Dir Psych Svcs
				Instructor Wellness Prog	Health Assoc I Health Educator I	Health Assoc II Health Educator II Dir Health Education Coord Wellness Prog Head Pharmacist		Physician
					Pharmacist			
					Staff Nurse Nurse Supv		Veterinarian	
FAMILY: Human Resources								
Human Resource Asst I	Human Resource Asst II	Human Resource Asst III	Human Resource Asst IV	Human Resource Asst V	Equal Opport Assoc Human Resource Assoc III Mgr Human Resource I	Assoc Dir OEO Human Resource Assoc IV Mgr Human Resource II	Dir OEO Mgr Human Resource III	Dir Human Resource
			Human Resource Assoc I	Human Resource Assoc II		Qual Improve Admin I	Qual Improve Admin II	
FAMILY: Library/Museum								
Collections Asst I	Collections Asst II	Collections Asst III	Collections Asst IV	Cataloger Collection Specialist Collections Asst V		Conservation Spec Curator		
		Gallery Preparator I	Gallery Preparator II		Museum Assoc I	Museum Assoc II		
Preservation Asst I Public Svcs Asst I	Preservation Asst II Public Svcs Asst II	Preservation Asst III Public Svcs Asst III	Museum Preparator Preservation Asst IV Public Svcs Asst IV	Chief Preparator				
				Public Svcs Asst V Reference Asst Slide Library Asst				
Technical Svcs Asst I	Technical Svcs Asst II	Technical Svcs Asst III	Technical Svcs Asst IV	Technical Svcs Asst V	Supv Museum Security			
FAMILY: Public Affairs								
			Public Affairs Asst	Alumni Affrs Ofcr I Public Affairs Ofcr I	Alumni Affrs Ofcr II Asst Regional Dir Public Affairs Ofcr II	Alumni Affrs Ofcr III Regional Assoc I Public Affairs Ofcr III	Alumni Affrs Ofcr IV Regional Assoc II Public Affairs Ofcr IV	Public Affairs Ofcr V

This is NOT a complete list of all university job titles. Titles still under review will be added at the end of the unit resolution process and an updated list will be published.

A	B	C	D	E	F	G	H	I
FAMILY: Academic Support								
		Curatorial Aide	Extension Supp Aide	Extension Supp Spec I Music Composer/ Accompany	Extension Supp Spec II	Extension Supp Spec III	Extension Supp Spec IV	
Research Aide I	Program Aide I Research Aide II	Program Aide II Research Aide III	Program Aide III Research Aide IV Research Supp Aide Teaching Supp Spec I	Research Supp Spec I Teaching Supp Spec II Tech Svcs Supv I	Research Supp Spec II Teaching Supp Spec III Tech Svcs Supv II	Research Supp Spec III Teaching Supp Spec IV Mgr Tech Svcs	Research Supp Spec IV Dir Teaching Supp Svcs Dir Operations	
FAMILY: Administration								
			Admin Supv I	Admin Supv II	Admin Mgr I	Admin Mgr II Sr Admin I	Sr Admin II	Sr Admin III Assoc Univ Counsel Deputy Univ Counsel Dir Govt Affairs
			Business Mgr Trainee Coord Conference I	Coord Conference II			Asst Dir Govt Affairs	
Data Entry Oper I	Data Entry Oper II		Exec Staff Asst i	Exec Staff Asst II	Exec Staff Asst III Grant Contract Ofcr I College Grant/Cont Ofcr	Exec Staff Asst IV Grant Contract Ofcr II	Grant Contract Ofcr III Assoc Dir OSP	Dir Professional Ed Prog
Office Asst Administrative Asst I	Administrative Asst II	Administrative Asst III	Administrative Asst IV Purchasing Agent I	Administrative Asst V Purchasing Agent II Supv Retail	Mgr Sales/Mktg	Dir Sales/Mktg		Dir OSP/Assoc VP Res Managing Dir-Statler
Telephone Attendant I Telephone Attendant II	Service Coord	Telephone Svc Rep			Purchasing Agent III Mgr Retail I	Mgr Retail II	Mgr Purchasing	Dir Bookstore
	Travel Coord I		Travel Coord II		Theatre Outreach Coord Theatre Manager			Asst VP Acad Prog/Campus Affrs
FAMILY: Athletics								
				Asst Coach		Head Coach Head Athletic Trainer	Assoc Dir Athletics	
				Golf Course Supt	Athletic Trainer			
				Instructor PE	Head Golf Pro Mgr PE I	Mgr PE II		
FAMILY: Auxiliary Services								
Sales Asst I	Sales Asst II	Concierge Restaurant Svc Coord Sales Asst III	Sales Asst IV Sign Lang Interpreter					
Stockkeeper I	Stockkeeper II Theatre Asst I	Stockkeeper III Theatre Asst II Box Office Coord Transport Svc Rep II	Theatre Asst III					
	Transport Svc Rep I		Telecommunicator					
FAMILY: Communication								

FAMILY: Communication								
Media Asst I	Graphics Asst I	Illustrator I	Advrt Assoc I	Broadcast Engr	Advrt Assoc II	Communication Manager I	Communication Manager II	Dir Media Svcs
			Communication Specialist I	Communication Specialist II	Communication Specialist III			
			Copy Prep Specialist	Coord Sales	Mgr Sales			
			Editor I	Editor II	Editor III			Dir Univ Press
Media Asst II	Media Asst II	Media Asst III	Graphic Designer I	Graphic Designer II	Graphic Designer III	Editor IV	Managing Editor	
			Graphics Asst II					
			Media Asst IV	Illustrator II				
				Media Asst V				
Publications Asst I	Photo Asst	Photographer	Photo Spec I	Photo Spec II	Mgr Distribution Ctr	Mgr Publ II		
					Mgr ETV Engr			
					Mgr Print Shop			
					Mgr Publ I			
Publications Asst II	Publications Asst II	Publications Asst III	Prod Assoc I	Prod Assoc II	Supv Photo Svcs			
					Coord Prod			
					Producer			
Publications Asst III	Publications Asst III	Publications Asst III	Publications Asst IV	Staff Writer I	Staff Writer II	Staff Writer III	Dir Off Publications Svc	
Publications Asst IV	Publications Asst IV	Publications Asst IV	Videotape Editor					

FAMILY: Computers & Networks								
Comp Prod Control I	Comp Prod Control I	Comp Prod Control II	Comp Oper Coord	Comp Oper Supv	Comp Oper Mgr I	Asst Mgr Finance Sys	Mgr Finance Sys	
			Comp Prod Control III	Comp Prod Control IV		Comp Oper Mgr II		
			Computer Operator III	Computer Operator IV				
			Consultant/Advisor I	Consultant/Advisor II	Consultant/Advisor III			
Info Tech Area Coord	Info Tech Area Coord	Info Tech Area Coord	Info Tech Area Coord	Info Tech Area Supv	Consultant/Advisor Sr	Consultant/Advisor Spec	Consultant/Advisor Lead	Consultant/Advisor Princ
					Coord Computer Facilities			
						Coord Publ Sys		
						Info Tech Area Mgr II		
Info Tech Engineer I	Info Tech Engineer I	Info Tech Engineer I	Info Tech Engineer I	Info Tech Engineer II	Info Tech Area Mgr I	Info Tech Asst Dir I	Info Tech Asst Dir II	Dir Info Tech
						Info Tech Asst Dir I	Info Tech Assoc Dir	
					Info Tech Engineer III			
					Info Tech Engineer Sr	Info Tech Engineer Specialist	Info Tech Engineer Lead	Info Tech Engineer Princ
Network Oper Coord	Network Oper Coord	Network Oper Coord	Network Oper Coord	Network Oper Supv	Mgr Purchasing Sys	Network Oper Mgr II	Mgr Computer Audit	
					Network Oper Mgr I			
Network Tech I	Network Tech I	Network Tech II	Network Tech III	Network Tech IV				
			Office System Spec III	Office System Spec IV				
Office System Tech I	Office System Spec I	Office System Tech II	Prog/Analyst I	Prog/Analyst II	Prog/Analyst III	Prog/Analyst Spec	Prog/Analyst Lead	Prog/Analyst Princ
					Prog/Analyst Sr			

FAMILY: Fin/Budget/Planning								
Accounts Rep I	Accounts Rep II	Accounts Rep III	Accounts Rep IV	Accounts Rep V				
Collection Rep I	Collection Rep II		Auditor	Staff Auditor	Asst Bursar	Assoc Bursar	Bursar	Dir Patents & Tech Mktg
					Asst Dir Patents & Tech		Assoc Dir Patents & Tech	Asst Treasurer
							Mgr Audit	Dir Audit
Data Analyst I	Data Analyst I	Data Analyst I	Data Analyst I	Data Analyst II	Plan/Research Assoc I	Plan/Research Assoc II	Assoc Dir Plan/Research	Dir Plan/Research
							Dir Cash Mgmt	Dir Budget
							Dir Finance Sys Devel	Dir Finance Busn Svcs

				FAMILY: Service/Facilities				
				Coord Projects I	Coord Projects II	Coord Projects III	Mgr Projects Mgr Maint Svcs	
					Estimator Facilities Designer I Interior Designer	Environ Health Spec I Supv Estimating Facilities Designer II	Environ Health Spec II	Environ Health Spec III
							Engineer/Architect I	Engineer/Architect II
								Dir Transportation Svcs Dir Environ Health
				Supv Facilities I Supv Farm I	Supv Facilities II Supv Farm II Supv Materials/Warehse I	Landscape Architect I* Mgr Facilities I Mgr Farm Supv Materials/Warehse II Supv Plant Mgr Public Safety Supv Shop	Landscape Architect II Mgr Facilities II	Dir Facilities I
							Mgr Materials	Dir Facilities II
								Dir Mtls Mgmt/Campus Svcs
					Supv Public Safety		Asst Dir Pub Safety	Dir Public Safety
				FAMILY: Student Services				
				Asst Coord Program	Coord Program I	Coord Program II	Coord Program III Mgr Program Asst Ombudsperson	Assoc Dean-Continuing Ed
					Dining Assoc I	Assoc Judicial Admin Dining Assoc II	Dining Assoc III	Dir Program
					Res Hall Assoc		Assoc Ombudsperson Judicial Admin Dining Assoc IV Dir Univ Ministries	
				Student Svcs Asst	Student Svcs Assoc I	Student Svcs Assoc II	Student Activities Assoc Student Svcs Assoc III	Student Svcs Assoc IV Student Svcs Assoc V University Registrar
								Student Svcs Assoc VI Dean of Students
				FAMILY: Support Services				
Animal Attendant Bldg Coord I Custodian I	Bldg Coord II Custodian II Drafter I	Bldg Coord III	Facil Coord I	Facil Coord II				
Field Asst I	Field Asst II Greenhouse Worker	Drafter II Field Asst III	Drafter III					
Groundswoker Maintenance Mech I Orchard Worker I	Maintenance Mech II Orchard Worker II Print Machine Operator		Maintenance Mech III					
Security Guard	Utility Plant Operator Vehicle Mechanic I	Vehicle Mechanic II						
				FAMILY: Technical				
Animal Tech I	Animal Tech II Veterinary Tech		Supv Animal Care Supv Veterinary Tech Environ Safety Tech I Equipment Tech IV Licensed Practical Nurse Life Safety Spec II Medical Technologist I	Environ Safety Tech II Equipment Tech V				
Equipment Tech I	Equipment Tech II	Equipment Tech III						
		Life Safety Spec I		Medical Technologist II				
Pharmacy Asst	Physical Therapy Aide							
		Radiation Safety Tech	Sr Radiation Contrl Tech. Radiographer Systems Operator I Technician IV	Radiographer Supv Systems Operator II Technician V				
Technician I	Technician II	Technician III						

Freedom of Action: Measures the amount of autonomy within the job.

Working Conditions: Measures the visual, physical and hazardous working conditions associated with the job.

Support Skills: Measures the type and extent to which support skills (writing, computer literacy) are necessary for job performance.

Developing Job Titles and Job Families

Next, questionnaires were grouped according to similar duties and responsibilities, and each group became a job family. Within job families, questionnaires were separated according to increasing levels of duties and responsibilities and were given university job titles. Evaluation factors were used to evaluate the university job titles, and to determine their relative placement to each other. Through this process, the number of job titles was reduced from over 2,000 to about 500, greatly simplifying the compensation structure and

making it more understandable and consistent across the university. (see Chart 2).

Assigning Job Titles

Once this framework was developed, individual staff/positions were examined, and assigned to the appropriate job title and family. The assignments were thereafter fine-tuned through several reviews at both the university and the college and unit levels to ensure appropriate and consistent assignment of staff into the job structure, while also taking into account their unique duties and responsibilities (see Chart 3).

These fine-tuning stages have taken over a year to complete. But because of the thoroughness of this process, most jobs have been made current, and most individuals have been assigned to their university job title not only based on the original questionnaires but also reflecting any changes in their status (moving to another department, taking on new responsibilities, etc.) that have occurred since the questionnaires were filled out.

Salary Structure

Once all university job titles and families had been determined, current salaries were examined and market data (surveys, etc.) were used to develop several salary structures and costing models. Because the university is moving in a team-based direction, and because the nature of the work of tomorrow will require greater flexibility and career and skill enhancement (see Beth Warren, "Reflections," *The Cornell Workplace*, May 13, 1993 issue), a single, broad-band structure that includes both staff who are eligible for overtime pay (not exempt from overtime pay) and staff who are not eligible for overtime pay (exempt from overtime pay) was developed. This single pay structure has a total of 9 bands, with some overlap in two of the bands of jobs that are overtime pay eligible and some that are not. This contrasts with the former system, which had two pay structures (one for overtime pay eligible and one for overtime pay ineligible), with a combined total of 23 levels.

Results of the Study

The Materials at Hand

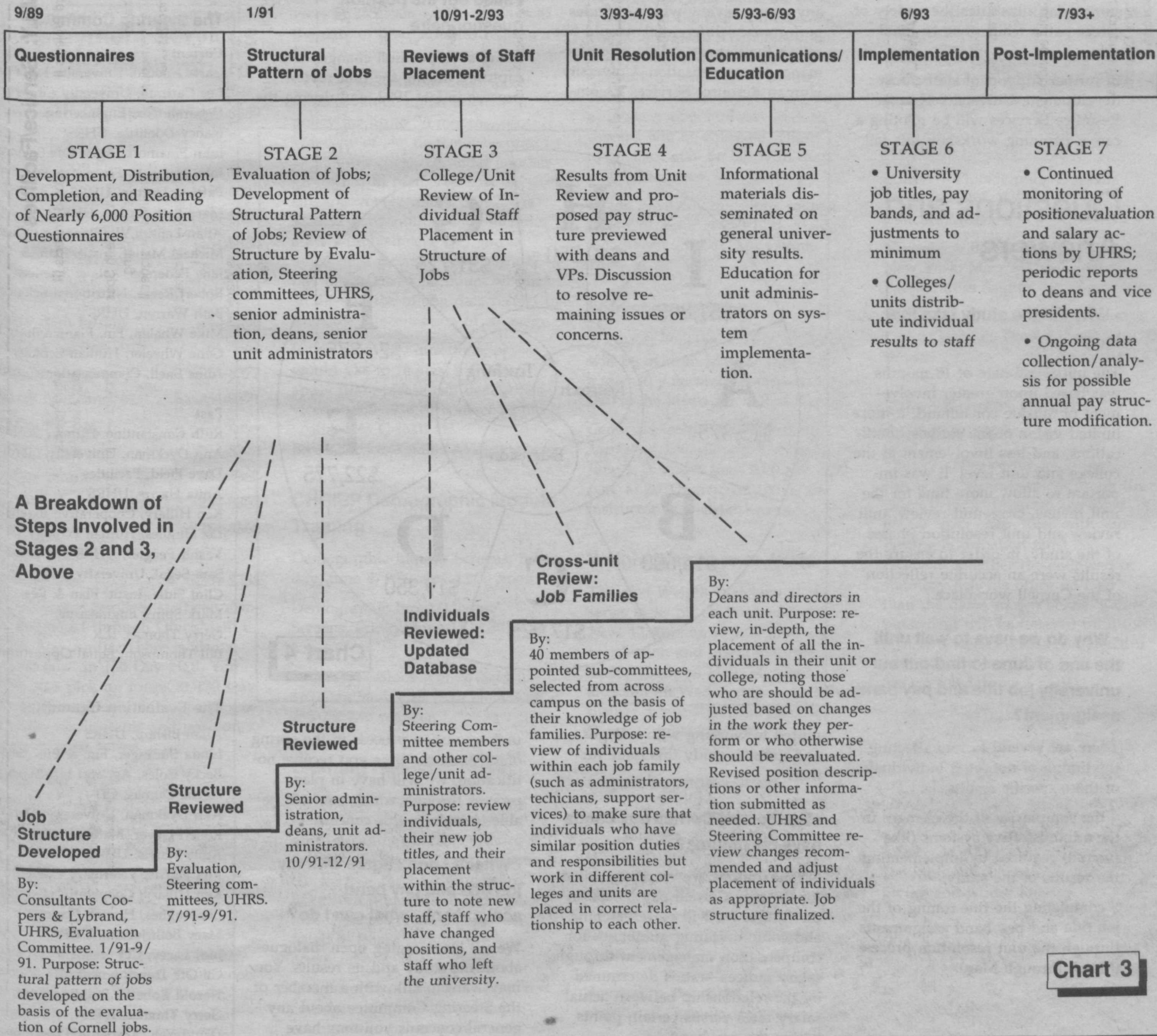
Upon implementation, each college and unit will have a master listing of all staff positions, sorted by job family, and listing individual incumbents, university job title and pay band assignment. Colleges and units will also have the complete index of job summaries, which includes the general responsibilities and evaluation factors for each job title. These reference materials will be available for review by staff members through the college or unit administrative offices and on reserve in Olin, Mann, and Clark libraries.

Research, Analysis and Planning

By reducing the number of university job titles, positions with similar responsibilities and compensable factors can be more fairly

(continued on p. 8)

An Overview of the Process of the Study



benchmarked with the external and internal market, facilitating pay analysis and compensation planning. University Human Resource Services will research, analyze and provide recommendations pertaining to the compensation program and provide ongoing consultation with colleges and units for employment offers and pay adjustments.

Policies

To support the new compensation program objectives, University Human Resource Services, in conjunction with the Steering Committee, is developing new compensation guidelines for recommendation to senior administration.

Career Movement

The job family matrix and the index of job summaries will be of assistance to staff members who are interested in exploring other career opportunities at Cornell, as these materials give an overview of the jobs' responsibilities and skill, education and experience requirements. By using the matrix of jobs within the various job families, staff members can review jobs in pay bands across job families. This information, supplemented by the information contained in the index of job summaries, illustrates the variety of career paths which may be available.

In further support of staff career development, University Human Resource Services will be piloting a career planning workshop this fall.

Questions and Answers

• Why did the study take this long?

The initial estimate of 18 months was based upon greater involvement of outside consultants, a more limited vision of the study's ramifications, and less involvement at the college and unit level. It was important to allow more time for the unit review, cross-unit review, unit review and unit resolution phases of the study, in order to ensure the results were an accurate reflection of the Cornell workplace.

• Why do we have to wait until the end of June to find out our university job title and pay band assignment?

There are several factors affecting the timing of notifying individuals of these specific results:

- √ the complexity of the changes in the administrative systems (like payroll) required by implementing the results of the study,
- √ completing the fine-tuning of the job title and pay band assignments through the unit resolution process (March through May).

• How will I know if I am getting a pay adjustment from the study?

Each position is assigned to a university job title and corresponding pay band, which has an established minimum rate (see Chart 4). You will receive a letter from your college or unit during the week of June 22 that will inform you of your university job title and pay band assignment. If your 1993-94 salary rate is less than the minimum for your position's pay band assignment, your pay rate will be adjusted to the pay band minimum, effective June 24, 1993.

• What about equity?

The process of evaluating jobs according to the new evaluation plan, assigning positions to university job titles, analyzing internal and external market data, and adjusting all staff pay rates to at least the pay band minimums moves staff towards greater pay equity. While further analyses are being performed, we are severely hampered by the lack of data necessary for a title-by-title pay equity review. For example, no data base of incumbents' education, years of relevant experience prior to Cornell, and performance exists. Since Cornell's policy is to pay for performance, any equity review which excludes performance differentials would not reflect the important role of performance in compensation. University Human Resource Services is com-

• How are pay band minimums established?

At Cornell, the pay band minimums are established based on a blending of the external market data, the internal salaries for all staff by band, and the university's ability to pay. This blended data fairly accurately reflects the Cornell market, since over one-half of Cornell vacancies are filled from within.

• What surveys were used?

A database of over 60 major surveys (national, regional, local; profit and nonprofit organizations) was established during the course of the study. Those surveys whose data most closely matched Cornell parameters were given more weight in the market analysis.

• How often will the pay band minimums be changed?

Each year, University Human Resource Services will research and analyze survey data and internal compensation data to recommend adjustments to the pay band minimums, if appropriate.

• My position has changed since I filled out the position questionnaire

Many such position changes were captured during the unit review process in late 1992, and during the

ment Services, 20 Thornwood Drive, with any general question. We will have a column in *The Cornell Workplace* to address common questions and issues. As mentioned above, when you receive notification of your specific job title and pay band assignment, there will be a process established to address post-implementation concerns. Over the next several weeks we will be meeting with the administrative and human resource staff, including the unit facilitators, in the colleges and units about the implementation and implications of the study results, so that they can address your specific concerns. We will also be communicating with you further about the process to address post-implementation concerns.

The People Involved

Below we recognize those who have served on the Steering and Evaluation Committees. In future issues, we will be reprinting their names, along with the unit facilitators, who will be updated on the study's implementation process and future implications, and who can then serve as a resource in the colleges and units.

The Steering Committee

Current

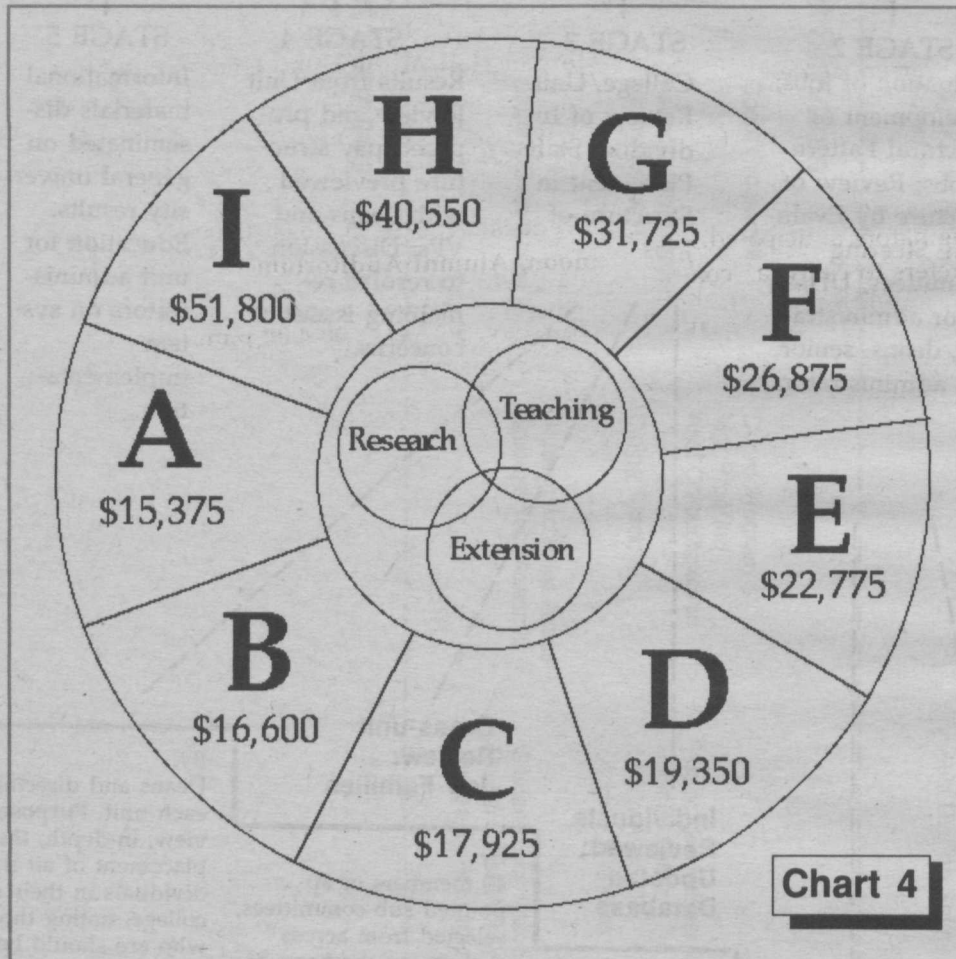
Chris Abbuhl, University Relations
Lee Cartmill, University Library
Deborah Cox, Engineering
Nancy Doolittle, UHRS
John Finamore, Ag. & Life Sciences
John Hartnett, Finance & Bus Svcs
Patricia Hutton, UHRS
Mary Beth Jordan, UHRS
Allan Lentini, VP/Planning Office
Michael Matier, Instit. Plan. & Res
Jane Pedersen, Arts & Sciences
Robert Reese, Nutritional Sciences
Beth Warren, UHRS
Mike Whalen, Fin. Plann. & Budg. Mgmt.
Gene Wheeler, Human Ecology
Anne Snell, Compensation Consultant

Past

Ruth Constantine, Human Ecology
Ann Dyckman, University Library
Dave Field, Facilities
Anita Harris, UHRS
Ken Hillary, Cooperative Extension
Liz Hughes, Human Ecology
Vashti Peagler, UHRS
Sam Segal, University Relations
Clint Sidle, Instit. Plan & Res
Mark Spiro, Engineering
Gerry Thomas, ILR
Bill Thompson, Equal Opportunity

The Evaluation Committee

Allan Bishop, UHRS
Linda Budinger, Fin. & Bus. Services
Becky Coles, Ag. and Life Science
Agelia Dumas, CIT
Ann Dyckman, University Library
Robert Geyer, Material Sci. & Engin.
Anita Harris, UHRS
Rita Harris, Veterinary College
Ken Hillary, Cooperative Extension
Liz Hughes, Human Ecology
Mary Beth Jordan, UHRS
Judi Lacey, CIT
Gil Ott, Development
Harold Roberts, Building Care
Gerry Thomas, ILR
David Yeh, Academic Programs



mitted to working with colleges and units to study this issue further.

• Do the new Cornell pay bands have maximums?

No maximums are currently stated for the new Cornell pay bands. In the future, we will be researching and communicating guidelines for compensation management through salary indices—ratios determined by the relationship between actual salary rates versus certain points within the pay-band.

unit resolution process in the spring of 1993. At the time you receive notification, we will have in place a process through which you will be able to address this concern.

• What if I don't agree with my job title and pay band assignment—what can I do?

We are encouraging open dialogue about the study and its results. You may want to talk with a member of the Steering Committee about any general concerns you may have about the study, or write Employ-

WorkPlace

Sharing human resource perspectives

Produced by University Human Resource Services

Editor's Note:

This week we are printing two issues: this issue, printed in black ink only, which includes the "Bulletin Board," "Career Opportunities" and *Networking*, and a special supplemental issue, "The Classification Review Study," printed in black and red ink. The two issues have been distributed in two separate sets of bundles for ease of readability and so that the special supplemental issue can be kept handy for future reference. Please be sure to pick up both issues.

—Nancy Doolittle

Employment Services Staff Phone Numbers

Patricia Hutton, director	254-8369
Dee Dee Berry	254-8366
Allan Bishop	254-8359
Holly Cary	254-8355
Sandy Dennis-Conlon	254-8354
Courtney Fletcher	254-8350
Micaela Grill	254-8374
Anita Harris	254-8357
Mary Beth Jordan	254-8360
Monica Lacey	254-8361
Wendy Manzanares	254-8372
Karen McLean	254-8371
Karen Raponi	254-8368
Peggy Reynolds	254-8373
Esther Smith	254-8367
Cynthia Smithbower	254-8352
Sue Tvaroha	254-8362
Teresa Wallding	254-8370
Sam Weeks	254-8353

Employment Services staff can also be contacted through QuickMail, E-Mail, and Audix. There is also a "drop-box" in 130 Day Hall. You may also pick up forms at 130 Day Hall: requisitions, ACSS, employee transfer applications and position authorization forms.

Location

Employment Services is located on 20 Thornwood Drive, Cornell Business/Technology Park near the Tompkins County Airport.

Directions

Route 13 to Warren Road; notice sign for airport. Warren Road to Brown Road-first right. Thornwood is the first right turn off Brown Road. The reception area for Employment Services is room #106.



THE Bulletin Board

Endowed Health Care Reminder for Depedents Graduating from College

Do you have a dependent child covered under the Endowed Health Care Program who is graduating from college? If so, coverage for that child will cease as of his or her graduation date. In order to continue your child's coverage under the Endowed Health Care Program after graduation, it is your responsibility to contact Benefit Services at 255-3936 within 60 days of the date of graduation to request a COBRA continuation application.

COBRA allows your child to continue coverage under a single policy for up to 36 months, provided he or she does not become eligible for coverage under another group health plan. The cost of single coverage under COBRA is \$139.32 per month (which includes a 2% administrative fee) and is billed on a monthly basis. Failure to pay the required premium within 30 days of the billing date results in immediate termination of coverage.

If you have any questions, or would like to request a COBRA application, please call Benefit Services at 255-3936 or contact us in writing via Q-mail at: Benefit_Services@QMRELAY.citcomelledu.

CHRISP Demographic Module Training

Demographic Inquiry Screens, Friday, June 4, 9:30 a.m.-12:00 noon

Demographic Input/Update Screens, Friday, June 11, 9:30-11:00 a.m.

Training sessions will be held in 163 Day Hall. Call Beth Hebert at 255-2534 to register.

Clothing Recovery Drive

For the past four years, Ecology House has organized and sponsored a clothing recovery drive at the end of Cornell's spring semester. Each of the past four years have seen hundreds of trash bags full of clothes collected and donated to Ithaca community organizations.

The purpose of this drive is to encourage the Cornell and Ithaca communities to participate in sound

environmental practices by reducing waste by keeping unwanted, but perfectly usable, clothes from entering the waste stream and thus reusing these clothes, and also to provide clothing to those members of the community who are in need.

Ecology House will again organize a clothing recovery drive in coordination with Residence Life and local concerned groups to begin at the end of this semester. Donations can be dropped from Friday, May 14 to Friday, May 21 in the large, red barn at the end of the Ecology House driveway. The clothes will then be donated to community organizations who can distribute them to the local needy. Also, any appliances that students wish to discard will be collected. These appliances may be left with the collection boxes.

If you have any questions contact Julia Gutreuter at 253-1291, Heidjer Staecker at 253-0611, or Connie Fuess at 255-1191.

Workshops Offered

A *Quality Problem Solving* workshop will be held on May 27 from 8:30 a.m.-4:30 p.m. at 20 Thornwood Drive; the instructor is Ron Kardas.

Career Exploration and Effectively Marketing Yourself will be offered on June 1, 3, and 8 from 9:00 a.m.-4:00 p.m. at 20 Thornwood Drive; the instructor is Michael Knaus.

Weight Watchers at Work

The next Weight Watchers at Work series kicks off on Wednesday, May 26 at 12:00 noon to 1:00 p.m. with a registration and orientation meeting in 250 Caldwell Hall. Members can also join on Wednesday, June 2. For further information, call Jacquie Corso at 1-800-234-8080.

Layoff Support Group

UHRS Employment Services is sponsoring a support group for university staff who are on layoff status or who have been informed of impending layoff. Activities will be determined based upon the participants needs, and may include guest speakers on assessing personal and professional options, developing networks inside and outside of Cornell, and other topics

relating to re-employment strategies. The next meeting will be held on June 14 from 3:00-4:30 in Room 101, 20 Thornwood Drive.

Please call Esther Smith (4-8367) or Wendy Manzanares (4-8372) for more information.

Upcoming Planned CRC Trips

A sampling of upcoming Cornell Recreation Community events includes:

July – Beck's Grove Dinner Theatre, "The Odd Couple"

July 20-21– Tanglewood and the Boston Symphony; Normal Rockwell Museum

September – Toronto: Phantom of the Opera

October – Philadelphia: Franklin Mills; Buffalo: Buffalo Bills; Cancun, Mexico

November – Buffalo: Buffalo Bills; New York: Macy's Thanksgiving Parade; Miss Saigon

December – Niagara Falls: Festival of Lights; Holiday Dinner Dance (Ithaca)

Select Benefits Claims Schedule 1993

The cut off dates for remitting claims for reimbursement under the Select Benefits program are listed below. Your claim form with supporting information must be received by either the endowed or statutory benefits office no later than the dates shown below. Reimbursement will be delayed until the next two week cycle is completed if materials are not in our office by the cut off date.

5/21*	7/16	9/10	11/5
6/04	7/30	9/24	11/18*
6/18	8/13	10/8	12/3
7/01*	8/27*	10/22	12/16*

* Early deadlines due to Memorial Day, July 4th, Labor Day, Thanksgiving and winter holiday.

CAREER Opportunities

Employment Services, 20 Thornwood Drive, Cornell University, Ithaca, NY 14850-1265

- Cornell University is an equal opportunity, affirmative action educator and employer.
- Please note that some searches are limited to current Cornell University employees; external candidates will not be considered for these vacancies.
- Cornell University employees may apply for any posted position with an employee transfer application (available through University Human Resource Services). In addition to the transfer application, we recommend a resume and cover letter, specifying the job title, department and job number.
- Employment Services consultants are available by appointment to meet with employees to discuss career planning issues or concerns.
- Employment Services or the hiring department will acknowledge receipt of all materials by mail. Hiring supervisors will contact individuals selected for an interview by telephone, so it is helpful to include more than one telephone number.
- Interviews are conducted by appointment only.
- If you are currently available for employment, you may wish to consider temporary opportunities at the university. Please write to Karen Raponi, Temporary Services, 20 Thornwood Drive, Ithaca, New York 14850-1265.
- *The Cornell Workplace*, including Career Opportunities, can be found each week on CUINFO.

Professional

Director of Cornell Fund (PA6902) HRIII University Development/Public Affairs-Endowed

Posting Date: 5/20/93

Senior staff position responsible for managing and directing the University's \$38+ million annual giving program that includes direct mail, phonathons, reunion class campaigns and personal solicitations with strong regional and national components.

Requirements: Bachelor's degree or equivalent required. Proven record of executive ability. Strong writing and communication skills. Thorough knowledge of the principles and practices of university development and fund raising. Knowledge of modern management practices and techniques including data-based computerized information systems. 7-10 years of experience in annual giving. Demonstrated commitment to institutional advancement in higher education. Send cover letter and resume to Cynthia Smith-bower.

University Counsel and Secretary of the Corporation (PA6604) University Counsel-Endowed

Posting Date: 4/29/93

The University Counsel is the chief legal officer of the University and reports directly to the President and the Board of Trustees. The Counsel is an executive officer and participates in the consideration and resolution of policy matters. The Counsel heads a staff of seven lawyers and appoints and directs all outside counsel retained on behalf of the institution.

Legal matters under the supervision of the University counsel include: litigation, labor law, real property and land use, health care, insurance, construction, intellectual property, capital finance, trusts, legislation and a wide variety of corporate issues and transactions.

Applicants should be admitted to the New York State bar, or be qualified and prepared to apply for admission, and have extensive experience (10 years or more) regarding matters of substantial legal importance. Significant management experience and policy responsibility are essential as are and appreciation for the distinctive characteristics of a university and the public policy issues that influence its activities. Prior experience with educational institutions is desirable but not essential.

The search process will begin immediately and conclude when the position is filled. To apply, send a cover letter, resume, and names of three references to: Search Committee, suite 106, 20 Thornwood Drive, Ithaca, NY 14850-1265.

Associate Director, Supercomputing Technologies (PA6803) Level 40 Theory Center-Endowed

Posting Date: 5/13/93

With little supervision and considerable latitude, provide technical leadership and overall direction for the Supercomputing Technologies component of the Theory Center. This includes parallel tools, parallel applications, and visualization.

Requirements: M.S. required, Ph.D. degree, preferably in the sciences, is strongly preferred. 8-10 years relevant experience in successfully establishing and overseeing complex technical projects in a scientific environment. Experience managing a computing program or facility with responsibility for staff, budget, and planning. Excellent technical, written and oral skills and the ability to thrive in a rapidly changing, collaborative setting are essential. Send cover letter and resume to Cynthia Smithbower.

Application Programmer/Analyst II (PT6403) Level 33

University Registrar-Endowed

Posting Date: 4/15/93

Under general supervision, provide computer applications programming containing information and analytical support and programming for special projects necessary for the effective operation of the office of the University Registrar. Assist in maintaining complex applications software in support of a major administrative system.

Requirements: Bachelor's degree or equivalent with computer related courses required. 2-3 years related experience preferably in higher education setting. Knowledge of applications for interactive administrative systems, database management systems, machine architecture and system utility programs. Working knowledge of SAS, ADABAS Natural, VM/CMS, MVS, UNIX/AIX and Macintosh networks. Strong written and verbal communication skills. Send cover letter and resume to Sam Weeks.

Service Analyst (PT6603) Level 32 CIT/Network Resources-Endowed

Posting Date: 4/29/93

Provide and facilitate a variety of information, installation and trouble related services for a broad array of voice/video/data products. Maintain information systems which support service provision by teams; act as primary communications interface for NR service teams and customers on day-to-day basis.

Requirements: Bachelor's degree or equivalent required. 1-2 years telecommunications or related experience. Supervisory experience, as well as excellent interpersonal, written, verbal, and organizational skills are essential. Send cover letter and resume to Sam Weeks.

System Programmer/Analyst I (PT6101) Level 32

Law-Endowed

Posting Date: 3/25/93

Perform system administration, data preparation, and data maintenance activities for the legal information institute, and electronic-publishing operation conducted under the auspices of the Cornell Law school. Prepare and distribute disk-based hypertext materials. Prepare, test and document computer programs. Provide front-line support for institute-developed and operated databases. Assist users.

Requirements: Bachelor's degree in computer sciences or equivalent combination of education and experience required. Knowledge of IBM PC's and Sun workstations. System administration experience under SunOS preferred. Programming experience in the Perl language strongly preferred. General knowledge of Internet-based applications, including Gopher and World-Wide Web. Experience with PC-based hypertext packages, especially Folio Views. Send cover letter and resume to Sam Weeks.

Director of Minority Programs (PA6904) HRII

Engineering Minority Programs-Endowed

Posting Date: 5/20/93

Lead, manage and coordinate a program to support success of underrepresented minority students enrolled in Cornell's college of engineering.

Requirements: Bachelor's degree required (engineering field preferred). Master's degree in engineering or appropriate professional area preferred. Minimum 5 years engineering experience required. Send cover letter and resume to Cynthia Smithbower.

Associate Director (PA6901) HRII Undergraduate Admissions-Endowed

Posting Date: 5/20/93

Provide leadership for university's recruitment program, school relations and alumni admissions volunteer program in the Metro New York region. Plan and implement based on market research and demographic analysis, recruitment activities for students in this region.

Requirements: Bachelor's degree or equivalent required. 3-5 years 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 a must. 6-8 weeks of travel required. Send cover letter and resume to Cynthia Smithbower.

Education Arts Editor (PC6502) HRIII University Relations/News Service-Endowed

Posting Date: 4/22/93

Serve as education/arts editor for the Cornell news service. Publicize in the national and international print and broadcast media the university's undergraduate education and international programs, performing arts and other designated units. Also responsible for internal communications in assigned areas. Aid in development and supervision of student writing program. Monday-Friday, occasional nights and weekends.

Requirements: Bachelors degree or equivalent required; graduate degree or study desirable. Minimum of 5 years experience in journalism/communications; experience in university news office desirable. Demonstrated excellence in writing and demonstrated success in placements of news articles in the print and broadcast media. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Executive Staff Assistant I (PC6907) HRI

Center for the Environment-Statutory

Posting Date: 5/20/93

Assist director of water resources institute in coordinating and administering projects. Three main functions: administrative support and coordinator of WRI projects, especially those performed jointly with Cornell faculty and off-campus groups; financial oversight of projects, and administration of training and educational activities of WRI.

Requirements: Associates or equivalent, Bachelor's preferred. 1-2 years related experience. Highly developed diplomatic skills. Administrative experience, including budget management. Understanding of government and water resources. Working knowledge of computer software, including databases, spreadsheets and desk-top publishing. Demonstrated writing ability. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Research Support Specialist I (PT6902) HRI

Veterinary Pathology-Statutory

Posting Date: 5/20/93

Provide investigative assistance, technological support in biological and flow cytometry lab. Plan/execute experiments; supervise staff; and perform data analysis. Order supplies. Conduct literature surveys.

Requirements: BS degree or equivalent required. 2-3 years related lab experience required. Knowledge of related techniques to flow cytometry, biochemistry and tissue culture. Skills in interpersonal

communications and supervision. Send cover letter and resume to Sam Weeks.

Assistant Director (PA6907) HRI University Development/Public Affairs-Endowed

Posting Date: 5/20/93

Reports to director of student aid development and stewardship. Responsible for establishing and maintaining stewardship programs for university student aid funds. Includes working with office of financial aid to systematize information flows, designing and appropriate report format, and reporting to donors and friends associated with non-college specific funds. Also includes design and implementation of student-to-donor thank you system. Responsible for major scholarship reception, Cornell club and class contacts. Will involve extensive contact with university staff and donors.

Requirements: B.A. degree or equivalent. 2-3 years related experience. Good communication skills, especially writing. Good people skills; tact, diplomacy, and quiet persistence will be required, as well as enthusiasm and warmth. Computer literacy and good familiarity with Macintosh and/or IBM systems. Interest and experience in creating systems to make efficient and effective information flows between groups of people, offices, and individuals. Proven good judgment. Send cover letter and resume to Cynthia Smithbower.

Assistant Front Office Manager (PA6906) HRI Statler Hotel-Endowed

Posting Date: 5/20/93

Under the supervision of the director of rooms division, coordinates and participates in front desk, and telephone operations to achieve the highest quality of service possible to the guest. Flexible nights and weekends.

Requirements: B.S. degree in hotel administration or equivalent preferred or 2 years plus or related experience required. Excellent interpersonal and communication skills. Must demonstrate leadership qualities. Send cover letter and resume to Cynthia Smithbower.

Development Assistant (PA6908) HRI Public Affairs/Johnson Museum-Endowed

Posting Date: 5/20/93

Assist the development officer at the Johnson Art Museum with all aspects of public affairs. Coordinate museum related events on and off campus. Help with fundraising activities and provide stewardship to museum donors.

Requirements: Bachelor's degree or equivalent. Minimum 2 years museum/public affairs experience preferred. Experience with Apple Macintosh and IBM software (Microsoft Word and WordPerfect) and the public affairs records systems is preferred. Send cover letter and resume to Cynthia Smithbower.

Extension Support Specialist I - 4-H Youth Development (PA6905) HRI Cooperative Extension-Statutory

Posting Date: 5/20/93

Plan and implement at least 15 comprehensive on-campus educational experience for over 400 youth. Design and distribute publicity for program. Support Youth-At-Risk program efforts.

Requirements: Bachelor's degree from accredited university or equivalent education and experience. 2-3 years demonstrated experience in organizing and conducting programs. Send cover letter and resume to Cynthia Smithbower.

Research Support Aide (PT6906) HRI Floriculture and Ornamental Horticulture-Statutory

Posting Date: 5/20/93

Design and direct experimental studies in total controlled environment germina-

tion/nursery facility and protocol for use of facility. Provide technical support to research program involving evaluative judgments in data determination. Write grant and contract proposals.

Requirements: Associate's degree. B.S. in horticulture or plant science. 4 years experience in floriculture and/or plant sciences production or related activities. Knowledge of environment instrumentation monitoring and control extremely desirable. Strong writing skills for support of proposal activities. Send cover letter and resume to Sam Weeks.

Research Support Specialist I (PT6909) HRI Ornithology-Statutory

Posting Date: 5/20/93

Provide supervision and scientific assistance in research of the Bioacoustics Research Program. Set up equipment and materials for the analysis of research data. Design data analysis and reporting protocols. Conduct and supervise analysis of acoustic recordings and behavioral observation data. Write computer programs and help design interfaces for customized systems for digital analysis of vocal signals. Provide advice and instruction for students and faculty. Supervise student assistants.

Requirements: BS degree or equivalent in biology, MS desirable. Experience in acoustic analysis and field recordings necessary. Demonstrated ability in both scientific and technical writing necessary. Technical experience in acoustic signal processing, highly valuable. Experience in computer software applications in Macintosh and database management recommended. Send cover letter and resume to Sam Weeks.

Copy Editor I (PC6809) HRI University Relations/Publications Services-Endowed

Posting Date: 5/13/93

Edits and proofs manuscripts, assists in creating subsequent production stages, and works with clients, designers, and support personnel during the entire process of producing printed publications.

Requirements: Bachelor's degree or equivalent required. 2-3 years related working experience with computers and word-processing programs (Specific experience with Macintosh computers, Microsoft Word, and PageMaker is desirable). A sensitivity to language, nuance, and tone. A high regard precision and accuracy. Attention to details and facts. Ability to work both independently and closely with others, and administer multiple tasks and procedures. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Assistant Director, Masters of Engineering (PA6802) HRI Engineering Co-Op/M.Eng Program-Endowed

Posting Date: 5/13/93

Maintain daily operations of M.Eng program. This includes maintenance of fellowship/financial Aid awards and overseeing applications/enrollment process. Also involves promotion of both co-op and M.Eng. programs, job development, and career counseling.

Requirements: Bachelor's degree or equivalent required. Computer skills with database management. 2-3 years experience in student services, career counseling or financial aid. Communications and management skills essential. Send cover letter and resume by May 28, 1993 to Cynthia Smithbower.

Business Writer (PC6814) HRI University Relations/News Service-Endowed

Posting Date: 5/13/93

A 12-month term appointment to serve as Business Writer for the Cornell News

Service. Publicize in the national and international print and broadcast media research and educational programs in the Schools of Hotel Administration and Industrial and Labor Relations, Johnson Graduate School of Management, and other units as assigned. Also responsible for internal communications in assigned areas. Monday-Friday occasional nights/weekends.

Requirements: Bachelor's degree or equivalent required. 2-3 years experience in journalism/communications. Demonstrated excellence in writing and demonstrated success in placements of news articles in the print and broadcast media. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Research Support Specialist I (PT6705) HRI Nutritional Sciences-Statutory

Posting Date: 5/6/93

Take charge of running a lab involved in biopsychology (cognitive testing) research. Supervise and integrate the activities of 10-12 undergrads, grads and post docs. Participate in testing 100 animals daily. Trouble shoot the 11 computer operated testing chambers. Perform data management and analysis. Participate in designing experiments.

Requirements: BS degree or equivalent. Biopsychology background desirable. 2-3 years related experience. Be able to work under pressure and meet deadlines. Accuracy a must. Excellent interpersonal, communication and organizational skills. Ability to work independently and prioritize work. Supervisory experience helpful. Experience with computers for data analysis, knowledge of electronics and statistics are all desirable. Pre-employment physical required. Send cover letter and resume to Sam Weeks.

Research Support Specialist I (PT6503) HRI Agricultural and Biological Engineering-Statutory

Posting Date: 4/22/93

Determine criteria and methods for delineating hydrologically critical areas as part of the NYC/Cornell Whole Farm Planning Process. Develop models to establish criteria for hydrologically critical areas. Work closely with county projects teams, farmers and other Cornell team members.

Requirements: Bachelor's degree in earth science or engineering. 1-2 years of related experience. Send cover letter and resume to Sam Weeks.

Research Support Aide (PC6503) HRI Chemistry-Endowed

Posting Date: 4/22/93

Complete administrative responsibility for content of the international journal "Accounts of Chemical Research", including coordination of the solicitation and peer

review of manuscripts and special marketing efforts. Also prepare other correspondence and scientific papers.

Requirements: Bachelor's degree or equivalent in chemistry; Master's degree desirable. Familiarity with modern chemistry and science library; editorial experience helpful. Familiarity with scientific computing and French/German helpful. 1-2 years experience desirable. External applicants send cover letter, resume and 3 references to Esther Smith. Employees should include employee transfer application.

Research Support Specialist I (PT5701) HRI Anatomy-Statutory

Posting Date: 4/22/93 Repost

Perform a wide variety of morphologically-based techniques in support of an anatomically-based research program. Design experiments, analyze data and developing computerized approaches to experimental design. Instruct staff and students working in the research laboratory in the successful application of a variety of specialized research techniques.

Requirements: Bachelor's degree or equivalent required. 3-5 years working in a research laboratory with good knowledge of experimental design, data analysis, and computerized approaches to analysis or morphological images. Ability to maintain laboratory equipment and keep accurate laboratory records. Send cover letter and resume to Sam Weeks.

Research Support Specialist I (PT6306) HRI Food Science-Statutory

Posting Date: 4/8/93

Provide technical support to an extensive research project in the area of high pressure and/or extrusion processing of food and other related biomaterials.

Requirements: M.S. in food science/engineering or equivalent. Minimum 2 years of related experience. Send cover letter and resume to Sam Weeks.

Professionals Part-Time

Applications Programmer/Analyst III (PT6806) Level 34

History of Art-Endowed

Posting Date: 5/13/93

Provide all technical computer support and development for the Aegean Dendrochronology Project. Support 15 users in applications including Paradox WordPerfect, CMS, DOS and internet communications. Develop, upgrade and document applications to user specifications. Administer a Novell network. Flexible hours.

Requirements: Bachelor's degree or equivalent required. 3-5 years experience, at least as a student programmer required. Novell network experience pre-

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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PHOTOGRAPHY: University Photography

PRODUCTION: Cheryl Bishop, 255-6890

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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.

ferred. Send cover letter and resume to Sam Weeks.

Professionals Casual

Research Support Specialist (PT6904) Nutritional Sciences

Posting Date: 5/20/93

Assist with various aspects of the development of the Regional Food Guide, a collaborative project. Help conduct a review of past and current northeast agricultural production and processing. Conduct a review of U.S. and Canadian dietary guidance. Help assemble a group of food system representatives from the northeast to serve as a project advisory committee. Coordinate communications with the project advisory committee. Assist in evaluation of consumer attitudes and knowledge about regional food selection and meal planning.

Requirements: BS or equivalent in nutrition or other relevant field. Ability to write and communicate with urban and rural community leaders. Strong organizational skills. Ability to work independently. Attention to detail. Good communication (oral and written) and people skills a must. Knowledge of northeast agriculture and food processing preferred. Experience in social science; consume or nutrition education research method; in questionnaire development; and project coordination highly desirable. Familiarity with computer word processing and graphics desirable. Interest in food system issues helpful. Send cover letter and resume to Sam Weeks.

Professional Off-Campus Temporary

Waste Assessment Technicians (3) and Senior Waste Assessment Technician (1)

Tompkins County Cooperative Extension

Posting Date: 5/20/93

Help businesses reduce and recycle their wastes. Tasks: commercial waste assessments, onsite education, waste characterization, computer data entry, word processing, report writing. Intensive training provides. Bachelor's required. Must start June 7 for 18 weeks; supervisory position for 24 weeks. Contact: Nancy B. Potter, Tompkins County Cooperative Extension, 615 Willow Avenue, Ithaca, NY 14850, phone 607-272-2292 by May 24, 1993.

Professionals Temporary

Senior Technician (PT6809) Mammalian Cell Culture/Animal Science

Posting Date: 5/13/93

Provide technical support in mammalian cell culture research involving studies on the role of a novel peptide, found in mammary tissue and milk, that effects cell proliferation and differentiation.

Requirements: Skilled in cell culture, immunocytochemistry and various analytical techniques such as PAGE, Western, Northern and Southern blotting. Experience in confocal microscopy and cell cycle analysis is preferred. Send Curriculum vitae, work history and names of 3 references to Dr. R.C. Gorewit, Department of Animal Science, Cornell University, Ithaca, NY 14853.

Extension Support Specialist II (PT6803) HRI

Human Service Studies-Statutory

Posting Date: 5/13/93

Assist project director in the development and expansion of the CLASP literacy project. Develop and implement a project

evaluation. Develop and market training materials. Recruit participants. 20 hours per week.

Requirements: Master's degree preferred in human services, social work, human resources or a related field or equivalent. Experience developing training materials and workshops in adult literacy is preferred. Experience working with profit and not-for-profit employers preferred. Proficiency in word processing is required. Send cover letter and resume to Sam Weeks.

Instructional/Curriculum Development Specialist and Editor (\$6501)

Program on Employment and Disability

Posting Date: 4/22/93

The ILR Program on Employment and Disability seeks an individual to serve as editor and curriculum development specialist for materials on the Employment Provisions of Americans with Disabilities Act of 1990. The position will be part-time and will be an appointment of less than six months. Salary will be consistent with credentials and experience of the individual. Please submit a letter of interest and samples of writing and editorship to Susanne M. Bruyère, 106 ILR Extension. Questions, please call 255-2891.

Technical

Technician GR18 (T6105)

Physiology-Statutory

Minimum Biweekly Salary: \$542.89

Posting Date: 3/25/93

Participate in long-term animal experiments with pregnant animals. All aspects of general maintenance of animals and records related to the experiments. Blood sampling and preparation of infusions, under supervision of professional personnel.

Requirements: Bachelor's degree in biological sciences or equivalent preferred. Previous experience with sheep useful. Pre-employment physical required. Must be able to lift 50 lbs. Send cover letter and resume to Sam Weeks.

Laboratory Technician GR19 (T6901) James A. Baker Institute-Statutory

Minimum Biweekly Salary: \$566.28

Posting Date: 5/20/93

Assist with experiments in molecular biology and biochemistry. Perform CDNA/RNA isolation, transformation, transfection, northern and southern blotting, DNA sequencing, PCR, *in situ* hybridization, immunoprecipitation, SDS Page, and autoradiography. Assist with lab organization, maintenance and experimental planning. Keep detail records of experiments.

Requirements: Associates degree or equivalent in biochemistry, biology, chemistry, or molecular biology. Minimum of 2 years related experience required. A good working knowledge of standard lab equipment procedures and including working with radioactive isotopes. Send cover letter and resume to Sam Weeks.

Technician GR19 (T6501)

Veterinary Pathology-Statutory

Minimum Biweekly Salary: \$566.28

Posting Date: 4/22/93

Provide technical assistance in carrying out various experiments using molecular, biochemical and cell biological methods. Assist with routine lab operations and maintenance. Perform tissue cultures; prepare media and solutions; and maintain cell stocks. Assist in maintaining lab supplies.

Requirements: AAS in biology, biochemistry, chemistry or related field. Lab experience desired. On-the-job training provided. Send cover letter and resume to Sam Weeks.

Technician GR20 (T6307)

Entomology-Statutory

Minimum Biweekly Salary: \$590.45

Posting Date: 4/8/93

Provide research support for field crop entomological studies including lab and field work on leafhoppers, cutworms and snout beetles. Assist in experimental design. Coordinate rearing of insects and entomopathological nematodes. Collect and summarize data. Assist in supervising temporary staff.

Requirements: BS degree in one of the following: biology, entomology, horticulture, agronomy, or plant science. Experience in insect rearing, experimental field plot techniques, crop production practices, statistics, and computer literacy. Some training and experience in one or more of the above listed fields and knowledge and experience in microbiology helpful. Valid NYS driver's license. Send cover letter and resume to Sam Weeks.

Animal Health Technician (T5612) GR20

Veterinary Medical Teaching Hospital-Statutory

Minimum Biweekly Salary: \$590.45

Posting Date: 2/18/93

Provide support therapy for ICU patients and assist with emergency procedures. Teach intensive care and emergency protocol to veterinary students assigned to ICU duty. Maintain and monitor critically ill patients (IV fluids, drug therapy, life sustaining equipment, and vital signs). Rotating shifts.

Requirements: A.A.S. in animal health technology, NYS licensure or eligibility. Experience working with small animals and an interest in teaching critical care. Send cover letter and resume to Sam Weeks.

Computer Operator GR21 (T6701)

CIT/CR-Endowed

Minimum Biweekly Salary: \$615.42

Posting Date: 5/6/93

Operate large scale computer systems and associated peripheral equipment. Monitor data communications network. Consult with vendor engineers and department support staff. Also, monitor server systems and consult with server administrators. Swift-work/weekends.

Requirements: A.A.S. degree or equivalent combination of education and experience in large data processing facilities required. Computer operating experience with minimum 3 years 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 (T4807)

Microbiology, Immunology, and Parasitology-Statutory

Minimum Biweekly Salary: \$615.42

Posting Date: 4/22/93 Repost

Provide technical support for an immunology lab. Conduct nutritional and cellular immunology experiments using rat and chicken animal models and *in vitro* cellular systems. Evaluate cellular immunity, flow cytometry and other related assays. Maintain rats. Perform routine lab duties including data analysis, lab maintenance, record keeping and preparation of supplies and reagents, etc.

Requirements: BS degree or equivalent, in biology, biochemistry or related field. 2 years related lab experience. Send cover letter and resume to Sam Weeks.

Technician GR22 (T6703)

Psychology-Endowed

Minimum Biweekly Salary: \$641.92

Posting Date: 5/6/93

Assume operation and supervision of Infant Research Center. Plan, conduct, and analyze data from research with human infants. Explain research to parents and summarize experimental findings. Super-

vise 10 undergrad assistants.

Requirements: B.A. or B.S. degree or equivalent required. 2-4 years related research experience required. Experience with statistics and database software preferred. Must have good supervisory, organizational and interpersonal skills. Must like working with infants. Send cover letter and resume to Sam Weeks.

Electronics Technician GR22 (T6602)

Vet Physiology-Statutory

Minimum Biweekly Salary: \$641.92

Posting Date: 4/29/93

Provide general support in the areas of electronics and computing. Fabricate, calibrate, maintain and repair electronic and electro-mechanical physiological measuring equipment. Assist in setting up equipment and recording experimental data. Enter data and maintain computerized data bases. Assist in the maintenance and troubleshooting of PC's and LAN. Participate in computer programming and configuring hardware for data acquisition and real-time monitoring and control of experimental systems.

Requirements: BS degree or equivalent with some course work in computers and electronics. Several years related experience. Knowledge of LAN's and PC repair. Electro-mechanical skills. Knowledge of physiology helpful. Send cover letter and resume to Sam Weeks.

Computer Operator GR22 (T6502)

Law-Endowed

Minimum Biweekly Salary: \$641.92

Posting Date: 4/22/93

Serve as night supervisor/lab manager and consultant for networked public computing facility. Maintain and administer activities on multivendor, multi-server LAN connecting 200 workstations with 4 Gb. on-line storage. Establish and maintain user accounts. Perform security audits. Manage mass storage devices and perform system-wide backups. Provide user support. Maintain and repair hardware PC's, printers, modems, and CD-ROM players. Maintain the network. Provide software support. 2:30-11:00 p.m., Sunday-Thursday (flexible).

Requirements: BS degree in computer related field or equivalent combination of education and experience. Knowledge of IBM and Mac PC's. Experience and ability in providing software support for non-technical users. Familiarity with Novell network and administrative tools highly desirable. Strong interpersonal and writing skills. Send cover letter and resume to Sam Weeks.

Technician GR23 (T6807)

Fruit and Vegetable Science-Statutory

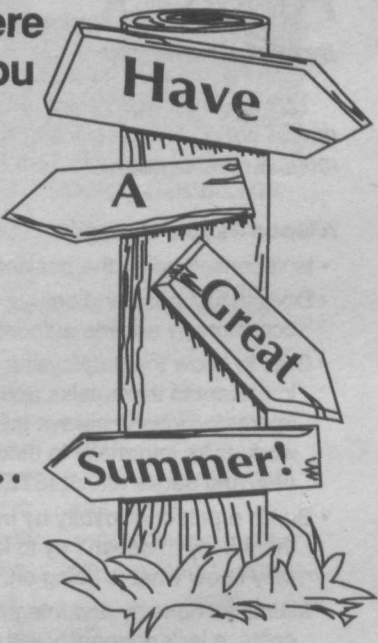
Minimum Biweekly Salary: \$669.23

Posting Date: 5/13/93

Provide technical and group leadership support for vegetable crops applied research and extension program. Participate in design of experiments and coordinate arrangements for field studies and demonstrations. Plant and maintain field and greenhouse crops used in research. Install equipment for monitoring plant, soil, and weather parameters. Record data on crop development, yield, and fruit quality. Assist with laboratory procedures such as photosynthesis measurements and plant and soil chemical analysis. Use computer software to organize, statistically analyze, and graphically present results. Contribute to written reports and oral presentations for scientific and lay audiences.

Requirements: BS degree or equivalent in the plant sciences, biology, or related field required. Minimum of 2-4 years experience including 1-2 years in applied research and crop production. Good working knowledge of farm equipment and standard plant growing techniques is essential. Basic knowledge of computers necessary; familiarity with spreadsheet, statistics, and graphics software is highly

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AN EMPLOYEE NEWSPAPER BY EMPLOYEE VOLUNTEERS FOR THE CORNELL COMMUNITY WORLD WIDE.

DEPARTMENT SPOTLIGHT

Cornell Plantations

by Carol Doolittle



The Robison York State Herb Garden and Administration Building. Photo by Sol Goldberg

Cornell employees are fortunate to have one of the foremost botanical gardens and arboretums where they work. Yet you may not know that Cornell Plantations is not only the Robison York State Herb Garden, The American Peony Society Garden or the F. R. Newman Arboretum, but also many of the natural areas across campus and more.

Walk up Cascadilla Gorge from downtown to College Town — that's part of Cornell Plantations. Fall Creek Gorge, Beebe Lake and surrounding area, Forest Home Woodland, The Dean's Garden behind Warren Hall, the Class of '60 Garden by the A. D. White House, the Rockwell Azalea Garden on Tower Road, Slim Jim Woods along Caldwell Road, are but a few more of Cornell Plantations' sites we can enjoy every day.

Of course the wildflower garden, the herb garden, the arboretum and the rhododendron garden are well known. "Open every day, dawn to dusk, without charge, these gardens are designed to help you enjoy time for yourself in a natural setting or to learn more about plants," says Donald A. Rakow, the new Associate Director of Cornell Plantations. Rakow, who joins the new Elizabeth Newman Wilds Director Carl F. Gortzig, is also an Associate Professor of Landscape Horticulture in the Department of Floriculture and Ornamental Horticulture, College of Agriculture and Life Sciences.

One of the best ways to entertain and educate visitors is to take them to the Newman Arboretum. The boardwalk and pergola on the pond delight children and adults. Sixty-seven acres, featuring a field

flower meadow and trees and shrubs native to New York State and other parts of the world (species are identified so you don't have to guess), beckon you for a day of simple, or educating, pleasure.

Open from 8 a.m. to 4 p.m. Monday - Friday, 10 a.m. - 5 p.m. on Saturday and 11 a.m. - 5 p.m. on Sunday, the Cornell Plantations Garden Gift Shop is no ordinary shop. You'll find treasures, from books to specialty bookmarks to garden accouterments and seeds. You'll also find information to help you with horticulture. If you have a question and they don't have the answer, they'll put you in contact with someone who does. Manager Rod Beers and his staff can also help you find the perfect gift for a special friend or family member or to treat yourself.

Cornell Plantations also offers classes, workshops, events and lectures. You are especially invited to attend. "Spring Wildflower Walks," "Bonsai for Beginners," "Plant Propagation," and "Orchids from Seed to Flower" are but a few titles. Some are free, such as the lecture on how to grow Saxatile alpine in your garden; some have a fee. The fee is reduced to those who are members, and, membership also brings a quarterly magazine and gift shop discounts. One family program, on May 29th is for children age 8 and older; preparing and painting gourds. Here you can gather ideas for gifts you can create from your backyard harvest.

According to Rakow, one-fourth of their funding comes from annual giving. Thus, not only is Cornell Plantations useful to you to enjoy the beauty of the plants and learn more about them, but you can also help Cornell Plantations continue to be a source of education and inspiration.

If you have questions about classes (they are listed in the Cornell Chronicle

calendar and a booklet describing them is available from Plantations 5-3020) or have suggestions for improvements, contact Director Carl Gortzig of Associate Director Don Rakow by phone or letter. Meanwhile be sure to stop wherever you are and enjoy the beauty of nature, presented by Cornell Plantations.

LEADERSHIP LEADS

What Defines a Good Restaurant?

by George Peter

Have you eaten at a good restaurant lately? What made it seem good to you? An article by Alison Arnett in the Feb. 24 copy of the Boston Globe discusses the matter. She quotes, among others, Professor Tom Kelly of the Cornell Hotel School. His best advice to owners and employees is very simple: "Be nice".

I have a favorite waitress at the Aurora Inn. She remembers that I drink tea instead of coffee. I only had to tell her the first time that I don't eat fatty things like butter and could she bring a substitute.

Recently a new waiter took our order. I asked for something other than butter and no garlic on anything. He came back with some nice raspberry jam and a cup of tea. He probably went into the kitchen and told them, "some nut out there wants jam instead of butter". The manager told me afterwards, that she knew who it was and asked him to bring me tea also.

We don't have to be in the restaurant business to be nice. We can be nice even to odd balls like me. We all have something more important to sell than food. It is ourselves. The best way to sell is to be nice.

DEDICATED SERVICE AWARD

The Dedicated Service Award Program, 1992-93

by Harry Dutton

The past year has been most interesting, and I have many to thank for that. First, on behalf of the *Networking* Board, I must thank Senior Vice President James E. Morley, Jr., Associate Vice President for Human Resources Beth I. Warren, and our employee-elected Trustee Judy Vandermark for their trust and support of the Dedicated Service award program. Without their good faith and endorsement, the program would not be possible.

There are others to whom my heartfelt thanks are due. Some of them I know, and would like you to know as well. I know none of them well enough, but I am enriched by my brief contact with them: they are the employees who received the Dedicated Service award, and their coworkers who cared enough to nominate them. The Cornell workplace is graced by their de-

votion, and I am delighted to list them below.

Recipient	Nominated by
Rhea J. Nickerson, JGSM	Dean Merson/Nancy Culligan
Jim Allen, Human Ecology	Maureen Beardsley
Linda Stetson, Law School	Jennifer Smith
Ann R. Churey, Add. & Mailing	Edie Garvin
Mary Jane Baker, Food Science	Paul Speicher
William Paleen, Campus Life	Mike Daley
Bertha Petersen, Neurobiology & Behavior	Terri Natoli
Jackie Hubble, History Dept.	Judy Burkhard

There are others, whose work on behalf of the award winners made for some

memorable ceremonies and receptions. We could not begin to list their names, but the *Networking* Board members and all who attended the ceremonies cannot fail to be grateful for their good nature, their hospitality, and their hard work on behalf of their coworkers.

On a more personal note, I am especially grateful to my friend and coworker Jylanda Diles for the beautiful calligraphy she created for the award certificates. And I am, of course, grateful for the cheerful support of all the *NetWorking* Board members, who made this past year such a joyous affirmation of volunteering.

Finally, the *Networking* Board truly appreciates all those employees who nominated their coworkers for this award. We deeply regret that, due to the limitations of our publishing schedule, we could

not acknowledge each person nominated during the past year. In that, we are the victim of our own success, suffering from a positive "embarrassment of riches." For those who continue to be interested, we will be delighted to consider your nominations for our next season's publishing, to begin in September.

No program like this Dedicated Service award could be accomplished alone: no single person could make all of those wonderful ceremonies happen. To the award winners, we are honored to play a part in recognizing your accomplishments and sharing them with the Cornell community. To all those who made this program possible during the past year, the *Networking* Board thanks you. In no small measure, yours is the dedication that makes the Dedicated Service award special.

EMPLOYEE ASSEMBLY COMMUNICATIONS COMMITTEE

Feedback

by Wally Tomosky

The following quotes are allowed for reprint by the courtesy of IBM. Some of the quotes are copied directly and some have been modified to meet the university environment. A special thanks to Tom Ruane and Doug Miller, IBM Endicott.

A Good People Manager:

- Isn't consumed by the position.
- Doesn't just boss and only occasionally asserts authority.
- Gets to know the employees; what is important to them, talks about their interests, doesn't always talk about work, talks informally to them each day, and above all ... LISTENS.
- Builds a personal loyalty by treating them fairly ... doesn't try to kid them; they know what is going on.
- Maintains honesty and integrity at all costs, a lack of honesty will destroy credibility.
- Is frank and candid with his/her employees. Reprimands them if necessary, but makes it constructive and focuses on the strong areas.
- Draws on the experience and expertise of his/her employees. They are often the experts.
- People feel more comfortable when managers come on their turf. Develops a "walk around" management style.
- Doesn't manage from the office.
- And doesn't forget to communicate, communicate, and then communicate some more. You can't do enough of it and you and your employees will both be better for it.

A Good Staff Member:

- Is an "up" person, has fun at work, makes enjoyment out of his/her work and life. It is contagious.
- Gives some recognition to the boss, realizing that he/she is also a human.
- Stretches his/her skills by trying a little "self-empowerment" in attempting new tasks.
- Considers his/her department, project or function in a "family" context, all pulling together for the good of, not only Cornell, but also each individual.
- Focuses on what a great university Cornell is.
- "Owns" his/her job. Takes full responsibility for the quality and costs involved.
- Believes in his/her own creativity. Tells the supervisor about new ideas and drives for a commitment that the supervisor will carry it forward.
- Let's the supervisor know how he/she can help to complete tasks more efficiently or with greater quality.
- Gets to know his/her supervisor; what is important to the supervisor, talks about their interests, supervisors don't always want to hear about work, talk to them informally, and above all ... LISTEN, communicate and communicate some more.

Support Your Employees

by Ramona Slepatis

Although I have worked at Cornell for 14 years, it's only been within the past 2 years that I've become very involved with the administrative side of the University. I was 'the staff representative' on the 12-member search & selection team for the new AVP of Human Resource Services, Beth Warren. It was a long process (I personally read over 400 resumes), but I know that the time was well spent. When I think of the progress that she has made in such a short time, and the fact that we couldn't have found a better spokesperson for the employees as our liaison to the administration, I take pride in knowing that I played a part in the excellent choice which was made.

A short time later I became involved in the Employee Assembly and it's standing sub-committee, the Personnel Policy Committee. I felt that if some changes were ever going to be made around here, getting involved was the way to make them happen. While I was still serving on both the EA and the PPC, I was further asked to participate in the workplace study group of the Strategic Planning Project which is currently underway.

It is extremely time-consuming. There's no way to gloss over that fact. If you want something to happen, you have to make it happen, and that takes time. Time for the EA meetings, time for the sub-committee meetings, and time to write the articles, resolutions, and correspondence. How does a full-time employee possibly do this? The answer lies first and foremost in having a supervisor who supports you. Without that support it is impossible, because flexibility and cooperation are necessary.

When you set out to accomplish something and do it, you feel satisfaction. When your supervisor assists you with your goals, cooperation is established. You are then working with/or around each other, and the give-and-take necessary becomes the means for each of you to accomplish your ends. Identification of the variables that lead to job satisfaction, such as trust, respect and responsibility, are important for you and your supervisor to explore, because your productivity will increase. After all, you are worth more, both as an employee and as a human being when you are feeling good about yourself.

We need to work together. Supervisors need to understand that the time one spends away from one's workstation is not time thrown out the window, if that time is spent in making you feel that your life is more meaningful. In turn, you as an "excused" employee must be responsible for your actions, and figure out how you are still going to get your job done.

I'm lucky. I have a very cooperative, understanding, and supportive supervisor. I know that not all of us are that fortunate. This is one of the the main reasons why we don't have more participants in campus governance. The ability for each employee to have the same opportunities should not be dependent on such a tenuous variable as a supervisor's personality. I'm not sure how to go about changing this, but supervisory training may be an answer. For those supervisors who are faculty.....? Establish an open and honest communication framework with your supervisor. Mutual respect goes a long way.

"I Wonder if Literacy is a Requirement for Membership to the Statler Club?"

"It must be, they would have to be able to fill out a ballot!"

The above quoted comments were an introduction to a membership meeting held on May 5th at the Statler Club. On the agenda was an amendment to the club bylaws to open membership to all Cornell employees. Current bylaws exclude the participation of all employees whose salary is based on an hourly wage scale.

These insensitive and clearly biased remarks were made by two highly placed and respected (until now) faculty members before the meeting had officially begun. It was to set the precedent for the discussion to follow.

At issue was an equitable distribution of a privilege now only extended to faculty and salaried employees, membership to the UNIVERSITY SUBSIDIZED Statler Club. That's right, without external university funds, the Statler Club could not operate.

The debate among the 29 members present focused on the already overcrowded lunch facilities and how the presence of "outsiders" would "change the character" of a place where "a poet could talk to an astronomer." Does this mean that it's inconceivable that a custodian or carpenter could have a meaningful exchange of ideas with a professor or dean? Diversity and inclusiveness are ideals vocalized at the highest levels here at Cornell, yet are we to understand that an attitude of "you can do my typing or repair my plumbing, but don't sit at my

dinner table" prevails at the Statler Club? I hope not!

I believe the membership at large, except for the courageous few present at the meeting who spoke so convincingly in favor of this change of bylaws, is simply unaware of the resentment and alienation felt by those excluded from the opportunity to avail themselves of this membership. Does this mean that approval would open the flood gates of jean clad, tobacco chewing illiterates to invade the Club at lunch hour? No way!

The issue, and the only issue, is that what is fair for some should be fair for all!

The amendment failed by a vote of 17 against to 12 in favor, from a membership list of nearly 2,000, for revision of the current bylaws. I urge all Statler Club members who see this as I do, a caste system based on how a person earns his or her living, to write the Statler Club Board of Directors, copy the Office of the Assemblies, to express your displeasure with the current system. Change to this antiquated system of exclusion is inevitable, as it was before women or salaried staff were allowed privilege of membership. **Let's do it now!**

Michael R. Aug
Chair, Employee Assembly
Cornell University
Ithaca, New York

The March of Dimes says "Thank You Cornell Employees!"

Many thanks to those of you who sponsored me in the Ithaca March of Dimes Walk America. This event took place on Sunday, May 2.

The weather was great, and we completed the nearly 8 mile walk in 2 hours!

It's important that you know, because of your unselfishness, we turned in the highest amount of money that day! The March of Dimes is very grateful to every one of you!

I'm very proud of my family, friends and fellow Cornellians who opened their hearts and their wallets to such a worthy cause!

Thank you and God bless!

Edie Garvin
Campus Mail Services
Day Hall

WORK AND FAMILY SERVICES

University Summer Day Camp

The newly formed University Summer Day Camp will be located in **Risley Hall**, beginning **June 28** and operating in one-week sessions **through August 13**. Linda Lerch, camp director, is planning an exciting program that will interest and engage children ages 4 through 13. The camp was proposed and organized by Marilee Bell, director of Work and Family Services and her staff. The camp has received applications for 305 children to attend in various weekly sessions. Officially we have finalized our enrollment, but we are wait listing applications to accommodate anticipated changes.

If you would like more information
please contact Cindy Wright at Work and Family Services, 255-3649.

Commencement Ushering

by Harry Dutton

(Editor's Note: This article was written before last year's cold, soaking rains on Commencement Day. The author stands by his words, and has cheerfully volunteered again this year. As this goes to press, it may not be too late for you to volunteer for this year's Cornell Commencement. Contact the Commencement Office—B25 Day Hall, 5-9541—for further information.)

I have volunteered, for the sixth consecutive time, to be an usher at Cornell's Commencement. Why do I do this? Why, in the midst of a four-day holiday weekend, would I freely give up some of my time off?

Frankly, I'm anticipating a wonderful time. I have nowhere else found such a collection of happy people—students, parents, spouses, relatives and friends—gathered together on a Spring weekend. Their joy is contagious — a happy, infectious pleasure that can delight all who encounter it.

The day begins early; I will likely arrive on campus around 7:30, but the work will end early, too. By early afternoon, the formal ceremonies will have ended, and the ushers will be off to spend the rest of the day in their individual ways.

The locker rooms beneath the Schoellkopf Fieldhouse will be abuzz with ushers. Some will be signing out the distinctive red blazers all ushers wear; others will be helping pin on name tags and floral boutonnieres. Refreshments will be available for those who might wish a cup of coffee, or juice, or soda. I have noticed bagels, sweet rolls, and a variety of donuts. (All right, I admit to having sampled some of the good fare, too.)

All the while, ushers and other support folks will be bustling about, coming and going on various errands that all support the activities attendant to graduation. By mid-morning, most will be in their places for the procession of graduates from the Arts Quad to the playing field.

After the ceremonies have concluded, after President Rhodes, various dignitaries and the happy graduates have filed out, the ushers gather again in the locker room. Blazers are returned, stories traded, pizza and beverages consumed. It is a time to savor, to relax and remember why we volunteered in the first place: for the fun of it, for the shared pleasures, for the sense of accomplishment—however individually small—in something so important to so many.

Care to join us?

Transfers and Promotions for March 1993			
Employees on the Move			
EMPLOYEE	NEW DEPARTMENT	EMPLOYEE	NEW DEPARTMENT
Margaret Ackersblade	Environmental Health	Katherine Nelsen	Alumni Affairs
Richard Bennett Sr.	Statler Hotel	Deborah Ostrander	VP, Finance & Treasurers Office
Garry Bordonaro	Nat'l Nanofab Facility	Catherine Paolangeli	Accounting
Evajane Bumbalo	Financial Systems	Robert Reese	Nutritional Sciences
Grace Celeste	Biochemistry	Brian Richards	Ag & Biological Engineering
William Chase	Dining Services	Marjorie Robinson	University Library
Christine Coupe	Animal Science	James Rohan	Financial Systems
Patricia Dean	Africana Studies	Paul Sarokwash	Facilities
Susan Doney	University Development	Mary Serrano	Financial Systems
Mary Lou Doyle	Facilities	Tamara Shollenberger	Natural Resources
Linda Grap	Cost Analysis	Jeffrey Silber	Theory Center
Jolen Gordner	Dining Services	Robert Stundtner	Facilities
Tanni Hall	Student Life Union	Linda Vanberkom	Statler Hotel
Judith Hart	CIT	William Webster	Human Resource Services
Bernadette Heath	Univ Libraries	Heidi Tinnes-Weeden	Media Services
Catherine Holmes	Student Life Union	David Walters	Animal Science
Gerald Hone	Statler Hotel	Sharon Wargo	Facilities
Timothy Johnson	Geneva	Claudia Wojcinski	Engineering
Lori Kanellis	Financial Systems	Kim Yeoh	Statler
Denise Mahaney	Biochemistry		
Lorrie Marnell	Financial Systems		
Elizabeth Murphy	University Press		

Tompkins County Health Department		
Cornell University		
Blood Pressure Clinics ☼ June 1993		
DATE	SITE	TIME
June 1	Statler Room 190	12:30 pm - 3:30 pm
2	Public Safety	7:00 am - 9:30 am
2	Sage Hall the Henry Room	10:30 am - 12:30 pm
2	Wing Hall Room 402	2:00 pm - 3:30 pm
8	Research Park Langmuir Lab (Conference Room)	1:30 pm - 3:00 pm
9	Johnson Art Museum	9:00 am - 11:00 am
9	Traffic Bureau lunchroom	1:30 pm - 3:30 pm
10	Purchasing conference room	9:00 am - 11:30 am

RIDESHARE CLASSIFIEDS

Commuter

Connection

CORNELL UNIVERSITY OFFICE OF TRANSPORTATION SERVICES • 255-4600

PLACE	NAME	PHONE	OPTION	DAYS	HOURS	SMOKE	COMMENTS
Alpine Jct.	Diana	5-1873	Share	M-F	6:30-3:00	OK	
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
Brooktondale	Amy	5-2491	Drive	M-F	8:00-4:30	No	
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
Corning	Toni	5-8593	Ride	M-F	8:00-4:30	OK	
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
Elmira	Desi	5-9803	Share	M-F	8:30-5:00	No	
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	
Hammndsprt	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	Elaine	5-3806	Share	M-F	7:30-4:00	OK	
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	
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
Van Etten	Marti	5-3197	Share	M-F	7:30-4:30	OK	
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		
Watkins Glen	Betty	5-6658	Share	M-F	8:00-5:00	OK	
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	5-1977	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		

This information is also available on CUINFO

Another Networking Year Comes To A Close...

by Angela Carroccia

As I put the finishing touches on this issue of *Networking*, I would like to make a few announcements and acknowledgments. This issue which you are now reading, will be our last for the 1992-93 year. *Networking* will resume publication on September 9.

It's been a wonderful year for our publication, and I sincerely believe that the *Networking* Board and our contributing writers have taken great strides in making our employee newspaper one which is informative, diversified, and most of all, human interest oriented.

I wish to thank the many departments who have contributed to *Networking*; it has been a pleasure working with you, and I hope that we can continue to work together next year.

And lastly, I would like to urge anyone who would be interested in volunteering to please contact a member of the *Networking* Board.

Have a fantastic summer!

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:

Antique Hoosier Cabinet, excellent shape, \$250 or best offer; misc. Nintendo tapes \$10-20. Call Sue 5-9063.

Stereo equipment KR-4010 Kenwood receiver, CT-500 Pioneer cassette deck, & tech Hi-Fi turntable with Shure Cartridge, \$175 obo. Sandy 5-9045.

1983 Wilderness 28' camping trailer, sleeps 7-8, microwave, TV antenna, air conditioning, 21' awning, excellent condition. Lorraine, 5-5145 or 589-4542.

This is the last issue of *Networking* until September 9.

Tommy Guerrero skateboard, \$60. Boy's Saintropez 2411 10 speed bike, \$60. Two passenger, rechargeable-battery operated fire engine, \$50. 273-0940.

11,000 BTU 1985 Sears Kenmore window air conditioner, \$125. Gary 5-1679.

Motor Scooter for sale, great condition, 90cc Honda, excellent gas mileage, helmet included, \$400. Kathryn 5-5763.

Kirby vacuum w/shampooer, polisher, hairclippers, inflator, more. Turbo charged, \$199. Call 5-3284 or 257-0402.

1984 Nissan Sentra, 122K miles, well maintained, \$999/OBO. 253-6407.

2 quarter horses, registered. 14 yr old mare, English and western trained; 4 yr old mare, halter broke, \$2500 pair (mother & daughter). 273-4342 evenings.

Cherry wardrobe \$95; cedar/pine chest \$55; Puma pop-up camper, sleeps 6, \$1500. 347-4858.

Sun pantry solar fruit & vegetable dryer; 4 stainless steel racks. Includes drying crystals/recipes, new, \$14. Call 387-9619 after 6 p.m.

1987 Suzuki 230 QuadSport, excellent condition. Hardly every ridden, one owner, \$1500 firm. Mike 564-7271 evenings.

4 bedroom home in T-burg school district, 6+ acres, in ground pool, 3 bay garage, stocked pond, many extras, \$129,000. Carol 5-7627.

Bicycle, woman's used, Sears, made in Austria. One-speed, blue, with handbrake, kickstand and luggage rack, \$40, 5-5265 or 272-0568.

Mobile home, 1976 Vista, 3 bedrooms, 14x70 awning, washer/dryer, air conditioning, skirting, excellent condition, \$13,000. Donna 5-6848 or 347-4967.

Air Conditioner, Sears Kenmore window, 8000 BTU/hour. Excellent condition. Asking \$150 (was \$385 new.) 4-8776 or 257-0937.

'91 Ford Escort GT, sporty, 5 spd, like new, power, sunroof, \$13,000. Marti 5-3197 or 589-7318.

Antiques: 4-drawer Hepplewhite cherry bureau. Small pine hutch, two drawers, top, cupboard below, glass oil lamps. Carolyn 5-2191.

SAAB steel rims; Goodyear 15" snows on SAAB steel rims (1988 & older 900 series) \$40 each or BO. Pam 5-7824.

90 gallon aquarium, complete salt water set up, \$350/OBO. Sheila 257-3987.

1989 Chaparral 2350 SX - 23 ft power boat with cabin, excellent condition. Call 273-4498.

Cockatiel, large cage, food & toys, asking \$100/OBO. Laurie 546-6731.

Mobile home near Cornell; two bedroom, all gas utilities, AC, laundry, appliances, new private deck. Call 277-0283.

1987 Celebrity Eurosport, V⁶, 52K miles, am/fm/cas, cruise, air, p. locks & windows, sunroof, new tires, \$4800 OBO. Call 844-4269.

Mobile home 14x42, two bedroom, 1981. Well maintained, quiet lot close to Cornell. Stove, refrigerator, washer, dryer. 273-6418.

1983 Buick Regal 2 DSD in good condition. Call 5-7946 or 844-8834.

Aprica deluxe stroller like new, \$125. Call 5-6342.

Serta double mattress, \$30; gas oven wall mount (double oven), \$15; Ward dishwasher, \$20. 533-7398. Benefits University Coop Nursery School.

21' Bayliner, inboard. Loaded with trailer. Excellent condition. Call Carol at 5-5431 or 533-4139.

Mobile home, 14x56, 2 bdr, 1989. Well maintained, low utilities, corner lot/quiet park. Stove, refrigerator, storage shed. Eleanor 5-4011 or 272-9445.

Chocolate laborador retriever pups, AKC registered and show quality, also make wonderful pets. Call 5-8444 or 627-6524.

1982 Subaru GL, ugly but runs well, \$200. Size 38 rock climbing shoes, used once \$20. Robbie 5-7236 or 659-3863.

403 Hook Place, adjacent to park. Three bedrooms, fireplace, deck, den, patio off kitchen. \$89,000. 5-6135 days or 277-6905 evenings.

Class A Concord 24' self-contained motor home w/generator AC, PS, PB. Sleeps 8. 45,000 mi. New tires. Everything is in good condition. \$6500. Call Don 756-9115 anytime.

Brown leather jackets, zip-out lining, men's 42 tall, women's 18, \$50 each. Rita 3-3524 or 564-7655 after 5 p.m.

Electric baseboard heaters & thermostats, almost new, various lengths, BO. 30 gal Power Miser 5 Electric water heater. 898-3594.

FOR RENT:

Non-smoking tenants, 2 bedroom apt, parking, fenced yard, Tomtran/Cornell bus line, \$650/month plus electricity. Laurel 5-4972 or Dave 277-2380.

Available 8/16/93. Guest house studio apartment, 15 minutes from campus. No pets, non-smoker, \$335+ Call 272-2039.

2 bedroom townhouse, 5 minutes from campus, large yard. Washer/dryer hookup. Spacious, contemporary available July or Sept. 273-2964.

2 bedroom executive condo, beautifully furnished! Phone, free cable, kitchen appliances, linens furnished. \$400 week or \$1200 per month. Brenda 277-0332.

Two bedroom apartment, private setting, 10 minutes from Cornell, \$425/month plus utilities. Non-Smokers only. Felicity 5-4004 or 347-4580. Available June 1.

WANTED:

Folding futon with frame. Jim at 5-8580.

Seeking sabbatic house or apartment in your home beginning August 1993. Responsible couple. Wendy 5-2849.

Good home for mature cat. Moving won't accept pets. Dexter, a manx is quiet and good mannered, loves the outdoors. Call Jim for more information 5-8580

FREE:

Queen-size futon in fair/good condition 539-7267 evenings.

CORNELL RECREATION CLUB

Exciting changes are afloat at CRC. On July 1, 1993 the Cornell Recreation Club will become the Cornell Recreation Community. Each and every Cornell employee and Cornell retiree will become members of CRC. There are many ways to be involved in the Cornell Recreation Community—there are openings on the Board

of Directors, the Recreation Committee, the Communication Committee and most of all, we always need willing volunteers to help us out at certain events. Come on—get involved! You'll be glad you did. Look for articles in *Networking*, *WorkPlace* and *CUINFO* for information on upcoming trips and events.

CRC is offering special discounts to DisneyWorld, SeaWorld, Busch Gardens, Universal Studios, & Hershey Park as well as discount tickets to Enchanted Forest and the Renaissance Faire in Sterling, NY to all Cornell employees and their families. Please call the CRC office at 255-7565.

Here's a look at CRC's upcoming trips and events:

Genesee Country Village	May 22, 1993
Vernon Downs	June 5, 1993
Annual June Picnic	June 19, 1993
Beck's Grove Theater	July 18, 1993
Tanglewood/Boston Pops	July 20-21, 1993
Thousand Islands	August 7, 1993
Phantom of the Opera	September 18-19, 1993
Buffalo Bills Football	to be announced
Pork Roast/Square Dance	October 2, 1993
Cancun	October 22-28, 1993
Halloween Party at Park	October 30, 1993
Franklin Mills Shopping	November 6, 1993

Please call the office at 255-7565 for more details on CRC's schedule.

A Coach In Eagle's Clothing

*Sighting By Darael Mahoney,
116 Maple Avenue*

Early on the morning of Thursday, February 4, 1993, there was an automobile accident at Judd Falls Road and Route 366. Although Transportation Services staff mobilized as quickly as they could to respond to the emergency, traffic became backed up. David Sarachan, head coach, men's soccer, saw traffic

getting congested on Campus Road and intervened to raise the gate with his own gate card - for one car at a time - until one of our people arrived to lock the gate in the upright position. His quick thinking and resourcefulness helped to mitigate a difficult situation and prevent it from becoming more serious.

As a means of encouraging more of this type of performance, you're invited "turn in" people like David Sarachan who you sight on campus engaged in this type of extraordinary behavior. Send along stories of exceptional service on the "Eagle Sighting" form below. Your sightings should tell about incidents where people surprised others with their kindness and personal commitment to providing service which leaves you feeling great about the people who work at Cornell.

EAGLE SIGHTING FORM

Please use this form to tell stories of exceptional service you receive or witness on campus.

Your Name: _____ Campus Phone: _____

Campus Address: _____

Date of Incident: ____/____/____ Approximate Time: _____

Location of Incident: _____

Briefly tell about the exceptional service you received or witnessed. _____

Eagle's Name: _____

How did you feel either receiving or witnessing this incident? _____

PLEASE SEND COMPLETED FORMS TO THE LEGENDARY SERVICE ACTION GROUP c/o Mike Daley, Residence Life Office, Robert Purcell Union.

desirable. Must be organized and have demonstrated ability to work independently. Pesticide applicators license desirable. Send cover letter and resume to Sam Weeks.

CHES Operator GR24 (T6805)

CHES-Endowed

Minimum Biweekly Salary: \$701.22

Posting Date: 5/13/93

Provide technical support (computer, scientific engineering, machining, etc.) for CHES user groups. Supervise the enforcement of safety codes. Monitor status of X-ray synchrotron facilities. Correct system malfunctions and software problems associated with instrument control. Maintain lab equipment. Design new equipment using CAD. May assist in experimental problems.

Requirements: BS or equivalent in technical/scientific field such as engineering or physics. Good mechanical lab skills. Computer programming experience preferred. Send cover letter and resume to Sam Weeks.

Electronics Technician GR24 (T6604)

Biomedical Electronics Service-Statutory

Posting Date: 4/29/93

Provide technological support for the research, teaching and clinical programs at the College of Veterinary Medicine with emphasis on component level repair of sophisticated electrical and electronic instrumentation. Some computer workstation and peripheral equipment repair. Some network installation and support.

Requirements: Education and experience equivalent to a certified biomedical electronics technician required. Strong computer science background preferred. Experience troubleshooting sophisticated medical and analytical electronic instrumentation to the component level. Some experience troubleshooting and repairing micro-computers and peripherals. Ability to interact with lay users and translate technical jargon into terms they can understand. Send cover letter and resume to Sam Weeks.

Technical Off-Campus

Technician GR17 (T6905)

Plant Pathology/Lake Placid-Statutory

Minimum Biweekly Salary: \$530.38

Posting Date: 5/20/93

Provide technical assistance in tissue culture and greenhouse production of potatoes. Laboratory duties include preparation of media and buffers, assist in testing plants (e.g., serology tests) and propagation and maintenance of tissue culture plantlets. Greenhouse duties include maintenance, care and harvesting of plants. Field duties include transplantation and harvesting of plantlets.

Requirements: High school or equivalent. Careful work and attention to detail are required. Laboratory and/or greenhouse production experience desired. Send cover letter and resume to Sam Weeks.

Technical Part-Time

Electronics Technician GR24 (T6504)

Modern Languages and Linguistics-Endowed

Minimum Biweekly Salary: \$701.22

Posting Date: 4/22/93

Install and maintain computers, multimedia, and other electronic hardware and software in the language lab and staff offices. Perform routine upgrading, maintenance and documentation of DOS and Windows-based computers on a Novell network. Write user manuals. Hire, train and supervise student technicians.

Requirements: AAS degree in electronics/computers, BS desirable. At least 1

year of computer/electronic experience. Must be able to install and maintain hardware and software and have a thorough knowledge of electronic circuitry. Supervisor experience desirable. Send cover letter and resume to Sam Weeks.

Technical Temporary

Research Support Specialist (T6903)

Nutritional Sciences/cfnepp-Statutory

Posting Date: 5/20/93

Perform research on the dynamics of micro-enterprise development data from Conkary, Guinea. Verification & reorganization of a unique 2-year panel data set for 1,100 micro-enterprises. Be responsible for matching these enterprises and then allocating returns to the main proprietors within the household.

Requirements: Bachelor's degree or equivalent. Experience may be substituted for education. Strong background in database management & knowledge of database management programs essential. Some knowledge of French preferred but not necessary. Work to be carried out in Washington, DC or Ithaca. Position available immediately, appointment up to 6 months for 39 hours per week. Salary commensurate with experience and work location. Send cover letter and resume to Sam Weeks.

Technician (T6802)

Fruit and Vegetable Science-Statutory

Posting Date: 5/13/93

Assist in vegetable crops studies including planting, maintenance, and harvest of field plots and greenhouse experiments. Assist with plant and soil sampling procedures; yield and fruit quality measurements; and use of lab and field research equipment.

Requirements: Experience with farm equipment, plant production methods, and research data collection desirable. Must have NYS driver's license. Send cover letter and resume to Sam Weeks.

Photographer (T6706)

University Relations-Endowed

Posting Date: 5/6/93

Produce high quality photographic images to be used for public relations.

Requirements: 3 years in location photography. Ability to interact with diverse clients and subjects including VIPs. 3 month temporary position. Send resume and work sample to Chris Hildreth, Comstock Hall, Cornell University, Ithaca, NY 14853.

Research Technician (T6401)

Clinical Sciences-Statutory

Hiring Rate: \$7.80

Posting Date: 4/15/93

Manage a research laboratory including ordering supplies, maintaining inventories, preparation and assistance with research surgeries, media preparation and tissue/cell culture. Monday-Friday, 8:00 a.m.-5:00 p.m., less than 6 months

Requirements: B.S. in animal or biological sciences. Experience with in vitro fertilization or mammalian cell culture as well as electron microscopy. Send cover letter, three references and resume to Sam Weeks.

Office Professionals

Temporary Office Professional Positions

The temporary service at Cornell University is presently recruiting for the following areas: Receptionist, Office Assistant, Data Entry Clerk, Secretary, and Administrative Aide. Individuals will need to be proficient in the use of the Macintosh or IBM computers. Programs that are in great demand would be Microsoft Word, Filemaker, Pagemaker, Excel, Word-

Perfect and Lotus. A typing speed of 45-60 wpm is preferred. Minimum of one year office experience is necessary. If you are not presently employed and would consider temporary opportunities, please send a cover letter stating your interest in temporary opportunities and a resume to Karen Raponi, Employment Services, 20 Thornwood Drive.

Document Access Assistant GR17 (C6704)

Albert R. Mann Library-Statutory

Minimum Biweekly Salary: \$530.38

Posting Date: 5/6/93

Under the direction of the document access librarian assist patrons at the circulation desk utilizing the NOTIS circulation software. Coordinate the shelving of unbound materials making decisions pertaining to access and repair of unbound materials. Assist in interlibrary loan by screening and verifying incoming requests, and searching local and national databases to verify and identify holdings information. Provide research assistance utilizing multiple public access databases.

Requirements: High school diploma or equivalent. Some college coursework preferred. Experience working in an academic/research library, and experience with use of microcomputers preferred. Strong interpersonal and communication skills, ability to meet deadlines and pay attention to detail. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Office Assistant GR18 (C6805)

Administrative Services-Endowed

Minimum Biweekly Salary: \$542.89

Posting Date: 5/13/93

Process accounts payable vouchers. Assemble and distribute various reports from the Job Cost System to various facilities and business operations departments. Appointment until 6/30/94.

Requirements: High school diploma or equivalent. Some college coursework preferred. 1-2 years related experience. Must possess good communications, (written) and organizational skills. Experience in a business office environment. Experience with Macintosh and mainframe computers preferred. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Secretary GR18 (C6803)

Health Services-Endowed

Minimum Biweekly Salary: \$542.89

Posting Date: 5/13/93

To assist in management of requirements area in Gannett Health center. To maintain records of students eligible to use the health center and to record immunizations of patients as required by NYS law.

Requirements: High school diploma or equivalent. Some college coursework preferred. 1-2 years related medical office experience. Must be able to type at least 60 wpm and have basic computer skills. Excellent interpersonal skills required. Confidentiality is essential. Heavy typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Secretary GR18 (C6707)

University Health Services-Endowed

Minimum Biweekly Salary: \$542.89

Posting Date: 5/6/93

To assist in management of the reception area for the Contraception, Gynecology and Sexuality Service (CGSS) unit. To act as liaison between CGSS staff and patients. To assure and maintain smooth and efficient patient scheduling and flow. 10-month position from the middle of August - the middle of June.

Requirements: High school diploma or equivalent. Some college coursework preferred. 1-2 years general secretarial/

office skills. Computer experience desirable, must know WordPerfect. Strong administrative skills. Family planning knowledge helpful. Ability to elicit and discuss personal information in a non-judgmental manner. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Office Assistant GR18 (C6701)

Vet Medical Teaching Hospital-Statutory

Minimum Biweekly Salary: \$542.89

Posting Date: 5/6/93

Mornings work in Clinics Business Office duties include computer input of hospital vouchers, assist in functions of accounts receivable and cash control. Afternoons and Saturdays work in Small Animal Clinic front office reception, gathering patient history and client information; operate computer terminal for medical records; handle admission discharge and cashiering of small animal patients.

Requirements: High school diploma or equivalent. Coursework in accounting and medical terminology desirable. Monday - Saturday 39 hours per week 1-2 years related experience. Strong organizational, interpersonal and communication skills required. Able to work independently in an active complex environment. Light typing. External applicants send a cover letter and resume to Esther Smith. Employees should include employee transfer application.

Searcher GR18 (C6905)

Acquisitions/CTS University Library-Endowed

Minimum Biweekly Salary: \$542.89

Posting Date: 5/20/93

Search for and create preliminary records for books and orders for the library system using local/national databases and various trade bibliographies. Pre-catalog search, revise, and edit. Other duties as assigned.

Requirements: Two years of college or equivalent. Previous library technical services experience required. Additional education may be substituted for experience. Knowledge of one or more Western European languages required. Strong interpersonal skills. Ability to interact with a variety of staff members. Medium typing. External applicants send cover letter and resume to Esther Smith. Employee include an employee transfer application.

Secretary GR18 (C6906)

University Development/Public Affairs-Endowed

Minimum Biweekly Salary: \$542.89

Posting Date: 5/20/93

Provide a range of secretarial and office support to the Assistant Director of Student Aid Development. These include but are not limited to proofreading, typing, filing, organizing, mail and receptionist duties. Special emphasis is placed on preparing, processing, and proofreading annual scholarship reports.

Requirements: High school diploma or equivalent. Excellent organizational and interpersonal skills. Service orientation. Good proofreading abilities. Experience with IBM or Macintosh word processing systems preferable. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include an employee transfer application.

Secretary GR19 (C6903)

Hotel Administration-Endowed

Minimum Biweekly Salary: \$566.28

Posting Date: 5/20/93

Provide administrative and secretarial support for three faculty members. High level of confidentiality essential, requiring independent judgment and decision making.

Requirements: High school diploma or equivalent. Some college course work in

Secretarial or Business Science or equivalent and/or training. Knowledge of IBM software including Word Perfect 5.1, Lotus 123, and Harvard Graphics. Ability to organize work priorities to meet deadlines. Strong communication skills. Heavy typing. External applicants send cover letter and resume to Esther Smith. Employees should include an employee transfer application.

Secretary GR19 (C6808)
Chemical Engineering-Endowed
Minimum Biweekly Salary: \$566.28
Posting Date: 5/13/93

Provide academic/research related clerical/administrative support to several faculty and their research groups. Type correspondence, class work, technical material and prepare purchase orders; oversee completion and submission of research proposals; schedule appointments and coordinate meetings; handle travel arrangements and reimbursements; maintain vendor cards and petty cash; process incoming/outgoing mail and deliveries for building; serve as school's receptionist; answer phones; assist with various social functions; handle room reservations; supervise student employees and manage business office operations.

Requirements: High school diploma or equivalent. Some college coursework preferred. Minimum 2 years related experience. Excellent typing skills required. Must be able to organize work, set priorities and work with frequent interruptions. Strong interpersonal and communication skills essential. Knowledge of Macintosh required. Heavy typing. External applicants send cover letter and resume to Esther Smith. Employees include an employee transfer application.

Accounts Assistant GR19 (C6810)
Administrative Services-Endowed
Minimum Biweekly Salary: \$513.93
Posting Date: 5/13/93

Responsible for all non-exempt payroll/personnel functions for engineering and facilities (220+ employees). Monitors administration of the building trades council (BTC), International Union 66 Operating Engineers (IUOE), and United Auto Workers (UAW) union contracts. Coordinates daily functions in conjunction with the administrative aide.

Requirements: High school education or equivalent. Some college coursework in accounting preferred. 1-2 years experience using calculator, typewriter, and personal computers. (Macintosh) necessary. Accurate typing and excellent interpersonal, (oral and written) communication skills. Cornell university payroll accounting and mainframe desired. Light typing. External applicants send cover letter and resume to Esther Smith. Employees include employee transfer application.

Administrative Aide GR19 (C5703)
ILR Extension and Public Service-Statutory
Minimum Biweekly Salary: \$566.28
Posting Date: 4/15/93 Repost

Serve as registrar for office of management and executive education public programs. Manage computerized registration system to track participants; respond written and telephone inquiries about programs, compose and send confirmation letters. Provide program support for OMEC executive programs. Manage marketing visit schedules for director and senior program faculty, participate in development and implementation of marketing strategies, make all travel arrangements and meeting rooms, meals, etc. Responsible for postcourse follow up.

Requirements: High school diploma or equivalent required. Some college coursework preferred. 1-2 years related experience. Ability to use computer spreadsheet programs, file management

packages and word processing software (IBM). Good interpersonal skills a must. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR19 (C6604)
Chemistry-Endowed
Minimum Biweekly Salary: \$566.28
Posting Date: 4/29/93

Act as administrative aide to the executive director. Responsible for supporting operational and academic matters. Do word processing and arrange meetings for the executive director. Help prepare all reports produced by the department office. Assist in clerical work pertaining to faculty, undergraduate and graduate matters as directed. Maintain departmental calendar and statistical lists.

Requirements: High school diploma or equivalent. Some college course work preferred. 2-3 years experience using Macintosh computer and software for word processing. Minimum 1 year previous experience as secretary in administrative office. Demonstrated ability to meet deadlines and work under pressure. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include an employee transfer application.

Administrative Aide GR21 (C6902)
CIT/Information Resources-Endowed
Minimum Biweekly Salary: \$615.42
Posting Date: 5/20/93

Cornell Employee Only
 Provide administrative leadership and guidance in support of the division's mission, including Human Resource, accounting and support activities. Participate in budget process, monitor and generate required spreadsheet and electronic reports. Assist contribute and influence decisions on setting policies and procedures within CIT.

Requirements: Associates degree or equivalent experience in secretarial sciences. 3-4 years related experience preferably at Cornell or equivalent. Excellent command of Macintosh and software programs including EXCEL, Filemaker, Microsoft Word, ETC. Excellent interpersonal, communication and supervisory skills necessary. Heavy typing. Send cover letter and employee transfer application to Esther Smith.

Administrative Aide GR20 (C6802)
Athletics-Endowed
Minimum Biweekly Salary: \$590.45
Posting Date: 5/13/93

Cornell Employees Only
 Provide administrative and secretarial support for director and assistant directors of athletic public affairs. Assist with preparation of newsletters, phonathons, special events and projects; manage work-flow; prioritize and prepare all incoming and outgoing correspondence; handle confidential correspondence.

Requirements: Associate's degree or equivalent. Minimum 2-3 years related experience. Excellent organizational communications and interpersonal skills. Ability to handle confidential information. Experience with IRIS; Macintosh computers and knowledge of PageMaker desirable. Medium typing. Send employee transfer application, cover letter and resume to Esther Smith.

Administrative Aide GR20 (C6606)
Physiology-Statutory
Minimum Biweekly Salary: \$615.42
Posting Date: 4/29/93

Provide administrative support to professor. Supervise the financial, personnel and administrative aspects of the research group. Assist in budget preparation, oversee accounts, process purchase orders and travel requisitions.

Requirements: Associate's degree or equivalent. Minimum 2-3 years adminis-

trative/secretarial experience. Knowledge of word processors/personal computers. Experience with grant preparation. Accounting/bookkeeping experience necessary. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR20 (C6607)
Synthesis Engineering Education Coalition-Endowed
Minimum Biweekly Salary: \$615.42
Posting Date: 4/29/93

Cornell Employees Only
 Provide administrative/clerical support to staff of the Synthesis Coalition national headquarters office.

Requirements: Associate's degree or equivalent. 2-3 years related experience required. Knowledge of Macintosh computers and word processing, spreadsheet and database applications. Strong office and organizational skills. Good interpersonal skills. Good interpersonal communications skills. Experience in academic environment. Medium typing. Submit cover letter, resume and employee transfer applications to Esther Smith.

Assistant to Program Director GR20 (C6308)
Nutritional Sciences/CFNPP-Statutory
Minimum Biweekly Salary: \$590.45
Posting Date: 4/8/93

Serve as assistant to the program director of Cornell food and nutrition policy program. Assume responsibility for all administrative tasks relating to director's activities in a program which conducts research and training activities in Africa, Asia, and Latin America.

Requirements: AAS degree or equivalent. 2-3 years of progressively responsible office experience. Excellent word processing skills (80+ wpm). Experience with technical manuscripts required. Software expertise with particular knowledge of WP 5.1, Lotus, Quattro Pro, Notebook required. Working knowledge of IBM PC compatible equipment and DOS 3.1+ necessary. Proven ability to work independently, prioritize, take initiative, work under pressure, and work creatively under tight deadlines vital. Ability to work as team player, organizational and people skills a must. Experience with research office, international work, and fluency in a foreign language (French preferred) useful. Strong communication (written and verbal) a must. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Personnel Assistant GR20 (C6705)
Cornell Cooperative Extension-Statutory
Minimum Biweekly Salary: \$590.45
Posting Date: 5/6/93

Provide administrative and clerical assistance for two personnel associates in maintenance, analysis, and review of federal retirement, federal employees' group life insurance, workers' compensation and unemployment insurance accounts for Cornell cooperative extension statewide (1400+ employees).

Requirements: Associate's degree in accounting, business/personnel or equivalent. Monday - Friday 8:00a.m.-5:00 p.m. Medium typing. Minimum 2 years related experience. Attention to detail, public contact, judgment and accuracy. Complete familiarity with word processing and spreadsheets. (WordPerfect, Lotus (or Quattro). Good with numbers and familiar with accounting procedures. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Editorial Assistant GR20 (C6706)
Agricultural Economics-Statutory
Minimum Biweekly Salary: \$590.45
Posting Date: 5/6/93

Assists managing editor in editorial activities. Specific emphasis on updating existing home study courses and developing new course materials. Designs, produces mechanical and tracks production of these materials. Also writes and designs two quarterly newsletters, and designs brochures and promotional materials. Medium typing.

Requirements: Associates degree or equivalent. Bachelor's degree preferred. Well grounded in English language. Desktop publishing on Macintosh required with some publishing experience. Knowledge of graphic design, printing, photography and editing procedures are required. Strong written, oral, and visual communications skills needed. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR20 (C6708)
School of Hotel Administration-Endowed
Minimum Biweekly Salary: \$590.45
Posting Date: 5/6/93

Provides administrative and clerical support for the Director of Development and the Director of Publications in the daily operations of the Department of External Affairs at the school of Hotel Administration. The position will report jointly to both directors, and workload will be apportioned by and through them as needs vary.

Requirements: Associate's degree in business or office professional preferred. 2-3 years comparable work experience desired. Excellent communication (written and oral) and interpersonal skills required. Excellent work process skills essential. Medium typing. Flexibility key: ability to move from one assignment to another with ease, with sensitivity to the variations in development & publications demands. Ability to understand, respect and maintain confidentiality. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application. Women and minorities are encouraged to apply.

Accounts Assistant GR20 (C6711)
Administrative Services-Endowed
Minimum Biweekly Salary: \$590.45
Posting Date: 5/6/93

Cornell Employees Only
 Provide administrative and accounting support for facilities and business operations departments (directors, business managers, superintendents, plant/account/section managers and support staff). Until 6/30/94

Requirements: High school education or equivalent. Associates degree in accounting preferred. Experience using typewriter and personal Macintosh/Mainframe computers necessary. Cornell accounting experience desirable. Excellent interpersonal communications (written & oral) skills necessary. Send employee transfer application, cover letter and resume to Esther Smith.

Administrative Aide GR20 (C6712)
University Development/Public Affairs-Endowed
Minimum Biweekly Salary: \$590.45
Posting Date: 5/6/93

To assist the director of special gifts through providing administrative support and management skills in the overall daily operations of the special gifts program of university development. The program manages the cultivation and solicitation of alumni and friends of Cornell who have the potential to make gifts between \$100K - \$1 million.

Requirements: Associate's degree or the equivalent in education, experience

and training. 2-3 years related experience required. Knowledge of Macintosh word processing. Ability to work with computer inquiry programs (e.g. on the Cornell mainframe). Good typing, proofreading and organizational skills. Medium typing. Ability to pay attention to detail a must. Good communication skills and a pleasant telephone manner. Ability to prioritize assignments, work under pressure and meet deadlines. Ability to maintain a high degree of confidentiality. Knowledge of Cornell desirable. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR21 (C6812)
Cornell Tradition-Endowed
Minimum Biweekly Salary: \$615.42
Posting Date: 5/13/93
Cornell Employees Only

Provide a variety of complex administrative functions in support of the Cornell Tradition. Office management on-line system maintenance; supervision of office assistant, temporary and student employees; some desk-top publishing, maintenance of the operating budget handling correspondence and inquiries (including drafting correspondence) reconciliation of accounting statements (including fellowship accounts), statistical reports on fellowship program, assistance with student employment accounts for program participants.

Requirements: Associate's degree or equivalent. 2-3 years related experience in a busy office with numerous program components. Excellent communication (written and oral) required as well as knowledge of computer systems and Macintosh desk-top publishing skills. Ability to handle confidential information on both students and donors a necessity. Knowledge of accounting procedures. Supervisory skills important and ability to remain flexible in small, busy office. Medium typing. Send employee transfer application, cover letter and resume to Esther Smith.

Administrative Aide GR21 (C6702)
ILR Central Europe Project-Statutory
Minimum Biweekly Salary: \$615.42
Posting Date: 5/6/93

Provide full range of clerical support for the school's Central Europe project with Czech and Slovak Universities; support the work of the executive and academic director and affiliated faculty; respond to inquiries; make arrangements; maintain files; develop office system, maintain budget and other data bases; type proposals. Until 12/94 with possible continuation.

Requirements: Associates degree or equivalent experience. 2-3 years related experience required. Medium typing. Primarily Mac, but also IBM computer expertise required. Ability to work independently, write well and to understand cultural differences. Willingness to work unusual hours. International knowledge or experience important. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR21 (C6709)
Computer Science-Endowed
Minimum Biweekly Salary: \$615.42
Posting Date: 5/6/93

Assist two senior faculty in conduct of all aspects of their university work; assist in monitoring current research programs; implement leading edge information management technologies to organize administrative functions (WAIS, LATEX); coordinate administrative activities and software distribution for a large research group. Assist faculty and senior researchers in design and writing of scientific research grant proposals for submission to government and industry sponsors. Research and compile statistics, reports

and correspondence for projects delegated by faculty supervisor. Manage budget (\$80,000) for LICCS (Logic in Computer Science) annual conference. Function as electronic information management expert and consultant for department administrative staff. Manage software distribution effort including documentation, for a large software project. Use complex graphics and typesetting software for proposals, reports and manuscripts.

Requirements: A.A. degree or equivalent; 2-3 years related office experience. Demonstrated communication, interpersonal and public relations skills. Must be able to work without direct supervision; requires a high degree of autonomy in identifying and resolving problems and screening requests. Aptitude to learn complex computer system structure requiring programming skills and creativity. Demonstrated general administrative and organizational skills essential, including technical typing, writing skills. Scientific and accounting background desirable. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR22 (C6806)
Institutional Planning/Statutory Affairs-Endowed

Minimum Biweekly Salary: \$641.92
Posting Date: 5/13/93

Provide with minimal supervision, administrative support for the director of institutional planning and research, the director of statutory affairs and other members of their staff.

Requirements: Associate degree or equivalent. 2-3 years experience required. Excellent organizational, interpersonal and communication (written/oral) skills. Ability to handle confidential information. Experience with Macintosh computers using Excel and Microsoft Word. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR22 (C6603)
Astronomy-Endowed
Minimum Biweekly Salary: \$641.92
Posting Date: 4/29/93

Assists professor in directing the Pew Science Education Program and administering a grant by the Pew Foundation which finances the program. There are 7 colleges and universities involved in the program and the job also consists in coordinating and overseeing the involvement of these and other institutions. Organizing meetings and symposia; drafting all correspondence; interviewing students and handling finances.

Requirements: Associates degree or equivalent. 3-4 years administrative secretarial experience beyond formal training. Word processing and writing skills very important. Excellent organizational & interpersonal skills. Ability to work under pressure. Prior experience at Cornell preferable but not required. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include an employee transfer application.

Office Professionals
Part-Time

Circulation/Reserve Assistant GR17 (C6703)

Circulation/Uri Library-Endowed
Minimum Biweekly Salary: \$530.38
Posting Date: 5/6/93

Under the direction of the administrative supervisor, assist in the reshelfing of materials returned from circulation, and work at the security desk. 20 hours per week.

Requirements: High school diploma or equivalent. Some college coursework preferred. Ability to work effectively with a variety of people in a public service setting. Must be able to shelve and shift books. Must be exceptionally dependable. Good organizational and communication skills. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Medical Transcriptionist GR18 (C6804)
Health Services-Endowed
Minimum Full-time Equivalent: \$542.89
Posting Date: 5/13/93

Transcribe and print all dictated confidential office visit notes for GHC medical patient charts. Monday-Friday, 20 hours per week. 9-month position, August-May.

Requirements: High school diploma or equivalent. Some college coursework preferred. 1-2 years transcription experience required; familiarity with medical terminology. Accurate typing (80wpm); Lanier dictating system and Macintosh computer WriteNow 2.2 word processing preferred. Ability to work under pressure and deal with a variety of people. Ability to maintain strict confidentiality. Heavy typing. External applicants send cover letter and resume to Esther Smith. Employees include employee transfer application.

Senior Department Assistant GR18 (C6006)

Reference/Olin Library-Endowed

Minimum Full-Time Equivalent: \$542.89

Posting Date: 5/6/93 Repost

Under the general supervision of the department head and individual reference librarians, provide basic secretarial/office support to a very active public services department. Format and type instructional materials; type correspondence and reports; handle supplies and equipment orders, pay records and statistics. Interact with a wide range of staff. 20 hours per week.

Requirements: High school diploma or equivalent. Some college preferred. Intermediate word processing skills. Good organizational skills. Ability to work well under pressure. Excellent interpersonal skills. 1-2 years related experience. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Secretary GR18 (C6601)
CISER-Endowed

Minimum Biweekly Salary: \$542.89
Posting Date: 4/29/93

Cornell Employees Only.

Provide clerical and administrative support to the CISER staff and members. Monday-Friday, 12:00-4:00 p.m.

Requirements: High school diploma or equivalent required. Formal training of 1-2 years college course work preferred. Position requires exemplary communication and interpersonal skills. Familiarity with C.U. accounting system. Computing experience to include extensive use of IBM PC, WordPerfect, and familiarity with mainframe basics is essential. Dbase III+ and basic knowledge of the Mac desirable. Medium typing. Send cover letter, resume, and transfer application to Esther Smith.

Administrative Aide GR19 (C6813)
Law-Endowed

Minimum Full-Time Equivalent: \$566.28

Posting Date: 5/13/93

Provide secretarial and administrative support for a Law school professor. Manage all administrative aspects of his work in affiliation with the American Law institute. Monday-Friday, 25 hours per week, flexible.

Requirements: High school diploma or equivalent. Some college coursework

preferred. 2-3 years secretarial/administrative experience. Ability to work independently and exercise good judgment. Coordinate and prioritize tasks. Excellent communication (written and oral) skills. Knowledge with personal computers and word processing (WordPerfect preferred). Heavy typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Administrative Aide GR19 (C6605)
Center for Advanced Imaging Technology-Statutory
Minimum Full-Time Equivalent: \$566.28

Posting Date: 4/29/93

Cornell Employees Only

Assist director in the performance of administrative duties required for the smooth operation of the Center, including budgeting, accounting, payroll, and secretarial support. Monday-Friday, 25-30 hours per week with a possibility of becoming full-time.

Requirements: High school diploma equivalent in business and office administration preferred. Some college coursework. Knowledge of Statutory Accounting System. 2 years previous office experience. Working knowledge of IBM PC, Microsoft Word, and Excel. Data base management skills very desirable. Medium typing. Send employee transfer application, cover letter and resume to Esther Smith.

Graduate Coordinator GR20 (C6901)
English-Endowed

Minimum Biweekly Salary: \$590.45
Posting Date: 5/20/93

Job share until 6/30/94. Provide full range administrative support for the department's graduate program. Act as liaison between department and Graduate School. Serve as department contact for graduate students, providing information and referral to resources within and outside the department. Coordinate graduate admissions and placement procedures, publish course offerings and informational brochures, set up and maintain graduate records. Draft and prepare both general and specialized correspondence.

Requirements: Associates degree or equivalent. 2-3 years related experience. Strong organizational and communication skills. Computer experience, preferably on the Macintosh; knowledge of database (Filemaker Pro) and word-processing software. Familiarity with Cornell or the academic environment. Ability to work independently. External applicants send cover letter and resume to Esther Smith. Employees should include an employee transfer application.

Assistant to the Coordinator of University Education GR21 (C6811)

Johnson Art Museum-Endowed

Minimum Full-Time Equivalent: \$615.42

Posting Date: 5/13/93

To assist the coordinator of university education with outreach to student organizations and university staff by developing, teaching, documenting, and evaluating programs which focus on exhibitions and the museum's permanent collection. To provide computer and general office support as requested. Flexible, some evenings and weekends. Appointment until 5/96.

Requirements: BA. in art history/art education. Coursework in museum studies a plus. 2 years minimum teaching experience in art programs at the high school/college level. Excellent communication (verbal and written) skills. Ability to work independently on several projects simultaneously. Proficiency in Mac software highly preferred. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees

should include employee transfer application.

**Administrative Aide GR21 (C6710)
Veterinary Administration-Statutory
Minimum Full-Time Equivalent:
\$615.42**

Posting Date: 5/13/93

Cornell Employees Only

Provide administrative support to the associate dean for research and graduate education and two grant and contract coordinators. Includes coordinating independent projects, preparing documents, reports, and correspondence, maintaining office file index, and providing administrative assistance. Monday-Friday, 5.5 hours per day. 10-month, September-June.

Requirements: AAS degree or equivalent. 2-3 years administrative experience; 2-3 years sponsored research/program administration desirable. Excellent interpersonal/communication skills. Accuracy and organizational skills essential. Knowledge of databases and WordPerfect is required. Heavy typing. Send cover letter, resume and employee transfer application.

**Administrative Aide GR21 (C6807)
Cognitive Studies-Endowed
Minimum Full-time Equivalent: \$615.42
Posting Date: 5/13/93**

Provide administrative, secretarial and accounting support related to the cognitive studies program and its undergraduate and graduate program. Act as liaison for members of the program, co-directors, faculty, students and visitors. Coordinate speaker series, conferences and workshops. Manage program account and payroll. 20 hours per week.

Requirements: Associate's degree or equivalent. Minimum 2-4 years job-related experience. Ability to work independently. Must have excellent organizational, interpersonal and communication skills. Experience with CU accounting procedures preferred. Familiarity with Macintosh. Medium typing. External applicants send cover letter and resume to Esther Smith. Employees should include employee transfer application.

Office Professional Casual

Casual Cashier (\$6301)

Ornithology

Hourly Rate: \$5.25

Posting Date: 4/29/93

The Crow's Nest Birding Shop is seeking an individual to perform cashiering duties. Respond to general nature questions. Answer phone. Knowledge of birds is helpful but not essential. Must be very customer oriented. Hours: Saturday and Sunday 10:00 a.m.-4:00 p.m. Other weekday hours as needed, especially in the summer. Please send a cover letter and resume to Karen Raponi, Employment Services, 20 Thornwood Drive.

**Office Professional
Temporary**

Medical Transcriptionist

Gannett Health Center

Hiring rate: \$7.00 hour

Posting Date: 5/6/93

Transcription of confidential records for psychological and medical patients using Lanier Centralized Dictating System and Macintosh computer WriteNow 2.2 word processing. Also typing of handwritten letters, memos, forms and reports. **Requirements:** High school graduate with at least 2 years transcription experience. Heavy typing. Must be able to accurately type 75-80 wpm. Familiarity with medical terminology. Ability to work under pressure and to maintain strict confidentiality.

Hours 9:00 a.m.-1:00 p.m., Monday-Friday, 20 hours a week. Please send a cover letter and resume to Karen Raponi, Employment Services, 20 Thornwood Drive.

General Service

Custodian SO02 (G6902,3)

Building Care-Statutory

Hiring Rate: \$6.90

Posting Date: 5/20/93

Cornell Employee Only

Provide general custodial care of buildings and grounds in immediate vicinity of assigned area.

Requirements: Basic reading and writing (English) skills. Able to operate a variety of industrial power equipment, lift 50 pounds and climb an 8 foot ladder. Pre-employment physical required. Hours: Monday-Thursday 6:00 a.m.-2:30 p.m., Friday 6:00 a.m.-1:30 p.m. Cornell employees only. Send employee transfer application to Esther Smith, Employment Services, 20 Thornwood drive.

Material Handler SO05 (G6901)

Athletics-Endowed

Hiring Rate: \$7.88

Posting Date: 5/20/93

Cornell Employees Only

Supervise the evening operation of physical education and athletic department laundry, equipment and locker rooms. Monday - Friday 3:00 p.m. - 11:00 p.m.

Requirements: High school diploma or equivalent. 2 years college preferred. Must be certified in athletic equipment management or eligible to take the AEMA certification. Must have at least 2 years of experience in athletic equipment management. Send cover letter and employee transfer application to Esther Smith.

Academic

Senior Research Associate II CA08

Avian and Aquatic Animal Medicine

Posting Date: 5/20/93

Conduct research on infectious diseases of ducks, and to participate in service programs involving production and testing of duck biologics and diagnosis of avian diseases.

Requirements: Graduate veterinarian or microbiologist with an advanced degree. Preference will be given to the former. Research or diagnostic experience in avian medicine, preferably both.

Postdoctoral Associate

James A. Baker Institute-Statutory

Posting Date: 5/20/93

2 year NIH-funded position on a project concerned with fetal-maternal immunological interactions during early pregnancy. Interdisciplinary study involving cell and molecular biology designed to analyze expression of immunologically relevant genes in the uterus and placenta during implantation.

Requirements: PhD with experience in molecular biology and/or immunology. Familiarity with mammalian systems and an interest in developmental biology or reproductive physiology is desirable.

Assistant Professor

Horticultural Sciences/Ag Experiment Station/Geneva, NY

Posting Date: 5/13/93

Appointment: Extension 60%; Research 40%

Responsible for a statewide vegetable crop extension program. Involves close interaction with extension field staff, processing industry field staff and others involved in vegetable crop production and marketing. Provides training and technical support to county and regional Cooperative Extension personnel involved with vegetable crops. Participation in

statewide extension programming and cooperation with other faculty working with vegetable crops is expected. Act as liaison between vegetable growers organizations and commodity groups with Cornell University. Oversee cultivar trials and certain cultural practice trials will be within the extension responsibility of this position. Conduct a research program directed at solving production problems faced by NY vegetable growers. Program should complement existing research programs at Cornell University. Seek external funding in support of extension and research programs.

Requirements: Ph.D. in one of the Plant Sciences or related areas. Available November 1, 1993, or as negotiated. Send a complete resume, transcripts, and the names of 3 individuals from whom letters of reference may be solicited to: Dr. Michael H. Dickson, Horticultural Sciences, NYS Agricultural Experiment Station, Cornell University/Geneva Campus, Geneva, NY 14456 by August 31, 1993.

**PA#22 Sea Grant Extension Specialist
Location: Stony Brook NY, or in a county bordering the lower Hudson River**

Posting Date: 5/6/93

Develop, implement, and evaluate a regional extension education program pertaining to marine environmental quality and pollution problems and their remediation in Sea Grant's Marine District (includes tidal waters/shore of Long Island, NYC, and Hudson River to the Troy Dam), with special emphasis on sustainable growth issues. Conduct educational activities that (1) enhance governmental, media, special interest/user group and general public awareness and understanding of marine and coastal environments and associated pollution problems; (2) assist such audiences to develop, implement, or support activities that seek to remediate such problems; (3) aid existing Cornell Cooperative Extension programs at the university and county level relating to marine resource use, development, planning and conversation in addressing pollution problems and issues; (4) work closely with other governmental agencies involved in water pollution control and prevention.

Minimum Qualifications: Master's degree in environmental science or education, marine/aquatic science, coastal natural/water resources management, land use planning or closely related field plus four years experience in environmental, resources management, policy education or communications. Demonstrated ability in written and verbal communications and group/meeting organizational skills and working with the public are also strongly desired. Familiarity with New York's marine waters and the lower Hudson River is desirable. Salary commensurate with qualifications. Apply by May 20, 1993 to Staff Development and Recruitment, Box 26, Kennedy Hall, Ithaca, NY 14853.

**Lecturers or Teaching Associates, 93-94 Academic Year
Modern Languages and Linguistics**

(although there are no certain openings at present, full- and part-time positions sometimes become available on short notice.)

Positing Date: 5/6/93

DMLL would like to update its file of candidates qualified to teach the following languages: Cebuano, Chinese (Cantonese and Mandarin), English for Academic Purposes, French, German, Hindi, Indonesian, Intensive English (English as a Second Language), Italian, Javanese, Japanese, Khmer (Cambodian), Korean, Mandinka, Sinhala, Spanish, Tagalog, Tamil, Thai, Vietnamese, and Yoruba. Please send a letter of interest, a resume describing past language teaching experience, level of fluency, educational background, and the names of at least two individuals we can contact for references. Materials will be reviewed by the appropriate language supervisor if and when openings arise, qualified candidates identified through this search will be contacted. Address materials to: John S. Bowers, Chair, Department of Modern Languages and Linguistics, 209 Morrill Hall, Cornell University, Ithaca, NY 14853-4701.