

**CORNELL UNIVERSITY  
ANNOUNCEMENTS**

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**GRADUATE SCHOOL OF MANAGEMENT  
1983-84**

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# Cornell University

## 1983–84 Graduate School of Management

### **Cornell University Announcements (USPS 132-860)**

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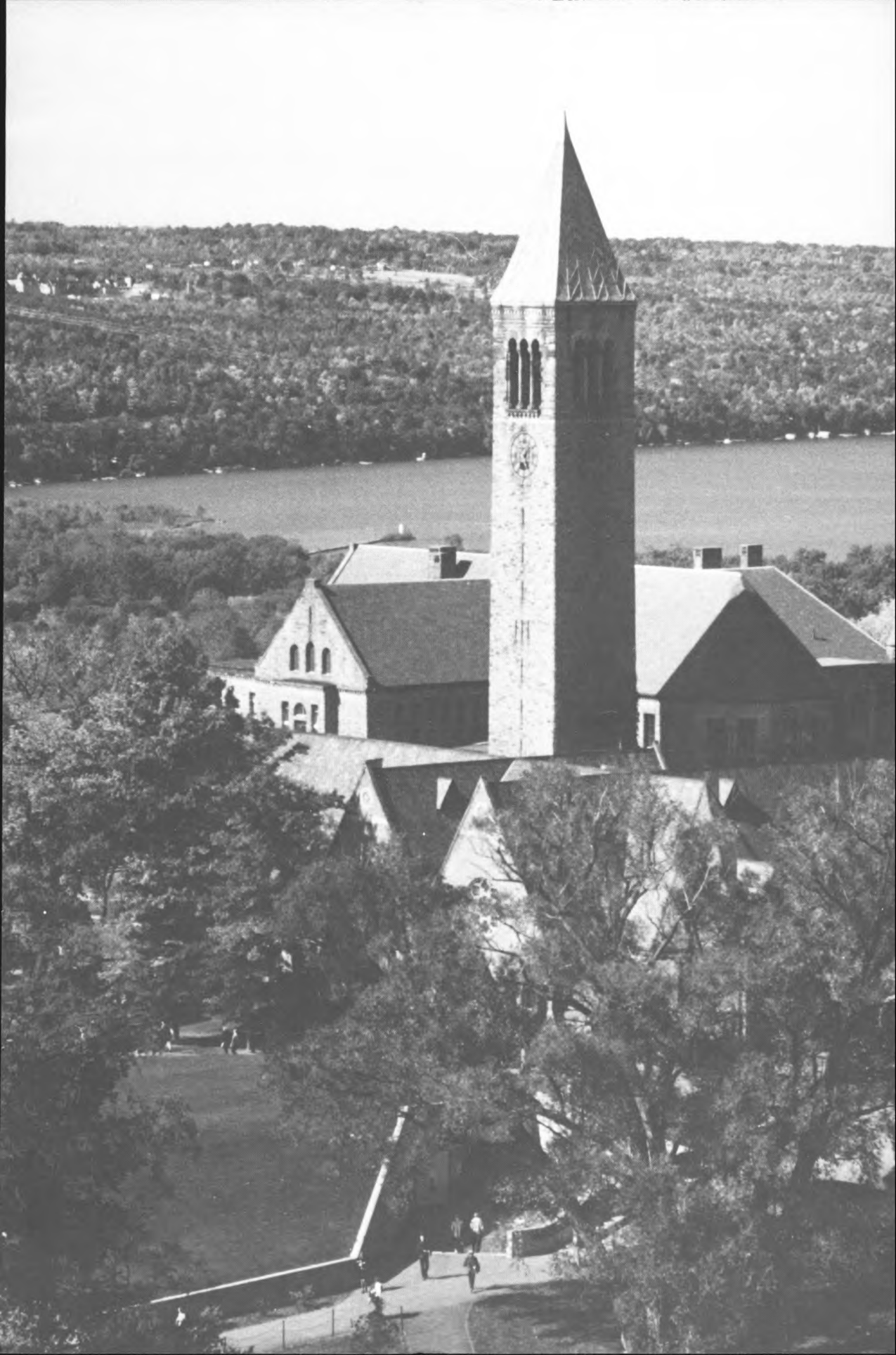
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Photographs on pages 9, 18, 44, 53, and 66 are by Jon Reis.

The courses and curricula described in this Announcement, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.







# Graduate Management Education at Cornell

The increasing complexity of today's organizations has put new and intense demands on graduate management education. The Cornell University Graduate School of Management (CGSM) has for nearly forty years continuously taught aspiring new managers the techniques and skills that will help them innovate solutions and lead organizations to success. The school presently has a full-time faculty of nearly forty and an annual student enrollment of 470.

From its beginning, in 1946, the school has itself been an innovator in the education of managerial leaders for the nation and the world. It was among the first to educate managers for both the public and private sectors. As the demands placed on managers changed, so, too, did the school's approach. Beginning in 1981, the school conducted an extensive self-evaluation. Together with faculty representatives of Harvard and Stanford and top business leaders such as Sanford I. Weill of Shearson/American Express, David Potter of General Motors, and Jacques Maisonrouge of IBM, the faculty revamped the school's academic programs to focus on educating the future leaders of profit-making institutions.

Malott Hall, built in 1964, is designed to meet the requirements of graduate education in management, and houses a center for student activities and offices for faculty members and administrators. In addition to class and seminar rooms, it contains the Eastwick Library (housing

over 130,000 volumes and 300,000 microtexts, and receiving more than 1,000 periodicals), Bache Amphitheater, and the Collyer faculty lounge. In January of 1977, a wing was added that provides additional office and library space, student conference rooms, and two 120-seat lecture halls.

A recent updating of computer facilities gives all students access to Cornell's DEC System 2060 computer, which offers a variety of interactive programming languages, data analysis programs, and graphics routines. Terminal and printer facilities are located in Malott Hall; students may borrow portable computer terminals for use at home. Students who have special needs may also use Cornell's IBM 370-168 computer or one of the in-house Apple IIs.

The school's quest for quality in its educational programs has paralleled the expansion of its staff and physical plant. In recent years its position of leadership in management education has been recognized by students, educators, and the business community. Some examples are *MBA* magazine's selection of CGSM as the country's "most improved" business school in 1977; the 1978 ranking of accounting departments by *Accounting Review*, which placed CGSM second in the nation in research productivity; and the numerous awards won by the school's scholarly journal, *Administrative Science Quarterly*. Thomas R. Dyckman, the Ann Olin Whitney Professor of Accounting, received the AICPA award for the most significant contribution to accounting

literature in 1966 and 1978. Each year the school has experienced an increase in the number and quality of applicants for admission and in the number and breadth of organizations that send recruiters to visit the school. Finally, leaders of American business and government, such as David Rockefeller, William Buckley, Walter Wriston, Clifton Garvin, Henry Kissinger, Roger Smith, and Gerald Ford, have used speaking engagements at the school as a forum for discussing the issues facing managers in the 1980s.

## Cornell M.B.A. Program

To earn an M.B.A. degree at Cornell, students must complete sixty credits for course work and have four semesters in residence. The only exceptions to this policy are given under the specific provisions for advanced standing explained in that section.

To maintain satisfactory status, a student must earn a grade point average of at least 2.7 each semester.

Much of the first year is taken up with core courses that introduce students to the broad range of disciplines relevant to management and provide them with the necessary background for more-specialized studies. All students must complete specific core courses: NCC 500 Managerial Accounting, NCC 501 Quantitative Methods for Management, NCC 502 Economic Principles for Management, NCC 503 Introduction to Data Processing, NCC 504 Introduction to Management Information Systems, NBP 500 Marketing Management, NBP 501 Production and Operations Management, and NBP 502 Managerial Finance, NBP 503 Business Policy, NBP 504 Introduction to the Business-Government Interface, and NCE 540 Organizational Theory and Behavior or NCE 541 Personnel Administration and Human Relations.

The second year is devoted almost entirely to elective courses chosen by the student, in consultation with an adviser, to meet individual career interests and objectives.

## Educational Approach

### Flexibility

The school's M.B.A. degree program is highly flexible. Students may exempt core courses in which they have an adequate background. They can, in addition, select from a wide range of elective courses, both in the school and in other units of the University.

No set number of specific courses is required for the M.B.A. degree. Students are free, after

completing the basic core requirements, to build the program they find the most appropriate from the course offerings.

The school periodically reviews its curriculum to maintain its effectiveness and its responsiveness to the managerial needs of a changing world.

### Methods of Instruction

The teaching methods at the school vary with the subject matter and the professors. Case studies and problems are employed to acquaint the student with the complexities of real management situations requiring analysis, decision, and the development of a course of action. The lecture-discussion approach is used where it can contribute to the effective integration of reading assignments and class materials. Some advanced courses are offered as seminars, in which individual study and research are required and ideas can be discussed in depth.

## Exemption from Core Courses

A student may be exempted from taking any or all of the school's core courses by satisfactorily passing the special exemption examinations administered for these courses during registration, at the beginning of the first and second semesters.

All students admitted to the school are encouraged to take the exemption examinations for any of those core courses in which they feel they have sufficient competence. If the student passes the examination, the requirement for the course is waived; if the student passes the examination at a superior level, credit toward the degree is granted for the course.

There is no penalty for failing an exemption examination for a core course. If students pass an exemption examination, they may still elect to take the course for credit. If they do so, the course must be taken on a satisfactory-unsatisfactory basis.

The exemption from core courses, even with credit, does not reduce the four-semester residency requirement. Residency is defined by the school as enrollment, each semester, for a minimum of twelve credits.

## Advanced Standing

On enrollment it is possible for an applicant to receive advanced-standing credit toward a degree in the school. No applicant will receive more than sixteen credits of advanced standing or one semester of residency except for provisions in the special combined degree programs and the international exchange program.





*Malott Hall is the center of CGSM activities.*

The types of advanced standing and possible methods of achieving advanced standing are as follows:

1. *For graduate work taken elsewhere.* In certain cases it is possible for a candidate accepted for admission to receive advanced standing for graduate work satisfactorily completed elsewhere before enrollment in the school. Work taken elsewhere for which advanced standing may be awarded must be at the graduate level, that is, taken after the baccalaureate degree (or its equivalent in foreign countries), and must be directly comparable to studies in the core courses required by the school. Applicants for admission who want to be considered for advanced standing should apply for such credit to the assistant dean for admissions and student affairs at the time they confirm their acceptance of admission.
2. *For exemption examinations in core courses passed at a superior level.* All of the school's core courses may be waived for students passing the exemption examinations for those courses, as outlined in the section on exemption from core courses. A student who passes such an exemption examination at a level determined to be superior may be granted credit toward the degree in the amount equal to

the credits of the course exempted. Such exemption is relatively uncommon.

3. *For courses in the school taken and passed before admission, independent of registration in combined degree programs.* Advanced standing may be given for such courses to students who have taken courses in the school while on special non-degree status or on extramural status, or to Cornell undergraduate or graduate students enrolled in degree programs in other branches of the University.

All questions about advanced standing must be resolved before registration for the first semester.

## Possible Concentrations

Because there are no specific course requirements after the core courses are taken, a student may choose not to concentrate in any area and instead may select a broad array of courses. For those students who may prefer to develop a special area of interest, six concentrations have been defined to assist each student in developing a purposeful pattern of elective courses beyond the core. The choice and the exact design of the concentration rest with the student. Concentrations can be as broad or as narrow as each person's career

aspirations dictate. Because courses in other Cornell departments are also available, strong preparation in specific areas is possible. At least forty-five credits for course work must be taken within the school.

Implicit in the flexibility allowed are direction, independence, and motivation on the part of the student. The core courses and exposure to different functional areas through various forums and guest lectures do help provide direction, but a strong sense of career purpose remains the key to taking the best advantage of this flexibility.

The following are the areas of management education at the school from which most students select or combine their concentrations:

### Accounting

The accounting concentration stresses the skills and knowledge necessary to understand what information is needed for decisions and how decisions are made. Additionally, the concentration imparts the technical expertise necessary to enable the prospective manager to prepare and evaluate internal reports and financial statements for users external to the organization.

The accounting courses incorporate case studies and standard accounting problems. The case studies make extensive use of financial statements actually prepared and published by publicly held corporations.

Students concentrating in accounting intend careers in public accounting firms, in consulting, in finance, and in general management. The number of courses needed depends on the student's preparation before entering the school and on career objectives. A typical program in this field includes second-year courses in finance, managerial economics, and computer applications, as well as in intermediate, advanced, cost, and tax accounting.

To pursue a career in professional accounting, the student is advised to complete the requirements to sit for the certified public accounting (C.P.A.) examination. The student may fulfill the academic requirements for the New York State C.P.A. certificate by completing the M.B.A. degree program and meeting the following specific course and subject area requirements:

1. Finance requirement: complete nine credits for finance at the undergraduate or graduate level.
2. Economics requirement: complete nine credits for economic principles and analysis at the undergraduate or graduate level.
3. Complete the following specific courses (or approved substitutes):

NBA 500	Intermediate Accounting
NBA 501	Advanced Accounting
NBA 502	Cost Accounting
NBA 504	Introduction to Taxation Affecting Business and Personal Decision Making (NBA 507 Federal Income Tax can be substituted)
NBA 505	Auditing
NBA 510	Law of Business Associations
NBA 511	Advanced Business Law
NBA 514	Financial Policy Decisions (NBA 506 Financial Information Evaluation can be substituted)

For the student who elects to fulfill the academic requirements for the New York State C.P.A. certificate and has no prior work in accounting, one core course may be omitted, on approval by the Academic Standards Committee. Because careful scheduling is necessary if C.P.A. course requirements are to be met, students contemplating these requirements are urged to consult with the assistant dean for admissions and student affairs, who is the C.P.A. adviser, or members of the accounting faculty at the outset of their work at the school.

### Economics

The economics concentration prepares a student for a career as an economic analyst in the corporate setting. Both macroeconomics and microeconomics are taught. The economics courses discuss the very practical implications that analysis can suggest, while introducing and strengthening the theoretical bases on which the discussion rests. Students, typically, can combine their economic training with a specific policy focus to prepare themselves for careers in management.

### Finance

A student with an interest in finance can take several different educational routes at the school, but all build on a basic knowledge of managerial finance and finance theory. Those wanting to work with investments in banks, investment banking firms, and insurance companies will take courses in investment management, security analysis, options and commodities, financial markets, and bank management. Those more inclined toward corporate finance will combine courses in accounting with courses in financial policy decision, international finance, and capital budgeting. The concentration not only should be consistent with specific career interests but also should develop a solid understanding of the entire field of finance, to enable the graduate to compete for a variety of managerial positions in today's ever-changing job market.

The finance concentration provides a thorough understanding of the role of finance in administrative and decision-making processes and familiarizes the student with the mechanisms and operations of the financial system and with the relationship of business and government. The course work integrates the operational aspects of business and investment finance, the functions of financial institutions and capital markets, and the basic economic framework of financial organizations.

### **Marketing**

The marketing concentration prepares students for careers in the marketing of consumer or industrial products and services. The focus is on managerial marketing. The courses offered address the role of marketing in identifying and developing new product and service opportunities in satisfying demand, and in formulating and implementing corporate marketing policy for growth and profit. The dynamics of demand, channels of distribution, competitive behavior, sales forecasting, advertising strategy, marketing, and research and product development policies are among the topics covered. An attempt is made to show the relevance of contemporary research to managerial questions and to be rigorous in analysis.

Lectures, case discussions, projects, simulated games, and practicums are among the teaching methods employed; these enable a student not only to learn the theoretical concepts but also to apply them to concrete business situations.

### **Organizational Behavior and Management**

Through a concentration in organizational behavior and management, a student can develop tools to assist in the diagnosis, change, and stabilization of factors that affect performance, satisfaction, and development of individuals and groups. Special attention is directed at social and behavioral consequences of prescriptions generated by the other concentrations in the school. Those who choose to emphasize the personnel management track can combine their program with the wide variety of offerings at the New York State School of Industrial and Labor Relations and the College of Human Ecology.

### **Production Management and Information Systems**

Advances in computer technology make possible new techniques of both operations and information management. Careers in each of these areas are possible, but students interested in either area are encouraged to take some course work beyond the core in the other.

Production and operations management courses are designed to provide a thorough comprehension of the major economic problems of production and operations management in both the manufacturing



*Clifton Garvin, chairman and chief executive officer of Exxon, was the Hatfield lecturer at CGSM.*

and service sectors. General topics include improving productivity, quality control, and management of large-scale production-distribution systems. Courses describe ways of significantly improving the return on inventory assets, the productivity of both people and physical assets, and the service provided by the organization. The methods can be applied in many different settings, including small manufacturing corporations, large multilocation production-distribution systems, and service organizations such as banks and hospitals. Specific topics include project control, plant layout, warehouse and plant location, job-shop scheduling, multistage manufacturing control, and equipment selection. With this foundation, students develop an understanding of the effectiveness and the limitations of analytical techniques in managerial decision making.

Information systems management is involved with designing the flow of information that allows managers to function more effectively. Students in this area must become competent in the technical aspects of computer systems and in the business areas that use the information. Breakthroughs in distributed processing, decision support systems, systems analysis, and data-base management are covered in electives. Students planning to work in

management information systems, in the broadest sense and in any type of organization, can take this concentration.

The concentration is complemented well by advanced course work in any of the other concentrations. Students interested in the production management and information systems concentration are encouraged to take a broad spectrum of general management courses, including electives in accounting, marketing, organizational behavior and management, finance, and computer sciences, and courses in the School of Operations Research and Industrial Engineering.

## Combined Degree Programs

Graduate study at Cornell offers students maximum flexibility in planning programs to fit individual needs and interests. The tradition of cooperation at Cornell enables CGSM to join with other units in offering combined degree programs. Such programs exist at both the graduate and undergraduate levels.

### Graduate Joint Degree Programs

#### Joint Law Program

The school offers a combined program with the Cornell Law School in legal and administrative studies, in which the student may obtain the M.B.A. degree together with the Doctor of Law degree in four years instead of the five that would be required if each were taken separately. This combination is of interest to students preparing for careers in such areas as tax accounting and law, corporation law, or legal practice in government.

Students may begin the program in either school; the first year's work is taken entirely within one school and the second year's entirely within the other. In the third year, the work is divided between the two schools, and the fourth year it is taken entirely within the Law School. The student completes the requirements for the master's degree at the end of the third year and the requirements for the law degree at the end of the fourth.

To enter the full combined program, the student must apply to both schools for admission and must be accepted by their respective admission committees. Students who decide to apply for the program after starting their studies in the Graduate School of Management should discuss their plans with both schools as soon as possible, but no assurance can be given that such students will be permitted to undertake the combined program.



*Jacques Maisonrouge, senior vice president and chairman of the board of IBM World Trade Corporation, discussed international management with students and faculty members while a guest of the CGSM Executive Forum.*

#### Individual Joint Degree Programs

Individual programs combining study at CGSM with study for graduate degrees in other fields can be arranged in consultation with advisers from the school. A CGSM student is free to take graduate-level courses in any unit of the University. Furthermore, since most of the courses taken during the student's second year at CGSM are electives, there is ample opportunity for study in other areas. To pursue a master's degree program in this school in combination with study in another field, it is necessary to apply to both this school and the unit that administers the other graduate degree. The student must be accepted into each program independently and spend time registered in each division. However, with permission, courses taken in one school while a student is registered in the other may be counted toward both degrees. In this way, the amount of time required to complete two advanced degree programs can be reduced.

#### Joint Master of Engineering Program

The school offers a combined program for undergraduates in the College of Engineering. This program provides an opportunity for the Cornell senior to obtain the Master of Engineering degree one year after graduation from the baccalaureate program and to complete the M.B.A. program in one additional year. To be admitted to the full combined degree program, a student must meet



the admission requirements of both schools. Application for admission should be made to both schools during the student's junior year, and acceptance must be granted by their respective admission committees before the student can enter the program.

## Undergraduate Joint Degree Program

### Undergraduate Double Registration

Highly qualified Cornell undergraduates have the opportunity to combine their undergraduate program with graduate study at CGSM. Students in such a combined degree program generally receive a bachelor's degree after four years of study and a master's degree from CGSM after the fifth year of study, rather than the normal sixth year. Admission to these combined degree programs is limited to particularly promising candidates, and careful planning is required for successful integration of the work of the two degree programs. Cornellians interested in applying for admission to this program are advised to meet with a staff member of the CGSM Office of Admissions and Student Affairs. Formal application should be made during the winter of the junior year.

## International Programs

Over the last several years the faculty of the school has become increasingly committed to participation in projects overseas. These projects assist in the development of foreign institutions and generate expanded opportunities for international studies in the school. Among these opportunities are the school's student exchange programs with universities in Belgium and England.

The exchange program with the University of Louvain, Belgium, was inaugurated in 1969. Each year nine Cornell students may study for either a Licence or Maitrice at the Institut d'Administration et de Gestion at the University of Louvain (French speaking), or study for an M.B.A. degree in the Department of Applied Economics in the Katholieke Universiteit te Leuven, a program offered in English. Similarly, graduate students from both Belgian universities come to this school for master's degree work. Participating Belgian degree candidates are called Deneffe scholars in memory of the late Paul Deneffe of Louvain, who taught at Cornell in 1968. The University of Louvain pays the tuition and fees and offers a stipend for two Cornell students and one student from Leuven. Cornell, in turn, pays tuition and fees for two Belgian students.

The Belgian exchange program is open to all of the school's students, but most applicants are pursuing

interests in either international business or international development. This one-year program can be taken either at the completion of the master's degree program or, more typically, after the completion of the first year of studies in Ithaca. In the latter case, students return to the school for one additional term of study after completion of the year abroad. Before beginning work at either Louvain or Leuven, students are urged to take an intensive French course in Europe during the summer. Candidate selection for this program is based on motivation for studying and living abroad, academic standing, and language ability.

In 1982, the school initiated a one-semester exchange program with the London Business School. Under this program students spend the fall semester of their second year in London and graduate with their CGSM class the following spring. Students participating in the program pay Cornell tuition, and selection for this program is more competitive than for the Belgian program.

## Program on Science, Technology, and Society

The Program on Science, Technology, and Society (STS) is an interdisciplinary unit that promotes teaching and research on the interactions of science and technology with legal, political, and social institutions. The program seeks the participation of students and faculty and research staff members from departments in all colleges of the University. Topics of special concern include science, technology, and public policy; biology and society; technology assessment; citizen participation in technical decision making; energy policy; environmental law and ethics; and biomedical and professional ethics. The program sponsors a wide range of courses, graduate and faculty seminars, workshops, and research projects.

In cooperation with other University departments and centers, STS participates in the development of interdisciplinary courses at both the graduate and undergraduate levels. Courses developed by the program are designed to synthesize and contrast the perspectives of several academic disciplines in analyzing the relationships among science and technology and the needs, values, and institutions of modern societies. The program sponsors the undergraduate major in biology and society for students in the College of Arts and Sciences, Human Ecology, and Agricultural and Life Sciences and offers a science policy "stream" within the graduate minor field of public policy.

Further information may be obtained from the Program on Science, Technology, and Society, Cornell University, 628 Clark Hall, Ithaca, New York 14853.



*Samuel C. Johnson (second from left), chairman and chief executive officer of S. C. Johnson and Son and chairman of the CGSM Advisory Council, met with students after his lecture to a class on entrepreneurship.*

## Placement Services

The school's Placement Office provides students and alumni with a full range of services, including interview scheduling, career forums, career counseling, and job referrals. Students are given assistance with résumé and cover-letter preparation and interviewing techniques. The Placement Office publishes a book that contains the résumé of each student. It is made available to employing organizations.

About one hundred fifty organizations interview on the Cornell campus each year for M.B.A. graduates. These organizations include major banks, consulting firms, investment banks, and Fortune 500 companies.

Interviews take place during both the first and second semesters; most activity occurs in the second. Students can interview with a number of organizations, and a priority-bidding system assures all students an opportunity to interview with the organizations that most interest them. About 80 percent of the initial contacts that lead to job offers take place in on-campus interviews.

The Placement Office maintains contact with many small and medium-size corporations as well as not-for-profit organizations that are prospective employers. School alumni also provide valuable placement contacts. Summer positions and internship programs, colloquiums, and field

projects provide other opportunities for contact with professional job markets.

In addition to providing liaison with the organizations that recruit on campus, the Placement Office maintains information on many firms, hospitals, and public agencies. Job files, bulletins, and alumni job listings are used extensively to keep students abreast of current opportunities.

Graduates of the class of 1982 had an average of sixteen interviews on campus and had about three job offers each. The top functional areas chosen by 1982 graduates were corporate finance (17%), banking (12%), accounting (12%), consulting (11%), and marketing (11%). The mean starting salary for the 1982 class was \$30,627. A placement statistics summary for the 1983 class will be mailed on request by the Assistant Dean for Placement, Graduate School of Management, Cornell University, 310 Malott Hall, Ithaca, New York 14853.

## Selected Firms That Interview at the School

Abraham and Straus  
Aetna Life Insurance Company  
Air Products and Chemicals, Inc.  
Alcan Aluminum Corporation  
Allied Chemical Corporation

American Airlines  
 American Can Company  
 American Express  
 American Management Systems, Inc.  
 American Medical International  
 Analog Devices  
 Arthur Andersen and Company  
 Arthur Young and Company  
 AT&T Long Lines  
 Avery International  
 Bankers Trust Company  
 A. G. Becker, Inc.  
 Booz-Allen and Hamilton, Inc.  
 Borg-Warner Corporation  
 Bristol-Myers Company  
 Cambridge Associates, Inc.  
 Campbell Soup Company  
 Cargill, Inc.  
 Chase Manhattan Bank, N.A.  
 Chemical Bank  
 Chevron  
 Citibank, N.A.  
 Colgate-Palmolive Company  
 Continental Grain Company  
 Continental Illinois National Bank and Trust  
     Company of Chicago  
 Coopers and Lybrand  
 Corning Glass Works, Inc.  
 Data General  
 Data Resources  
 Deloitte Haskins and Sells  
 Digital Equipment Corporation  
 Drexel Burnham Lambert, Inc.  
 Dun and Bradstreet Corporation  
 Emerson Electric Company  
 Ernst and Whinney  
 Exxon Corporation  
 First National Bank of Chicago  
 FMC Corporation  
 Frito-Lay, Inc.  
 General Electric Company  
 General Foods Corporation  
 General Mills, Inc.  
 Goldman, Sachs and Company  
 GTE Service Corporation  
 Harris Corporation  
 Hecht's Department Stores  
 Hewlett-Packard Company  
 Humana, Inc.  
 E. F. Hutton and Company, Inc.  
 IBM  
 Irving Trust Company  
 Johnson and Johnson  
 S. C. Johnson and Son, Inc.  
 Eli Lilly and Company  
 Lord Abbett and Company  
 McKinsey and Company, Inc.  
 Manufacturers Hanover Trust Company  
 Marine Midland Bank, N.A.  
 Oscar Mayer Foods Corporation

Mead Johnson and Company  
 Mellon Bank  
 Merrill Lynch and Company, Inc.  
 Mobil Oil Corporation  
 Morgan Guaranty Trust Company  
 Nestlé Company, Inc.  
 New York Telephone Company  
 Omnicare, Inc.  
 Peat, Marwick, Mitchell and Company  
 Pepsi-Cola Company  
 Price Waterhouse and Company  
 Procter and Gamble Company  
 Pru-Capital, Inc.  
 Prudential-Bache Securities, Inc.  
 Prudential Insurance Company of America  
 Quaker Oats Company  
 Richardson-Vicks, Inc.  
 Rochester Telephone Corporation  
 Kurt Salmon Associates  
 Salomon Brothers, Inc.  
 SI Handling Systems, Inc.  
 Smith Barney, Harris Upham and Company, Inc.  
 Standard Oil Company of California  
 Standard Oil Company (Ohio)  
 Sun Company, Inc.  
 Supermarkets General Corporation  
 Texas Instruments, Inc.  
 Timken Company  
 Touche Ross and Company  
 Towers, Perrin, Forster and Crosby  
 Travelers Insurance Companies  
 TRW, Inc.  
 Turner Construction Company  
 UGI Corporation  
 Westinghouse Electric Corporation  
 Weyerhaeuser Company  
 Xerox Corporation



# Doctoral Program and Research Activities

## Doctoral Program

### Approach and Content

The requirements for the Ph.D. degree are established and administered by the Graduate School of Cornell University. Business and public administration is one among a number of fields of study offered by the Graduate School. For more information a prospective student should obtain the *Announcement of the Graduate School* from Cornell University Announcements, Building 7, Cornell Industry Research Park, Ithaca, New York 14850. In addition a separate booklet containing information on the CGSM Ph.D. program is available from the Director of the Doctoral Program, Graduate School of Management, Cornell University, Malott Hall, Ithaca, New York 14853.

Studies for the Ph.D. degree in the Field of Business and Public Administration are designed to prepare candidates for careers in teaching and research. The objective is not simply to take a number of required courses but rather to develop the deep understanding of the field that is essential to the advancement of knowledge. Candidates for the Ph.D. degree in the Field of Business and Public Administration select a major subject in this field and two minor subjects from related fields. Students select faculty members to represent these subjects and to direct their program of study.

### Admission and Financial Assistance

Application for admission to the doctoral program should be made on the forms of the Graduate School of Cornell, which should be sent to the Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853. The intent to major in the Field of Business and Public Administration should be indicated in the appropriate place. All applicants, whether from the United States or abroad, are required to take either the Graduate Record Examinations (aptitude test) or the Graduate Management Admission Test. In addition, those students whose native language is not English must take the Test of English as a Foreign Language. These tests are given several times a year in the United States and abroad. For information about the examinations, candidates should write to the Educational Testing Service, Princeton, New Jersey 08540.

Eligibility for admission is determined on the basis of an applicant's academic record, the suitability of prior work for the intended program, career objectives, test scores, and the opinions expressed in the letters of recommendation. Many applicants to the doctoral program have master's degrees, but a previous master's degree is not essential. Students who have training in other disciplines such as physics, mathematics, engineering, economics, or psychology are encouraged to apply. Such students probably will take a few of the basic master's



degree courses, but they will find their previous analytic training highly valuable in pursuit of the Ph.D. degree in management.

The school has funds available for the support of Ph.D. candidates through fellowships and assistantships. These are awarded on a competitive basis to both new and continuing candidates; renewals are based on the student's academic performance. Support will continue for three or four years based on satisfactory progress, as evaluated by the candidate's Special Committee. (Students with master's degrees are supported for three years; students with undergraduate degrees, for four years.) Summer fellowships are also available for students working on their degrees during this period. In addition to the fellowships and assistantships offered by the school, a few University fellowships and scholarships are available and are awarded in a general competition that closes on February 1. Applicants interested in fellowships should apply by that time. See pages 59–63 for additional details.

## Requirements

New doctoral students are each assigned a temporary committee composed of faculty members from their major areas of interest. It is the purpose of these committees to meet with the students as soon as possible after their arrival on campus, to help plan their programs. Students are asked to form their own Special Committee during their first semester at Cornell. Each student's program is designed for that student's needs, as determined by the student and the Special Committee.

A comprehensive examination is given on the major and minor subject areas after a student has had adequate preparation, ordinarily after completion of four terms of residence for students with master's degrees and six terms for those with bachelor's degrees. The comprehensive examination is always given in two parts, written and oral. A thesis is required and is prepared under the direction of the chairperson of the Special Committee. After a manuscript has been approved in substance by the Special Committee, an oral thesis examination is given.

The thesis typically takes a student one full year of work. Hence a student with a master's degree should expect to complete the Ph.D. degree program in three years. A student without a master's degree should expect to take four years.

A Ph.D. candidate may be required to demonstrate proficiency in one or more foreign languages. The language or languages, if any, and the degree of proficiency are determined by the student and the Special Committee. These decisions are based on

the potential usefulness of the language to the student in research and future scholarly activities. Most students have no language requirement.

A minimum of six terms of full-time residence beyond the bachelor's degree is a requirement for the Ph.D. degree, but under certain circumstances residence credit may be received in whole or in part for graduate work done elsewhere for the M.B.A. degree, or in other relevant graduate programs. Such transfer of credit may be allowed by the Graduate School on recommendation of a student's Special Committee after matriculation. A maximum of two terms' credit may be granted.

## Major and Minor Subjects

The primary emphasis in the Field of Business and Public Administration is on applied areas of research. However, solving applied problems usually requires a strong background in a disciplinary field. Acquisition of this background will enable the doctoral graduates of this school to engage in scholarly research throughout their careers. Therefore, the major and the minor subjects in the field are segregated into two groups:

*Group I*—disciplinary areas relevant to managerial problems

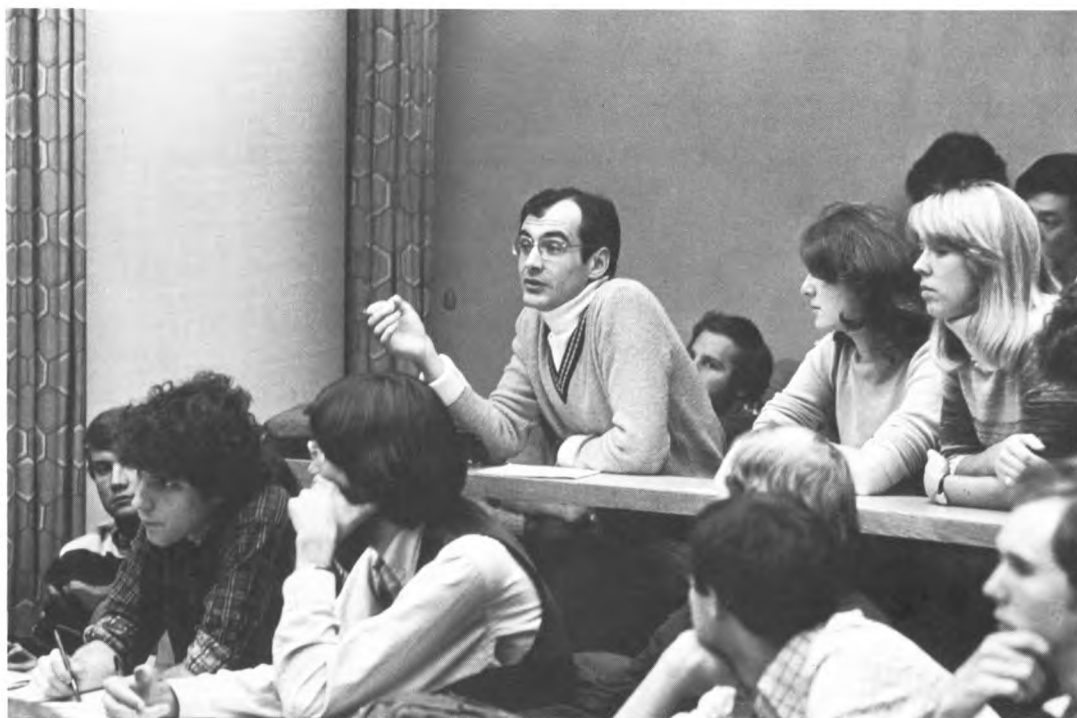
*Group II*—areas of application

The major subject must be selected from the subject areas in Group I or Group II, listed below. The first minor must be selected from the group not used for the major; exceptions are indicated.

Some candidates electing a major subject in Group II may want to take a first minor in a basic discipline offered in another field of the Graduate School. This is permitted whenever the proposed discipline meets the test of being a basic discipline reasonably related to the student's major subject. Also, some candidates electing a major subject in Group I may want to take their first minor in an applied subject offered in another field. This is also permitted when the candidate can demonstrate that the choice is relevant to career objectives. So that administration of these exceptions may be uniform, all substitutions in Groups I and II must be approved by the director of the doctoral program.

The first minor must be relatively extensive and demands a level of competence equivalent to that expected of majors. The second minor may be selected from the subjects listed below or from another field. If the first minor is taken in the school, a student may be encouraged to take the second minor outside the school, provided that this second minor is relevant to the program.

Candidates for advanced degrees who major in another field may elect to minor in the Field of



Business and Public Administration, provided that they have sufficient preparation to do the graduate work involved. Twelve to fifteen credits for course work are usually required of students who minor in the field, depending on whether they are candidates for a master's degree or a Ph.D. degree, and on the extent of their prior preparation.

A short description of the major subjects in the field follows.

#### **Group I**

*Managerial economics* concentrates on economic analysis for decision making in public and private management. A candidate may study the problems of a total economy, of industries, or of a firm. He or she may concentrate on topics such as international economics, economic development, public finance, business-government relations, money and banking, or investment analysis. Study of this area requires a thorough grasp of relevant economic theory and institutions and a basic understanding of both qualitative and quantitative analysis. Some of the course work in the area is normally taken in the Departments of Economics and Agricultural Economics.

*Organizational theory and behavior* uses methods from the social and behavioral sciences to study human activity in organizational settings. The major concern is regularities, differences, and relationships in behavior directed toward

purposive ends. Systematic observation, theoretical analysis, and empirical investigation are stressed. A fundamental grounding in at least one of the basic behavioral disciplines is required, and some of the course work would be in the Departments of Psychology, Sociology, and Rural Sociology, and the School of Industrial and Labor Relations.

*Quantitative analysis for administration* stresses modern development in the uses of mathematical and statistical tools and computer technology for the solution of managerial problems. A high level of mathematical competence is an essential requirement. Some of the course work should be taken in the School of Operations Research and Industrial Engineering (College of Engineering) and the Departments of Economic and Social Statistics (School of Industrial and Labor Relations), Computer Science (College of Engineering), and Mathematics (College of Arts and Sciences).

#### **Group II**

*Accounting* involves the study of the theory and practice of developing financial data for the two purposes of enabling management to control and plan the development of the enterprise and enabling others to appraise its condition.

*Business and public policy* involves the study of the three-way relationship among individuals, business firms, and government. A student may concentrate either on the United States or on a

foreign area. A substantial knowledge of the political and economic background of public policy is essential.

*Finance* focuses on the financial structure and problems of corporations. It deals with problems of developing and maintaining sound financial condition through the proper use of stock and debt; the organization and behavior of financial markets; and the influence of public policies at home and abroad on financial markets and on corporate finance. A knowledge of accounting is essential.

*Marketing* is the study of how analytic tools derived from economics, psychology, sociology, and operations research can be applied in conducting the marketing function. Potential areas of study range from analysis and modeling of consumer behavior to research in the decision-making process in the management of marketing organizations.

*Production and operations management* emphasizes the study of quantitative methods of analysis, including the use of the computer in solving major economic decision problems involved in the operation of large organizations. Typical problems include scheduling production, managing complex distribution systems, choosing locations for productive facilities, and maintaining the quality of physical goods and services.



*Harold Bierman, Jr., Nicholas H. Noyes Professor of Business Administration*

## Placement of Graduates

Recent graduates have primarily accepted teaching positions at Carnegie-Mellon University, the University of Chicago, Duke University, City University of New York, Northwestern University, Indiana University, the University of British Columbia, the University of Alberta, the University of Toronto, the University of Washington, the University of Illinois, the University of Texas, Ohio State University, Harvard University, and the University of California at Berkeley.

## Research Activities

Through its research activities the school seeks to achieve a combination of related objectives: the advancement of basic knowledge, the use of that knowledge in teaching programs, and the further encouragement of faculty members and graduate students in the use of research in management settings.

The school engages in both theoretical and empirical studies of private and public organizations. Theoretical research is directed toward developing new theories or broadening the existing theories of managerial and economic behavior and decision making. In empirical research, management problems faced in several organizations are abstracted; appropriate analytical or behavioral models are then developed to describe or solve the problems; and, finally, models are tested and validated in relation to empirical data. This approach not only breaks new ground in management research but also provides a foundation for research theory.

Research studies at the school have included a large-scale analysis of how accounting information affects stock prices and decision making; effects of inflation on the behavior of security prices;





*Associate professor of economics and finance George Oldfield (center) in an after-class discussion with students.*

simulation of use of hospital beds; experimental and financial evaluation of alternative pricing systems on the use of electric energy; study of the price-quality relationship; an inquiry into the processes of subjective evaluation of multiattributed decision alternatives; and analysis of methods of dealing with multi-item, multiechelon, and multilocation production-distribution systems.

Current research efforts concern the development of capital budgeting in both business and government; the development of concepts and methods of managerial accounting; work on the factors influencing direct foreign investments; economic and behavioral analysis of the effects of advertising; alternative approaches to market segmentation; the application of multidimensional

scaling to marketing problems; the study of efficient capital markets; economic analysis of coinsurance in health; the study of executive personality; the economics of the energy industry; studies of organizational structure; and work on the integration and use of findings from the behavioral sciences in organizational activity.

The school maintains close associations with Cornell offices and departments concerned with social and organizational research, especially the Office of Computer Services. Ph.D. students are strongly encouraged to take advantage of courses offered through other departments and schools, particularly Psychology, Economics, Agricultural Economics, Government, Mathematics, Operations Research and Industrial Engineering, and Industrial and Labor Relations.



# Faculty

## Full-Time Faculty

**Mitchel Y. Abolafia**, Ph.D. (State University of New York at Stony Brook)

Assistant Professor of Organizational Behavior

Professor Abolafia's teaching interests are in the fields of organizational theory and strategy, and interorganizational relations. Most recently his research has emphasized the problem of cooperation between organizations in a competitive economy, focusing on self-regulation in the financial and scientific communities. Other research areas include sociological theories of the market, intergovernmental coordination, and the social correlates of seismic hazards.

**David M. Ahlers**, M.A. (Washington), M.S., Ph.D. (Carnegie-Mellon)

Associate Professor of Management

In addition to his teaching and research, Professor Ahlers, a former vice president of Bankers Trust Company, is president of DMA Associates, an executive-education and new-venture company. Clients of his company include J. P. Morgan, Bank of America, Chase Manhattan Bank, and Manufacturers Hanover Trust Company. He is a recipient of the Touche Ross New Perspectives for American Business Award and a director of the Cornell Research Foundation. Professor Ahlers will be on leave during spring semester 1984.

**Roger M. Battistella**, M.P.H., Ph.D. (Michigan)  
Professor of Health and Social Policy

Professor Battistella is principally interested in public policy issues involving health planning and the organization, financing, and delivery of health and welfare services in the United States and other highly developed countries. He has written in the areas of health affairs, regional and comprehensive health planning, and medical sociology. He serves as a seminar chairman in the school's Health Executives Development Program and is active as a consultant to the federal department of Health and Human Services, to state and local government bodies, and to the World Bank.

**Fredrick T. Bent**, Ph.D. (Chicago)

Associate Professor of Public Administration

Professor Bent's chief interest is international comparative administration. He has taught at the American University of Beirut and at Middle East Technical University in Ankara, Turkey. He has served as acting editor of *Administrative Science Quarterly*, associate director of Cornell's Center for International Studies, and an adviser to the governments of Bahrain, Lebanon, and Kuwait.

**Harold Bierman, Jr.**, M.B.A., Ph.D. (Michigan)

Nicholas H. Noyes Professor of Business Administration

Professor Bierman's interests are in the areas of corporate investment and financial policy

decisions. He has consulted for public organizations and industrial firms and is the author of a number of books and articles in the fields of accounting, finance, investment taxation, and quantitative analysis. He is the finance section coordinator of the school's Executive Development Program.

**Earl Brooks, M.S.** (American University)  
Professor of Administration

Professor Brooks teaches organizational behavior, personnel management, and negotiations. As a management consultant in this country and overseas, he has published articles on delegation, negotiations, performance improvement, labor relations, communications, management by objectives, and management development. He serves as a coordinator of the school's Executive Development Program.

**Joseph B. Bugliari, J.D.** (Cornell)  
Professor of Agricultural and Business Law

Professor Bugliari has been an associate with a law firm in New York City, an assistant to an associate justice of the Appellate Division of the New York Supreme Court, and director of legal services for Cornell University. He is interested in the law pertaining to farming operations, business associations, taxation, estate planning, and the hospital care area. He is presently serving as dean of the University Faculty and chairman of the Agricultural Law Committee of the General Practice Section of the New York State Bar Association.

**Louis Kuo Chi Chan, M.S., Ph.D.** candidate  
(Rochester)  
Assistant Professor of Finance

Fields included in Professor Chan's research interests are capital market and portfolio theory and macroeconomics. Other interests involve applications of econometrics and time-series analysis to economics and finance. He has taught courses in economics, finance, and applied statistics.

**Thomas R. Dyckman, M.B.A., Ph.D.** (Michigan)  
Ann Whitney Olin Professor of Accounting  
Accounting, statistics, and quantitative approaches to decision making are Professor Dyckman's fields of interest. His publications have dealt with such topics as econometric models of the automobile industry, accounting theory, the investment decision, the effects of alternative accounting techniques on management decisions, the behavioral effects of accounting reports, the economic consequences of accounting policy decisions, statistical cost-control techniques, bond refunding, capital markets, utility theory, and statistical techniques. He is currently engaged in research on issues associated with normative and

descriptive decision making in accounting. He is the coordinator of the operational decision-making program in the school's Executive Development Program and director of the doctoral program. Professor Dyckman will be on leave during the academic year 1983-84.

**Steven R. Eastaugh, M.S.P.H.** (Harvard), Sc.D.  
(Johns Hopkins)  
Assistant Professor of Health Economics and Hospital Finance

Formerly the senior economist on a National Academy of Sciences hospital study, Professor Eastaugh is interested in hospital cost containment, physician reimbursement policies, health services regulation, cost-benefit analyses of utilization review programs, and cost-effective analyses of new medical procedures. His interests include the broader issues of public finance, operations research, and public expenditure analysis. Professor Eastaugh consults for Central New York Blue Cross and teaches cost-effective clinical decision making at Cornell University Medical College.

**John A. Elliott, M.B.A.** (Maryland), Ph.D.  
(Cornell), C.P.A.  
Assistant Professor of Accounting

Professor Elliott teaches the core accounting course, auditing, and federal income tax policy and procedures. His research is primarily empirical and is currently focused on audit opinions and security price behavior, insider trading and information events, and the effects of SFAS2.

**Edward S. Flash, Jr., M.P.A., Ph.D.** (Cornell)  
Associate Professor of Public Administration  
Professor Flash's teaching and research focus on the development and implementation of public policy at national, state, and local levels; urban government; and relationships among politics, administration, and analysis. He has written on the knowledge-power relationship between the president and the Council of Economic Advisers and is currently preparing a public administration text. He has conducted research on political and administrative aspects of British water resources reorganization, intergovernmental strategies, and decision making. Professor Flash is an experienced public servant, having served and consulted with a number of federal and local government agencies.

**George A. Goetz, M.B.A.** (Harvard)  
Don and Margi Berens Professor of Entrepreneurship

Professor Goetz, chairman of the board of Rollins Burdick Hunter of Wisconsin, Inc., continues at Cornell his long-standing interest in the topic of entrepreneurship. Before joining the faculty he was an adjunct professor of venture management at the University of Wisconsin—Milwaukee. He is a member of that school's advisory council and will no longer teach at Cornell after fall semester 1983.

**Jerome E. Hass**, M.B.A., Ph.D. (Carnegie-Mellon)  
Professor of Managerial Economics and Finance  
Professor Hass's fields of interest are energy economics, finance, and the economics of regulation. His publications have dealt with such topics as transfer pricing, capital budgeting, the pricing of natural gas and electricity, financing the energy industry, natural resource allocation, and the theory of merger and acquisition decisions. He was chief of the Division of Economic Studies at the Federal Power Commission in 1976-77 and has been a consultant to a number of organizations, including the Executive Office of the President, the Department of Energy, the New York State Public Service Commission, the Environmental Protection Agency, the Brookings Institution, the American Enterprise Institute, the U.S. Congressional Office of Technology Assessment, and numerous corporations. Professor Hass will be on leave during the fall semester 1983.

**Ronald W. Hilton**, Ph.D. (Ohio State)  
Associate Professor of Accounting  
Professor Hilton's interests are in the areas of financial and managerial accounting and quantitative methods. His current research focuses on issues in the economic theory of information and incentive systems. Professor Hilton will be on leave during the fall semester 1983.

**Robert A. Jarrow**, M.B.A. (Dartmouth), Ph.D. (Massachusetts Institute of Technology)  
Associate Professor of Finance and Economics  
Professor Jarrow's teaching and research interests involve the study of economic theory under uncertainty. He is interested specifically in capital market theory, general equilibrium theory, and microeconomics. He is currently doing theoretical research relating to the pricing of securities in the capital markets.

**David Krackhardt**, M.S., Ph.D. (California at Irvine)  
Assistant Professor of Organizational Behavior  
Professor Krackhardt's interests lie in studying social networks in organizations. His research has focused on the effect of such networks on employees' attitudes and behavior, on the power they accrue, and on the functioning of the organization as a whole. Other research areas include employee turnover, decision theory, and the development of descriptive nonparametric statistics.

**Robert C. Lind**, Ph.D. (Stanford)  
Professor of Economics, Management, and Public Policy  
Professor Lind's major interests are the analysis of public investment and economic policy decisions. He also has a major interest in the relationship between government and business and its implications for corporate strategy. His publications range from theoretical papers dealing with the social rate of discount, uncertainty in

public-sector decision making, and the theory of rents to policy-oriented papers on energy, natural resources, criminal justice, and land use. His current research is on national economic policy and on the relationships among business, government, and public policy. Professor Lind has consulted widely for both public and private organizations and is president of the Washington Campus Program, a consortium of business schools with the mission of developing programs and curriculum relating to the business-government relationship.

**Alan K. McAdams**, M.B.A., Ph.D. (Stanford)  
Associate Professor of Managerial Economics  
Professor McAdams's interests and publications are in the fields of managerial economics and business-government relations. He has served as a senior staff economist with the president's Council of Economic Advisers and as a consultant and expert witness for the government in *United States v. I.B.M.* He has been a consultant to industry and the Ford Foundation and recently established his own consulting firm.

**John O. McClain**, Ph.D. (Yale)  
Professor of Quantitative Analysis  
Professor McClain is studying the application of quantitative methods to managerial problems. His interests focus on applications of operations research techniques to the design and operation of health care delivery systems and operational problems in production and inventory control.

**Dale Morse**, M.B.A. (Oregon), Ph.D. (Stanford)  
Assistant Professor of Accounting  
Professor Morse's primary interests are in the fields of financial accounting, finance, and information economics. He is currently working on the problem of private information in a market setting.

**Maureen O'Hara**, Ph.D. (Northwestern)  
Assistant Professor of Finance  
Professor O'Hara's research and teaching interests are in the areas of financial institutions and monetary economics, particularly the effects of regulation on financial institutions. She is currently examining the role of the block trader in the process of price adjustment. Professor O'Hara has also consulted for the Federal Savings and Loan Insurance Corporation on default prevention policies for savings and loan institutions.

**George S. Oldfield**, M.A., Ph.D. (Pennsylvania)  
Associate Professor of Economics and Finance  
Professor Oldfield's current research and teaching interests are in the fields of valuation theory and monetary economics. He has published articles on efficiency in foreign exchange markets, private-pension finance, and the mathematical properties of security returns. Professor Oldfield has worked



for the New York and Philadelphia Federal Reserve banks and consults for several commercial banks and investment banking firms. Professor Oldfield will be on leave during fall semester 1983.

**Levent Orman, M.M., Ph.D.** (Northwestern)  
Assistant Professor of Information Systems  
Professor Orman's primary interest is in management information systems. He has taught courses and written articles on system design, data-base management, decision support systems, and report generators. He is currently working on the specification and design of decision-support systems.

**Alan Pike, M.A.** (Cornell)  
Lecturer, Management Communication  
Mr. Pike teaches written and oral communication. His background is in English literature and linguistics. His main interests are the writing of fiction and small-group dynamics.

**Vithala R. Rao, Ph.D.** (Pennsylvania)  
Emerson Electric Company Professor of Marketing  
Professor Rao's research interests include application of multivariate models to various substantive problems of marketing, development of prescriptive models of marketing behavior, and strategic planning. His teaching interests encompass marketing, quantitative methods, and research design. He has done research in the areas of salience of price in the perception and evaluation of product quality; product design; conjoint analysis; and multiattribute decision making. He has written several papers in the fields of statistics and measurement in marketing.

**Charlotte Rosen, M.A.** (University of British Columbia), Ph.D. (Cornell)  
Lecturer, Management Communication  
Ms. Rosen's teaching fields are oral and written communication. Her background is in theater arts, and she is developing a public-speaking text for graduate students in administration.

**Darius Jal Sabavala, Ph.D.** (Columbia)  
Associate Professor of Marketing and Management Science  
Professor Sabavala's research interests are in the areas of analysis of consumer behavior and the application of quantitative methods to problems of marketing strategy. His teaching interests include marketing management, industrial marketing, marketing decision models, and applied econometrics. His consulting projects have been concerned with building response models for evaluating alternative marketing strategies.

**Seymour Smidt, Ph.D.** (Chicago)  
Nicholas H. Noyes Professor of Economics and Finance

Professor Smidt's main interests are in the areas of finance and managerial economics. He has written books on capital budgeting and statistical decision theory. He has also conducted research on the stock market, commodity futures markets, and on electric-rate regulation. He has served as director of the school's research program on agricultural industries, as chief of party to the school's project at Middle East Technical University in Ankara, and as associate director of the Securities and Exchange Commission's Institutional Investor Study. He is a coordinator of the school's Executive Development Program and for six years served as mayor of the Village of Lansing.

**Robert H. Smiley, M.S., Ph.D.** (Stanford)  
Professor of Economics and Public Policy  
Professor Smiley's research and teaching interests are in the fields of microeconomics, energy economics, industrial organization, and public policy analysis. His current research projects include energy economics and the economics of regulation. He is associate dean for academic affairs.

**Robert J. Swieringa, Ph.D.** (Illinois)  
Professor of Accounting  
Professor Swieringa has taught in the areas of corporate financial reporting, auditing, and the use of cost accounting information for decision making. His research interest is behavioral accounting. His publications have dealt with such topics as financial-statement analysis, behavioral approaches to internal-control evaluation, behavioral effects of participation budgeting, and the use of heuristics in processing accounting information.

**Richard H. Thaler, Ph.D.** (Rochester)  
Associate Professor of Economics  
Professor Thaler's research has been in applied microeconomics, including such subjects as the value of saving lives, the economics of crime, and the organization of labor markets. He has recently been working on the development of descriptive models of consumer behavior. His teaching interests include microeconomics, public finance, and behavioral decision theory. He spent 1977-78 as a visiting scholar at the National Bureau of Economic Research in Stanford, California.

**David A. Thomas, M.B.A., Ph.D.** (Michigan), C.P.A.  
Professor of Accounting  
Professor Thomas is interested in cost accounting, accounting for the construction industry, industry cost structures, and philanthropy. He is the author of several books, monographs, and articles on these subjects. He has worked in public

accounting and industry and served as the administrator of the Charles E. Merrill Trust. He is the dean of the school.

**L. Joseph Thomas, Ph.D. (Yale)**

Professor of Production and Quantitative Analysis

Professor Thomas specializes in the field of operations research. His teaching interests are in the areas of production, inventory, distribution management, and quantitative analysis. His publications have dealt with inventory management, forecasting, material-requirements planning systems, and the effect of marketing decisions on production planning. He has consulted in and been involved in management education programs for several companies. His current research interests involve mathematical models for managing complex production-distribution systems.

**Karl E. Weick, M.A., Ph.D. (Ohio State)**

Nicholas H. Noyes Professor of Organizational Behavior and Professor of Psychology

Professor Weick, who specializes in the field of organizational behavior, is a social psychologist. His research interests include process descriptions of organizations, strategies of hypothesis generation, perception of causality, and loosely coupled systems. He has written extensively on the topic of research methodology, placing special emphasis on the use of the laboratory as a field site to test and develop organizational theory. He is editor of *Administrative Science Quarterly* and advisory editor of *Contemporary Psychology*. He will be on leave during 1983-84.

**Elliott N. Weiss, Ph.D. (Wharton)**

Assistant Professor of Operations Management

Professor Weiss's research interests are in the application of the methodology and techniques of operations research in the public and private sectors. His recent research has been on the solution of large-scale production scheduling and inventory planning problems. Professor Weiss has also done work in the areas of health planning and hospital-capacity analysis. Other interests include sales-force allocation and control of Markov processes.

**Dick R. Wittink, Ph.D. (Purdue)**

Associate Professor of Marketing and Quantitative Methods

Professor Wittink's teaching interests are in marketing management, new products, marketing research, applied statistics, and econometrics. His research interests include preference and choice models; measurement and analysis issues in marketing research; market segmentation; and econometric model building. Currently he is evaluating the effect of new-product announcements on security returns and is studying issues related to brand proliferation.

## Associated and Visiting Faculty

**William J. Abelow, J.D. (Columbia)**

Visiting Professor of Labor Relations in the Health Industry

Professor Abelow is the executive vice president and counsel of the League of Voluntary Hospitals and Homes of New York, an organization engaged in collective bargaining on behalf of a large number of hospitals and homes. He is a management labor attorney and serves as a vice president of South Nassau Communities Hospital.

**Douglas R. Brown, Ph.D. (Syracuse)**

Coordinator of Continuing Education

Mr. Brown joined the school after serving in an administrative capacity in several hospitals. He is director of the Health Executives Development Program. His interests are in management development and strategic planning. He also serves on a number of health care committees and boards.

**Robert M. Crane, M.B.A. (Cornell)**

Visiting Professor of Health Policy

Professor Crane is director of the New York State Office of Health Systems Management. He is a former senior staff associate of the Subcommittee on Health and Environment, Committee on Interstate and Foreign Commerce, U.S. House of Representatives, and before that was chief of the Regulatory Method Branch, Bureau of Health Planning and Resources Development, in the federal department of Health and Human Services.

**Prabuddha De, Ph.D. (Carnegie-Mellon)**

Visiting Associate Professor of Management Information Systems

Professor De's teaching and research interests encompass various aspects of computer-based information processing and their impact on business organizations. He has published on a number of topics, including analysis and design of data-base management systems, information requirements analysis, decision support systems, and scheduling on parallel processors. He is currently involved in the study of knowledge-based systems, distributed processing, and computer control and audit techniques.

**Frank H. Golay, Ph.D. (Chicago)**

Professor of Economics and Asian Studies Emeritus

Professor Golay has long been a member of Cornell's Departments of Economics and Asian Studies. His research and teaching interests bridge the fields of international economics, economic development, and Southeast Asian studies. Currently he is offering a course on the investment climate confronting international business in East Asia.

**Robert E. Hamilton**, M.B.A. (Miami University), D.B.A. (Southern California), C.P.A.

Visiting Assistant Professor of Accounting

Auditing is the focus of Professor Hamilton's research and teaching. His research is multidisciplinary and deals with the value of auditing in an economy, the institutional arrangements for auditing activities, and the microstructure of audit processes. Analytical and empirical methods based in economics, psychology, and statistical decision theory are used in this research. Introductory auditing, auditing research seminars, managerial accounting, and information economics are his areas of teaching interest. Professor Hamilton currently serves on the Auditing Standards Advisory Council of the American Institute of Certified Public Accountants and has served as research chairman of the Auditing Section of the American Accounting Association.

**Peter J. Katzenstein**, M.Sc., Ph.D. (Harvard)  
Professor of Government

Professor Katzenstein teaches in the Department of Government at Cornell. His areas of interest in teaching and research include comparative politics, international relations, public policy analysis, and political economy. His current work focuses on industrial adjustment policies in the United States, Europe, and Japan. He is the editor of a journal, *International Organization*, as well as of the series Cornell Studies in Political Economy.

**John E. Kern**, M.P.A. (Cornell)

Visiting Professor of Health Policy and Planning

The minority health counsel for the House Ways and Means Committee, Professor Kern is responsible for legislative activities relating to the Medicare program. Prior to joining the Ways and Means Committee he served as a professional staff member on the Senate Finance Committee. Professor Kern came to the legislative branch of government as an American Political Science Association congressional fellow. He also served in the executive branch as deputy director of the Division of Provider Standards and Certification at the Bureau of Quality Assurance, U.S. Public Health Service.

**Cosmo J. LaCosta**, M.P.A. (New York University)

Visiting Professor of Hospital Administration

Mr. LaCosta is a senior associate director of the New York Hospital. He is active in local, state, and national professional associations in hospital administration. He serves as a major contact in the coordination of special programs conducted in New York City that are designed to provide health administration students with a practical exposure to hospital administration and

an understanding of the problems of health services delivery in major urban areas.

**Walter LaFeber**, Ph.D. (Wisconsin)

Marie Underhill Noll Professor of American History

Professor LaFeber has a special interest in United States foreign policy and the nature of the American political economy. His book *The New Empire*, which traced the origins of American expansion, won the Beveridge Prize. While chairman of the Advisory Committee to the State Department's Historical Division, he published books analyzing Soviet-American relations and, later, the United States-Panama and United States-Central American crises.

**Allyn B. Ley**, M.D. (Columbia University College of Physicians and Surgeons)

Visiting Professor of Administrative Medicine

Dr. Ley is director of the Department of University Health Services at Cornell and professor of medicine at Cornell University Medical College. He served as chief of staff on the *S.S. Hope* from 1969 through 1970 and was director of ambulatory services, the New York Hospital, from 1963 through 1969. Dr. Ley has done extensive research on cancer and hematological problems.

**Theodore J. Lowi**, Ph.D. (Yale)

John L. Senior Professor of American Institutions

Professor Lowi has contributed to social knowledge and to the study of American politics in a variety of areas, including political theory, public policy analysis, and American political behavior. Among his publications is the highly influential *The End of Liberalism* (second edition 1979). In that book he advanced the argument that during the 1960s this country made a final and probably irreversible transition into a new political regime, which he calls the "Second Republic of the United States." During the 1981-82 academic year Professor Lowi held the French-American Foundation Chair of American Civilization at the Ecole des hautes Etudes en Sciences sociales in Paris.

**E. Scott Maynes**, Ph.D. (Michigan)

Visiting Professor of Consumer Economics and Marketing

Professor Maynes served as chairman of Cornell's Department of Consumer Economics and Housing from 1976 to 1981. He is the author of *Decision-Making for Consumers*. Besides publishing articles on informationally imperfect markets, the concept and measurement of product quality, consumer information systems and technology, and issues in consumer policy, he served for nine years as a board member of Consumers Union. In 1980-81 he was consultant to the National Consumer Council, London.



**Dorothy W. Nelkin, B.A.** (Cornell)

Professor of Sociology and Member of Program on Science, Technology, and Society

Professor Nelkin's research focuses on controversial areas of science and technology as a means to understand the social and political factors underlying science policy. She studies and teaches the politics of technical decisions and the social values of scientific research.

**David D. Thompson, M.D.** (Cornell Medical College)

Visiting Professor of Hospital Administration

Dr. Thompson is the director of the New York Hospital and a professor of medicine at Cornell University Medical College. Among the societies of which he is a member are the American Association of Medical Colleges, the American Public Health Association, the Hospital Administrators Club of New York, and the Society of Medical Administrators.

**R. Dale Wilson, Ph.D.** (Iowa)

Visiting Associate Professor of Marketing

Professor Wilson's main interests include the use of marketing models in solving strategic management problems; the effectiveness of various forms of consumer advertising; and the role of marketing planning in decision making. Previously he was vice president and director of marketing sciences at BBDO, Inc., a worldwide advertising agency. While there, he worked with such clients as Armstrong World Industries, Black and Decker, General Electric, Lever Brothers, PepsiCo, Pillsbury, and the Wm. Wrigley, Jr., Company. Before joining BBDO, he was a member of the graduate faculty in the Department of Marketing at Pennsylvania State University.

**Sidney M. Wolfe, M.D.** (Case-Western Reserve)

Visiting Professor of Health Policy

Dr. Wolfe is the director of the Health Research Group, a part of Public Citizen, the consumer advocacy group started by Ralph Nader. Before establishing the Health Research Group, in 1971, Dr. Wolfe was on the staff of the National Institutes of Health, where he conducted research in hematology and alcoholism. The Health Research Group has challenged the medical establishment by calling public attention to unnecessary surgery, overprescribing of drugs, and uncontrolled hospital expansion.

**Frederick Yanni, M.P.A.** (Cornell)

Visiting Professor of H.M.O. Development and Management

Professor Yanni is president of Health Services Medical Corporation, a health maintenance organization based at Syracuse, New York. He is also president of Health Services Association, a corporation that operates several ambulatory care centers.

A number of faculty members in other schools and colleges at Cornell have interests closely allied to those of the faculty of the Graduate School of Management. Such relationships exist with the School of Operations Research and Industrial Engineering; the College of Architecture, Art, and Planning; and the School of Civil and Environmental Engineering.

Close relationships also exist with faculty members in the Departments of Economics, Government, Psychology, and Sociology in the College of Arts and Sciences and in the Department of Agricultural Economics in the College of Agriculture and Life Sciences. Through the courses that associated faculty members teach and the committees on which they serve, the programs of the school gain an added diversity.

## Professors Emeriti

**Melvin G. De Chazeau, Ph.D.**

Professor of Business Economics and Policy Emeritus

**Frank F. Gilmore, S.M.**

Professor of Business Administration Emeritus

**Albert M. Hillhouse, J.D., Ph.D.**

Professor of Public Finance Emeritus

**John G. B. Hutchins, Ph.D.**

Professor of Business History and Transportation Emeritus

**Arthur E. Nilsson, Ph.D.**

Professor of Finance Emeritus

**John M. Rathmell, Ph.D.**

Professor of Marketing Emeritus



# Curriculum

This section lists and describes the courses offered by the school, including those offered jointly with another school or college on the campus. For the most-current course information, students are strongly urged to consult the course schedules published by the Office of the Registrar.

There are many courses in other units of the University—including the Departments of Economics, Government, Psychology, and Sociology in the College of Arts and Sciences; the School of Industrial and Labor Relations; the School of Operations Research and Industrial Engineering in the College of Engineering; and the Department of Agricultural Economics in the College of Agriculture and Life Sciences—that may be of interest. For information on the content of these, students should consult the Cornell publication *Courses of Study*.

**Note:** Brackets surrounding a course description indicate that that course will not be taught in the academic year 1983–84. Any courses mentioned but not described in this publication are described in *Courses of Study*.

## Core Courses

### NCC 500

**Financial Accounting** Fall. Three credits.

This course covers a broad spectrum of topics in financial accounting at an introductory level. These topics include transactions analysis, the accounting cycle, financial-statement preparation and use, revenue recognition and cost measurement, present value, problems in financial-accounting disclosure, financial-statement analysis, and price-level accounting. The entire course focuses on accounting information for users external to the organization.

### NCC 501

**Quantitative Methods for Management** Fall. Three credits.

This course deals with basic elements of decision making under conditions of uncertainty. Topics discussed include descriptive statistics, probability theory, classical statistics (including an introduction to regression analysis), and statistical (Bayesian) decision theory. Although the course is taught at an introductory level, the student is required to have a limited knowledge of calculus.

**Note:** For those students who have had little or no mathematics, the school conducts an intensive preparatory course in algebra and calculus in late August each year. For additional information on this program and on other means of meeting the calculus requirement, please refer to page 52.

**NCC 502**

**Economic Principles for Management** Fall. Three credits.

The fundamental concepts and principles of microeconomic theory are introduced and developed in the context of applications that are relevant for both business and public managers. The course covers the basic elements of consumer demand, production and supply, and the operation of markets.

**NCC 503**

**Introduction to Data Processing** First seven weeks of each semester. One and one-half credits.

Basic concepts of business data processing are introduced, using the programming language BASIC.

**NCC 504**

**Introduction to Management Information Systems**

Second seven weeks of each semester. One and one-half credits.

This course surveys the design and use of information systems for data management and financial reporting. The basic concepts of computer simulation and modeling are also introduced.

**NBP 500**

**Marketing Management** Spring. Three credits.

This is an introductory course designed to acquaint the student with the perspectives and problems of marketing management in a multiproduct firm. Decision processes for product planning, pricing, promotion, distribution, and competitive strategy are discussed in the light of contributions from the social and management sciences. These problems are approached within the framework of the changing environment of the firm. *Prerequisite:* NCC 501 or NCC 502 or the equivalent.

**NBP 501**

**Production and Operations Management** Fall and spring. Three credits.

This course introduces major economic decision problems of production and operations management in a variety of settings, including manufacturing, health services, and other service areas. Among the decisions considered are aggregate production and work-force scheduling; multiplant allocation of product; large-scale project control (PERT); materials management; production and inventory control; demand forecasting; quality control; and capacity planning. Problems are analyzed through the use of traditional intuitive rules, schematic methods, incremental analysis, differential and integral calculus, linear programming, computer simulation, heuristic programming, and critical-path methods. Emphasis is placed on the effectiveness and the limitations of quantitative techniques in the decision-making process. The interaction of production problems with those of other functional areas is also considered. *Prerequisites:* NCC 501, NCC 503, and NCC 504 or their equivalent.

**NBP 502**

**Managerial Finance** Fall and spring. Three credits.

The student is introduced to the principles and practices of business finance by developing theory and analyzing practice and cases applying that theory. The first section of the course deals with the capital-budgeting decision, modern portfolio theory, and the capital-asset pricing model. The second section considers the cost of different long-term financing instruments and the effect of the mix of these securities employed on the entity's cost of capital. The interaction between the financing and investment decisions is then explored. Other topics covered are dividend policy and the management and financing of short-term assets. *Prerequisites:* concurrent registration in NCC 500 and NCC 501 or consent of the instructor.

**NBP 503**

**Business Policy** Fall. Three credits.

This course is designed to ease the transition from the university to the business world. Functional disciplines are addressed in terms of their relevance to the management of the entire corporation. The course is built upon a combination of Harvard and Cornell cases; the MULTICORP simulation exercise; visits by business executives, bankers, and entrepreneurs; and background lectures by the instructor on selections from management literature. Emphasis is placed on the student's ability to take positive action and to use his or her M.B.A. training and personal experience to the best advantage. *Prerequisites:* NBP 500, NBP 501, and NBP 502. Only students registered in the school may take the course. Section size is limited to seventy-five students.

**Note:** NPP 502 may be substituted for NBP 504.

**NBP 504**

**Introduction to the Business-Government Interface** Spring. One credit.

The purpose of this course is to explore the influence of the economic, social, and legal environments on business, public, and social-service organizations. The characteristics of existing economic and political institutions are examined. Other points for investigation are how institutional interactions and social concerns shape or constrain choices, and how current changes in attitudes, values, and institutions may affect the future environment for administrative decision making.

**Note:** NPP 502 may be substituted for NBP 504.

**NCE 504**

**Organizational Theory and Behavior** Fall. Three credits.

Theories and empirical research on human behavior in organizations are studied; special attention is given to their implications for management. Problems of internal structure are examined, such as specialization and division of labor, hierarchy and authority, informal organization, and structural variations in organization. Dynamics of organizational behavior are also treated under such topics as leadership and supervision, decision making and judgment, and communication and control processes. The course is presented through readings and through discussion of theory and empirical research. Cases and exercises are used.

**Note:** NCE 541 may be substituted for NCE 540.

## Elective Courses

### Accounting

#### NBA 500

##### **Intermediate Accounting** Fall and spring. Three credits.

This course is intended to motivate and facilitate students' learning the concepts and terminology that are essential to an understanding of financial accounting and financial statements. Relatively brief cases drawn from or based on actual corporate financial reports are used to enhance students' understanding of how accounting information is collected, adjusted, or modified and presented to investors and others; their understanding of, and ability to critically evaluate, published financial statements; and their obtaining of a practical working mastery of these concepts and terminology. *Prerequisite:* NCC 500 or the equivalent.

#### NBA 501

##### **Advanced Accounting** Spring. Three credits.

This course, a continuation of NBA 500, deals with advanced topics of financial accounting. Among the specialized situations covered are consolidated statements, multinational operations, fund accounting, and bankruptcy. The student learns to cope with a variety of situations requiring evaluation and reporting of financial results. *Prerequisite:* NBA 500 or permission of the instructor.

#### NBA 502

##### **Managerial Cost Accounting** Fall and spring. Three credits.

This course concentrates on the controller's function in the decision-making process. The course is specifically designed for those who either will be responsible for the cost records of an organization or will use the data for decision making. Topics discussed include the budgeting process, accumulating costs for product costing, standard costs, the analysis of cost variances, cost estimation and prediction, cost-price-volume decisions, performance measurement, nonmanufacturing cost analysis, cost allocation, and transfer pricing. *Prerequisites:* NCC 500, NCC 501, and NCC 502 or their equivalent.

#### NBA 504

##### **Introduction to Taxation Affecting Business and Personal Decision Making** Spring. Three credits.

This course deals with both state and federal taxation and their impact on business and personal decision making. After a brief discussion of tax policy and state and local taxes, an in-depth examination is conducted of federal income and estate and gift taxes affecting individuals and businesses. Both tax management and tax reporting are stressed. *Prerequisite:* one course in accounting.

#### NBA 505

##### **Auditing** Spring. Three credits.

This course is designed for the student who is interested in a career in public accounting or who wants to fulfill the New York State requirements for the certified public accountancy concentration. The focus is on the auditing profession, the audit process, and audit reports.

#### NBA 506

##### **Financial Information and Evaluation** Fall. Three credits.

This course focuses on the evaluation of accounting information; special emphasis is placed on the use of financial statements by decision makers outside the firm. The implications of recent research in finance and accounting for external reporting issues are explored, and models that describe the user's decision context are rigorously developed. Recent empirical research on the usefulness of financial-statement data is also discussed. The research investigates the predictive ability of financial-statement data in several decision contexts, such as solvency determination, value of the firm, security returns, security risk, and dividend policy. *Prerequisites:* NBP 502 and concurrent enrollment in NBA 500 or permission of the instructor.

#### NBA 507

##### **Federal Income Tax** Fall. Three credits.

Federal taxation of both personal and corporate income is examined. The intent is to develop an understanding of the essential provisions affecting tax liability and thus taxpayer decision making and planning. Illustrative tax provisions are traced to the Internal Revenue Code and Tax Court decisions. Consideration is given to the structuring of business activity to minimize income tax liability. Current legislation is used to illustrate the legislative process. The Internal Revenue Code is viewed as a tool of economic and social policy as well as a source of revenue. *Prerequisite:* one course in accounting.

#### NCE 500

##### **Fund Accounting** Spring. One credit.

This is a course on accounting for not-for-profit organizations such as governments, hospitals, and universities. It is primarily for public and hospital administration students. Fund accounting for accounting majors is taught in NBA 501. *Prerequisite:* NCC 500.

### Economics

#### NCE 523

##### **Macroeconomic Theory and Policy** Fall and spring. Three credits.

The basic macroeconomic theory necessary for both advanced financial theory and economic policy analysis is developed and then applied to the major economic policy issues of today: inflation, unemployment, economic growth, productivity, and international competition. The course also addresses topics in international trade and finance.

#### NCE 525

##### **Pricing and Strategy** Spring. Three credits.

This course examines pricing and other strategy issues, using articles and cases, from the perspective of economics, psychology, and marketing. The course



analyzes economically optimal pricing; strategic pricing; price discrimination; estimation of price elasticities of demand; tie-in sales; legal restrictions on pricing behavior; psychology of pricing; transfer pricing; oligopolistic pricing models; coupons, sales, and other types of price promotions; and other economic and marketing models of pricing behavior. Also considered are first-mover advantages, research and development strategy, and advertising.

#### **NCE 526**

##### **Regulation, Deregulation, and Antitrust: Government Regulation of Business** Fall. Three credits.

This course deals with the interaction between business and government in a mixed economy. Cases and problems are discussed from the viewpoint of both the business and the public manager. The major topics are public policies in markets in which competitive structure is feasible (antitrust); public policies in markets in which monopoly structure is the most efficient means of producing goods or services (natural monopolies such as public utilities); and public policies in areas in which government intervention is required for efficient resource allocation (environmental and work-place regulation, subsidies for research and development).

#### **[NCE 527]**

##### **American Industry: Economic Analysis and Public Policy** Three credits. Not offered in 1983–84.

The first part of this course presents a framework of analysis in which problems of market power and economic welfare can be examined. In the second half of the course this framework is applied to conditions found in American industry, to evaluate industrial performance from the point of view of society and to consider actual and proposed measures of public policy. Presentations and discussions by members of the class are stressed in the second half of the course.]

#### **NCE 528**

##### **Topics in Managerial Economics** Fall. Three credits.

This course is designed to assist the student in developing analytic capabilities. The student is required to use training in economics, finance, and quantitative methods in situations actually experienced by the instructor that require managerial decisions. The class focuses on several problems, cases, and research projects from the public and private sectors. Individual and group papers—especially short decision memorandums on particular topics—are assigned; some are submitted in draft form and are revised after being critiqued. Oral presentation of analyses and recommendations is also assigned. Active participation in class discussions and analyses is a requirement of the course.

**Note:** Students interested in managerial economics should also consider the following courses offered by the school:

#### **NBA 518**

##### **Financial Markets and Institutions**

#### **NCE 505**

##### **International Trade and Finance**

**Note:** Students should also consider courses in economics offered by other units of the University, such as those listed below.

Department of Economics:

#### **519–520**

##### **Quantitative Methods**

#### **551**

##### **Industrial Organization**

#### **552**

##### **Public Regulation of Business**

#### **561**

##### **International Trade Theory and Policy**

#### **562**

##### **International Monetary Theory and Policy**

#### **572**

##### **Applied Economic Development**

#### **635**

##### **Public Finance: Resource Allocation and Fiscal Policy**

#### **642**

##### **Seminar in Labor Economics**

#### **651–652**

##### **Industrial Organization and Regulation**

Department of Agricultural Economics:

#### **450**

##### **Evaluating Resource Investment and Environmental Quality**

#### **650**

##### **Economic Analysis of Public Policy**

#### **710**

##### **Econometrics I**

#### **711**

##### **Econometrics II**

## **Finance**

#### **NBA 514**

##### **Financial Policy Decisions** Fall. Three credits.

This course deals with basic and advanced decision models for different types of financing methods, starting with leases and bonds and proceeding to preferred stock and convertible securities. Other topics likely to be covered include common stock, capital structure decisions and cost of capital, dividend policy, mergers, and acquisitions. The decision models are developed from the point of view of the issuing firm, but consideration is also given to the investor's viewpoint. A combination of lecture, discussion, and cases is used. *Prerequisite:* open to second-year students who have had the core courses.

#### **NBA 515**

##### **Economic Evaluation of Capital Investment Projects** Spring. Three credits.

This course is intended to provide students with a reasonable background for estimating the economic value of proposed capital investment projects. Project evaluation from the point of view of a business firm is emphasized, although most of the techniques considered are applicable to not-for-profit organizations (such as hospitals and universities) and to governments. The problems associated with making capital budgeting decisions under conditions of uncertainty receive

particular attention. A term project analyzing a real capital investment project is required. *Prerequisite:* NBP 502.

#### **NBA 516**

**Security Analysis and Investment Management** Spring. Three credits.

This course deals with fundamental and technical security analysis, risk analysis, portfolio theory, investment management, and performance measurement and evaluation. A variety of quantitative techniques employed by security analysts and investment managers are surveyed. *Prerequisites:* NCC 500, NCC 501, NCC 502, and NBP 502.

#### **NBA 518**

**Financial Markets and Institutions** Fall. Three credits.

This course develops a unified framework for understanding financial intermediation. The objectives are to analyze the sources, uses, and pricing of funds in the economy; to develop the theory of commercial banking; to investigate the similarities between commercial banks and other financial intermediaries; and to analyze how central bank operations affect commercial banks. The use of quantitative techniques for modeling economic theory is stressed.

#### **NBA 519**

**Bank Management** Fall. Two credits.

This course is designed for the student who plans a career in banking or in a corporate treasurer's function. Students experience top management issues through participation in a bank simulation exercise. The simulation provides a central integrating factor throughout the course. It is unique in being the only banking simulator available that enables students to manage a regional bank under the actual economic conditions prevailing at the time of the course. Credit cases, identical to those used in many bank credit training programs, and in-depth analyses of selected bank 10K reports round out this applied course. *Prerequisites:* completion of core courses; courses in money markets and macroeconomics are highly recommended but not required.

#### **NBA 521**

**Finance Theory** Fall and spring. Three credits.

The course provides the theoretical background for work in finance. Topics include the theory of wealth allocation and the role of financial markets under conditions of certainty. The students then consider financial decisions under conditions of uncertainty. The uncertainty models studied include utility and portfolio theory, the capital-asset pricing model, and arbitrage-pricing theory. This M.B.A.-level course is recommended for finance majors. *Prerequisite:* NBP 502.

**Note:** Students interested in finance should also consider the following courses in the school:

#### **NBA 504**

**Introduction to Taxation Affecting Business and Personal Decision Making**

#### **NBA 510**

**Law of Business Associations**

#### **NBA 515**

**Economic Evaluation of Capital Investment Projects**

#### **NCE 505**

**International Trade and Finance**

#### **NBA 524**

**Options, Bonds, and Commodities** Spring.

Three credits.

The main emphasis in this course is on understanding the use and behavior of puts and calls. Consideration is given to hedging versus diversification, arbitrage conditions, and the derivation of an exact pricing formula. Attention is then turned to the effect of market imperfections, the results of empirical investigations, and the nature of institutional constraints. There is also a brief introduction to the investment aspects of bonds and commodity futures. *Prerequisite:* NBP 502.

#### **NBA 525**

**Investment Banking** Spring. Three credits.

This course develops the analytic basis for investment banking. The first half of the course concerns auctions, market making, and syndication, and the second half is about advanced topics in corporate finance that concern investment bankers. Guest speakers and case studies give institutional applications for the material developed in the course. *Prerequisites:* NBA 514 and NBA 521 or permission of the instructor.

## **Hospital and Health Services Administration**

#### **NHP 500**

**Introductory Health Services Organization and Financing** Fall. Three credits.

Health services are described and analyzed in the context of recent political, social, and economic developments. The roles and responsibilities of various institutions and professional groups are examined; particular emphasis is placed on the hospital as the central institution in the provision of community medical care. Current concepts and issues in planning, regulation, and marketing are surveyed. Alternative methods of organizing and financing health care services are analyzed in an effort to evaluate the capacity of the current health services system to respond to pressures generated by changing disease patterns, rising expectations, and economic imperatives of medical technology.

#### **NHA 501**

**Strategic Planning in Health Care Organizations**

Spring. Three credits.

The course is designed for students who are interested in the strategic planning process and who may be pursuing careers in hospital management, health planning, and management consulting. It integrates and applies the students' knowledge, skills, and analytical abilities regarding the planning and implementation of health services at the institutional level. The strategic planning process is viewed as an essential part of corporate management, a dynamic endeavor that enables the organization to cope with change and meet community health care needs in an increasingly competitive environment. Useful concepts and methods for assessing internal and external opportunities are stressed. Cases, visiting discussion leaders, and student reports help to focus and synthesize the course sessions and materials. The cases include analyses of planning organization and strategies, environmental assessment, marketing approaches, political strategy formulation, diversification and corporate restructuring, and hospital systems.

**NHA 502****Psychiatric Institutions: Administration and Practice** Spring. Three credits.

This course presents a comprehensive overview of the clinical practices and administrative organizations of psychiatric (and mental health) institutions. It is designed to prepare students for careers in mental health administration and general hospital administration. The course is divided into three units: the clinical experience, the organizational enterprise, and the economic and political enterprise. Within this framework, seminars are devoted to a review of the clinical problems that require psychiatric attention and the kinds of treatment available; the organization and administration of community mental health centers, public and private psychiatric hospitals, and psychiatric services in general hospitals; the political and economic issues that impinge on mental health services; and the role of the mental health administrator. Two field trips are offered during the semester. Students are encouraged to prepare a paper or a project in an area of particular interest to them.

**NHA 503****Primary Health Care Services: Policy and Planning** Spring. Three credits.

The aim of the course is to provide future administrators, planners, and researchers with an introduction to social theory and research useful for the planning and delivery of noninstitutional health services. Primary care is viewed as having little in common with hospital-oriented medicine, and the implications for manpower training and the organization of services and referral systems are discussed. Among the specific topics covered are the limitations of formal theories and methods for coping with current realities in policymaking and planning; disease and its interpretation; sick role theory; health education; community power structure theory; consumer participation; and models of social change. Developments and issues in England, Sweden, and the Union of Soviet Socialist Republics are described, to provide a perspective of alternatives relevant to the future of first-contact medicine.

**Note:** The course is open to all junior and senior undergraduates.

**NHA 504****Legal Aspects of Hospital Administration** Fall. Three credits.

This course introduces principles of the law that are specifically applicable to hospitals. Topics considered include the liability of hospitals and their staff and personnel for injuries to patients; medical records and disclosure of information; consent to medical and surgical procedures; responsibility for the patient's personal property; collection of bills; medical staff privileges; and confidential communications.

**[NHA 505]****Health Services Research and Evaluation** Three credits. Not offered in 1983–84.

The course is a critical survey of issues in the body of research that are most likely to be encountered by the health services manager or planner. Topics include the sociopolitical context of evaluation research; research design; problems of measurement; sampling; analysis of data; and the use of evaluation research for health program and policy planning.]

**NHA 506****Health Economics** Spring. Three credits.

This course addresses a broad range of health care issues from an economic perspective. The issues are grouped into three major sections: the demand for health care, the supply of health care, and government health care programs. In the first section, the influences of income, price, insurance coverage, need, and other variables on medical care consumption are considered. In the second section, the relationships among supply and price of medical care, input productivities, factor markets, and incentives are analyzed. The final section brings together the demand and supply relationships and the theory of government activity to address the question of the role for the government in the health care arena.

**NHA 507****Foundation of Social Policy: Implications for Business and Economic Growth** Fall. Three credits.

The major objectives of this course are the identification and analysis of salient ideological currents influencing the development of social policy in the United States and the construction of a framework for understanding and coping with complex policy issues. Health and welfare issues are seen as reflecting alternate solutions to the broader institutional problems of allocation (economics), control (politics), and normative behavior (morality). Because it serves to establish goal parameters and means of goal attainment, ideology is viewed as the mainspring force of institutionalized systems for the provision of health and welfare services. The basic tenet of the course is that health and welfare policy is deeply rooted in the value system of society. The development of interdisciplinary approaches to explain underlying assumptions and an analysis of the consequences of policy alternatives are key aims of the course.

**Note:** The course is open to all junior and senior undergraduates.

**NHA 508****HMO Development and Management** Spring (first four weeks). One credit.

The major goal of this course is to provide students with a conceptual framework for understanding the role of health maintenance organizations (HMOs) in today's health economy and to provide an introduction to the planning, development, and operation of HMOs.

**[NHA 509]****Health Operations Management and Planning** Three credits. Not offered in 1983–84.

The course examines operational problems in the areas of hospital administration and health planning. These include project planning, patient-load forecasting and scheduling, facility staffing, quality control, inventory control, and regional allocation of health care resources. There is an emphasis on quantitative methods of addressing these problems. The goal is to supply the student with the rudiments of a few skills that are widely used and to instill an understanding of the language, applications, and limitations of quantitative models. For the more quantitatively oriented student, a deeper study of mathematics is encouraged through extra assignments and readings. *Prerequisite:* NCC 501 or the equivalent.]

**NHA 510****Health Services Management** Fall. Three credits.

Designed as an integrating "capstone" seminar for second-year students interested in hospital and health



services administration, the course focuses on the management process and attempts to develop the students' problem-solving and writing skills through the analysis of cases. A number of major themes are explored, such as hospital objectives, governance and corporate structure, medical staff relationships, organizational change and leadership, motivation, group processes, and conflict management.

#### **NHA 511**

##### **Field Studies in Health Administration and Planning**

Fall and spring. Variable credit.

Students interested in developing administrative and program-planning research skills are given an opportunity to evaluate an ongoing phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with members of the school's faculty.

#### **NHA 513**

##### **Long-Term Care Services: Policy and Planning** Spring. Three credits.

The course describes and analyzes the relationship between personal health services (somatic and mental) and personal social services (social work, home help, and residential and custodial services) in the light of new policy directions in long-term care for the clinically ill and the aged. These policy directions include the dehospitalization of treatment of the long-term ill in nursing homes and mental hospitals; the redistribution of resources from high-technology hospital-based services to low-technology community-based services; and the revival of primary care. Among the underlying factors considered are the aging of the population, changing disease patterns, and the cost effectiveness of modern medical technology. Major emphasis is also given to the political and administrative constraints that condition the opportunities for effective program coordination and planning between health and social services. The experiences of other industrialized countries (Sweden, Finland, Great Britain, and the Union of Soviet Socialist Republics) are considered.

**Note:** The course is open to all junior and senior undergraduates.

#### **NHA 514**

##### **Washington Health Policy Field Seminar** Intersession between fall and spring semesters. One credit.

This seminar involves fieldwork undertaken in Washington, D. C. Before going to Washington, students must complete a selection of readings, including background information on the structure and functioning of organizations involved in formulating health policy, as well as information on pending health legislation and actions. The time spent in Washington is allocated to a series of meetings and seminars with members of Congress and staff serving on important health committees; spokespersons for key professional lobby groups such as the American Hospital Association and American Medical Association; consumer interest groups; high-ranking health officials representing the administration; and program administrators in the department of Health and Human Services. Upon returning to campus, students are required to complete a paper integrating the background material and the field exposure within the framework of a policy analysis. *Prerequisite:* NHP 500 or permission of the instructor.

#### **NHA 515**

##### **Orientation to Tertiary Hospital Services** Intersession between fall and spring semesters. One credit.

This seminar is taught and coordinated by the director and assistant director of the New York Hospital—Cornell Medical Center in New York City. The seminar provides students with an exposure to hospital and health management practice, both at the institutional level and at the community level. An opportunity is also provided to acquire some insight into the problems of health services planning and delivery in major metropolitan areas, based on visits with New York City health officials and visits to, among others, neighborhood health centers, methadone treatment clinics, and municipal hospitals. Before the end of the first semester, a list of readings is distributed to prepare students for the seminar and field visits. Upon returning to the campus, students are required to complete a paper integrating classroom instruction in management and planning theory with the field experiences. *Prerequisite:* NHP 500 or permission of the instructor.

#### **NHA 516**

##### **Selected Topics in the Administration of Teaching Hospitals**

Intersession between fall and spring semesters. One credit.

As a follow-up to NHA 515, the New York Hospital—Cornell Medical Center provides a second week of in-depth study of specific issues in managing a large teaching hospital: ambulatory care, facility planning and project management, finance, inpatient services, patient representation, and risk management. The week's focus on specific issues requires selection in advance of the students and their general areas of interest. Approximately five students attend, and they are assigned an adviser, determined by the issue they choose and the approval of the course instructor. A short bibliography and reading material appropriate to the selected issue are starting points for the week's work. Students meet daily with the course instructor for tutorials. Students are evaluated on their thoroughness in researching the issue and quality of participation in the daily conferences. A capsule summary is presented at the end of the course to the hospital director.

#### **NHA 517**

##### **Introduction to Clinical Medicine: The Physician, the Hospital, and the Delivery of Medical Care** Spring. Two credits.

The principal aim of this course is to give insights into the rationales and attitudes of physicians about medical practices. Initially, principles of epidemiology are presented, both as a background for understanding trends and goals in health care and as a means of introducing clinical orientation and methods. Attention is then focused on the training and acculturation of physicians. The roles and interrelationships of generalists, specialists, and allied health personnel are discussed. The scientific and technological bases for medical care are evaluated. Finally, the relationships between physicians and administrators are examined.

#### **NHA 518**

##### **Financial Management of Hospitals** Spring. Three credits.

The purpose of this course is to give the student a solid understanding of the financial aspects of managing a health care facility. The course begins with a look at the particular types of financial information used in a hospital. Next, the various methods of cost analysis are

covered, followed by an analysis of reimbursement from third-party payers and rate-setting techniques. The last part addresses the topics of working-capital management, budgeting, and capital financing in hospitals.

*Prerequisite:* NHA 506.

#### **NHA 519**

##### **International Comparisons of Health Services and Socioeconomic Development** Spring. Three credits.

An overview of health services is given within the larger context of the social and economic development policies of third-world countries. Sociocultural, economic, and managerial factors are stressed as keys to the formulation of realistic strategies. Resource allocations for health and social services are assessed against the backdrop of declining rates of economic growth. The importance of cross-sectoral approaches to health improvement are emphasized.

**Note:** The course is open to all junior and senior undergraduates.

#### **NHA 520**

##### **Labor Relations in the Health Industry** Spring. One credit.

This course provides an overview of the major topics and current issues of unionization in the health industry. It emphasizes a practical, direct approach to dealing with union organizing and elections, collective bargaining, strikes, and labor contract administration in the health industry. The history of unionization in the field and an analysis of applicable laws are covered. Particular emphasis is placed on the role of government and other regulatory agencies in the negotiation process. Students work with current actual cases and materials. Films are also used. Students have the option of taking a final exam or submitting a short research paper.

#### **[NHA 521]**

##### **State Government Health Policy Seminar** One credit. Not offered in 1983–84.

This in-field seminar provides students with the opportunity to gain firsthand knowledge of the formation of health policy at the state level. A series of meetings are arranged with members of the legislature, officials of state agencies such as the departments of health and mental hygiene, and representatives of key lobby groups. Issues for discussion include health planning and control of capital expenditures, hospital reimbursement systems, and regulatory reform. Background information on the legislative process and pending health care legislation is provided before the seminar, and an assignment is made.]

## **Marketing**

#### **NBA 541**

##### **Marketing Research** Fall. Three credits.

Marketing research is concerned with the identification of needs for information for marketing decisions and the subsequent data collection, analysis, and reporting techniques appropriate for various areas of application. Techniques include sampling, questionnaire design, experimentation, scaling, conjoint measurement, and multivariate data analysis. As part of the course

requirements, groups of students conduct empirical studies on typical marketing research problems.

*Prerequisites:* NCC 501 and NBP 500 or their equivalent.

#### **NBA 542**

##### **Advertising Management** Fall. Three credits.

The purpose of this course is to examine the role of advertising as an important and visible element in the marketing mix. Emphasis is placed on the management of the advertising function in a competitive environment. Topics include consumers' perception of advertising messages; advertising budget decisions; advertising positioning; message development and format; copy evaluation; media planning; advertising regulation; and the societal and economic effects of advertising. Whenever possible, recent empirical research on these issues is discussed.

#### **NBA 543**

##### **Marketing Strategy** Fall. Three credits.

This course provides a balance between theoretical and practical approaches to the development of marketing strategies in a multiproduct firm. It relates recent research to the resolution of questions such as product-market boundary definition, allocation of resources, product portfolio decisions, profit impact of marketing strategies, and constraints placed by legal and other environmental factors. Case analyses and guest speakers from industry provide a view of operational aspects of marketing strategy. A computer game is used to evaluate and compare the alternative courses of action.

#### **NBA 545**

##### **Models and Methods for New Products** First nine weeks of the spring semester. Three credits.

This course is designed to introduce students to approaches for new-product development, for forecasting sales of new products, and for analyzing and modeling the influence of product characteristics and marketing variables on the sale of new products.

#### **NBA 546**

##### **Marketing Decision Analysis** Fall. Three credits.

This course deals with the application of management and behavioral-science models to marketing problems. Emphasis is placed on understanding the nature and complexity of marketing decisions, structuring marketing situations for analysis, and evaluating the utility of existing models, many of which are being used in industry. In addition to models that assist managers in making decisions on product, pricing, advertising, promotion, and distribution, the course also deals with models of customer preference and choice. *Prerequisites:* NBP 500 and NCC 501.

#### **NBA 548**

##### **Marketing Management of Industrial Products** Spring. Three credits.

This course focuses on problems facing marketers of industrial goods and services. Topics include processes of industrial buying; forecasting of demand, prices, and technology in markets for industrial products; management of the sales force; product design; pricing strategy; selection of distribution channels; and methods of communication. Lectures and case discussions are combined to identify the issues facing industrial marketers and to develop approaches toward resolving them. *Prerequisite:* NBP 500.

**[NBA 550]**

**Special Topics in Marketing Management** One, two, or three credits, depending on topic. Not offered in 1983–84.

This course is devoted to an in-depth examination of one selected topic in marketing. The topic varies from year to year. Some possible topics are stochastic models of consumer choice, interrelationships among functional areas in a corporation, new-product demand forecasting, product policy, international marketing, and public policy and regulation. *Prerequisite:* permission of the instructor.]

**NBA 551**

**Consumer Behavior** Fall. Three credits.

This course applies concepts and models from the behavioral sciences to explain and predict the behavior of consumers. The properties and limitations of perceiving, remembering, and making decisions are discussed, and the ways in which marketing actions can be adjusted to influence a consumer are explored.

**[NBA 554]**

**Advertising Practicum** Two credits. Not offered in 1983–84.

This course is designed to present the practice of advertising for products and services from the viewpoint of an advertising agency. The sessions cover such topics as setting advertising objectives, creative strategy and development, copy strategy and testing, media planning, evaluation of advertising campaigns, and relationships among media, agency, and client organizations.]

## Organizational Behavior and General Management

### Organizational Behavior

**NCE 541**

**Personnel Administration and Human Relations** Fall and spring. Three credits.

The objective of this course is to develop an understanding of the policies, methods, and techniques used in personnel management and human relations as management functions. Specific attention is given to problems of recruitment, selection, training, compensation, motivation, communications, service and benefit programs, performance evaluation, management by objectives, negotiations, safety, discipline, and community relations. The capacity to analyze problems, select the most effective means of dealing with them, and plan appropriate courses of action is developed through case examples. Attention also is given to analysis of trends in personnel management. The course is open only to graduate students.

**[NCE 542]**

**Processes and Techniques in Organizational Development** Three credits. Not offered in 1983–84.

The field of organizational development integrates many of the older theories of change in organizations with modern experiential techniques deriving from the T-group and its descendants. This course attempts to help students develop five competence areas related to working in organizational development: personal insight,

interpersonal skills, analytic techniques, analytic skills, and tool kits. Activities include ordinary classroom work, experience-based exercises using videotape feedback, and practical work in a local organization. *Prerequisite:* a basic course in organizational theory.]

**NCE 543**

**Organizations, Environments, and Policy** Fall. Three credits.

This course examines the relationship between organizations and their environments, including how organizations attempt to influence their environments and how environments constrain organizations. The course is taught from the perspective of the manager faced with uncertainty, strategic interdependence, and limited rationality. Particular attention is given to the process by which the interaction of business and government organizations influences policy.

**NCE 544**

**Applied Organizational Theory** Spring. Three credits.

This course applies sociological theories and concepts to the management of organizations. It begins with an overview of the development and current state of organizational theory and then moves to a detailed study of selected perspectives that are most relevant to management. Topics covered include differences in Japanese and American business organizations, women and other minorities in organizations, and organizational responses (such as merger, diversification, or new leadership) to external changes. Applications are in the areas of strategic planning, human resources management, and general management.

**[NCE 545]**

**Seminar in Organizational Theory** Three credits. Not offered in 1983–84.

This seminar involves the intensive exploration of a selected aspect of behavior in complex organizations. In past years topics have included the presentation of one's self, theories of careers, and comparative organizational analysis. *Prerequisite:* permission of the instructor.]

**NCE 546**

**Strategic Management and Behavioral Science** Spring. Three credits.

This course makes use of case studies to examine the economic, political, and psychological assumptions underlying policy formation. Students learn to recognize the behavioral constraints that structure policy. Both competitive and cooperative strategies are discussed; their relationship to organizational structure is emphasized. Each student is responsible for researching and completing an individual industry analysis that uses concepts from the course.

**NCE 547**

**Negotiations** Spring. One credit.

Among the topics considered in this course are principles of negotiations used in sales, purchasing, acquisitions, mergers, joint ventures, labor-management, and environmental issues; trends in negotiations; use of teams; preparation; planning; power; strategy; tactics; timing; and pitfalls. Each participant engages in negotiations and prepares a paper on a specific phase of negotiations.



**NCE 548****Power and Influence** Spring. Three credits.

This course examines the process and applications of power and influence in organizations. In addition to conventional views of power (e.g., leadership, authority, expertise), informal and nontraditional forms (e.g., organizational politics, the power of lower participants) are discussed. The implications of power at the organization, group, and individual level are explored. Models of power and influence are evaluated in light of relevant empirical research. Emphasis is placed on how the practicing manager can better identify and understand the sources and uses of power in an organizational setting.

**NCE 549****The Design of Organizations** Last seven weeks of the spring semester. Three credits.

This course develops the theory and practice of organizational design. The topics include job redesign, organizational structural design, sociotechnical systems, organizational change, and development. Readings each week on theory are supplemented by discussions of cases and analyses of attempts at organization designs.

**NCE 551****Behavioral Decision Theory** Spring. Three credits.

This course is an examination of the ways in which persons make decisions, especially under conditions of uncertainty. Actual decision processes are compared with the normative economic and statistical decision theories. Specific heuristic aids are examined to discover the systematic biases they will produce. Applications to marketing, accounting, economics, and public policy are developed. Techniques of creative problem solving are investigated, and students are given drills throughout the semester aimed at improving their creativity.

**Note:** Students interested in this field may also elect NHA 502 Psychiatric Institutions: Administration and Practice.

**General Management****NBA 510****Law of Business Associations** Fall. Four credits.

This course is an introduction to the basic purposes and logic of the law as they apply to business enterprises and their operations. The fields of personal property, contracts, agency, partnerships, corporations, and real property are emphasized. A combination of text and case study is used. The course is required of all students in professional accounting and is strongly recommended for students whose area of specialization is finance.

**NBA 511****Advanced Business Law** Spring. Four credits.

This course considers the law pertaining to bailments, sales, secured transactions, bankruptcy, negotiable instruments, insurance, and trusts and estates. Both text and case materials are employed. *Prerequisite:* NBA 510 or permission of the instructor.

**NBA 513****An Introduction to Estate Planning** Spring. One credit.

This course consists of fourteen sessions on the various aspects of estate-planning techniques. The law and use of

trusts, the law of wills, federal and New York estate and gift taxes, and probate procedures are covered. This course is not open to students who are enrolled in, or have taken, NBA 511.

**NBA 563****Policy Issues for the '80s** Spring. Three credits.

This course deals with major issues that will confront executive business management in the decade ahead. The emphasis is on analyzing and understanding long-term social and economic trends, coping with them within the enterprise to the extent possible, formulating sound public policy recommendations for dealing with them externally, and then convincing a wide audience—business stakeholders, voters, and public decision makers—about the problems and proposed solutions. The course requires the active participation of students, as potential managers, in the analysis and presentation of such subjects as internationalization of business, restoring American productivity, enlisting constructive employee participation, and in ethical expectations of business. Real-time case situations, lectures, class discussions and presentations, and visits by top-ranking executives are used.

**NBA 564****The Entrepreneur and Small Business Enterprise** Fall. Three credits.

The objective of the course is to provide a disciplined look at the entrepreneur and the small business enterprise. The course deals with the formation of a new enterprise and the acquisition of existing enterprises from the viewpoint of the prospective principal owners; examines the characteristics of an entrepreneur; and studies methods of identifying, evaluating, and dealing with new and acquired small enterprises. It also reviews legal and tax aspects, valuation techniques, organization forms, venture capital sources at various levels of activity, and planning techniques necessary to a successful venture. Case method is the basis of study. Guest lecturers such as venture capitalists, lawyers, entrepreneurs, and bankers bring specific practical talents to the course. Students are required to submit written analyses of assigned cases, to join in teams to prepare a term paper relating to the development of the new venture prospectus, and to prepare an individual thesis on the topic of new business ventures as they relate to the student.

**NBA 566****Ethical Dilemmas in Management** First seven weeks of the fall semester. Three credits.

This course addresses the conflicts of interest that managers face when making decisions. During the first weeks, theories of ethics and corporate social responsibility are reviewed. The remainder of the course applies these theories to cases. The goals are to sensitize students to ethical issues they may face, and to provide a framework for analyzing and evaluating an ethical dilemma.

**NPP 502****Industrial Policy: Lessons for the United States from Japan and Europe** Spring. Three credits.

This course considers whether the United States should develop and implement a national policy toward industry, and if so, what that policy should be, and how it should be organized. Also discussed are the implications of the industrial policies of other private-market, industrialized nations (e.g., Japan, France, Germany), as

well as the already-developed national industrial policy toward agriculture in the United States. These issues are examined from the perspectives of business managers and public-sector managers in the context of a general public policy. The class begins in a lecture-discussion format and then shifts to a seminar format, in which student groups present policy recommendations to the "board."

#### **NCE 504**

##### **Political Economy in National and International Perspectives** Fall. Three credits.

The course examines broad political and economic changes occurring in the 1980s. This overview includes the recent historical development of the United States political economy and the international arena in which it must operate. First, several well-known figures are studied (Friedman, Galbraith, Kristol, and Rohatyn are possible subjects), and then case studies are used to test their perspectives. The case studies include "Reaganomics-Reaganpolitics," corporate-government relations in the United States, the dilemmas of East-West trade, the challenge of Japan, Western Europe as a rival, and the "new mercantilism" of the post-1973 trading system. Lectures are followed by class discussion.

#### **NCE 505**

##### **International Trade and Finance** Fall. Three credits.

This course is about international trade, growth, and development. The first part examines the real basis for trade, the determinants of investment, and the influence of tariffs. Several cases on different countries' trade and growth experiences are examined next. International monetary arrangements are covered in the second part of the course.

#### **NCE 506**

##### **Politics and Development in the Arabian Gulf** Spring. Three credits.

This course focuses on the Arabian Gulf sheikhdoms (Kuwait, Bahrain, Qatar, the United Arab Emirates, and Oman) and Saudi Arabia. The issues studied include the political processes and administrative characteristics of governance; the impact of oil on internal development and growth; the energy policies of the individual countries, OPEC, and AOEPEC; the relationships between multinational oil companies and host governments; and the external relations of these Arab states with other Middle Eastern countries, Europe, and the United States. This course is designed for students who plan to work in energy industries, since what takes place in the Arabian Gulf has a vital impact on United States domestic energy policies.

#### **NCE 507**

##### **American Business Operations Abroad** Fall. Three credits.

This course is an introduction to the multinational business firm. It surveys the various administrative, political, and economic consequences of American firms operating in Europe and in the third world. Among the specific topics discussed are administrative and bureaucratic characteristics of American overseas business; personnel policy and labor relations; the impact of United States domestic legislation on direct foreign investment, including tax and antitrust policies; and the interaction of American business with host governments. In addition to general texts and more popular references, students read parts of selected congressional hearings. *Prerequisite:* graduate standing.

#### **NCE 508**

##### **International and Comparative Management** Fall. Three credits.

This course studies the management systems in a number of countries: England, Japan, Eastern-bloc nations, and one from the third world. Although the course focuses on managerial theories and practices, the influence of the wider social environment on these is considered, including the impact that the public sector has upon the management of business institutions.

#### **NCE 509**

##### **The Environment of International Business in East Asia** Spring. Three credits.

This course is an examination of the environment—cultural, political, legal, and economic—of international business in East Asia and the investment climates of Japan, Indonesia, Malaysia, the Philippines, Thailand, Singapore, Hong Kong, Taiwan, and South Korea. Emphasis is given to the colonial legacy and the impact of World War II on economic nationalism; shared and distinctive cultural traits shaping the investment climates of the enterprise economies of East Asia; the policy frameworks within which multinational firms negotiate access to resources and markets; the compatibility of national and regional integration; the "new international economic order" and the economic "disorder" of the past decade; international forums policing the activities of multinational corporations; and the tensions arising in relations between the newly industrialized countries of East Asia and countries seeking to develop their economies through import substitution.

#### **NCE 510**

##### **Crisis and Change in the International Political Economy** Spring. Three credits.

This course analyzes the political consequences for the international economy of the decline in American power. The political constraints and opportunities of global economic competition are examined in a number of different geographical settings: Western Europe, Eastern Europe, Latin America, the Middle East, and Asia. Guest lectures by other members of the Cornell faculty will be an integral part of the course.

#### **NCE 514**

##### **Administration of Agricultural and Rural Development (also Government 692 and International Agriculture 603)** Spring. Three credits.

An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students trained in agricultural and social sciences who are likely to occupy administrative roles during their professional careers.

**Note:** Students should also consider course offerings in the international area available in other units of the University, some of which are listed below.

Department of Economics:

#### **525**

##### **Economic History of Latin America**

#### **561**

##### **International Trade Theory and Policy**

#### **562**

##### **International Monetary Theory and Policy**



565

**Economic Problems of Latin America**

567

**Comparative Economic Systems: Soviet Union and Europe**

571

**Public Policy and Economic Development**

572

**Applied Economic Development**

674

**Economic Systems**

Department of Government:

181

**Introduction to International Relations**

386

**Economic Issues in International Relations**

**NPA 512**

**Management Consulting for Not-for-Profit Agencies**  
Spring. Three credits

This course offers practical field experience in management consulting to second-year students. It enables them to apply the substantive knowledge and analytical abilities developed through previous experience and course work to the policy, operations, financial, and management issues faced by, for instance, government executive offices, hospitals and other health care agencies, and human service organizations. Students undertake consulting assignments with agencies in the Ithaca area. Each assignment involves establishing and maintaining clientele relationships, designing and carrying out projects, preparing analyses and recommendations, making oral and written presentations to clients, and submitting evaluations of the consulting experience to fellow student consultants and the instructor. Class sessions consist of (1) initial organization meetings, (2) periodic sessions of assigned readings and discussions focusing on the nature of management consulting, (3) case-oriented discussions with visiting management consultants, (4) project-oriented meetings with course instructors and appropriate fellow student consultants, and (5) concluding evaluation sessions. Students gain problem-solving experience, understanding of the vital and complex relationships between professional expertise and managerial power, and appreciation of the consulting profession. Enrollment is limited to twenty students.

**NCE 580**

**Seminar in University Administration** Spring.  
Two credits.

This course is intended for those who have an interest in the broad aspects of university administration. Topics include financial policies, affirmative action, budgetary processes, endowment strategies, admission and financial aid, salary levels, and governance procedures.

**NCE 581**

**Management Writing** Fall and spring. Seven weeks.  
One and one-half credits.

The aim of the course is to teach students to write clearly and concisely. The assignments cover a variety of representative forms and focus on audience analysis, organization, and editing to achieve the intended function of the piece.

**NCE 582**

**Oral Communication** Fall and spring. Seven weeks.  
One and one-half credits.

The aim of the course is to help students develop the skills, sensitivity, and confidence to speak effectively in a variety of situations. Assignments include impromptu and extemporaneous speaking, abstracting and adapting written reports, interviews, graphics, question-and-answer periods, and speaking in a large auditorium. Speeches are videotaped and critiqued by the class group.

## Production Management and Information Systems

**NBA 559**

**Research Seminar in Operations Management** Fall.  
Three credits.

This course is designed for faculty members and Ph.D. students with an interest in production and operations management. Advanced M.B.A.'s interested in research topics are encouraged to attend, since many of the topics covered are related to applicable production-inventory models. The seminar covers mathematical programming, stochastic modeling, and simulation modeling of problems in operations management by using problems from both the public and private sectors. Recent unpublished papers are discussed, and important recently published articles are examined in detail. Some topics include mathematical programming models for production scheduling in multistage systems, inventory control in multiechelon systems, and stochastic models of health care operations. Each student presents a critique of a paper or papers, a review of the literature in a given area, and ideas on current research topics.

**NBA 560**

**Production Management** Fall. Three credits.

Major economic decisions in the management of productive systems are studied, such as process and equipment selection and replacement; materials handling; production scheduling, including MRP (material requirements planning); capacity planning; organization and scheduling of job shops; and quality control. Cases are used to illustrate the problem areas and the managerial issues surrounding them. Management science techniques such as mathematical programming, simulation, and queuing theory are used as needed, and the capabilities and limitations of these tools are discussed from the viewpoint of management. *Prerequisite:* NBP 501 or permission of the instructor.

**NBA 562****Business Logistics Management** Spring. Three credits.

Business logistics management deals with moving materials to a productive facility, controlling the transformation of these materials into products, and distributing the products to customers. Topics include plant and warehouse location, selection of channels of distribution and modes of transportation, management of overall material flow, management of large-scale inventory systems, and organizational structure. Case studies constitute about one-third of the class sessions; cases are selected to represent different industries, situations, and use (or nonuse) of quantitative methods. Emphasis is placed on oral and written communication in the class; each participant has several chances to present an analysis of managerial problems. *Prerequisite:* NBP 501 or permission of the instructor.

**[NCE 565]****Applied Econometrics** Three credits. Not offered in 1983–84.

Regression analysis is one of the most widely used (and misused) techniques in management. Proper use requires a sound understanding of the substantive problem and knowledge of regression. In the first part of this course, students review the basic linear model, the assumptions, how to diagnose violations of assumptions, and the implications of such violations. Topics include multicollinearity, dummy variables, autocorrelation, heteroscedasticity, aggregation, lagged dependent variables, and simultaneity. The second part of the course consists of a critical evaluation of applications in finance, accounting, marketing, organizational behavior, and other areas.]

**NCE 566****Management Science** Spring. Three credits.

This course develops several mathematical and computer techniques commonly used in analyzing management problems. Several techniques are covered, including linear programming and extensions, nonlinear programming, integer programming, and stochastic models of operating systems. The application of these and other management science techniques is discussed at length. Case studies are used to simulate applications of the textbook techniques. *Prerequisites:* concurrent registration in NCC 501 and NBP 501.

**NCE 570****Data-Base Management** Spring. Three credits.

The course provides an introduction to the design, use, and management of computerized data bases. Topics include physical and logical data structures; design considerations, including efficiency and consistency; retrieval problems, including data-base languages and search techniques; maintenance considerations such as security and integrity; and the duties of a data-base administrator. A survey of commercially available data-base management systems is also provided. Projects involving actual use of a data-base system are assigned. *Prerequisite:* NCC 503.

**NCE 572****Computer Communication Systems** Fall. Three credits.

The course presents an overview of computer communication facilities. Major trends and important

issues in computer network design are discussed. Topics include motivation for networking; system components; different network structures; performance analysis of networks; routing techniques; security and privacy; special networking modes; and distributed computing.

**Note:** Students should also consider courses in operations management offered by other units of the University, such as those listed below.

Operations Research and Industrial Engineering:

**417****Layout and Material Handling****562****Inventory Theory****660****Applied Probability****670****Applied Statistics****622****Operations Research I****623****Operations Research II**

## Public Administration

**NPP 500****Public Finance and Policy** Fall. Three credits.

This course examines the aspects of economic theory that are particularly relevant to government activity. Current public-policy questions are emphasized as applications of the tools of economic analyses. Theoretical topics include welfare economics, externalities and property rights, models of government and bureaucracy, social choice, taxation, and regulation. These topics are covered in the first five weeks of the course. The remainder of the course is devoted to the theory of benefit-cost analysis and its application to public-policy analysis.

**Note:** Students who have taken Economic Foundations of Public Policy (formerly NPP 500) or who have a strong background in public finance may take the last nine-week segment of this course for two units of credit.

**[NPP 501]****Public Financial Management** Three credits. Not offered in 1983–84.

This course covers a variety of topics related to public financial management. Four weeks are devoted to public-sector accounting, and the remainder of the semester to budgeting and cost-benefit analysis.]

**NPP 503****The Conduct of Public Affairs** Fall. Three credits.

This course creates the knowledge and analytical framework needed for developing a multifaceted understanding of the environment and operations of public institutions. Its objective is to familiarize future business leaders with the government decision-making systems with which they will work during the course of their careers. Primarily within the context of the federal government, the course examines the issue-oriented cause and effect relationships among decision makers of different branches and levels of government. Readings, case studies, discussions, presentations, and written analyses focus on students' interests in particular programs and issues. Students gain an in-depth understanding and appreciation of the governmental approach to those phenomena of particular personal or professional concern.

**NPA 500****Management of Urban Issues** Spring. Three credits.

This elective course is designed for graduate students in public administration and related disciplines and for qualified upperclass undergraduates who are preparing for involvement in urban affairs at national, state, and local levels, with private as well as public organizations. Its focus is on the managerial responses elected and appointed officials make to the opportunities and problems that face the urban community. Through examination of interacting substantive, financial, political, and managerial issues, it attempts to develop the student's knowledge and convictions regarding government leadership, systems analysis, planning and evaluation, resource development and allocations, and program implementation, as well as metrogovernment reorganization.

**NPA 515****The Politics of Technical Decisions I (also CRP 533 and Government 629)** Fall. Four credits.

This interdisciplinary seminar focuses on the increasingly significant role played by technical experts in formulating and implementing public policy decisions. The class examines the sources and characteristics of "the myth of technique," the changes in political structures and public attitudes that have accompanied the growth of expertise, and the diverse consequences of these developments on the quality of life and the democratic process in industrial societies. In the final section of the course, several alternatives to current decision-making procedures are explored.

**NPA 516****The Politics of Technical Decisions II** Spring. Four credits.

This research seminar in public policy builds directly on the material covered in NPA 515. Attention is focused on questions of public participation in policies for science and technology. Students are required to develop individual or group research projects focusing on specific cases. *Prerequisite:* NPA 515 or permission of the instructor.

**NPA 518****Public Affairs Colloquium** Fall. One credit.

The colloquium features six meetings, during alternating weeks, with officials from government, business, labor, consulting, and public interest organizations. The focus is on the significance of public policy and public service in the resolution of societal issues. The colloquium complements the school's policy-oriented courses and provides students with opportunities to meet with operating officials and gain insights regarding career alternatives. Students are expected to read before each session assigned material that is relevant to the particular issue to be discussed. With the permission of the instructor, individual students may earn extra credit by doing one or two hours of directed reading that involves research, personal contact with guest speakers, and submission of a written analysis.

**[NPA 519]****Public Affairs Colloquium** One credit. Not offered in 1983–84.

This course alternates with NPA 518.]

**[NPA 520]****Legal Process (also Civil and Environmental Engineering B614)** Four credits. Not offered in 1983–84.

This course is a rigorous introduction to the operation of the United States legal system. It focuses on developing the skills to analyze judicial decisions, agency regulations, and statutes and to carry out one's own basic legal research.]

## Research

**NMI 500 or 501 or 502****Directed Reading and Research** Fall and spring. One, two, or three credits, respectively.

Research of special interest to the student is carried on under the supervision of school staff members. Registration is limited to students who have the approval of their advisers and of the faculty members involved.

**NRE 502****Seminar in Current Research in Marketing** Fall and spring. No credit.

This seminar reviews and appraises selected trends in current research in marketing. Topics may vary from year to year but generally include stochastic models of choice behavior, advances in behavioral theories of marketing, public-policy-oriented marketing research, advances in methods of analysis of marketing data, and multidimensional scaling and measurement. The seminar is directed toward doctoral and advanced master's degree students. Various faculty members also participate in the discussions.

**NRE 503****Advanced Capital Market Theory** Spring. Three credits.

The objective of the course is to develop the mathematical basis of security value theory. Topics include Von Neumann–Morgenstern utility theory and risk aversion, arbitrage-pricing theory, stochastic processes, and contingent claim pricing models. Each student conducts a research project. *Prerequisite:* permission of the instructor.



#### **NRE 504**

##### **Doctoral Seminar in Accounting** Fall. Three credits.

This seminar is designed to provide a rigorous and integrative exposure to the literature in accounting and finance, as it relates to questions of accounting theory, research, and policy. Topics are chosen from the areas of competitive equilibrium, information choice, information economics, human information processing, and empirical accounting research.

#### **NRE 505**

##### **Finance Workshop** Fall and spring. No credits.

This workshop is designed for faculty members and Ph.D. students who have an interest in finance. Most workshop sessions are devoted to critical analyses of unpublished theoretical and empirical research papers. The workshop usually meets at 4:00 p.m. on Wednesday.

#### **NRE 506**

##### **Doctoral Seminar in Psychology and Economics** Fall. Three credits.

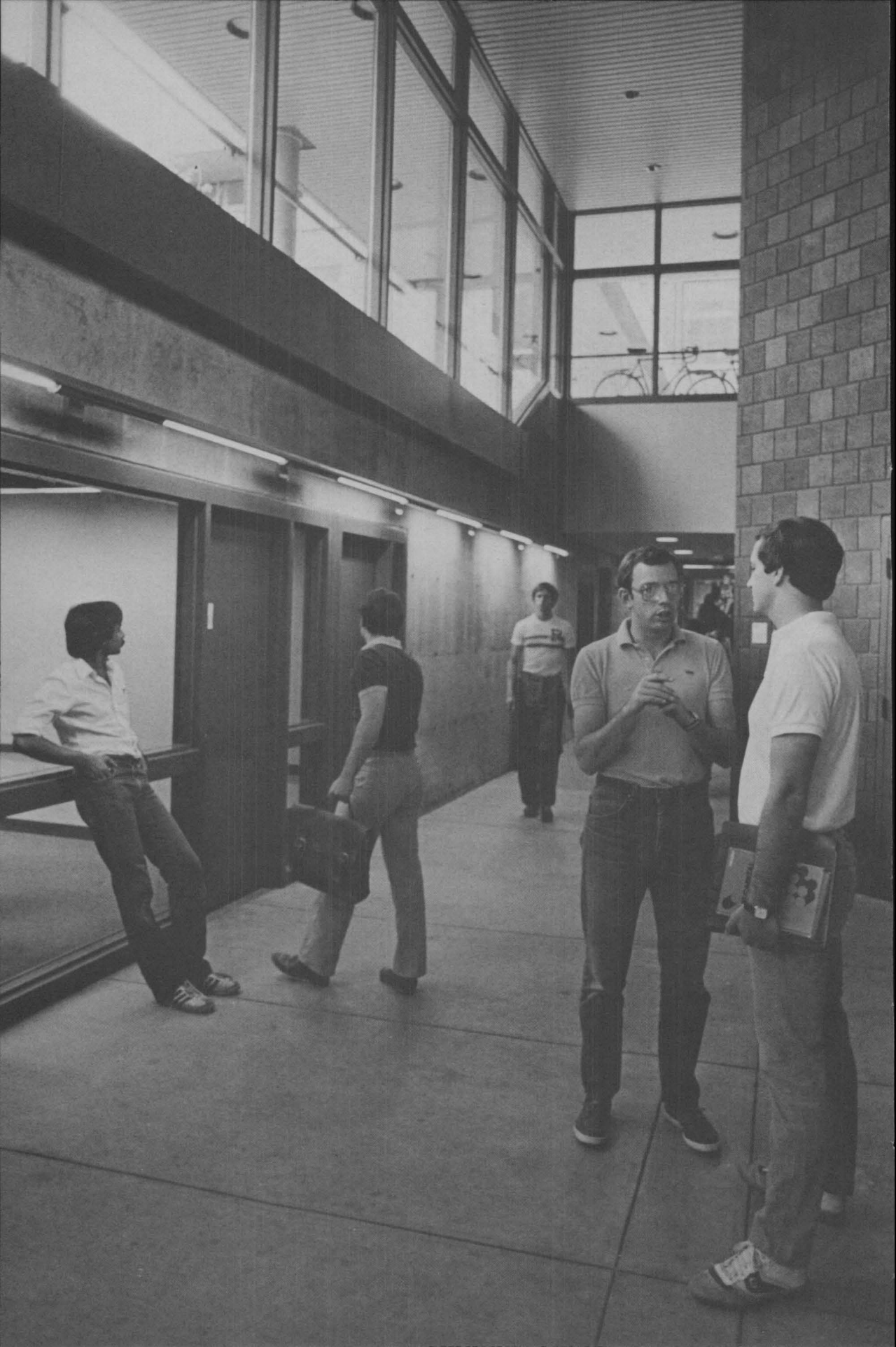
The paradigms of psychology and economics are compared, evaluated, and combined; the emphasis is on models of individual behavior. Topics include judgment and decision making, aggregation and markets, the psychology of financial markets, and consumer behavior.

#### **[NRE 942**

##### **Social Psychology of Organizing** Three credits. Not offered in 1983–84.

This course examines systems theory from a psychological and evolutionary perspective. The intent is to acquaint students with psychological concepts and ways of thinking that permit analysis of complex social units. Concepts such as overload, stress, equity, causal mapping, ambivalence, loose coupling, cognitive dissonance, and cybernetics are examined for their relevance to the general theme that organizations are more usefully viewed as processes than as structures. Exercises enable students to apply these concepts to their own organizational experiences. The course does not give explicit information about how to manage an organization; it does provide alternative ways to make sense of what happens in organizations.]







# Student Life

The Graduate School of Management is centrally situated on the Cornell campus in Ithaca, New York.

A small city of character and vitality, Ithaca has been greatly influenced by its close ties to Cornell. It offers a broad range of cultural events and widely varied shopping and dining facilities.

Ithaca is part of the Finger Lakes region of New York State, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. Open countryside, state parks, and year-round recreational facilities are only minutes away. Excellent sailing, swimming, skiing, hiking, and other outdoor activities are readily available.

Ithaca, serviced by USAir and several commuter airlines, is one hour by plane and five hours by car from New York City, and other major metropolitan areas are easily accessible.

## Housing

### University-owned Housing

#### Single-Student Housing

Coeducational graduate dormitory housing is available at Sage Hall and Schuyler House. Sage Hall, situated in the center of the campus, houses

194 students and has dining facilities. Schuyler House, located near campus in the Collegetown area, houses 157 students. Thurston Court Apartments, situated on Thurston Avenue in the North Campus area, has eighteen units, which range from one to three rooms. The apartments are usually rented to continuing graduate students.

For students seeking an international living experience, the International Living Center, on North Campus, provides housing for graduate and undergraduate students. Approximately half of the residents are from foreign countries.

Detailed information concerning these residence units is provided in the booklet *Living on Campus: Housing for Single Students*, which is available from the Housing Assignment Office, Department of Residence Life, Cornell University, 1142 North Balch Hall, Ithaca, New York 14853. When writing for this booklet, students should include information regarding the program in which they are enrolled as well as a request for a housing application. Students who desire more detailed information about the programs and activities sponsored by the International Living Center may write to the Resident Director, International Living Center, Cornell University, North Campus House 8, Ithaca, New York 14853.

## Family Housing

The University maintains three family housing complexes of unfurnished apartments: Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. Comfortable one- and two-bedroom units are provided for 421 families. All units are moderately priced, comfortable, and located near the campus. Local housing codes set a limit of two occupants in a one-bedroom apartment and four occupants in a two-bedroom apartment. Detailed information about these University apartments is presented in the booklet *Family Housing*, which can be obtained from the Family Housing Office, Cornell University, Building 40, Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Assignments in all Department of Residence Life housing facilities are made by the Housing Assignment Office or the Family Housing Office in the order in which housing applications are received. Thus, all students accepted for admission who would like to live in University-operated housing facilities are urged to submit the necessary forms as soon as possible.

## Off-Campus Housing

Off-campus housing varies greatly in quality, cost, and desirability. The student is urged to search for housing as soon as possible. A good first step is to obtain the brochure *Guide to Off-Campus Housing* from the Off-Campus Housing Office, Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New York 14853.

It is only through personal inspection that a student can compare and evaluate housing. Students are therefore urged to visit Ithaca no later than the end of June for this purpose.

Listings of available housing are posted in the Off-Campus Housing Office. Because the notices are constantly changing, it is not possible to mail listings or to maintain a waiting list of people seeking accommodations.

Rental prices of off-campus rooms range, on the average, from \$175 to \$200 a month for single rooms and from \$250 to \$300 a month for small efficiency quarters to more than \$300 a month for larger apartments accommodating families or groups of students.

## Dining Facilities

Cornell Dining operates a wide variety of dining facilities on campus, conveniently located near University housing and Malott Hall. Cornell Dining also offers a variety of meal plans, designed to be economical without sacrificing quality or abundance of food. Meals are served at the following locations: Willard Straight Hall, North Campus Union, Noyes Center, Balch Hall, Sage Hall, Noyes Lodge Restaurant, Risley Hall, Big Red Barn, and Statler Hall. These facilities are open to all students on a cash or credit basis, whether or not they live in University residence halls or subscribe to a specific dining plan. There are also several grocery and sundry stores on campus.

## Health Services

The Department of University Health Services provides facilities for comprehensive medical care for students and their spouses. All regularly registered graduate students and their spouses are eligible. The cost for students is included in University charges; the cost for spouses is made on a fee-for-service or prepaid basis.

The following services are available to all full-time students and prepaid spouses who have paid Cornell University tuition or the prepaid fee and who are in Ithaca:

1. unlimited visits to Gannett Health Center;
2. overnight care at Gannett Health Center;
3. ordinary laboratory work, X-ray examinations, and physical therapy services ordered by health services staff that are performed on site;
4. counseling at the center by health services clinicians and by the Psychological Service staff.

The following health services are not available from the University:

1. hospital charges and fees for surgical procedures;
2. visits to physicians or health care facilities other than those of the University Health Services (consultations with specialists authorized by University Health Services physicians are covered by the elective health insurance plan discussed below);
3. prenatal or obstetrical care;
4. expenses of illness or injury occurring
  - a) outside of Ithaca while in transit to and from the University or on weekend trips and vacations, or b) during the summer unless enrolled as a summer student.

**Gannett Health Center.** Outpatient care and emergency after-hours care are provided at Gannett Health Center, 10 Central Avenue. The center's medical staff includes attending physicians, health associates, nurses, laboratory and radiology technologists, and physical therapists.

**Center Hours.** Medical care is available at Gannett Health Center twenty-four hours a day, 365 days a year. Regular hours for patient visits are 8:30 to 11:30 a.m. and 1:00 to 4:30 p.m. Monday through Friday, and 8:30 a.m. to 12:30 p.m. on Saturday (fall and spring semesters only). Except for urgent problems, appointments are required for health services; they can be made by the staff at the main desk (telephone: 256-4082). Outside normal working hours and on holidays, a clinician either is at the center or can be reached by telephone. A student who has an urgent health problem should call either the health center (256-5155) or Cornell Public Safety (256-1111) to arrange to see a clinician.

**Elective Accident and Sickness Insurance.** An elective accident and sickness insurance plan for registered students and their spouses and dependents is available to cover hospitalization, consultations, sickness, accidents, and most services not provided by University Health Services. Information about this insurance is available at Gannett Health Center, where a representative of the elective insurance company has an office. Students may also call 256-6363.

## Employment for Students and Spouses

Although students enrolled in the school do find part-time employment as a means of earning needed funds, prospective students are cautioned against seeking outside employment during their first semester in the school. At the school the assistant dean for admissions and student affairs, the director of student activities, and the assistant dean for placement are all available to provide counseling and guidance to second-year students seeking employment at the University and in the Ithaca area.

As in many university communities with unusually high numbers of well-educated men and women, finding employment in the Ithaca area can be difficult. Competition is very keen, and highly skilled people often accept work in semiskilled jobs outside their professions.

The key to finding employment in Ithaca is to apply in person during the summer. Since most students leave Ithaca at the beginning or end of the summer, the majority of job openings occur at these times. To learn about jobs offered by the

University, students may inquire at the Student Employment Office, 203 Day Hall; spouses should apply at Staffing Services, 130 Day Hall. Opportunities for spouses include full-time, part-time, and temporary positions. The Professional Skills Roster, 512 East State Street, Ithaca, New York 14850, provides job-search counseling and lists job openings throughout the county. The Office of Admissions and Student Affairs provides a list of local elementary and secondary school personnel offices. The assistant dean for admissions and student affairs and the placement staff provide assistance whenever possible, and the CGSM Couples Club can sometimes supply job leads.

## Student Associations

**CGSM Couples Club.** Almost 20 percent of the students attending the school are married. Their spouses have formed the CGSM Couples Club, which sponsors a program of activities for couples throughout the year. There is also a Graduate Wives Club open to all wives of Cornell faculty members and graduate students.

**CGSM Student Association.** The student activities program is carried out by the officers of the association. The association serves the entire CGSM community, but its primary function is to respond to the needs of the members of the association. The eight officers, all from the first-year class, are elected each October by all the students. The association sponsors frequent activities, including formal dances and cocktail parties, informal weekend and postexam gatherings, and a variety of theme parties. A \$40 fee covers membership for two years and allows free admission to most activities. More than 70 percent of the students are members.

**CGSM Women's Association.** The CGSM Women's Association sponsors professional and social activities for the female students at the school and for the entire CGSM community. The group brings women who are practicing managers to the campus for lectures and discussions and cooperates with other women's organizations at Cornell in activities of mutual interest. The group also maintains contacts with professional women to learn their view of the job world.

**Entrepreneurs Club.** The Entrepreneurs Club focuses on the needs of those students who intend, at some time, to form their own small businesses. The club works to support the Don and Margi Berens Professor of Entrepreneurship position by cosponsoring guest lecturers with expertise in the areas of starting businesses, venture capital, leveraged buy-outs, valuation techniques, tax planning, and management requirements.

**Graduate Black Business Students Association.**

The Graduate Black Business Students Association promotes activities and sponsors programs that enhance the academic, social, and professional welfare of black and Hispanic students in the school. It serves as a liaison between minority students and the administration, the faculty, alumni, and other students. Some of its activities include sponsoring guest speakers and biweekly round-table discussions of economic events that affect the minority community and developing countries.

**International Business Association.**

The International Business Association reflects the growing interest of the school's students in careers in the field of international management. The organization sponsors guest lectures by executives of multinational organizations, holds an informal "brown bag" seminar series, and works with the faculty and administration in developing the international business curriculum. The past year's events included a daylong conference on international trade and United States exports and two informal dinners. Membership in the association is open to all foreign and American students; at present nearly one-third of the school's students belong.

**M.B.A. Marketing Association.**

The M.B.A. Marketing Association is organized to enhance the academic experience of students interested in marketing. The association sponsors forums, career planning sessions, informal meetings, and problem-analysis conferences with other business schools and practicing marketing executives. In addition, the association is involved with an inter-business school newsletter that is circulated widely within corporate and academic institutions throughout the country.

**Old Ezra Investment Club.**

The Old Ezra Investment Club is a student organization that focuses on investment banking. The club organizes events designed especially for students with career interests in finance, including the Old Ezra Investment Game, an investment lecture series, and talks by guests from the investment community.

**Operations Management Society.**

The Operations Management Society is a new student group at the school. Its goal is to provide exposure to the production and operation environment in a wide range of industries and settings. Events are equally divided between on-campus and off-campus tours of participating local firms.

**Public Affairs Association.**

The Public Affairs Association meets the needs of students concerned with the public and not-for-profit sectors, including their relationship and interaction with the private sector. The association sponsors social events and professional activities, such as forums and

workshops. The association is open to all students interested in public policy issues in the public and private sectors and works closely with the American Society for Public Administration.

**Sloan Student Association.**

The Sloan Student Association promotes close association and cooperation between students and faculty members interested in the field of health administration. It represents students in matters relating to the curriculum and requirements for field experience and career placement, and provides social and professional extracurricular activities for its members. The association also sponsors guest speakers at colloquiums and meetings that are open to the University community.

**Student Committee on Professional Ethics.**

The Student Committee on Professional Ethics provides a forum at the school for the treatment of ethical issues as they relate to management. By addressing ethics while at Cornell, the future manager will be better prepared for, and more sensitive to, these issues when they arise during the course of his or her career. The committee organizes seminars and works with other student organizations to promote treatment of ethical topics in their speaker series.

**Student-Faculty Committee.**

The Student-Faculty Committee (SFC) is the liaison between the students and the faculty and administration of the school. It is composed of twelve student representatives elected by their peers, and three faculty representatives appointed by the dean of the school. As the representative government organization of the school, the SFC is involved in a wide variety of projects and activities.

## Forums

**Executive Forum.**

Although the school's students are in continual contact with middle management, many are not familiar with the thinking and style of top-level executives. The Executive Forum answers this need. Visiting executives, who usually are at the school for an entire day, may take part in classes, hold informal question-and-answer sessions with students and faculty members, or direct a seminar. At the end of the day they address the school in Bache Amphitheater, exploring some of the key managerial problems of the 1980s. The following executives have joined the forum: David Rockefeller, chairman, Chase Manhattan Bank, N.A.; Sanford Weill, chairman and chief executive officer, Shearson/American Express; Charles Knight, chairman and chief executive officer, Emerson Electric; Reginald Jones, chairman and chief executive officer, General Electric Company; Fletcher Byrom, chairman and chief executive officer, Koppers Company; Jacques Maisonrouge, senior vice president, IBM.



*The annual student-faculty hockey game gives both groups a chance to exhibit talents not found in the classroom.*

**Management Forum.** This series of forums takes place during the fall semester and consists of visiting speakers who have a broad range of management backgrounds. Each forum focuses on various career options for students. It is a student-coordinated activity, and the topics covered each year reflect students' career interests. The forums are informal and provide students with the opportunity for discussion with the speakers.

## Alumni Association

The school's alumni association has become increasingly active during the past few years. There are more than four thousand CGSM graduates; approximately eight hundred attended alumni-sponsored dinners and luncheons throughout the country last year. Alumni are a vital part of the school and frequently maintain close ties; they serve as guest lecturers in advanced seminars, supply case materials to professors, assist current students in their job search, and interview prospective students for the office of admissions. The association offers a broad service in alumni placement. Under the aegis of the Placement Office, it assists alumni in career planning and in undertaking a job search.

## Further Information

The *Announcement of the Graduate School* and the publication *Introducing Cornell* are useful to prospective Cornell graduate students and should be consulted for additional information about health requirements and services, vocational testing and guidance, the use of motor vehicles, and University social and cultural activities. Information about facilities, programs, and courses available in the other schools and departments of the University is included in *Courses of Study*. Copies of these publications may be obtained by writing to Cornell University Announcements, Building 7, Cornell Industry Research Park, Ithaca, New York 14850, or by stopping by the Information and Referral Center in Day Hall.

More-detailed information required by state and federal regulations is available from the Office of the Dean of Students, 103 Barnes Hall, and the Information and Referral Center. In addition an orientation handbook prepared by CGSM students is sent to all students upon their admission to the school.





# Admission

## Eligibility for Admission

Variables considered in the admission decision process include the applicant's earlier academic record, scores on the Graduate Management Admission Test, and leadership demonstrated in employment experience, military service, or extracurricular activities. The Admissions Committee uses no arbitrary cutoff score to determine admission; it considers impressive records of leadership or entrepreneurship as balancing factors. Well over half of the school's students have had significant work experience before matriculation.

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, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of Equal Opportunity, Cornell University, 233 Day Hall, Ithaca, New York 14853. Questions or requests for special assistance may also be directed to that office.

## Degree Requirements

Admission to candidacy for the M.B.A. degree is open to qualified men and women holding baccalaureate degrees from accredited colleges, universities, or technical schools in this country or abroad.

## Undergraduate Preparation

Because of the specialization that occurs in graduate-level professional education and in subsequent careers, applicants are urged to pursue as broad an education as possible at the undergraduate level. Undergraduate courses in business administration do not necessarily enhance an applicant's chances for admission. The M.B.A. program is designed for students who have majored in non-business fields as undergraduates.

No specific courses are required for admission, but students planning to enter the school are advised to include courses in economics, American government, the humanities, the behavioral and social sciences, and mathematics in their undergraduate programs.

Since a number of core courses and electives assume a working knowledge of algebra and basic calculus, the school strongly urges students to strengthen their background in mathematics. This is particularly important for those with

backgrounds in the social sciences and liberal arts who have had little or no work in mathematics.

Applicants who are unsure whether their calculus background is sufficient should know that a working knowledge of the following topics is assumed when the first semester begins: (a) the concept of limit; (b) differentiation of simple polynomials, exponential functions, and logarithmic functions; (c) integration of the simple functions contained in (b); (d) partial differentiation of simple algebraic functions of two variables; (e) the use of differentiation to find maximums and minimums; and (f) the use of integration to find areas.

The necessary mathematics background can best be obtained by taking an introductory calculus course before coming to Cornell.

For those students who have had previous work in calculus and feel they need a review, the school offers a course in August. This course is designed to be an intensive review of algebra as well as an introduction to, or review of, basic calculus. An announcement will be made in the spring of 1984 about dates and tuition fees.

## Graduate Management Admission Test

The school requires all applicants to take the Graduate Management Admission Test (GMAT), a three-and-a-half-hour aptitude test designed to measure certain mental skills important in the graduate study of management. The test is not a measure of achievement of knowledge in any specific subject area, and those who take the test are neither required nor expected to have had undergraduate preparation in management subjects.

Applicants should write to GMAT, Educational Testing Service, Box 966, Princeton, New Jersey 08541, for an application for the GMAT and an explanatory pamphlet. The completed test application and payment of the testing fee should be received in Princeton at least three weeks in advance of the test date if the test is to be taken in the United States or Canada, and at least six weeks in advance for other countries.

The GMAT is given at many education centers in the United States and abroad, although it is not given at every test center on every date. In cases where the location is distant from the applicant's residence, the Educational Testing Service will, on request, arrange for a special administration of the test at a more convenient location on the same date, but such arrangements must be made at least two months in advance of the test.

Students currently enrolled in college should take the test during their senior year, even if they intend to defer application for admission. The test dates for 1983–84 are:

### *Regular Saturday Administration*

October 22, 1983

January 28, 1984

March 17, 1984

June 16, 1984

### *Monday Administration*

October 24, 1983

January 30, 1984

March 19, 1984

June 18, 1984

Monday test dates are limited to those whose religious convictions prevent their taking tests on Saturdays.

An applicant may retake the test, but retaking the test is not encouraged unless the applicant was ill the first time or was confronted with some other serious handicap or emergency. The average increase in retaking the test is about thirty points; however, 25 percent of those who retake the test actually score lower the second time. The score report of each applicant has space for two previous GMAT scores. In general, if the test is taken more than once the Admissions Committee uses the higher set of scores.

## Procedure before Admission

### Documents

A complete application for admission to the M.B.A. degree program consists of the following:

1. The application form, obtained from the Assistant Dean for Admissions and Student Affairs, Graduate School of Management, Cornell University, Malott Hall, Ithaca, New York 14853, and received by that office by March 1, 1984. **Note:** Applicants who want to be considered for financial assistance must file a separate application for financial aid with the Graduate and Professional Schools Financial Aid Service by February 1, so that the aid application reaches the school by March 1.
2. Payment made to Cornell University of the nonrefundable application fee of \$45. Foreign applicants may send an international money order or international postal coupons.
3. A report of the results of the GMAT and, if required, of the Test of English as a Foreign Language (TOEFL).



*Robert A. Jarow, associate professor of finance and economics, reviews an assignment with a student. Professor Jarow co-won the 1982 Pomerance Prize for Excellence in Options Research.*

4. Transcripts of all previous academic work beyond the secondary level. **Note:** Before fall registration, entering students must have on file at the school a final, degree-granting transcript from each institution attended.
5. Two confidential letters of evaluation on forms supplied with the application by the school. These letters should be from persons who have known the applicant well for more than a year. The letters may be from either classroom instructors or supervisors at work, but a combination of these two types of evaluators is preferred.

The applicant is responsible for assembling all application materials and ensuring that they are received, in the prepared envelopes, by the assistant dean for admissions and student affairs before the March 1 deadline. When the completed application package is received, acknowledgment will be made by the Office of Admissions and Student Affairs.

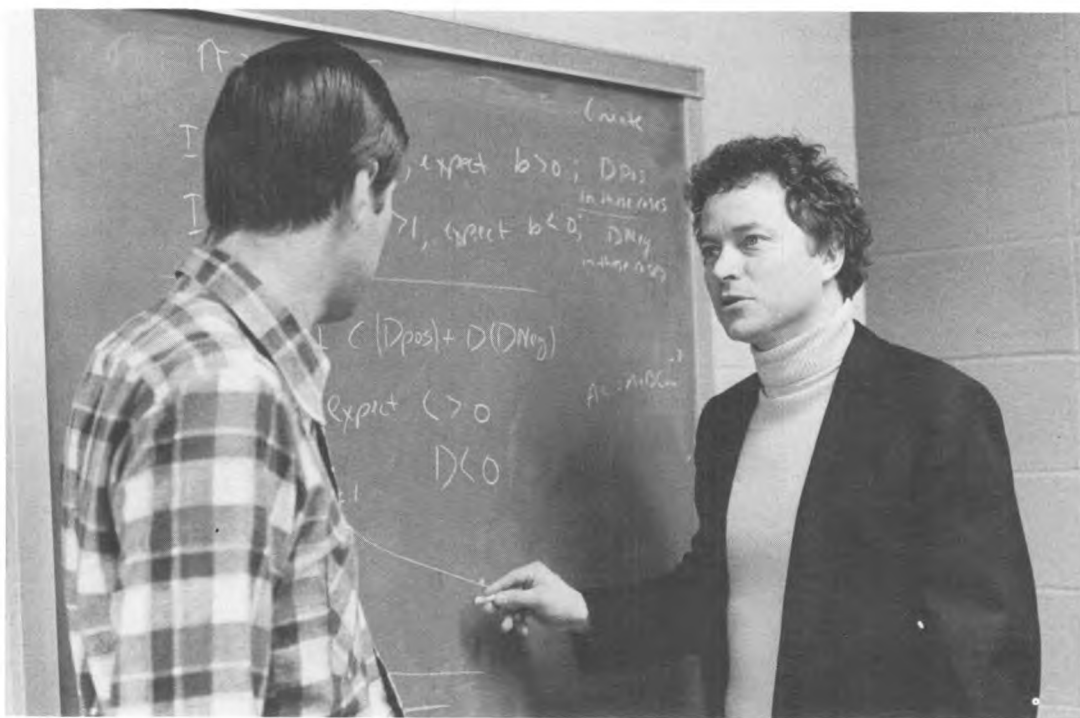
## Interviews

The school considers interviews an important part of the admission procedure. All applicants are welcome to visit the school and speak with an admission officer at any time during the admission process. These conversations are helpful in answering applicants' questions about the school

and also in assisting the Admissions Committee in its decisions. Unless geographic location makes it impossible, the Office of Admissions and Student Affairs schedules interviews for all competitive applicants. This scheduling is done as soon as possible after the application has been received. Interviews are conducted in three ways: with a member of the admissions office on campus; with one of the school's alumni interviewers in the applicant's home area; or with a member of the admissions staff on the toll-free telephone line. The admissions office determines which of these three alternatives is most appropriate for each applicant.

## Admission Timetable

The Office of Admissions and Student Affairs starts a file on each applicant as soon as the completed application form is received. Applications should be filed as early as possible during the academic year preceding the year for which admission is sought and should be completed by March 1. Applicants should take the required GMAT in October or January. Applicants enrolled in the senior year of undergraduate education at the time of application should ensure that the registrar's office at their undergraduate college sends their fall term transcript to the admissions office as soon as it is available.



Robert H. Smiley (right), professor of economics and public policy and associate dean for academic affairs

The admission decision process for the fall semester begins during the preceding December and continues on a rolling basis throughout the rest of the year. The Office of Admissions and Student Affairs strives to respond to applicants as soon as possible after their applications are complete. During the height of the admission season, however, this response is somewhat delayed. The school will consider applications that are completed after the March 1 deadline, but opportunities for admission are reduced after that date, and applicants who have completed their applications by March 1 are given priority.

The school subscribes to the common reply date of other graduate schools. Current agreement among these schools provides that applicants who have been accepted for admission for the term beginning in September are not required to confirm enrollment or any form of financial assistance earlier than the preceding April 15.

## January Admission

New students are permitted to enter the school only at the beginning of the fall semester. Because

of the integrated and sequential order of the school's core program, midyear admission in January is not permitted.

## Deferred Admission

The school will consider a deferral of admission for an accepted applicant who wants to pursue employment or other educational opportunities or who wants to delay enrollment because of medical or financial problems. This deferral is granted for up to two years. To apply for such a deferral, an accepted applicant should request an enrollment deferral form from the Office of Admissions and Student Affairs. This form should be completed and returned to the school as quickly as possible. If the Admissions Committee approves the deferral, a \$350 confirmation deposit is required to reserve a place in a future class.

The school also guarantees future admission to a number of applicants each year on the condition that they work for two years before enrolling. Applicants accepted under these conditions may confirm their acceptance of the school's offer at any time within six months of its receipt.



## Procedure after Admission

### Admission Deposit

Students accepted for admission are required to confirm their September enrollment by sending a deposit of \$350, payable to Cornell University, by May 1. Of this \$350, \$50 becomes the University registration fee, and the remaining \$300 is applied toward the student's tuition. The deposit is \$350 regardless of any prior connection with Cornell, the only exception being for those Cornell students admitted under combined programs with other departments and colleges of the University. If an accepted applicant decides after May 1 not to enroll in the school, the admission deposit is not refundable. Students receiving any form of financial aid that will cover full or partial tuition are still expected to remit the full deposit.

### Health Requirements

Each entering student is expected to assume personal responsibility for fulfilling the following health requirements adopted by the Cornell University trustees. Permission to register for a new semester will not be granted unless all health requirements pertaining to the previous semester have been fulfilled.

**Health History.** Graduate students, when accepted, must promptly submit health histories to Gannett Health Center on forms supplied by the University. A University physician reviews the material before it becomes part of the student's permanent health record. All information given is confidential. After arrival at Cornell, a student may be given an appointment with a physician at the center if the medical history indicates a need for this. Students who have been away from the University for more than a year must, upon reentrance, submit an interim health history on a University form.

**Tetanus Toxoid.** It is strongly recommended by the Department of University Health Services that all students have immunization against tetanus before entering the University. The department will, however, make available at Gannett the initial immunization and all booster immunizations at a nominal charge.

## Information for Students from Foreign Countries

From its beginning, Cornell University has encouraged the attendance of students from countries outside the United States. The school welcomes applications from qualified persons from other countries, but such applicants must have qualifications that compare favorably with those of applicants from the United States. The application procedure for applicants from abroad is identical to that for United States citizens. The March 1 deadline applies in all cases.

### Test of English as a Foreign Language (TOEFL)

For all applicants whose native language is not English, the Test of English as a Foreign Language (TOEFL) is also required. TOEFL and the other tests mentioned are administered throughout the United States and in many major cities of the world by the Educational Testing Service. Inquiries and applications may be addressed to the Educational Testing Service, Princeton, New Jersey 08540. Although the tests are administered five times each year, applicants should note that taking the examinations in the fall is most convenient for the school and for the candidate. Applicants are responsible for arranging to have their test results sent directly to the Assistant Dean for Admissions and Student Affairs, Graduate School of Management, Cornell University, Malott Hall, Ithaca, New York 14853.

### Financial Support

Applicants from foreign countries should realistically assess their financial needs for the period during which they will be pursuing graduate study in management. Except for very limited scholarship assistance to students from certain countries, the school does not offer any kind of financial aid to foreign students. Such students are therefore required to attest that they possess adequate financial support from their own funds or from other sources to cover all expenses for the entire two-year course of study, before leaving their country.

It should also be noted that the United States Immigration Service prohibits foreign students who enter the United States on visas from engaging in part-time employment during the first year in the United States. Furthermore, the United States visa-granting authority in the country of origin (ordinarily the United States Embassy) requires

proof that sufficient funds are available for students to cover expenses for their entire course of study before they are granted either a student's visa (F-1) or an exchange visa (J-1). Requirements for immigration visas are even more stringent.

Estimated living costs for students attending Cornell are summarized on page 59.

## **American Institutions of Higher Learning Represented by CGSM Students in 1982-83**

Alma College  
Amherst College  
Bates College  
Birmingham-Southern College  
Boston College  
Boston University  
Brandeis University  
Bristol Community College  
Brooklyn College  
Brown University  
Bucknell University  
California, University of, at  
    Berkeley  
    Davis  
    Los Angeles  
    Santa Barbara  
    Santa Cruz  
Calvin College  
Carleton College  
Case Western Reserve University  
Chicago, University of  
City College, New York  
Claremont Men's College  
Clarkson College of Technology  
Colby College  
Colgate University  
Colorado, University of  
Columbia University  
Connecticut College  
Cornell University  
Dartmouth College  
Davidson College  
Delaware, University of  
Denison University  
DePauw University  
Dickinson College  
Eastern Kentucky University  
Eisenhower College  
Emory University  
Fordham University  
Fort Lewis College  
Franklin and Marshall College  
Georgetown University  
George Washington University  
Grinnell College

Grove City College  
Hamilton College  
Hawaii, University of  
Hobart and William Smith Colleges  
Hofstra University  
Holy Cross, College of the  
Houghton College  
Illinois, University of  
Johns Hopkins University  
Kalamazoo College  
Kansas, University of  
Kenyon College  
King's College  
Lawrence University  
Lehigh University  
Long Island University  
Macalaster College  
Marquette University  
Maryland, College Park, University of  
Massachusetts, Amherst, University of  
Massachusetts Institute of Technology  
Massachusetts Maritime Academy  
Michigan, University of  
Middlebury College  
Minnesota, University of  
Mississippi, University of  
Missouri, University of  
Nebraska, University of  
New College  
New Hampshire, University of  
New York, State University of, at  
    Albany  
    Binghamton  
    Buffalo  
    Regents  
    Stony Brook  
    Syracuse  
New York College, State University of, at  
    Brockport  
    Cortland  
New York University  
North Carolina, University of  
Northwestern University  
Notre Dame, University of  
Oberlin College  
Occidental College  
Pennsylvania, University of  
Pennsylvania State University  
Philadelphia College of Pharmacy and Science  
Pittsburgh, University of  
Princeton University  
Purdue University  
Radcliffe College  
Rhode Island, University of  
Rice University  
Rochester, University of  
Rutgers-the State University  
Saint Lawrence University  
Simmons College  
Skidmore College  
Smith College  
South, University of the

Southern California, University of  
 Southern Methodist University  
 Stanford University  
 Texas A.&M. University  
 Texas, University of  
 Trenton State College  
 Trinity College  
 Tufts University  
 Union College  
 United States Military Academy  
 United States Naval Academy  
 Ursinus College  
 Vanderbilt University  
 Vassar College  
 Vermont, University of  
 Villanova University  
 Virginia, University of  
 Washington, University of  
 Washington University  
 Wellesley College  
 Wesleyan University  
 Western Maryland College  
 Western New England College  
 Western State College of Colorado  
 Williams College  
 Wisconsin, University of  
 Wisconsin-Parkside, University of  
 Worcester Polytechnic Institute  
 Yale University

Fundacas Getulio Vargas  
 Hitotsubashi University  
 Iberoamericana University  
 Imperial College, University of London  
 Indian Institute of Technology, Bombay  
 Instituto Tecnológico y de Estudios Superiores de  
 Monterrey  
 Internationale Christian University  
 Katholieke Universiteit te Leuven  
 Keio University  
 Korea University  
 Kyoto University  
 Lincoln College, Oxford  
 London School of Economics and Political Science  
 London, University of  
 McGill University  
 Nagoya University  
 National Taiwan University  
 New College, Oxford University  
 Queen Mary College  
 Saint Joseph's University  
 Seoul National University  
 Sydenham College  
 Tung Hai University  
 Universidad de los Andes  
 Universidad Javeriana  
 University College, Dublin  
 University College, London  
 University of Chile  
 University of Nuevo Leon  
 University of Exeter  
 University of Lausanne  
 University of Liege, Belgium  
 University of Malaya  
 University of Nairobi  
 University of Oslo  
 University of Pacifico  
 University of Singapore  
 University of Tokyo  
 University of Toronto  
 Waseda University  
 Yonsei University  
 York University

## Foreign Institutions of Higher Learning Represented by CGSM Students in 1982-83

Bombay University  
 Catholic University of Louvain  
 E.S.S.E.C.  
 E.T.S. Madrid  
 Fort Hare University  
 Francisco Marroquin University

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### CGSM 1983 Entering Master's Degree Candidates

Mean age 25.5 years  
 Mean GMAT score 635\*  
 Mean grade point average 3.4\*  
 Full-time work experience 80%  
 Female 32%  
 Minority 8%

#### Geographic Distribution

Northeast 55%  
 Midwest 12%  
 West 12%

\*Excludes foreign students' scores.

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South 5%  
 Foreign 16%

#### Undergraduate Majors

Economics 20%  
 Engineering 20%  
 Social sciences 20%  
 Science and mathematics 15%  
 Humanities 9%  
 Business administration 8%  
 Other 8%



# Financial Aid

## Costs

### Tuition and Fees

Tuition in the school is currently \$4,750 a semester. Tuition in 1984–85 will reflect any increases deemed necessary by the administration.

There is a registration fee of \$50 for new students who have not previously enrolled at Cornell. For additional information about the rules of payment at Cornell, see the publication *Introducing Cornell*.

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

### Estimated Living Costs

Living costs cannot be stated with the same degree of accuracy as regular University charges, because they are dependent to a great extent on individual tastes and circumstances.

For a single student living in University dormitories and participating in the University's co-op dining plan (all one wishes to eat at each of three meals a day), a liberal estimate for room and board combined is \$3,600 for the nine-month academic year. The cost for students who choose to live and eat off campus will depend on circumstances and tastes. Experience indicates that a single student

spends approximately \$500 for books and \$2,250 for clothing, insurance, medical expenses, and incidentals. Total costs, including tuition and fees but excluding transportation, generally come to about \$15,830 for the full academic year for the single student. For the married student without children, the cost ranges from \$2,500 to \$3,000 higher. The approximate living expense for each child is \$1,600 for the nine-month academic year.

## Financial Awards

### University General Funds

Scholarships are available for students enrolled in the school. Application for financial aid is made separately from application for admission, and awards of aid are made independent of admission decisions. The school is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), which permits candidates to request aid at several participating schools in one application, thus eliminating the need to provide information to each school. The GAPSFAS form may be obtained from the Office of Admissions and Student Affairs or from a financial aid officer at any college or university. Applicants to the school



who are also requesting financial aid must file a GAPSFAS Application for Financial Aid with the service. The form should be sent directly to GAPSFAS, Educational Testing Service, Princeton, New Jersey 08540, as soon as possible to ensure its receipt by the Office of Admissions and Student Affairs at the school by March 1. *Both the completed admission application and the completed GAPSFAS application must be received at the school by March 1 for candidates to receive advantageous consideration for financial aid.*

Students who enroll without financial assistance from the school should not expect to receive aid from the school for their second year. Although the Financial Aid Committee attempts to respond to requests of second-year students for assistance, the school's policy and perceived obligation is to respond first to requests for continued financial aid from those students who received assistance their first year. Certainly, the school will try to help in the case of any emergency or sudden change in a student's financial situation, but such aid will generally be in the form of a loan.

Students who apply for aid are expected first to have exhausted all possible outside sources of assistance. Only in this way can the school adequately respond to students not having access to outside sources of support.

## Special Awards

In addition to the general funds of the school and of the University for scholarships, the following special awards are available:

*Allied Chemical Foundation Fellowships*, awarded to students in the business program.

*American Can Company Scholarship*, awarded on the basis of academic merit to a second-year business student studying finance.

*CGSM, Incorporated*, is an affiliate of the CGSM Student Association. It is a New York State corporation set up with limited endowment to provide short-term (two-month) loans of up to \$250 to students in need of funds. The corporation is a not-for-profit organization. It charges nominal interest to cover administrative expenses. The disposition of its funds, which have been accumulated through gifts, subscriptions, and earnings, is governed by the student and faculty members of its board of directors.

*Neal Dow Becker Scholarship Fund Awards*.

*William H. Burns Scholarship of the Tompkins County Trust Company*, awarded to a resident of Tompkins County.

*Carnation Scholarships*, awarded to students in the business program.

*Chase Manhattan Bank Scholarship*, awarded to a minority student.

*Continental Bank Scholarship*, awarded to a minority-group candidate for the M.B.A. degree.

*Continental Grain Foundation Scholarships*, awarded to students in the business program.

*Council for Opportunity in Graduate Management Education (COGME)*, funded by the Alfred P. Sloan Foundation, provides financial assistance to outstanding candidates of minority groups wanting to pursue graduate study in management at the school or at one of nine other leading graduate schools of management. The candidates apply for admission to the member schools of interest to them. They also apply for the award by writing directly to COGME, Central Plaza, 675 Massachusetts Avenue, Cambridge, Massachusetts 02139. Once they are admitted to one of the member schools, they are considered for a COGME award. If they receive an award, they may take it to any member school at which they were accepted. A student wanting to pursue any of the school's master's degree programs is eligible to apply for a COGME fellowship. For the 1983–84 academic year, the fellowships provide 80 percent of a student's total need in the first year. The school is then responsible for providing support in the second year. The amount of the COGME award is based on need. Eligibility is based on personal factors as well as academic merit. Attention is paid to accomplishments in an applicant's own cultural environment, motivation, personal growth potential, and potential for contribution to a management role in business, government, or community organizations. Since most COGME award decisions are made during late March or early April, candidates should complete their applications for admission well before this time.

*John W. de Forest Memorial Fellowship*, awarded to a Canadian citizen or a member of the Cornell Chapter of the Delta Upsilon fraternity who is a candidate for the M.B.A. degree.

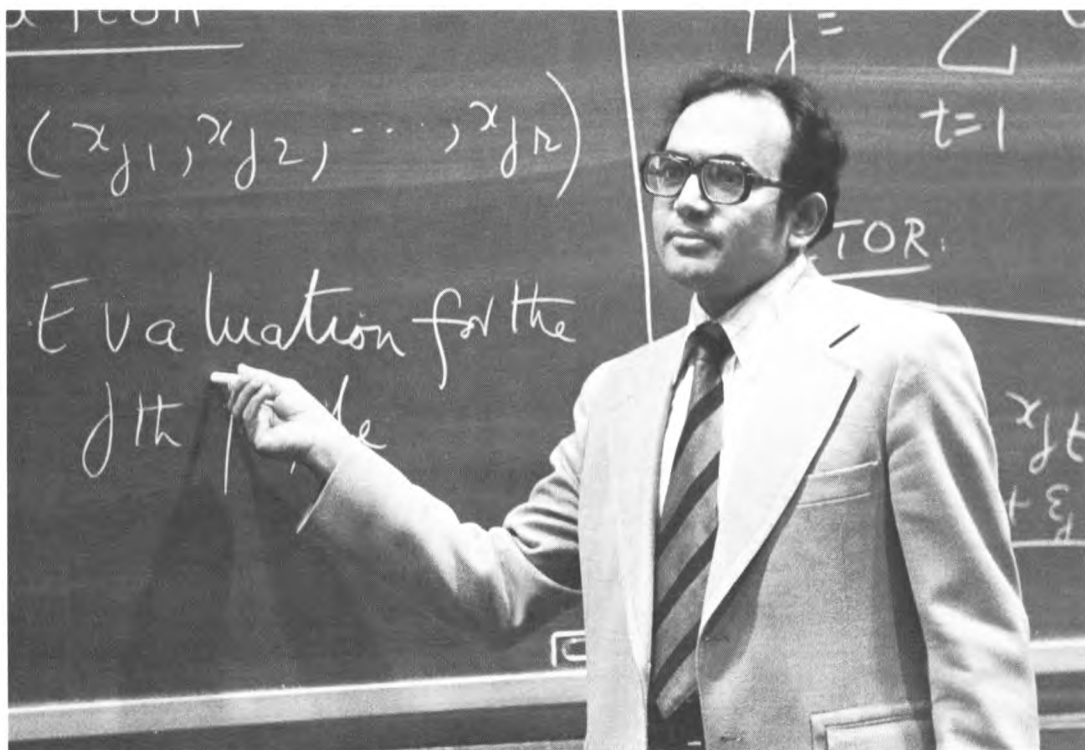
*Exxon Minority Fellowship*, awarded to a minority student in the business program.

*FMC Prize*, awarded on the basis of merit to a second-year business student.

*Thomas Gellert Memorial Scholarship* awarded to a graduate of Cornell's College of Agriculture and Life Sciences.

*S. C. Johnson and Son, Inc., Fellowship*, awarded to a minority-group candidate for the M.B.A. degree.

*Junior Achievement Scholarships*, awarded to students who have participated in, or who have been counselors in, the Junior Achievement Program. Applicants interested in these awards should indicate their past association with Junior Achievement on the application for admission.



Vithala R. Rao, Emerson Electric Company Professor of Marketing

*Harris Entrepreneurial Scholarship*, awarded to a student who has demonstrated entrepreneurial aptitude.

*Chuji Kabayama Fellowship*, awarded to a candidate from Japan.

*Ada Howe Kent Foundation Scholarships*, awarded to students in the business program.

*Lester B. Knight Scholarships*, ten \$4,000 scholarships for students in the joint M.B.A. and Master of Engineering program, provided by a gift from Lester B. Knight (Cornell '29) to the school and the College of Engineering.

*E. H. Litchfield Scholarship Fund*, established in honor of the late Edward H. Litchfield, former dean of the school, and provided by contributions from faculty members of the school.

*Donald McAllister Prize*, awarded annually and by competition to the student writing the best essay on specialized business publications.

*Deane W. Malott Fellowship of the Owens-Corning Fiberglas Corporation*, in honor of Mr. Malott, president emeritus of Cornell University.

*Henry Morgenthau, Jr., Fellowships*, awarded to students pursuing careers in public affairs.

*J. Stanford Smith Scholarship*, in memory of the school's executive-in-residence from 1981 to 1983 and funded by donations from students, faculty and staff members, and business colleagues.

*William S. Smith Memorial Scholarship*, awarded to a candidate with career interests in financial management.

*Walter C. Teagle Memorial Fellowship of the Standard Oil Company (New Jersey)*.

With the exception of the COGME and Junior Achievement awards, there are no special application procedures for the awards listed above. The Financial Aid Committee makes all scholarship awards on the basis of both financial need and merit and decides which candidates are best qualified for specific scholarships. Candidates need only file the GAPS FAS forms, mentioned earlier, to be considered for these specified awards or the awards from the general funds.

## New York Tuition Assistance Program

All candidates for the master's degree in the school who have been legal residents of New York State the preceding year are eligible for the Tuition Assistance Program for each term in which they are registered as full-time degree candidates. The amount of this award is based upon the net taxable



*L. Joseph Thomas, professor of production and quantitative analysis and director of the school's Executive Development Program*

balance of their income and the income of those responsible for their support, as reported on the New York State income tax return for the previous calendar year.

Further information and application forms may be obtained by writing to New York Higher Educational Services Corporation, Student Financial Aid Section, Empire State Plaza, Tower Building, Albany, New York 12255.

## G.I. Bill Assistance

Veterans and other persons who may be eligible for G.I. Bill payments should contact Mary Ann Robinson at the Office of the University Registrar, Cornell University, 222 Day Hall, Ithaca, New York 14853. They should have a copy of the DD-214

form or other proof of eligibility. For advance payment, a request must be presented in writing on the proper form. Enough time should be allowed so that Mrs. Robinson can process and submit this form to the Veteran's Administration regional office at least thirty days before the date of registration.

## Long-Term Education Loans

### Guaranteed Student Loan (GSL) Program

The school's limited grant and loan funds have obliged the administration to refer many new students to the Guaranteed Student Loan (GSL) program for assistance.

The GSL program was established by the Higher Educational Act of 1965. The program is usually operated by state agencies and is specifically designed to provide deferred-payment private loans to full-time students. Although the program differs somewhat from state to state, the various state programs are similar in that commercial lenders make loan funds available at 7 or 9 percent, and the state and federal governments pay the interest charges while the student borrower is enrolled in an accredited education institution.

The maximum yearly loan disbursement per student is \$5,000, although some lending institutions may not agree to lend this full amount. The cumulative limit of loans for graduate students under this program is \$25,000 (which includes outstanding undergraduate loans). Students interested in applying for such loan assistance should begin the process by contacting a loan officer at a local bank or lending institution. Application for loans through the GSL program is prerequisite to being eligible to apply for loans administered by Cornell University or the school's loan programs mentioned below.

### Auxiliary Loans to Assist Students (ALAS)

Auxiliary Loans to Assist Students (ALAS) are available to supplement GSLs and other financial aid resources. Commercial lenders offer federally guaranteed loans at 12 percent; interest payments are due while the student is in school. The maximum yearly loan disbursement per student is \$3,000.



## Loans Administered by Cornell University

### **National Direct Student Loan (NDSL) Program**

Cornell University is a lending agent for federal funds from the National Direct Student Loan (NDSL) program. The NDSL funds available to the University are used to lend students the difference between their GSL funds and their need for the academic year. Most of these funds are therefore reserved for those students who have already received a state GSL and who have additional need beyond the maximum \$5,000 available under this program. Special consideration is given to those students who have qualified for and received NDSL funding at the undergraduate level.

The NDSL program is essentially the same as the GSL program except that the interest on NDSL funds is only 5 percent per year, beginning six months after the student graduates, and the federal estimate of need tends to be strict.

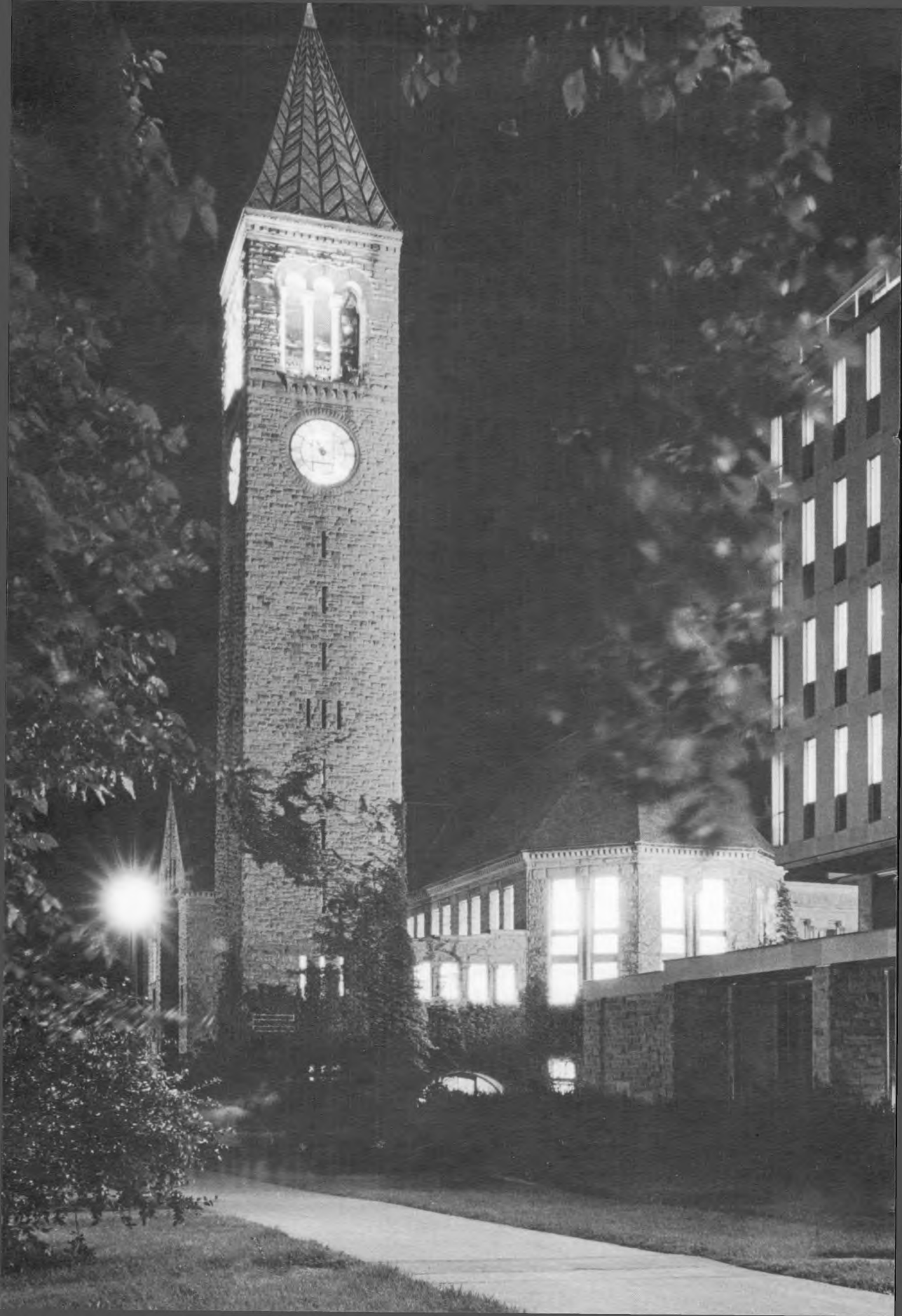
### **Kellogg Foundation Loan Fund for Students in the Hospital and Health Services Administration Degree Program**

Several years ago the Kellogg Foundation endowed a loan fund for annual awards to students enrolled in the hospital and health services administration courses of the school. The terms of these loans are the same as for GSL loans. The school authorizes loans from this fund; they are then processed through the University.

### **University Loan Program**

Cornell also has its own long-term loan program. Like NDSL, University loan funds are available to make up the difference between GSL funds and need for the academic year. University loans are offered at 12 percent interest, and repayment is deferred until three months after the borrower leaves Cornell. These loans must be repaid within ten years.







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# Cornell Academic Calendar

1983-84

Registration

Fall term instruction begins

Labor Day (University holiday)

Fall recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Thanksgiving recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Fall term instruction ends, 1:10 p.m.

Final examinations begin

Final examinations end

Registration

Spring term instruction begins

Spring recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Spring term instruction ends, 1:10 p.m.

Final examinations begin

Final examinations end

Commencement Day

The dates in this calendar are subject to change at any time by official action of Cornell University.

In this calendar, the University has scheduled classes on religious holidays. It is the intent of the University that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

Monday and Tuesday,

August 29-30

Wednesday, August 31

Monday, September 5

Saturday, October 15

Wednesday, October 19

Wednesday, November 23

Monday, November 28

Saturday, December 10

Friday, December 16

Friday, December 23

Thursday and Friday,

January 19 and 20

Monday, January 23

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