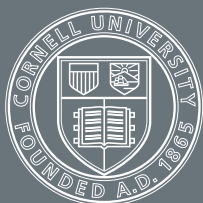


# ILR School



PUBLIC  
ENGAGEMENT



Cornell University



Susanne Bruyère, associate dean, outreach; Harry Katz, the Kenneth F. Kahn Dean

Founded in 1945 as the New York State School of Industrial and Labor Relations and known today as ILR, we help people around the globe to work better and live better. We prepare leaders. We inform policy. We improve workplace practice. We impact working lives.

## ENGAGED GLOBALLY. ADVANCING THE WORLD OF WORK.

At ILR, public engagement is in our DNA and rooted in our land-grant mission. We were established to help resolve conflict and find solutions that would improve labor-management-government relations in New York state.

Today, that focus is much deeper and broader, spanning areas of work critical to success in a global economy.

What does ILR public engagement mean today? How does it make a difference?

It's what our students do when they take what they've learned in the classroom and apply it to drive progress and bring about positive change in communities. In India, ILR students help match people with disabilities to job opportunities. In Buffalo, our students are working to revitalize the local economy.

Faculty engage in many ways, from testimony before congressional panels on labor and employment policy issues to ongoing major media commentary on the latest world of work issues.

Through its programs, centers and institutes, ILR connects with alumni, practitioners, policymakers and thought leaders. Our corporate training programs help create more diverse and inclusive environments. ILR forums stimulate public discourse on worker rights and employment law issues. School-led discussions for executives help business and public sector organizations get the most from their human capital.

Across the globe, ILR knowledge is shaping new approaches to dispute resolution, human resources and compensation. Our faculty and students are changing the way the world works.

In return, the people and groups we partner with help us stay current and relevant. As a result, ILR research and programs are aligned with ever-changing workplace, societal and economic needs.

Beyond the workplace, ILR engagement serves a broader purpose. We help educate involved citizens, strengthen democratic values and civic responsibility, and address societal issues for the greater public good.

At ILR, we help people around the globe to work better and live better. We prepare leaders. We inform policy. We improve workplace practice. We impact working lives.

**ILR. Engaged globally. Advancing the world of work.**



# STUDENT ENGAGEMENT

UNDERGRADUATE AND GRADUATE  
LEADERS CHANGING LIVES THROUGH  
SERVICE LEARNING, APPLIED RESEARCH  
AND COMMUNITY DEVELOPMENT

## EMPLOYMENT AND DISABILITY INSTITUTE

Advances policies and practices to enhance opportunities for people with disabilities and ensure their full inclusion in the workplace and in communities. EDI is a leading source of research and information on employment and disability for employers, lawmakers, federal and state agencies, and service providers.

## CREATING A MORE INCLUSIVE WORKPLACE

Adel Benslimane '13 got his first exposure to disability studies through the course Disability Employment Policy in the spring of 2011.

Just months later, as a compensation analyst intern with Boeing's Defense Division, he was working with Fortune 500 companies such as Nordstrom, Microsoft and Starbucks to facilitate their participation in a career fair for military veterans.

"After taking this course, I was knowledgeable about the disabilities experienced by veterans, and the fact that many, if not most, of these disabilities are invisible—they're mental or emotional, not physical," says Benslimane. "That really came in handy when we were selecting jobs to advertise at the career fair."

"ILR students participate extensively in internships, and we are seeing a growing trend of students shaping their internships to match their disability interests," says Thomas Golden, associate director of the Employment and Disability Institute, who teaches the class.

As an intern at Ernst and Young, one of his students led the firm's student community service team of more than 100 in a community-based initiative to increase accessibility in the Manhattan area.

Others have gone to South Africa, India and Israel to work with nongovernmental organizations, promoting more effective employment policy and practice for people with disabilities.



Thomas Golden, associate director, Employment and Disability Institute

"These students are shaping the future world of work," says Golden. "They're making it a different place, considering new approaches and practices for integrating people with disabilities into the workplace alongside their nondisabled peers. For today's students, it's just a natural part of managing diversity in the workplace. They get it."

## INTERNATIONAL PROGRAMS

Supports the integration of international dimensions into teaching and research. International Programs provides service learning and internship opportunities around the world for students, hosts international conferences, and promotes faculty research on global work and employment issues.



Shannon Isaacs '13 (left); Marko Lazin '13

## MAKING A WORLD OF DIFFERENCE

Imagine living and working at a rural tribal school in India, in an area so remote that a trench surrounds it to keep out the elephants.

Not your typical study-abroad experience. But that was the experience of Marko Lazin '13, who in the summer of 2011 developed an English curriculum for sixth, seventh, eighth and ninth graders in Hosahalli, India.

Lazin was part of the first class of ILR students to complete Global Service Learning (GSL) projects through the Swami Vivekananda Youth Movement (SVYM), a development organization working for the benefit of indigenous and rural people in southern India.

Shannon Isaacs '13 was also part of that first class. For her GSL project, she built an administrative infrastructure to support SVYM's upcoming leadership transition. She edited SVYM's HR manual, created an orientation manual for new employees, edited and created position descriptions, and developed position evaluation forms.

Before leaving for India, the students receive cultural training, learn about GSL concepts, and select a project based on a list of needs provided by SVYM. Once there, they take two weeks of courses that further acclimate them to the culture and ready them for the project.

"The premise behind Global Service Learning is that it's a partnership—both parties gain by the experience," says Donna Ramil, associate director of International Programs. "It's very empowering for our students because they're able to take what they've learned in the classroom and apply it to the real world. They're still undergraduates, but they're already making a difference."

## SCHEINMAN INSTITUTE ON CONFLICT RESOLUTION

The only institute of its kind providing undergraduate and graduate education and interdisciplinary research focused on conflict resolution in the workplace. The institute offers training programs on dispute resolution for practitioners, advocates and professional neutrals, nationwide.

“ONE OF THE THINGS I MOST APPRECIATE ABOUT ILR IS THE CONNECTION AMONG RESEARCH, OUTREACH AND PRACTICE.”



Todd Dickey MS '13; David Lipsky '61, director, Scheinman Institute on Conflict Resolution

## DESIGNING CONFLICT MANAGEMENT SYSTEMS

For his master's thesis, Ph.D. student Todd Dickey is researching the integrated conflict management system at the U.S. Department of the Interior.

The system, one of the most comprehensive of its kind in the federal government, was designed a decade ago with assistance from three ILR faculty members. It is one of many such programs that the Martin and Laurie Scheinman Institute on Conflict Resolution has helped create for federal and state governments and private sector organizations.

Integrated conflict management systems—an outgrowth of the alternative dispute resolution movement—take a strategic, proactive approach to managing conflict in the workplace.

In 2010, just as Dickey was beginning his studies at ILR, the Scheinman Institute launched a study of alternative dispute resolution in federal agencies. The project was

tailor-made for Dickey, who had worked at the Federal Trade Commission for several years before starting graduate school.

“One of the things I most appreciate about ILR is the connection among research, outreach and practice,” says Dickey. “The initial work done by Professor David Lipsky, Rocco Scanza and others at the Scheinman Institute has made my life as a researcher extraordinarily rich.

“The Department of the Interior and its unions have been extremely helpful, because they see the value of academic research and how it ties into what they are doing. They're going to actually use my work – it won't solely appear in a journal,” says Dickey, who has been asked to present his findings to the department's labor-management forum.

Ultimately, he hopes to provide a model for how conflict management systems can flourish in unionized workplaces.

## INSTITUTE FOR WORKPLACE STUDIES

Established to help strengthen ILR's presence in New York City, with an emphasis on the value of academic/practitioner collaboration. The institute's seminars, electronic news service and other activities keep researchers, legislators, policy analysts and workers up-to-date on relevant workplace issues.



Paul Salvatore '81, Law '84; Saba Vahdat '13

"I ENJOYED APPLYING THEORIES AND CONCEPTS I LEARNED IN CLASS TO REAL, SUBSTANTIVE WORK."



## GAINING KNOWLEDGE THAT WORKS

To Saba Vahdat '13, New York is one of the most culturally enriching and exciting cities in the world. Through the Undergraduate Credit Internship Program, she was able to spend the spring semester of her junior year there as a legal intern at Proskauer Rose LLP.

"I enjoyed applying theories and concepts I'd learned in class to real, substantive work," says Vahdat. As a Proskauer intern, she also took part in several of the firm's pro bono programs. The one she found most rewarding was volunteering at the Homeless Experience Legal Protection Program, where she helped attorneys provide legal assistance to individuals recently released from prison.

David Walsh MPS '12, president and chief executive officer of Amalgamated Life Insurance Co., spent alternate Saturdays in New York as a student in the Master of Professional Studies (MPS) program. He already had an MBA and a law degree. He also had decades of experience as a lawyer, state insurance commissioner and chief operating officer when he enrolled in the program to learn more about industrial and labor relations.

That new knowledge soon came in handy, as Walsh used lessons from his statistics class to reconfigure the company's call center, and lessons from his collective bargaining class to get quick and mutually agreeable resolutions in negotiating with the union that represents company employees.

Vahdat's internship and the MPS Program are under the umbrella of ILR's Institute for Workplace Studies. The institute works in partnership with ILR's Credit Internship Program based in Ithaca.

"Teaching through these programs is a real joy," says Sam Bacharach, McKelvey-Grant Professor and director of the institute. "The undergraduate and MPS students are very different, but both groups bring their personal engagement into the classroom, expanding the teaching experience in a wonderful way. These are two gems of ILR programs."

David Walsh MPS '12, president and chief executive officer of Amalgamated Life Insurance Co.





# RESEARCH AND POLICY

SCHOLARS DRIVING INNOVATIVE THINKING,  
INFORMING POLICY AND PROMOTING  
PUBLIC AWARENESS

Brian Nathanson '12; Ronald Ehrenberg,  
director, Cornell Higher Education Research  
Institute

Nathanson  
Memorial Prize

## CORNELL HIGHER EDUCATION RESEARCH INSTITUTE

Facilitates interdisciplinary research on higher education, working with faculty and administrators from Cornell colleges and around the world. The institute's current research interests include the financial challenges facing higher education and reducing inequality in access to higher education.

# SHAPING THE DISCOURSE ON HIGHER EDUCATION

Ronald Ehrenberg, director of the Cornell Higher Education Research Institute (CHERI), considers himself lucky to have had a 42-year career spanning teaching, research and public engagement.

Luckier still may be his students, and the colleges and universities across the country that have benefited from his knowledge.

Thanks to long-term relationships with the Andrew W. Mellon Foundation and the Atlantic Philanthropies, resulting in over \$3 million in support, Ehrenberg has had the freedom to explore a multitude of research topics in higher education, often effecting change in institutional policy.

CHERI has also attracted funding from the Alfred P. Sloan Foundation, the Lumina Foundation for Education and the TIAA-CREF Institute.

Ehrenberg says it's the connectivity among his life's work that fuels his and his students' excitement.

Outside of class, Ehrenberg shares his research by publishing, presenting at conferences, and serving on national committees, panels and boards. He also has given hundreds of media interviews to ensure that reporters, and the public, get accurate information on the economics of higher education.



"We regularly cover the institute's studies because they explore important issues in credible and independent ways," says Scott Jaschik '85, editor of Inside Higher Ed.

"Foundation support has allowed me to achieve a level of professional prominence and success that I never dreamed possible," says Ehrenberg. "Equally important, it has helped me finance the doctoral education of 20 Ph.D. students and involve undergraduates in my research, many of whom have gone on to Ph.D. programs in economics, public policy and education."

## LABOR AND EMPLOYMENT LAW PROGRAM

Merges the law and social science research to provide attorneys, legislators, social scientists and policymakers with a multifaceted perspective. The program offers up-to-date information on the latest legal issues affecting the workplace, with the goal of influencing research, legislation, policy and litigation.



Shown here at The Richard Netter Conference on Criminal Records and Employment: Esta Bigler '70, director, Labor and Employment Law Program; John Hausknecht, associate professor; Pamela Tolbert, chair, Organizational Behavior; Adam Klein '87, chair of the Class Action Practice Group at Outten and Golden LLP.

## HELPING TO END DISCRIMINATION

Through her work with employment lawyers, Esta Bigler '70, director of the Labor and Employment Law Program, learned of the need for a more effective way to research consent decrees in Title VII race and sex discrimination class action lawsuits.

So, in conjunction with DigitalCommons@ILR, the ILR web team, student interns and the program's advisory board, she created the nation's first consent decree repository focused on employment law.

The searchable database includes some 200 consent decrees—settlements in which companies agree to take specific actions, with no admission of fault. Before it was even launched, in 2012, more than 1,400 documents had been downloaded.

The database is expected to aid in litigation, research and the development of HR best practices.

"The accessibility of this information creates a more level playing field, allowing us to better represent our clients," says Michael Delikat '74, global head of the Employment Litigation Group at Orrick Herrington & Sutcliffe LLP.

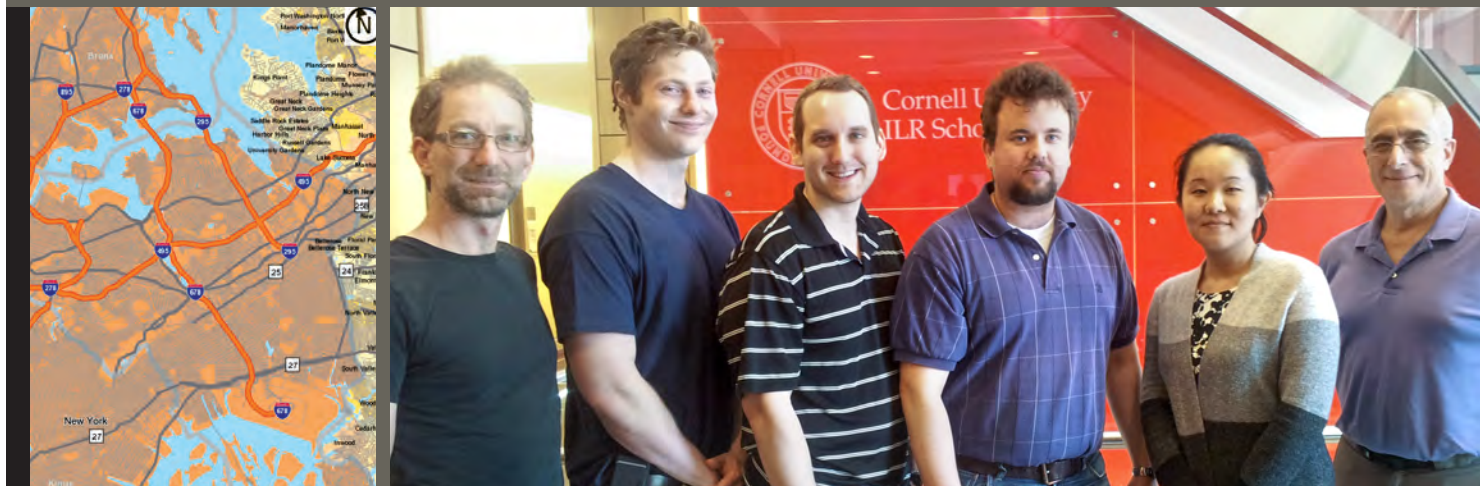
"Given the stepped-up enforcement in this area—more than 500 cases were brought by the Equal Employment Opportunity Commission in 2011, compared to fewer than 50 in 2010—there will be a growing need for such information by companies, lawyers and the government."

"The repository is a literal treasure trove of valuable information for lawyers and academics alike," says Adam Klein '87, chair of the Class Action Practice Group at Outten and Golden LLP. "We can now collect and critically assess the core elements of consent decrees, which should serve as an engine of innovation in ending employment discrimination."

"We're working to forge new ground in the connection between law, public policy and social science research, so that better decisions are made, both in public policy and litigation," says Bigler.

## LABOR DYNAMICS INSTITUTE

Creates and makes accessible data on the dynamics of labor markets for research networks and statistical agencies. LDI's work informs policymakers, researchers and educators, and includes partnerships with key organizations including the U.S. Census Bureau and the National Science Foundation.



Lars Vilhuber, senior research associate; Evan Buntrock '16; Douglas Weber '12; Michael Strain '12; Chen Zhao '11, Ph.D. '15; John Abowd, Edmund Ezra Day Professor

## FINDING NEW USES FOR CENSUS DATA

A bridge collapse in Minneapolis. Hurricanes on the Gulf Coast. Wildfires in Southern California.

In each of these situations, disaster relief planning was aided by data from OnTheMap, a Census Bureau project made possible with the collaboration of ILR's Labor Dynamics Institute.

OnTheMap is a visually oriented, local labor market research tool that allows users to specify arbitrary residential or workplace areas, and then do the analysis.

Although not designed for emergency management, it works well for that purpose because its geographies are fine-grained and can be user-defined, says John Abowd, director of the institute and Edmund Ezra Day Professor of Economics.

OnTheMap is a product of the Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) program, which Abowd has been associated with from the start. During the past 12 years, he and Lars Vilhuber, executive director of the institute, have been lead

investigators for LEHD projects attracting \$23 million in federal grants and involving more than 30 Ph.D. students, many of whom become employees of the Census Bureau while completing their degrees.

The projects have made detailed data—particularly employment and income data—accessible to economists, statisticians and demographers, enabling local governments to make better decisions. Individual privacy is protected, thanks to protective statistical methods developed by ILR economists.

"ILR's contribution to this endeavor has been transformative," says Martha Stinson Ph.D. '02, an economist with the Census Bureau who began working there as a doctoral student. "LEHD pioneered the widespread use of data from administrative records, which has led to all sorts of innovations and large numbers of new data products, such as OnTheMap."



Marc Bayard, executive director,  
The Worker Institute at Cornell

### THE WORKER INSTITUTE AT CORNELL

Provides research, education and a forum for public discourse on worker rights and collective representation. The institute promotes innovative thinking to inform policy reform and leads initiatives focusing on strategic leadership: international collective action; equity at work; labor, the environment and sustainable development; and precarious work.



Randi Weingarten '80, president of the American Federation of Teachers

“WHEREVER THERE’S A MAJOR GRIDLOCK IN THE POLICY DEBATES, THAT’S  
WHERE WE’RE GOING TO ENGAGE.”

## RESTORING THE AMERICAN DREAM

Even before its public launch in September 2012, The Worker Institute at Cornell was having an impact on public policy.

As a decision was pending on the controversial Keystone XL Pipeline, an institute project group report called into question job creation figures cited by TransCanada, the pipeline's builder. "We looked at the numbers and found them wanting," says Marc Bayard, executive director of the institute. Shortly thereafter, President Obama rejected the permit application.

Now, the institute is working with labor organizations to tackle policy issues affecting hospital workers, restaurant workers, teachers and taxicab drivers.

"Wherever there's a major gridlock in the policy debates, that's where we're going to engage," Bayard says. "If there are roadblocks, we want to find innovative ways to go around, under or through them."

"We want to develop new approaches to reduce inequality, expand workplace rights and collective representation, and ultimately build a more sustainable society," says institute academic director Lowell Turner.

"The Worker Institute is a great new endeavor for ILR," says Randi Weingarten '80, president of the American Federation of Teachers. "The world of work has changed dramatically over the last 20 to 30 years, and working people are the worse for it."

"Having the wherewithal, through a Worker Institute, to help create policy, train people to be leaders, and focus on issues of gender and equity, disability, itinerant work—all of these are really important if we are to help America once again be a path for the American dream and a growing middle class."





# WORLD OF WORK IMPACT

PROGRAMS HELPING ORGANIZATIONS –  
EVEN COUNTRIES – TO SOLVE PROBLEMS,  
DEVELOP LEADERS AND WORK BETTER





Steve Miranda, managing director, Center for Advanced Human Resource Studies

## CENTER FOR ADVANCED HUMAN RESOURCE STUDIES

The world's leading human resource partnership between industry and academia, and a unique network of corporate partners from the world's top companies. ILR's top HR faculty work directly with partners and share new research and applications to create excellence in human resources.

## SHARING EMPLOYEE WELLNESS PRACTICES



CAHRS Roundtable

Listening to the national political debate on health care, Jay Allen '78, executive vice president of Human Resources and Employee Services at Charles Schwab & Co., was struck by the scant attention paid to wellness.

He approached the Center for Advanced Human Resource Studies (CAHRS) about hosting a working group on employee health and wellness at his company's offices in San Francisco. Since then, follow-up meetings have been held in New York and Boston, with more to come.

"The working groups offered a great forum for sharing best practices," says Allen. "We learned a lot about how we can strengthen our programs and get employees even more engaged."

CAHRS working groups meet 12-14 times a year around the globe, exploring such topics as executive compensation, diversity and inclusion, and HR analytics.

"The real beauty of working groups is that they're small," says Associate Professor Chris Collins, director of CAHRS. "They're facilitated by one of our faculty members with an expertise in the topic being covered. Faculty share their sense of the topic through the lens of their research, while practitioners share the issues they're facing, the approaches they're taking and concerns that they have."

"CAHRS is a great resource for my entire team," says Allen. "I really appreciate the academic component of its programs. There's an opportunity to interact with the school and with students, and to benefit from the work being done by faculty members."

"The learning in these groups is two-way," says Collins. "Participants leave with new ideas to take back to their organizations, and faculty leave with new ideas for research topics or content to teach in class."



Christopher Collins, director, Center for Advanced Human Resource Studies

## HUMAN CAPITAL DEVELOPMENT

Examines contemporary business challenges to deliver practical, results-based learning. HCD works at the intersection of social science and business practice to build individual and organizational capability, with educational programs focused on human resources, leadership, management development, and diversity and inclusion.



Kuwait project executives

## SUPPORTING A NATION'S DEVELOPMENT

Within 25 years, Kuwait plans to become a world-class commercial and financial center.

Before Vision 2035 can be realized, Kuwait needs more skilled leaders to manage large-scale infrastructure projects. To meet this need, the Kuwaiti government turned to Human Capital Development (HCD), which designed an 18-day training program for project executives.

Participants in the program—150 in all—were selected by the government. They attended one of three sessions held in Ithaca in 2011, gaining skills in areas such as project management, leadership, negotiation and decision making.

As part of their studies, participants were organized into teams and applied their learning in comprehensive six-week projects. More than 85 projects were completed, spanning educational, cultural, social and public health initiatives. First- and second-place winners were named for each session, and several projects later moved beyond the initial concepts through the ongoing collaboration of program alumni.

“We tried to encourage participants to identify a project that could be launched in a relatively short period of time,” says Michael Serino, executive director of HCD.

“We gave them a hypothetical three-year window in which to do their work, with the idea of launching or incubating a project that could be picked up and supported with further funding or integrated into a larger-scale initiative.”

“We have heard from several of the participants that the program changed their lives and the way they view the world, and that personal benefits they gained could be used to better their organizations,” he says.

“As an educator, it doesn't get any better than that.”

## INSTITUTE FOR COMPENSATION STUDIES

Interdisciplinary center focused on research, teaching and communicating about monetary and non-monetary rewards from work. ICS provides publications, programs and expert insight to inform and advance practitioner decision making and promote public discourse on compensation issues.



Linda Barrington, managing director, Institute for Compensation Studies; Beth Florin MS '85, who established the Joseph R. Rich '80 Professorship; Kevin Hallock, director, Institute for Compensation Studies, Joseph R. Rich Professor

## IMPROVING NONPROFIT GOVERNANCE

Nonprofits represent 18 percent of New York state's private workforce and generate more revenue than their counterparts in other states. But, despite the importance of nonprofits to the state's economic, cultural and social well-being, board members often receive little, if any, training.

To improve the governance of these organizations, the New York State Attorney General's Office launched Directors U and invited Cornell and eight other institutions to join.

Directors U, part of a larger statewide effort to revitalize the nonprofit sector, will create an online library of webinars on a multitude of subjects critical to nonprofit management, including fundraising, fiduciary responsibility and IRS requirements. Online materials will be supplemented by in-person training sessions, hosted by members of the consortium, which will explore these subjects in depth. All training will be available free or at minimal cost.

The initiative is the first of its kind, and could serve as a model for other states.

Cornell's participation is led by ILR's Institute for Compensation Studies (ICS), reflecting the increased focus on executive compensation in nonprofit management.

"With the easy accessibility of these materials, a greater variety and greater numbers of people will be confident that they have the skills required for board service, thus expanding the pool of potential board members," says Linda Barrington, managing director of ICS.

"Additionally, directors will become more effective in the oversight they provide to organizations, which ultimately means that every dollar donated to nonprofits will be used in ways that better achieve their public service mission."

## ILR EXECUTIVE EDUCATION

Translates research done on workplace and organizational issues into strategic HR practitioner training. The program focuses on the critical convergence of business strategy and human capital, with the goal of driving improved business performance.



Brad Bell, director, ILR Executive Education

"AMERICAN EXPRESS HAS SENT FOUR TEAMS TO HR STRATEGY AND WILL SOON SEND A FIFTH. TEAMS HAVE ALSO COME FROM SHELL, PITNEY BOWES, COCA-COLA, INGERSOLL RAND, GOODYEAR, AETNA AND CIGNA."

## TRANSFORMING HR STRATEGY

As American Express began planning to globally transform employee relations, it sent a team to campus to participate in a week-long HR Strategy program offered by ILR Executive Education.

The program, held in the fall and spring, is designed for companies with strategic business challenges that have implications for HR. It serves five teams at a time, and is taught by resident Cornell faculty.

Teams develop an action plan, which they present for feedback. Once they return home, they work with an accountability manager to ensure that the plan is put into practice.

"Teams often come in with a project that's broadly defined, and over the course of the week they identify key issues that must be addressed for the project to be successful," says Brad Bell, associate professor of human resources and director of ILR Executive Education. "They

all change in terms of how they think about the different issues. Frankly, if they don't change their thinking, we haven't done our job."

Kirk Williams, vice president of Global Employee Relations and HR Compliance for American Express, appreciated the team building and collaboration that resulted from his team's participation.

"Just having the opportunity to hear different perspectives and think about these issues in the context of what other people were working on and general HR best practice was helpful," he says. "It broadened people's outlook."

## SMITHERS INSTITUTE FOR ALCOHOL-RELATED WORKPLACE STUDIES

Research institute dedicated to advancing knowledge of alcohol, drug and health issues in the workplace. The Smithers Institute advocates that the workplace is a critical arena for prevention, intervention and treatment of alcohol-related problems.



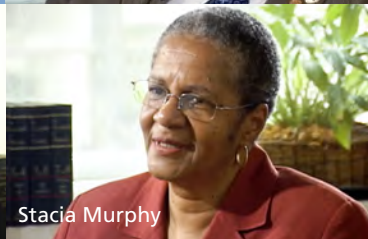
Louella Murphy



Bill Troy



Jim Devine



Stacia Murphy



Samuel Bacharach, director, Smithers Institute; left "Stories of Recovery" participants

## FIGHTING ALCOHOLISM IN THE WORKPLACE

An online oral history project developed by the Smithers Institute for Alcohol-Related Workplace Studies puts a human face on the battle against alcoholism, particularly as it plays out at work.

"Stories of Recovery" contains seven videos that illustrate pain, struggle and hope.

"We believe that the workplace is a critical arena for the prevention, intervention and treatment of alcohol-related problems," says Samuel Bacharach, director of the institute and McKelvey-Grant Professor of Labor Management. "The core message of these narratives is that the workplace matters. It is on the front line of the battle against alcoholism."

One of the stories told is that of Stacia Murphy, interim executive director of the Alcoholism Council of New York and past president of the National Council on Alcoholism and Drug Dependence.

"People don't talk about alcoholism in the workplace. It's kept quiet; it shouldn't be, but it is," Murphy says. "People know that alcoholism in the workplace is a problem, but they don't know what to do about it. No one wants to touch it anymore. That's why a project like this is needed now more than ever."

"The issue of alcohol needs to come of age," she says. "There are tools—like these videos—that can be used to create discussion, to foster intelligent thinking about alcoholism as the complex medical issue it is."

# ILR CENTERS, INSTITUTES AND PROGRAMS

## **Center for Advanced Human Resource Studies (CAHRS)**

Christopher Collins, Director, Associate Professor of Human Resource Studies  
Steve Miranda, Managing Director  
607-255-9358  
[www.ilr.cornell.edu/cahrs/](http://www.ilr.cornell.edu/cahrs/)

## **Cornell Higher Education Research Institute (CHERI)**

Ronald Ehrenberg, Director, Irving M. Ives Professor of Industrial and Labor Relations and Economics  
607-255-4424  
[www.ilr.cornell.edu/cheri/](http://www.ilr.cornell.edu/cheri/)

## **Employment and Disability Institute (EDI)**

Susanne Bruyère, Director, Associate Dean of Outreach, and Professor of Disability Studies  
Thomas Golden, Associate Director  
607-255-7727  
[www.ilr.cornell.edu/edi/](http://www.ilr.cornell.edu/edi/)

## **Executive Education**

Bradford Bell  
Director, Associate Professor of Human Resources  
607-254-8054  
[www.ilr.cornell.edu/execed/](http://www.ilr.cornell.edu/execed/)

## **Human Capital Development (HCD)**

Michael Serino, Executive Director  
866-470-1922  
[www.ilr.cornell.edu/hcd/](http://www.ilr.cornell.edu/hcd/)

## **Institute for Compensation Studies (ICS)**

Kevin Hallock, Director, Donald C. Opatrny '74 Chair of the Department of Economics, and Joseph R. Rich '80 Professor of Economics and of HR Studies  
Linda Barrington, Managing Director  
607-255-4424  
[www.ilr.cornell.edu/ics/](http://www.ilr.cornell.edu/ics/)

## **Institute for Workplace Studies (IWS)**

Samuel Bacharach, Director, McKelvey-Grant Professor of Labor Management  
212-340-2886  
[www.ilr.cornell.edu/iws/](http://www.ilr.cornell.edu/iws/)

## **International Programs**

Lisa Hisae Nishii, Director, Associate Professor of Human Resource Studies  
Donna Ramil, Associate Director of International Programs and Student Services  
607-254-7255  
[www.ilr.cornell.edu/international/](http://www.ilr.cornell.edu/international/)

## **Labor and Employment Law**

Esta Bigler, Esq., Director  
212-340-2866  
[www.ilr.cornell.edu/law/](http://www.ilr.cornell.edu/law/)

## **Labor Dynamics Institute (LDI)**

John Abowd, Director, Edmund Ezra Day Professor of Economics, Professor of Information Science, and Director of Graduate Studies in Economics  
Lars Vilhuber, Executive Director  
607-255-8024  
[www.ilr.cornell.edu/LDI/](http://www.ilr.cornell.edu/LDI/)

## **Martin and Laurie Scheinman Institute on Conflict Resolution**

David Lipsky, Director, Anne Evans Estabrook Professor of Dispute Resolution  
Rocco Scanza, Executive Director  
607-255-9298  
[www.ilr.cornell.edu/conflictRes/](http://www.ilr.cornell.edu/conflictRes/)

## **R. Brinkley Smithers Institute for Alcohol-Related Workplace Studies**

Samuel Bacharach, Director, McKelvey-Grant Professor of Labor Management  
212-340-7931  
[www.ilr.cornell.edu/smithers/](http://www.ilr.cornell.edu/smithers/)

## **The Worker Institute at Cornell**

Lowell Turner, Academic Director, Professor of International & Comparative Labor  
Marc Bayard, Executive Director  
212-340-2821  
[www.ilr.cornell.edu/workerinstitute](http://www.ilr.cornell.edu/workerinstitute)



Donna Ramil (center), associate director, ILR International Programs – with daughter Phoebe and Summer 2012 Global Service Learning students in India; Rocco Scanza (left), executive director, Scheinman Institute on Conflict Resolution – presenting certificate to Beverly Harrison; Michael Serino (right), director, Human Capital Development – working with Kuwait executives.

Front cover photos

Top panel: Cornell University, New York state's land grant university. Center panel: left photo–Manu Singh and Christine Filiciotto, students in the Master of Professional Studies program; middle photo–Ini Inyang '15 and Shane Jones '14 (center), strengthening Buffalo's economy through the High Road Program; right photo–Eva Drago (far right) '12, working in India as part of a global service learning project. Bottom panel: left photo, Lisa Nishii, director, International Programs; middle photo–Alyssa Esber '13, Lisa Yang '74, Marissa Morrison '13 and Susanne Bruyère, associate dean of outreach, Employment and Disability Institute; right photo–Lowell Turner, academic director, The Worker Institute at Cornell.

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