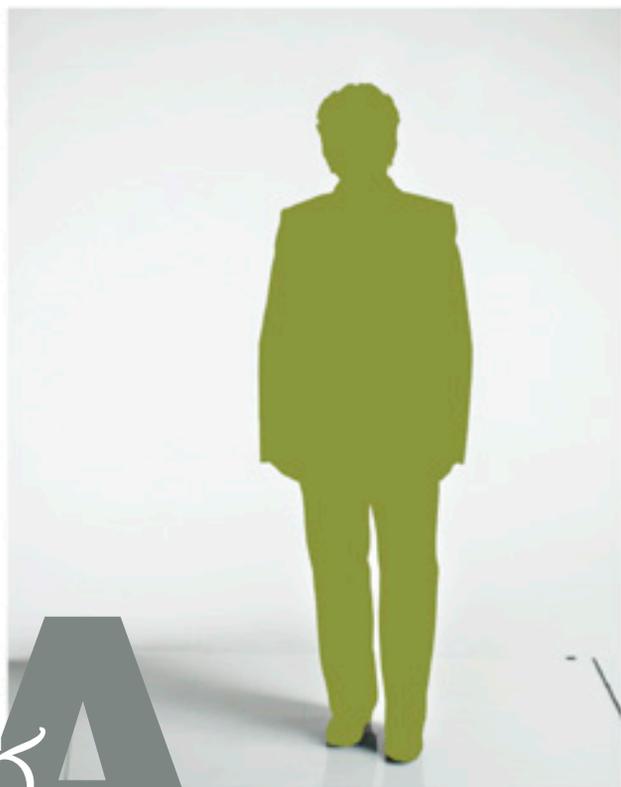
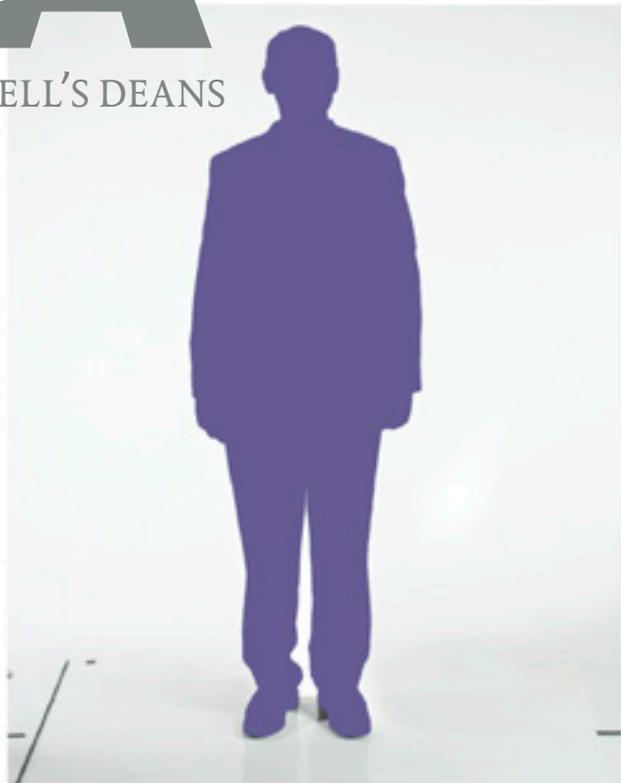
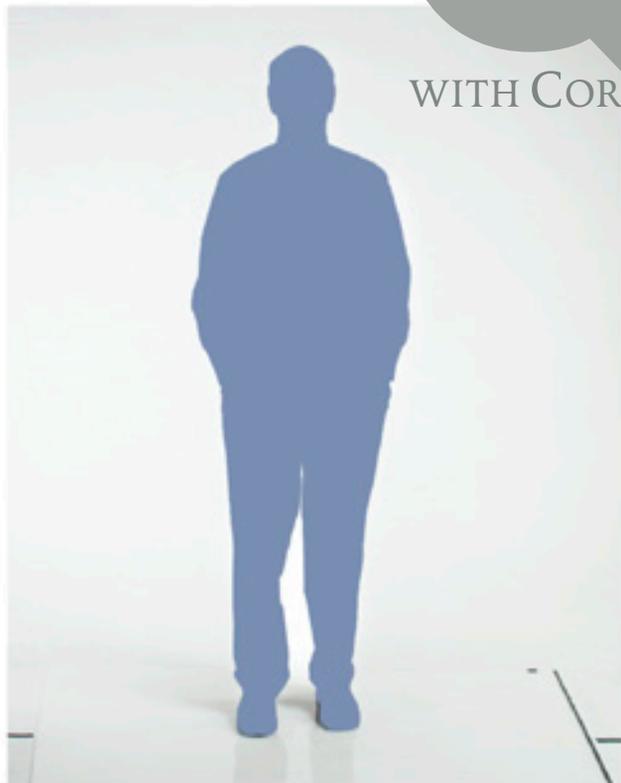


EZRA



Q & A

WITH CORNELL'S DEANS



EZRA



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BY JOE WILENSKY AND EMILY SANDERS HOPKINS
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ON THE COVER

Clockwise from top left: Cornell deans Alan Mathios, Kathryn Boor, Soumitra Dutta and Harry Katz. Photos by Robert Barker/University Photography; digital postproduction by Matthew Fondeur/University Photography and Christopher J. Kelly.

FSC
INFO HERE

WIND
POWER
LOGO

From the publisher

Research universities like Cornell are exciting and vibrant places to be learning, researching and working these days. They enjoy the kind of technologies, facilities and teaching tools that were unheard of – indeed, even unimaginable – just a few decades ago.

But with these assets come enormous challenges. Cutting-edge technologies and infrastructures are expensive. Pursuing the promise of the Internet to deliver an educational experience equal to that of the classroom requires both institutional courage and investment. All this and much more is happening at a very dynamic time, when recruiting the faculty and hiring the staff of the future are a ballooning challenge as, inevitably, our baby boomers consider retirement.

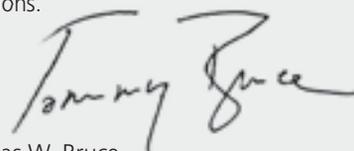
This issue of Ezra introduces a four-part series of interviews with Cornell’s deans to learn how they approach these and other issues facing their colleges and schools. We begin with CALS’ Kathryn Boor, Johnson’s Soumitra Dutta, ILR’s Harry Katz and Human Ecology’s Alan Mathios. All have views on their challenges that are perceptive, informed and replete with humanity.

What are their greatest challenges? An aging infrastructure, says one. Others point to limited resources and a small endowment, the budget challenges that face all of higher education and the lack of appreciation for “human capital as a competitive advantage to organizations and society.”

But they are not doomsayers; all share the highest expectations for the future of education. On the timing of her college’s recent entry into massive open online courses, Boor notes that “being *the* leader is fraught with risk, but being a quick follower is a smart strategy.” Dutta views Johnson’s future as deeply involved with society’s big issues, “be it energy, sustainability, climate, inequality, jobs or poverty.” Mathios sees his students increasingly entering key fields “like our focus on health and well-being, nutrition, policies that focus on families.” And Katz sees the university doing more of what ILR is already doing: “Adult, continuous, life-long learning.”

All four deans also reveal a personal side. “The truth is, I had no idea the job was going to be so much fun,” says Boor. “The surprise for me was the pure joy” of alumni affairs and development, says Mathios. Katz continues to teach because “it’s helped keep me sane.” And Dutta talks about the values of family life.

The wisdom and aspirations of the people you will meet in this issue demonstrate that Cornell is heading in good directions.



Thomas W. Bruce
Vice President, University Communications



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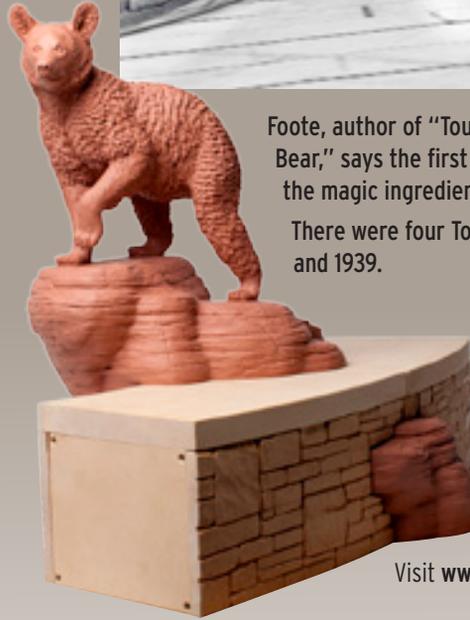
John Batkowski/Provided

ON CAMPUS

Bear of a project

A bronze statue will pay tribute to the four black bear cubs who served as Cornell's unofficial, original mascot, Touchdown. John H. Foote '74 and Joseph Thanhauser '71 are spearheading a project to erect the statue and create new landscaping on the corner of Campus Road and Garden Avenue near the front entrance to Teagle Hall.

The statue (clay maquette model pictured at right) is expected to be unveiled at Homecoming 2015, during Cornell's sesquicentennial year. That year also marks the 100th anniversary of the first Touchdown bear, the first undefeated national championship season of the Cornell football team, and the 100th anniversary of Schoellkopf Field.



Foote, author of "Touchdown: The Story of the Cornell Bear," says the first bear was considered by many to be the magic ingredient for that 1915 championship season.

There were four Touchdown cubs in all - in 1915, 1916, 1919 and 1939.

The statue will be a gift from alumni and friends. Foote, Thanhauser and Alon Mass '08 provided initial funding for the \$250,000 project. They are encouraging other alumni and friends to join them in supporting it. Funds will cover site preparation and landscaping, the statue, and a maintenance endowment.

Visit www.alumni.cornell.edu/touchdown/

Brian Cavely

AROUND THE WORLD

Philippine alumni mark centennial

The Cornell Club of the Philippines marked its centennial this past fall. Students from the Philippines first attended Cornell in 1902, enrolled in the law and agriculture colleges. The relationship was further strengthened after World War II, when the university played a significant role in rebuilding the University of the Philippines in Los Baños, with more than 100 Cornell faculty and staff lending their expertise in research, teaching and extension.

Kathryn Boor, dean of the College of Agriculture and Life Sciences, traveled to the Philippines in November and visited the International Rice Research Institute (IRRI), hosted by IRRI Director General Robert Zeigler, Ph.D. '82.



Provided

CREATED@CORNELL

Flavor toss-up

Here's the scoop: Paying tribute to the new Cornell NYC Tech campus, two groups of Cornell students won a class ice cream contest for their flavors - Big Red Apple and Ezra's Morning Cup.

The ice cream contest was the final project in the introductory food science class.

For the first time, two flavors tied for first place. Big Red Apple pairs a vanilla base with apple flavoring, touches of cinnamon sprinkles, caramel swirl and crunchy bits of graham cracker. Ezra's Morning Cup awakens a vanilla base with espresso-tint and a white chocolate swirl and is named for the university's founder. The group's target audience, their report said, was "already over-caffeinated college students."

Later this spring both ice creams will be sold at the new Cornell Dairy Bar.



Provided

CORNELL PEOPLE

Keith Olbermann '79 helps WVBR move to new digs



The student-run independent radio station WVBR-FM will have a bigger, more functional home this fall, helped by a gift from one of its best-known alumni, Keith Olbermann '79.

Substantial support from the political commentator and sportscaster to the Cornell Media Guild, the independent

entity that owns and operates WVBR and Cornellradio.com, has aided in the purchase of 604 E. Buffalo St.

The newly purchased building in the Collegetown area is twice the size of the current headquarters, said Drew Endick '14, general manager of WVBR and president of the Cornell Media Guild. It will be called Olbermann-Corneliess Studios, named for Olbermann's late father, Theodore Olbermann, and for Keith Olbermann's friend and former WVBR colleague Glenn Corneliess '79, who died in 1996 at age 39.

The students, who are in the midst of a \$935,000 capital campaign, plan to move to the new building in the fall. Many alumni in addition to Olbermann have helped them raise funds.



No. 2 Marine

U.S. Marine Gen. John "Jay" Paxton '73, M.Eng. '74, received his fourth star and became assistant commandant of the Marine Corps Dec. 15.

According to Kevin Bruns '79, president of the Cornell Delta Upsilon Association, about a dozen Cornellians, including nine Delta Upsilon alumni, were

among the 200 attending the ceremony. Paxton's wife, Debbie, is also a Cornellian (Class of 1975).

Bruns said that Paxton spoke at the ceremony about the four greatest influences on his life – one was his deep friendship with his DU brothers and his experience at "6 South Avenue" during his Cornell years. Paxton was president of DU, a member of the 1971 NCAA lacrosse championship team and also played football.



Provided

LOST & FOUND

Deconstructing Arnim's wallet

Imagine Arnim Meyburg's surprise early this year when he received a call that his wallet had been found. He looked at his wallet beside him, puzzled.

Then a distant memory came to him.

The professor emeritus of transportation engineering and planning's wallet had been stolen from his briefcase in his Hollister Hall office in the mid-1980s. Construction workers at the Law School, across the street from Hollister, found the wallet below the Law School library while tearing down an interior wall and ceiling.

"Needless to say, I was astounded about the find and its location ..., " Meyburg wrote to contractor Welliver and McGuire to commend their workers who tracked Meyburg down online. "But I was even more impressed that these two gentlemen cared enough to contact me."

The wallet was completely intact, Meyburg wrote, including credit cards, driver's license and photos of his then baby daughter.



COMMUNITY MATTERS

Internment camp novel chosen for reading project

New students will be reading Julie Otsuka's 2003 novel, "When the Emperor Was Divine," this summer. The selection for the New Student Reading Project, Otsuka's novel tells the story of an ordinary Japanese-American family's three-and-a-half-year-long internment during World War II. From varied perspectives

– the two young children, the mother, the internment community and the father – the novel offers a concrete view of personal

struggle, dignity and tragedy in a context of exile and racism.

The subject matter was personal for the author – members of her own family were interned – but instead of incorporating family stories into the novel, Otsuka did extensive research.

Related resources: reading.cornell.edu





QA

WITH CORNELL'S DEANS

ON MONEY, MISCONCEPTIONS, HOPES, STRENGTHS AND WHERE THEY SEE CORNELL IN 20 YEARS

Beginning in this issue and continuing over the course of the next three issues, Ezra will share conversations with Cornell's academic leaders – the deans of the 15 university colleges and schools. What are their hopes and dreams for the units they lead? What does it take to be dean? Where is Cornell headed?

With Cornell University's sesquicentennial anniversary in 2015 now visible on the horizon, this series will showcase the wisdom, aspirations and insight of the leaders of Cornell's schools in their own voices.

Appointed to five-year terms that can be renewed (most deans serve one or two terms), today's deans not only are academic superstars, teachers and researchers, but also must be chief financial officers, fundraisers and salespeople, mentors and referees. There may be no "typical" day or week in the life of a Cornell dean, but the men and women in these roles aren't typical, either – like Cornell, they are diverse and unique, and every single one of them is extremely accomplished. And, as you'll see in these pages, their personalities influence how they approach their jobs as much as the job requirements themselves.

HARRY C. KATZ



‘TO MAXIMIZE HUMAN POTENTIAL, YOU NEED TO GET PEOPLE TO BELIEVE AND PRACTICE THAT HUMAN POTENTIAL MATTERS’

Above, from left: Britt Gamble, ILR student services associate director; Dean Harry Katz; student Hilah Shenhav '12; economics professor George Boyer; and Ian Schachner, ILR associate director of admissions, at a May 2012 class council dinner. Opposite page: Katz with student Thaddeus Talbot '15 during the Introduction to Collective Bargaining class that Katz teaches.

WHAT'S THE MOST SURPRISING THING YOU'VE HEARD FROM A STUDENT OR FACULTY MEMBER IN THE PAST YEAR?

When Sam Nelson told me that Cornell's debate team, based at ILR, was ranked the No. 1 college debate team in the world for 2012.

WHAT DO YOU SEE 20 YEARS IN THE FUTURE HAPPENING AT ILR THAT WILL MOST AFFECT STUDENTS' EXPERIENCE?

I think we as a university are going to be doing more of what ILR is doing more of now: adult, continuous, life-long learning. It will be a bigger component of the teaching we do at ILR and at the university. Some of that, obviously, will be facilitated by technology, whether through MOOCs [massive open online courses], eCornell or other vehicles. Some of it may be in person, and some of it will be blended.

We've begun a master's degree program, an executive MPS degree, just approved by the trustees and the Faculty Senate, that's blended in the sense that part is face-to-face instruction – working adults coming to campus – with 35 percent of the content through eCornell courses that they take wherever.

WHAT IS ONE OF YOUR BELIEFS ABOUT YOUR ROLE AS DEAN THAT PROVED TO BE UNTRUE?

I thought that development was going to be the most painful part

of my job. I thought that it was going to be embarrassing to have to ask people for money. But I learned that it was one of the more enjoyable, strategic and relational things. You have deep, long-standing relationships with people who have significant resources and are deciding where they want to invest their resources. It's finding a match between their interest and what we can do at ILR. That's very strategic and much more enjoyable than stopping someone on the street and saying, "Do you want to buy a chocolate bar or a ticket to our puppet show?"

TALK ABOUT THE JOB. IS IT TRUE THAT IT'S UP TO YOU WHAT YOUR SCOPE OF INFLUENCE ON THE COLLEGE WILL BE?

The job's a diverse portfolio of activities. Some of the things I do are very rudimentary: Somebody has to sign this form or somebody has to be there or give this welcome, and I do it. And I feel many people could do that as well as I.

But another part of what I do is to manage the college financially and strategically. And there I immerse myself in learning what the financial situation is. I work closely with my associate dean and staff, who help me analyze the finances of the college. I communicate with other deans, I talk with the provost. And there I steer. I'm the chief financial officer of the college. I inherited the

wealth of the college, and I've tried to increase the wealth through development.

The other part of the job is that I'm the director of the academic strategic direction of the college. I am the senior person in authority, and so when I have the resources for a faculty hire because someone has retired or we've raised additional money, I decide where that position goes, which department, and within the department, what kind of person and what area we emphasize. I don't just decide this on my own; there's elaborate discussion, but the buck stops with me. There's nothing more important to the future of our college than who we're hiring.

I also continue to teach. It's helped keep me sane. I teach each spring a very large undergrad class. Every other year I teach a Ph.D. seminar, and every other year I also teach in our New York City master's program at our facility on 34th Street. I've authored two eCornell courses. I also have a textbook, with two co-authors. I can proudly say it's the leading textbook in the field of collective bargaining. I am writing a new version of that, with a more international focus, as we speak.

WHAT'S THE BIGGEST OBSTACLE TO SUCCESS FOR THE ILR SCHOOL NOW?

The lack of appreciation for the importance of human capital as a competitive advantage to organizations and society. Top executives, for example, often say, "People are our most important input," but they really don't believe it.

And because people matter, conflict management and conflict resolution matters, because it's essential to making use of people's talents. Conflict is ever-present. It's not pathological. It's a natural part of organizations. To maximize human potential, you need to get people to believe and practice that human potential matters, and to believe and to accept that there's going to be conflict along the way.

[Executives] don't pay enough attention to people and to conflict



resolution. We could play a more significant role improving society if people were more open to those concepts.

WHAT'S MOST IMPORTANT TO YOUR IDENTITY APART FROM YOUR JOB?

My family. I'm very attached to my wife and my children, my relatives.

WHAT ARE YOU LIKE AT HOME?

I'm more of a loner type in private than in public. In public I'm outgoing; at home I'm quieter.

Even though I was born in New York City, I moved to California when I was 5 years old, and I moved back East when I finished my Ph.D. (at Berkeley) to Boston, to teach at MIT. My personality was very much shaped by the combination of East Coast and West Coast. So from the East Coast I got my sort of aggressive competitiveness; from West Coast I got my mellowness and sort of friendly easygoing side. In faculty meetings sometimes, members of the faculty will come up to me say, "Now I get it! The California side of you really came through. People were yelling and you just sat there!"

THE DEAN

Harry C. Katz, the Kenneth F. Kahn Dean and Jack Sheinkman Professor

At Cornell since 1985

Dean since July 2005

AREA OF EXPERTISE: Industrial relations and labor economics

THE ILR SCHOOL

POPULATION: 60 professors, 890 undergraduates, 160 graduate students

MAJOR AREAS OF FUTURE GROWTH: Increased internationalization of student curriculum; the learning experience, such as internships and service learning; and the offering of a new executive MPS degree

ENDOWMENT: \$75 million (as of June 2012)

CORNELL NOW CAMPAIGN GOAL/AMOUNT RAISED SO FAR: \$60 million/\$24.8 million (as of March 2013)

KATHRYN BOOR '80

'I HAD NO IDEA THE JOB WAS GOING TO BE SO MUCH FUN.'

Above: During a fall 2012 tour of Asia, Dean Kathryn Boor visited the International Rice Research Institute in the Philippines, hosted by IRRI Director General Robert Zeigler, Ph.D. '82, right, with Ronnie Coffman, Ph.D. '71, left, director of international programs for CALS. Opposite page: Boor chats with students, including Kae-Lynn Wilson '13, early on a weekday morning.

WHAT'S THE MOST SURPRISING THING YOU'VE HEARD FROM A STUDENT OR FACULTY MEMBER IN THE PAST 12 MONTHS?

There are surprises in many different categories every single day as a dean. I'd like to reflect on the most surprising thing I've learned recently in the context of new research findings by CALS scientists. I'm a microbiologist by training, and the area I'm tremendously interested in is the human-microbial interface. And so the most surprising thing I've heard recently was some research communicated to me by assistant professor Ruth Ley. Her group has found something absolutely astounding – that the microbes in a woman's GI tract, in her gut, actually change throughout pregnancy. And by the third trimester, these microbes influence the mother's metabolism so that she becomes more resistant to insulin and has a higher blood sugar content. What that does is help to feed and grow the baby. But it also simulates a condition that looks like "metabolic syndrome." The interactions between these microbes and the mother's metabolism are unexpected and very surprising.

WHAT DO YOU SEE IN THE NEAR FUTURE FOR YOUR COLLEGE THAT WILL MOST SIGNIFICANTLY CHANGE EXPERIENCES?

I see significant changes coming in at least three areas:

Within 10 years, I predict we will see about a 50 percent turnover in our faculty, based simply on our faculty demographics and hiring patterns. We're in a period of massive faculty renewal ... we will bring in many new faces in the next 10 years, at a much faster rate of hiring than we've seen in the past two decades.

I also believe we will start to see that students will be able to take many different pathways to earn credits toward a degree, possibly including the ability to transfer in credits from online courses. Regarding MOOCs, our goal is to be a quick follower in that category. It's one where being *the* leader is fraught with risk, but being a quick follower is a smart strategy. We will also see huge changes in the use of new instructional technologies right here on campus. And that will be really exciting!

Finally, our students are going to see vastly enhanced international opportunities – certainly 10 years from now, there will be more opportunities to work with faculty overseas and to participate in exchange programs with international partners.

WHAT IS ONE THING MOST PEOPLE OUTSIDE YOUR COLLEGE DON'T KNOW ABOUT IT?

Our college has undergone tremendous evolution over the past 10 or 20 years. We have much greater breadth of programming than I

think anyone even here on campus realizes, if they're not in CALS.

We're a powerhouse in the environmental sciences. We have just launched a new major, environmental sciences and sustainability, and for the fall 2013 semester alone, we had more applications for this new major than we saw for the two majors we merged to build it. I think we've hit a sweet spot there.

And we have an incredibly powerful set of programs in the applied social sciences. In general, these programs fall in the sector we call "community and economic vitality." We have the Dyson School of Applied Economics and Management (ranked the No. 3 undergrad business program in the country by BusinessWeek); we have a communication program that's a powerhouse in social media and research; we have a very strong applied social science program as part of natural resources; we have landscape architecture; and we have development sociology. One typically doesn't find breadth and depth like this in a college of agriculture and life sciences.

WHAT BELIEF YOU HAD ABOUT YOUR JOB AS DEAN WAS PROVEN WRONG?

I had no idea the job was going to be so much fun. The opportunity to spend time with our incredible alumni, who have accomplished absolutely amazing things, is both inspiring and humbling. I feel similarly about the accomplishments of the faculty and students here on campus. In my first few months as dean, I literally poked in every single corner of the college and was absolutely awestruck by the myriad ways in which we focus our expertise every single day to address really important scientific and social questions. It is a great honor to partner with, and to serve, some of the world's brightest scientists and students.

WHAT'S THE MOST PROFOUND THING YOU'VE LEARNED FROM ONE OF THE OTHER DEANS AT CORNELL?

Alan Mathios made this suggestion to me very early in my career: When dealing with an emotionally charged situation, which does happen in this role, he recommended consciously underreacting at

first, until all facts are in hand. And that advice has been incredibly valuable! It's really effective – to distance oneself a bit from the emotion, be really conscious about the issues that are on the table.



WHAT'S THE BIGGEST OBSTACLE TO SUCCESS FOR YOUR COLLEGE RIGHT NOW?

Our aging infrastructure. We have these beautiful old buildings and all of them are in need of loving care and attention, and that all means money. And on our Geneva campus [the New York State Agricultural Experiment Station], a lot of those buildings are, on average, 50-60 years old and in dire need of a facelift and more. Our Geneva campus contributes mightily to economic development for our upstate stakeholders. The facilities need to match our abilities and aspirations.

WHO ARE YOU WHEN YOU WALK OUT THE DOOR OF YOUR OFFICE, OR IN THE DOOR AT HOME?

My greatest secret pleasure is going to my laboratory here on campus, where I have talented and dedicated staff and students who are working to protect the safety of our food supply. When I walk out of this office and back into my own laboratory, I immerse myself again as a microbiologist.

THE DEAN

Kathryn Boor, the Ronald P. Lynch
Dean of the College of Agriculture
and Life Sciences

At Cornell since 1994

Dean since July 2010

AREA OF EXPERTISE: Molecular
microbiology focused on bacterial
pathogenesis

THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES

POPULATION: 360 faculty members, 3,503 undergraduates,
1,155 graduate students

MAJOR AREAS OF FUTURE GROWTH: Food and energy systems,
the life sciences, the environmental sciences, and economic and
community vitality

ENDOWMENT: \$339.3 million (as of February 2013)

CORNELL NOW CAMPAIGN GOAL/AMOUNT RAISED SO FAR: \$125 million/
\$82.1 million (as of March 2013)

'I UNDERESTIMATED HOW MUCH I'D MISS THE TEACHING, AND I UNDERESTIMATED HOW MUCH MY CONNECTION TO THE ALUMNI WOULD MAKE UP FOR THAT.'

Above: Alan Mathios, dean of the College of Human Ecology, chats with students as they make their way down the line at a college barbecue during a recent Commencement Weekend. Opposite: Mathios meets with students in the Human Ecology Commons.

WHAT DO YOU PREDICT HAPPENING IN THE NEAR FUTURE THAT WILL BE THE MOST SIGNIFICANT CHANGE FOR STUDENTS?

Cornell has been experimenting with online tools for a long time, but I think massive open online courses, MOOCs, are fundamentally different and will change the way we deliver education in the residential environment. More and more, students will be looking at the same lecture material that's presented in online forums, but then the real education will come, in some sense, in the way we interact with that material in the classroom.

Also, as I see the college develop over the next decades, I see our students going into important fields, fields that I think are going to be key to the future, like our focus on health and well-being, nutrition, policies that focus on families. In 20 years, I think our alumni will be in a very influential set of occupations and will continue to help our students connect their learning to places beyond campus.

But, if you went back and asked graduates of 20 years ago if there'd be an MRI facility in this college, people would just shake their heads. We've always been interdisciplinary, but the world, and the [National Institutes of Health] explicitly, is just now catching up to this way of thinking. So it's not surprising that we're leading the Cornell Population Program, which includes 90 faculty from across

the university. And there's the MRI facility and a new [developmental psychology] program with the Law School. Twenty years from now you're going to see even more of that multidisciplinary approach. The lines between colleges are going to fade. In 20 years, you won't be able to tell what's extension and what's research.

WHAT IS ONE THING MOST PEOPLE OUTSIDE YOUR COLLEGE DON'T REALIZE ABOUT IT?

The scope of what goes on in the college. If you're looking in the windows of our new building, you'll see apparel studio sewing machines, and I think people associate that with our college and the history of our college. But right above that, on the first and second floors, are nanotechnology labs, anatomy labs, and almost every one of our rooms has a fume hood for bench science research.

The other thing that would surprise people is our externally sponsored research: It amounts to about \$25 million per year, close to one-third of our revenue.

WHAT WAS ONE INITIAL BELIEF YOU HAD ABOUT YOUR ROLE AS DEAN THAT WAS PROVEN COMPLETELY WRONG?

The surprise for me was the pure joy of the alumni affairs and development side of the job.

WHAT PERCENTAGE OF YOUR JOB IS THAT?

The provost just asked me that. I told him about 30 to 35 percent.

I underestimated how much I'd miss the teaching, and I underestimated how much my connection to the alumni would make up for that. It's an incredible experience to see the dedication that they have to Cornell broadly and their connection to the college and how much they enjoy hearing what's going on. Their enthusiasm and input makes the work more fun than I expected.

WHAT'S THE MOST PROFOUND THING YOU'VE LEARNED FROM ANOTHER DEAN? (YOU MEET OFTEN, DON'T YOU?)

We meet every Tuesday for two hours, which is unique actually. When I was co-chairing the accreditation self-study for [the Middle States Commission on Higher Education] and we discussed how often deans meet, they were very impressed. Vice provosts and often the VPs are asked to attend. We have great discussions about virtually everything facing the university.

I think what I was most impressed with in these past few years was watching the confidence that Dan Huttenlocher had putting the [Cornell NYC Tech] campus proposal together, with Lance Collins. Watching the energy level they put forth, the quickness with which they were able to do it, the level of enthusiasm they had. I learned a lot about persistence. At times, the contest was really viewed as a shoo-in for Stanford. If you have the drive and the energy, you can do anything at Cornell. It was great to see it succeed.

WHAT ARE YOUR COLLEGE'S BIGGEST CHALLENGES?

I think the budget challenges that face higher education.

ISN'T EVERY DEAN GOING TO GIVE THAT ANSWER?

You know, sometimes I say, "The real scarcity is in great ideas." I often say that first. But now we're awash in good ideas, and the challenge is going to be to pull them off. The cost of doing research has escalated. The start-up packages for labs, these are very



significant college investments. If the NIH and the government cut back on investments in fundamental research at universities, all of Cornell is going to feel it.

The commitment to need-blind admission is so fundamental to Cornell that sustaining the fundraising for scholarships is going to be essential, too.

Earlier, I would have said that replacing the faculty is among the biggest challenges we face, because of the large number of retirements coming down the pike. But I'm so convinced that we are doing it successfully already that I'm not going to give that answer. In my first term, we hired 30 faculty members, so already one-third of the faculty are new. The quality of professors we've hired is phenomenal. I expect by the end of my second term, I will have replaced half the faculty of the college.

HOW DO YOU DEFINE YOURSELF, OUTSIDE OF YOUR JOB AS DEAN?

As a father and a husband. And I love to hike. My dream is to hike the Appalachian Trail. I've done a lot of parts of it, most of the Northeast area, in two-day snippets. And I like to read books outside my area – a lot of biographies.

THE DEAN

Alan Mathios, the Rebecca Q. and James C. Morgan Dean of the College of Human Ecology

At Cornell since 1992

Dean since July 2007 (interim dean until July 2008)

AREA OF EXPERTISE: Impact of government regulation on consumer welfare

THE COLLEGE OF HUMAN ECOLOGY

POPULATION: 98 faculty members, 1,227 undergraduates, 291 graduate students

MAJOR AREAS OF FUTURE GROWTH: translational research, neuroscience, fashion and fiber innovation, public policy

ENDOWMENT: \$76.5 million (as of February 2013)

CORNELL NOW CAMPAIGN GOAL/AMOUNT RAISED SO FAR: \$30 million/\$11.3 million (as of March 2013)



'THESE ARE BIG JOBS AND BIG OPPORTUNITIES, AND THEY WILL TAKE 100 PERCENT OF THE TIME IF YOU GIVE 100 PERCENT.'

Above and opposite page: Johnson Dean Soumitra Dutta chats with returning MBA students at a September 2012 "welcome back" event held at Cornell's Lab of Ornithology.

WHAT'S THE MOST SURPRISING THING YOU'VE HEARD FROM A STUDENT OR FACULTY MEMBER IN THE PAST SIX MONTHS?

When people hear that my wife and I moved from Paris to Ithaca, they usually say, "That must have been a tough move for you." But it was actually a very easy move. We were living in a very small town outside Paris called Fontainebleau, so in a sense we were used to a small-town environment in France also, and Ithaca is a beautiful place. In terms of living it's actually quite similar. The community in Ithaca has made the move easier, and the fact that we have Wegmans [supermarket] also made the food side much easier.

WHAT SIGNIFICANT CHANGE DO YOU SEE IN THE NEAR FUTURE FOR YOUR COLLEGE?

Johnson, as a business school, will have to work in a much more integrated fashion with other discipline-based schools in the university. On the big issues society is facing, be it energy, sustainability, climate, inequality, jobs or poverty, business is being asked to collaborate with government, the private sector, the public sector and civil society.

Cornell Tech is a very good example of this. Ultimately what the city wants is the creation of new jobs of a specific kind – technology-intensive, and technology-intense, educated people who are creating

jobs. To do that, you need to integrate and work much more closely with engineering and computer science, and business schools will have to be much more proactive in that.

There are things we can do with Weill Cornell, with the College of Veterinary Medicine, with the Law School, with CALS, in agriculture and other areas. So lots of different possibilities exist – not just in engineering and computer science.

WHAT IS ONE THING MOST PEOPLE DON'T KNOW ABOUT YOUR COLLEGE?

How strong and how deep Cornell is in the field of business. Business education is delivered in four schools – the Dyson School, Johnson, the School of Hotel Administration and ILR – and also some in health management in Human Ecology, and in financial engineering and operations research in the College of Engineering.

If you look at the sum of these different parts, it places Cornell as one of the biggest top-tier business education universities in the United States. We are actually a major player in the world of universities in business education. That's a strength we have to project more aggressively, more smartly and leverage more for synergies.

WHAT BELIEF YOU HAD ABOUT YOUR JOB AS DEAN WAS PROVEN WRONG?

I expected that I would have the first three or four months to come in and just listen, observe and learn, and then formulate and describe my vision for the school. Because the creation of Cornell Tech was already happening, I quickly realized I did not have that luxury. So I had to move very fast to position Johnson as a core member of the Cornell Tech project. I arrived in late July, and by August I had held five workshops with faculty and staff to start discussing and building momentum inside the school around the Cornell Tech initiative. That made the first six months very intense, although we made a lot of good progress in a fairly short period of time: We have articulated the vision for the school, and we managed to get the key stakeholders and our alumni in line behind the vision.

WHAT'S THE MOST PROFOUND THING YOU'VE LEARNED FROM ONE OF THE OTHER DEANS AT CORNELL?

I have to pace myself a little bit ... and not try and do too many things at the same time. It's very important to balance my personal health and family life with the professional side, because the professional side can be all-consuming. These are big jobs and big opportunities, and they will take 100 percent of the time if you give 100 percent. And the challenge appears to be to balance it so that you don't damage your health or your personal life.

WHAT'S THE BIGGEST OBSTACLE TO SUCCESS FOR YOUR SCHOOL RIGHT NOW?

Resources – our endowment is very small, only around \$167.5 million. We have an ambition of being in the top 10, and most of the top 10 schools have endowments greater than \$500 million, and a few of the leaders have endowments greater than \$1 billion.

So we're really very under-resourced in terms of our endowment compared to our competitors, and that creates challenges of hiring

faculty, giving scholarships to students, and just being able to do the kinds of things we need to do to establish and maintain our reputation as a top business school.

WHO ARE YOU WHEN YOU WALK OUT THE DOOR OF YOUR OFFICE, OR IN THE DOOR AT HOME?

I try to, of course, balance multiple roles, and the roles are me as a dean of this institution; me as a professor, as a researcher in my



area of expertise; and me as a husband and family man at home. And it's a tough balance. Going forward, I have to try and make sure that I'm able to devote time adequately across the three roles. And when I leave the office, to some degree you never leave – because you have emails, and you have iPhones, and the office sort of follows you into the home. But I do try to make the time, make the effort to meet with friends socially with my wife, go on walks in Cayuga Heights, and enjoy some of the nature around. I like to paint and I haven't done any of that since I came to Ithaca, so I'd like to restart some of that.

THE DEAN

NAME/TITLE: Soumitra Dutta, the Anne and Elmer Lindseth Dean and professor of management

At Cornell since July 2012

Dean since July 2012

AREA OF EXPERTISE: Innovation and technology strategy

THE SAMUEL CURTIS JOHNSON GRADUATE SCHOOL OF MANAGEMENT

POPULATION: 95 faculty, 1,197 students

AREAS OF FUTURE GROWTH: Initiating a broadly conceived strategy for Johnson's presence in Cornell Tech to both grow activities and strengthen Ithaca-based programs

ENDOWMENT: \$167.5 million (as of June 2012)

CORNELL NOW CAMPAIGN GOAL/AMOUNT RAISED SO FAR: \$95 million/\$58.3 million (as of March 2013)

Politics, pregnancy and two new books about Cornell

Why Cornell is a 'world treasure'

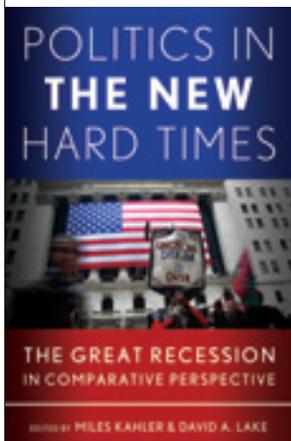
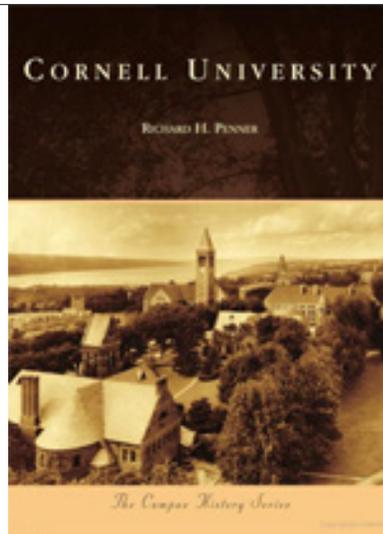
A new book shows just how unique Cornell University is among educational institutions.

The book "Cornell University" (Arcadia Publishing), by Richard H. Penner, B.Arch. '69, M.Arch. '72, Cornell professor emeritus of hotel administration, traces the university's history in 128 pages with 200 vintage black-and-white photographs, mostly from the Cornell University Library archives.

Starting with the university's founding, the book not only chronicles the institution's history, but goes on to highlight notable students; student life, including skating, ice hockey, a toboggan slide on Beebe Lake, the "mud" rush, Dragon Day and Slope Day; athletics, including the women's rifle team and the "crew train"; notable faculty; and the campus today.

In a recent reaccreditation report, the university "was referred to by the professors on the visiting team as a 'world treasure,'" Penner begins his book. From its inception, Penner writes, the university was a pace setter for its wide-ranging curriculum and diverse student body that included women, minority and international students.

Penner taught design and development to School of Hotel Administration students for more than 40 years at Cornell and has been deeply involved with the design and operation of campus facilities. The book is part of the publisher's Campus History Series.



Recession in perspective

The "Great Recession" of 2008 and its aftershocks, including the eurozone banking and debt crisis, add up to the worst global economic crisis since the Great Depression of the 1930s. Although economic explanations for the recession have proliferated, the political causes and consequences of the crisis have received less systematic attention. "Politics in the New Hard Times: The Great Recession in Comparative Perspective" (Cornell University Press), co-edited by David Lake, M.A. '81, Ph.D. '84, is the first book to focus on the Great Recession as

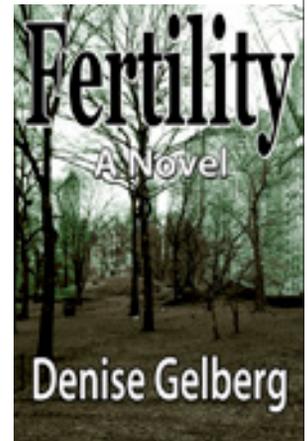
a political crisis, one with both political sources and political consequences.

Lake and co-editor Miles Kahler examine variation in crises over time and across countries, rather than treating these events as undifferentiated shocks. Chapters explore how crisis has forced the redefinition and reinforcement of interests at the level of individual attitudes and in national political coalitions. Throughout, the authors stress that the Great Recession is only the latest in a long history of international economic crises with significant political effects – and that it is unlikely to be the last.

Not expecting this

What happens when Sarah Abadhi, an infertile workaholic New York City

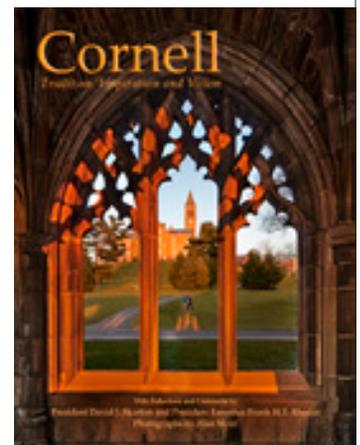
attorney with no expectation of marriage or babies, hooks up for five months with a driven pediatric ICU doctor with commitment issues and she inexplicably becomes pregnant? Find out in the new e-novel "Fertility" by Denise Gelberg '72, Ph.D. '93, a former teacher and ILR School visiting fellow. The characters part company, but the unexpected pregnancy drives them to cultivate the barren landscapes of their interior lives.



Inspiring campus imagery

The Cornell Store has announced the May release of "Cornell: Tradition, Inspiration and Vision," a new book of Cornell photographs by Alan Nyiri. Over the past two years, Nyiri, whose photographs were featured in the 1999 book "Images of Cornell," has visited campus to capture images of Cornell's beautiful landscapes and architecture in every season. As the title implies, the imagery focuses on the vision of the founders, the inspiration Cornell's unique approach to education engenders, and the traditions Cornellians cherish.

"Cornell: Tradition, Inspiration and Vision" will be available in hardcover and softcover editions.



Council ambassadors spread Cornell message

Spurred by a “call to action” session during a 2011 Trustee-Council Annual Meeting, the Cornell University Council created the Cornell Ambassador program to give council members formal training to articulate the university’s messages, priorities and goals, and answer questions in formal and informal settings.

Ambassadors give short talks at Cornell-related volunteer events or meetings, answer questions at alumni events or speak spontaneously about Cornell any time the university comes up in conversation.

“The ambassador role within the [council] is really just the naming of an activity that I think most active Cornellians already do,” says council member and ambassador Lindsay Liotta Forness ’84. “We answer questions about our alma mater, point people in the right direction on the website or to an appropriate person on campus, and we promote [Cornell’s] activities and people.”

Supported by geographic team leaders and a website with an online toolkit, the program offers consistent, current message points and resources to Cornellians who often find themselves on the receiving end of questions and concerns regarding Cornell.

Ambassadors also capture feedback, completing an online evaluation on each talk they give and what questions were asked, which helps the university address subjects of current or growing interest.

Approximately 215 council members (out of more than 900) already have been trained as ambassadors.

Jay Carter ’71, M.Eng. ’72, chair of the ambassador program, says there is an easy, basic outline for any formal talk. “We start off with, ‘Well, what is Cornell? It’s a community of scholars, teaching tomorrow’s thought leaders.’ In and of itself, that’s a very powerful statement. And a lot of times you can answer things based on that.”

Ambassadors then talk about Cornell’s major strategic thrusts, from faculty renewal to public engagement. Questions about financial aid, for example, fit into the university’s messaging on student access and diversity. “Just by sticking with the talking points, we can answer a lot,” Carter says.

Ambassadors point out that they are not official spokespeople or legal representatives for the university, but as



Above: Cynthia Kubas ’78, vice chair of the Cornell Ambassador program, speaks at a recent Cornell Entrepreneur Network event. Below: Jay Carter ’71, M.Eng. ’72, chair of the ambassador program, conducts a session at the 2013 Cornell Alumni Leadership Conference in Boston.

so many involved Cornellians know, “these audiences look at you like you *are* Cornell,” he says.

“It’s about being one on one with people, and this is why we drill down to these individual events,” says Cynthia Kubas ’78, a vice chair of the program, describing a wide-ranging talk she gave at a clambake near Washington, D.C., last year, attended by 400 people.

“I mentioned a few admissions statistics,” she says. “One person came up to me afterward and said, ‘I felt really, really bad that my son didn’t get in this year, but now I understand.’

And I thought, if that’s all I did in that one talk was to make this parent feel more comfortable, then I’ve done my job,” Kubas says.

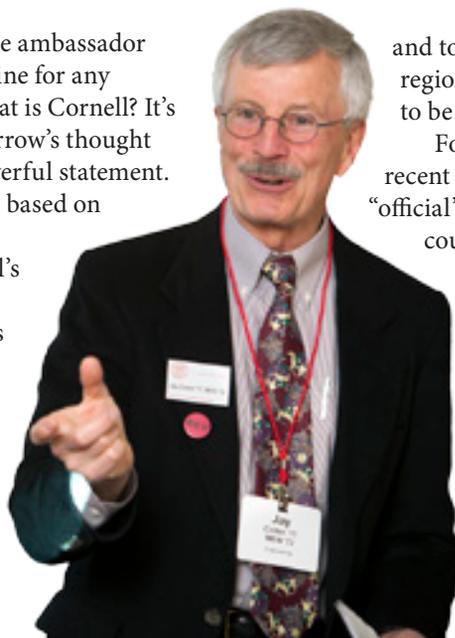
Carter would like all involved alumni – class officers, regional club presidents and others – to be aware of the program and to request ambassadors to come to their regional clubs and other events for short talks or to be available for questions.

Forness, a longtime Cornell volunteer and recent council member, says she has given several “official” talks as an ambassador, “but I don’t even count my spontaneous talks, because they are too frequent! My Cornell reusable bag in the grocery store has prompted conversation, as have my Cornell reading glasses ... the talks are fun and sometimes begin great conversations.”

To request an ambassador, contact Carole Quealy at carole.quealy@cornell.edu or visit the ambassador website at alumni.cornell.edu/council/ambassadorshome.cfm.

“WE START OFF WITH,
“WELL, WHAT IS CORNELL?””

– JAY CARTER ’71, M.ENG. ’72



'Once Upon a Hill'

Cornell's story, as told by a 1946 student music hall show



The house lights dim in the Willard Straight Theatre – renamed, for this performance, the “W.S. Opera House” – at 8:15 p.m. Friday, April 19, 1946.

Placard-wielding actors cross the front of the stage as a piano begins a lively “tramp, tramp, tramp” Civil War-era march. The signs – “Re-elect Honest Abe,” “Votes for Women – or Else!” and others – set the year as 1864. As the curtain opens, a spotlight falls on a barbershop quartet of men who begin to sing “Annie Lisle” – a popular ballad of the mid-1800s; its melody would soon be appropriated to become the Cornell alma mater, “Far Above Cayuga’s Waters.”

This is opening night of “Once Upon a Hill,” or, “What Happened to Mr. Cornell’s Cow Pasture: A Musical History of Early Cornell,” the Cornell Dramatic Club and Cornell Theatre Department’s spring 1946 “music hall” show.

The musical variety show – part vaudeville, part musical and part animated tableaux – was a student-written, student-directed, campy tour of 20 scenes and 15 old-time tunes through the university’s earliest days. It covered Ezra Cornell and Andrew Dickson White’s first meeting in the New York State Senate in 1864 and the two legislators’ subsequent haggling over land-grant funding for a new university; Cornell University’s founding; and numerous campus personalities, legends and lore through the first Spring Day in 1901.

The final animated tableau (one of several that closed significant scenes) shows the actors playing Ezra Cornell and A.D. White – now as statues – facing each other across

the Arts Quad.

The show, originally scheduled for two performances in April 1946, was such a success that its run was quickly extended; it played to full houses for seven performances over three weekends.

Cast member Herbert Hawley ’46, looking back on “Once Upon a Hill” nearly seven decades later, calls the show “a pastiche that was stitched together – it was somewhere between a play, a pageant and a vaudeville act. It had elements of all three.” Hawley, curator emeritus of the Stowell-Wiles Art Gallery in Perry, N.Y., played LeRoy Foster, Class of 1872 (who married Emma Sheffield Eastman ’73, the university’s first woman graduate).

A review in the Cornell Bulletin (the “wartime successor to The Cornell Daily Sun”) called “Once Upon a Hill” “a combination of sugar-coated history and schmaltz, with just enough corn to delight the heart of any Cornellian.” The Ithaca Journal agreed: “What it lacked in logic of sequence, it made up for in exuberance. ... The show is energetic, amusing, apparently quite authentic, and good also, for an evening’s fun.”

SUNY Geneseo College Communications



Herbert Hawley '46



The production's origins

The idea for the play had its origins in regular Sunday night suppers held at the home of agricultural engineering professor Howard Riley (later of Riley-Robb Hall fame) and his wife, Julia Whiton Mack Riley. Both had grown up in Ithaca and were enthusiastic members of Cornell's Class of 1901. Howard Riley had been a member of the Glee Club and knew all the old Cornell songs. The Rileys also had known Willard Straight (also Class of '01) well.



Howard Riley

Through conversations with the Rileys in the fall of 1945, Priscilla "Pat" Okie Alexander '45, M.A. '48, who had returned to Cornell for graduate work and rented a room from the Rileys, and two of her housemates, Virginia Genove '48 and Barbara Kenrick '47, heard firsthand stories about early Cornell history.

Drama club members Alexander, Genove and Kenrick talked about the idea for a play or musical based on these early Cornell stories with legendary theater professor Alexander M. Drummond, known affectionately as "The Boss." Drummond encouraged the endeavor and suggested adding contemporary music of the time.

The three women put together the first treatment for a musical show. Even this earliest draft started in the New York State Senate with senators' arguments about how to use the land-grant funds, setting the narrative core of the show at the university's founding and its spirit with the personalities of Cornell and White.

Walt Witcover '44, M.A. '47 (then Walter W. Scheinman), a student who had recently returned from wartime service in Europe for graduate courses and who had directed a previous show, got involved. He and Alexander conducted considerable additional research, co-authored the final script and directed the production.

"I pillaged old songs of the period, and we put together a potpourri of local legends sugarcoating some historical facts," Witcover wrote in his 2011 autobiography, "My Road, Less Traveled."

In 2012, Witcover read the script again for the first time in decades. "The cast [list] brings a lot of old friends back to mind. Some of them are still around," he says. "It holds up ... it worked."

Putting it together

"We had a lot of fun with tryouts," recalls Alexander, who went on to a career in New York and New England teaching drama, directing and managing community theater productions and



Provided



Priscilla Okie Alexander '45 and Walt Witcover '44, the play's co-authors, on Spring Day 1946. Above and below: More recent photos of Alexander and Witcover.

Division of Rare and Manuscript Collections



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'ONCE UPON A HILL' POTPOURRI

The show featured lavish costumes, some borrowed from the university's Mrs. Andrew D. White collection of period dresses.

Howard Riley and his wife, Julia Whiton Mack Riley, had been friends and classmates of Willard Straight (Class of 1901); they knew him as "Izzie," which appears as a joke in the script: "Izzie Straight?"

It's one of many corny jokes (another: "Y'know, somebody broke into our garden last night, and we had to have him arrested. – Yeah, what was the charge? – Disturbing the peas!")

Personalities from early Cornell history were brought to life as characters – not just founder Ezra Cornell and first president Andrew Dickson White, but also Willard Straight, Thomas Frederick "Tee Fee" Crane and "Davy" Hoy.

Songs were taken from hits of the 1860s-1890s and from the "Cornell Song Book," including "Give Us a Drink, Bartender," "Gold Will Buy Most Anything but a True Girl's Heart," "The Boustonian Chorus" and "The Cornell Cheer." The only exception was the "All Round the World, Cornell" song that

debuted at the Cornell Masque of 1911. "We liked it, so we put it in anyway at the end," says Pat Okie Alexander '45, M.A. '48.

One scene included a rooster that had been living outside the window of the prop room of the Willard Straight theater, but a barnyard odor rose upward and management complained, Alexander says. Howard Riley "killed it and we ate it at the end of the show's run," she recalls. "There were still some shortages around, and it was nice having the extra meat."

Lea Shampianier Gould '48, M.A. '53, who played Emma Eastman, went on to a long career as an actress; she also is the widow of noted actor Harold Gould, M.A. '48, Ph.D. '53, who died in 2010. The couple returned to the Cornell stage in 1997 to play Willy and Linda Loman in the Schwartz Center production of "Death of a Salesman."

continued on page 18



writing several historical plays. “Once Upon a Hill” included more than two dozen actors, with many doubling up on parts.

Ezra Cornell was played by Richard Redfern, M.A. ’47, Ph.D. ’50, a Midwest college teacher and Cornell theater graduate student. “He was the tallest grad student around, so we chose him [as Ezra] partly for that,” Alexander says.

Most roles in the show were either real people from Cornell’s history, like Foster and Eastman, or combined character types – such as the play’s “demagogue,” “clergyman” and yokels “Angus Dangit” and “Jim Aginit.” Lea Shampanier Gould ’48, M.A. ’53, played Eastman. While she says her memories of those days are vague, she “definitely” learned a lot about Cornell history by being in the production.

Witcover, who went on to an accomplished theater directing and teaching career, refers to “Once Upon a Hill” as his first real directing effort.

Lenore DeKoven ’48 played the “Lady in Black”; she went on to a career as a director, producer and educator. She still teaches at Witcover’s studio in New York. Witcover “was one of these Renaissance men – he came back from the Army [and] got extremely active with his first love, which was the theater,” she recalls.

Her role as a widow in black took a satirical poke at the Cornell Widow humor magazine. “The costume was something Madonna might have dreamed up, or Lady Gaga,” she says. “It was black, it was sexy, it was boots and a whole headdress.”

Richard Korf ’46, Ph.D. ’50, Cornell professor emeritus of mycology, played “Angus Dangit” in “Once Upon a Hill” (one of his lines: “Humph. Makin’ a school outa Ezry’s farm.”).

“It was just a fun thing to be in,” he recalls, noting that his dog also got to be in the show, wearing a Cornell sweater. He also remembers that there was a spittoon sound effect used off stage, which was “used to emphasize some of our comments.”

The script blended earnest dialogue, one-liners and inside jokes with songs and colorful scenes from student life. Settings included Cornell’s first registration in the downtown Library Hall, the first soiree at the Sage College women’s dormitory and the first Cornell crew victory at the Saratoga Regatta in July 1875. Settings included Theodore Zinck’s bar, Harry Paris’ Shaving Parlor and the Lehigh Valley train station.

Revivals and more

The show was revived in December 1950 as a full production (billed as the “Grand Revival”) as part of the celebrations for the 25th anniversary of Willard Straight Hall; Witcover was asked back to direct. It was staged, once more, in shortened form (and with a shorter title: “Once Upon a Hill: A History of Early Cornell”) Jan. 11, 1957, for a Founder’s Day jubilee in Bailey Hall marking Ezra Cornell’s 150th birthday.

Materials documenting the “Once Upon a Hill” productions reside in Cornell’s archive collections. “It was such fun finding the original scripts, music production notes, photographs, programs, correspondence and articles,” says University Archivist Elaine Engst. “And we’re particularly

pleased to now have so many reminiscences from original cast members.”

“It’s important for students today to know who Ezra Cornell and A.D. White were and the roles they played,” says Corey Earle ’07, a Cornell history buff and university staffer who also teaches a popular course about the university’s history. “The 2015 sesquicentennial is a great opportunity to remind the Cornell community of how unique our alma mater’s history is, so it would be wonderful for this play to get a modern revival.”

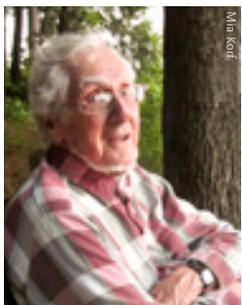
Angela Lu ’13 is an ILR student involved in theater who took Earle’s course last year. She was not aware of “Once Upon a Hill,” but after reading the script, says the production sounds fascinating “because it brings the characters to life.”

“The whole desire to connect with those who came before us, to find a sense of heritage among Cornellians – that’s what makes this play

interesting,” she says.

Julia Mack Riley described the impact of “Once Upon a Hill” in her unpublished memoirs, which reside in the university’s archives: “This unique production so well portrayed the development of the Cornell idea and its traditions that old Cornellians ... were happy at the revival of old emotions, and some of the current undergraduates began to realize the nature of a Cornell spirit about which they had heard through their alumni parents but had never been able to realize.”

Today, this little-known production about Cornell’s history is part of the university’s own history – and is a colorful entry in the story about how Cornellians tell, and have told, the story of Cornell University.



Top: In a scene from “Once Upon a Hill,” Cornellians gather at the Lehigh Valley train station to bid farewell to Andrew Dickson White in 1891 as he leaves for Europe. Above, from left: Richard Korf ’46, Ph.D. ’50; Alexander Drummond; and Lenore DeKoven ’48.

World's first vet simulation center uses robo-pets

What started in 2010 with the world's first robotic dog simulator for veterinary training has evolved into the opening of a new center at Cornell's College of Veterinary Medicine, made possible through gifts from the Faculty Innovation in Teaching Program, the Triad Foundation Inc., and John '61 and Janet Swanson. Its new, advanced pet simulators are allowing the simulation learning model to spread throughout the veterinary curriculum and paving the way for other institutions to follow suit.

The center includes two fully equipped exam rooms, rooms for live video-feed observation and space for storage and developing new models, like a new robotic cat and a more advanced robotic dog (pictured).

"Simulations like this have been used to teach human doctors for decades," says Daniel Fletcher, assistant professor of emergency and critical care (ECC), and developer of the pet simulators. "The idea is to bridge preclinical lecture learning and actual clinical experience, letting students practice applying what they've learned in a safe setting before the stakes get high. The new center gives us much more room to work with."

In the 10-minute simulations, a small student team collects basic patient information from the robotic dog or cat, assesses, plans and treats. The students can use a full crash cart, medical supplies, defibrillator and other tools to take the robo-pet's pulse, listen to heart and lung sounds, insert catheters and hook up monitoring devices to get feedback orchestrated through Fletcher's software. Other students watch in the observation room, then all meet in the debriefing theater with a big projector screen split four ways (three exam room camera angles and the patient monitor data) to watch recordings and debrief.

The center is part of a greater plan to form a clinical skills complex – a self-paced multistation lab open 24/7. Students will have access to direct hands-on practice with such basic skills as suturing on skin models or putting catheters into fake limbs before labs or clinics.

First-year students now practice listening to heart and lung sounds on the robo-dog and cat. Second- and third-year students started performing scenarios in required core classes this year. Students role-playing with actors in the required client



Above: Dan Fletcher, assistant professor of emergency and critical care, with his robotic dog in the new simulation center's exam room. Above right: screen in the debriefing theater to watch recordings and debrief. Below: Veterinary students conduct a simulated emergency exam on a robotic dog.



communications class now get a mock patient thrown in the mix. They take cases from start to finish and juggle assessing a patient while communicating with technicians, clients and other clinicians in the same room.

ECC specialist Gretchen Schoeffler and an ECC resident are offering a new ECC course this spring and then will evaluate simulation-learning

effectiveness. Fletcher also is developing new simulation-based tools for the clinical competency assessments students must complete before earning a DVM degree.

Fletcher, who has brought his robo-dog to schools around the world, is now building a more advanced model, code named "Butch." Butch will run with inexpensive, off-the-shelf electronic components and sport a more realistic airway, a soft abdomen compartment, articulating joints, more areas for catheters, more space inside the body and a more realistic overall feel.

"No other schools are using this kind of simulation yet," Fletcher says. He also is working with collaborators on a new simulation toolkit for veterinary education that can be shared with other institutions.

Carly Hodes '10, MBA '14, is a communication specialist at the College of Veterinary Medicine.



CORNELL NOW 2015

CORNELL TECH BOOST

First graduate fellowship

Just weeks after the start of its “beta” class of eight students, Cornell NYC Tech has announced the creation of the James H. and Marilyn H. Simons Graduate Fellowship, established with a \$2.5 million commitment. Named after its benefactors, the gift will further Cornell Tech’s mission of advancing New York through the intersection of academia and industry.

“This fellowship demonstrates a tremendous vote of confidence in Cornell Tech’s promise of turning research and discovery into innovations that will create jobs and change lives in New York City and beyond,” says Cornell President David Skorton.

Daniel Huttenlocher, dean of the tech campus, adds: “This gift is a fantastic start to the fellowship funding that is so critical to supporting the best and brightest students at Cornell Tech. Through its combination of endowment and current-use funds, the gift is both immediate and far-reaching.” The fellowship currently provides financial support for two students in the inaugural class and is expected to grow as the endowment grows, supporting more students in the years to come, according to the dean.

Through personal gifts and with contributions made through the Simons Foundation, the Simonses have supported their own alma maters and many educational organizations and institutions over the decades. In recent years, the foundation, which seeks to advance research in mathematics and the basic sciences, has made several gifts to Cornell, including support for Cornell University Library’s open-access digital archive of scientific



John Birkowski/Provided

papers and grants to faculty such as the Simons Investigators Award, given to computer science professor Jon Kleinberg in 2012.

A mathematics professor turned hedge fund entrepreneur, James Simons holds a bachelor’s degree in mathematics from the Massachusetts Institute of Technology and a Ph.D. in the same field from the University of California-Berkeley. He is president of Euclidean Capital and board chair of the Simons Foundation and Renaissance Technologies LLC, an investment firm in New York. He has taught at MIT,

Harvard and SUNY Stony Brook, and is the founder and chairman of Math for America, a nonprofit organization that advances science and mathematics education in public secondary schools across the United States.

Marilyn Simons holds a bachelor’s and a doctoral degree in economics from SUNY Stony Brook, and she is the president of the Simons Foundation. She is also vice president of the board of Cold Spring Harbor Laboratory, known for its path-breaking research related to cancer, genomics and other related fields.

“Cornell Tech’s mission aligns closely with our own philanthropic interests and our hopes for a stronger, more energized New York,” James Simons states. “We see Cornell Tech as a catalyst for making this happen.”

“We recognize that the vitality of the tech campus depends on the caliber of its students,” Marilyn Simons adds. “This fellowship is an investment in the talents and ingenuity of a new generation of scientists and industry leaders.”

– Jose Perez Beduya

‘A PERFECT MATCH’

Gilovich named first Rosenfeld chair in psychology

Psychology professor Thomas Gilovich has been named the first Irene Blecker Rosenfeld Chair of Psychology. The chair, newly endowed by alumna Irene Rosenfeld and her husband, Richard Illgen, is intended for a professor specializing in social psychology and honors Rosenfeld’s inspiring undergraduate professors.

“This is the first new chair in psychology in a long time,” says G. Peter Lepage, the Harold Tanner Dean of the College of Arts and Sciences. “We’re very grateful to Irene and her husband for their generous gift. And I think this chair is a perfect match: Irene is a marketing whiz, and Tom is an expert on how people make decisions.”

“It’s especially gratifying that this chair comes from Irene

Rosenfeld,” says Gilovich, “who, as one of our majors, knows from firsthand experience what psychology and our department have to offer.”

“My psychology degree has been a critical enabler of my success,” says Rosenfeld. “I am delighted to have this opportunity to give back to the department in some small way.”

Rosenfeld holds Cornell degrees in psychology (B.S., 1975), business administration (M.S., 1977) and marketing and statistics (Ph.D., 1980) and has served as a Cornell trustee since 1999. She is the first woman Robert S. Hatfield Fellow in Economic Education, the highest honor Cornell bestows on individuals from the corporate sector. She is also the recipient, along with her daughter, Allison Rosenfeld ’08, of Cornell Hillel’s

SIBLINGS HONOR MOM

Scholarship gift for alumna

When Jean Way Schoonover, A&S '41 (pictured at right), passed away in 2011, her son Jim Schoonover '79 says he knew the perfect way to honor her memory: endow a scholarship in her name at Cornell. After all, no fewer than 15 relatives – ancestors and offspring alike – were Cornellians, too, and she devoted much volunteer time and philanthropy to her alma mater.

She had graduated with a degree in English, worked her way from editor at a small food-industry publication to CEO and co-owner, with her sister, Barbara Way Hunter '49, of one of the most successful and first women-owned public relations firms in New York City, Dudley-Anderson-Yutzky. The firm was purchased by Ogilvy & Mather in 1983, and Schoonover stayed on as an executive.

She served on the Cornell University Board of Trustees and the Cornell University Council, and for decades supported the Class of 1941 through leadership and fundraising. At the time of her death she was president and reunion chair for her class.

According to family history, Schoonover's grandfather, William, was the son of a coal miner with little formal schooling. He lived out Ezra Cornell's vision of "any person ... any study," obtaining degrees in civil engineering and architecture, and married Cornell's great-niece Cora. Jim Schoonover, his brother, C. Daniel Schoonover, and sister, Katherine, honor this legacy and their mother's memory through the Jean Way Schoonover '41 Memorial Scholarship in the College of Arts and Sciences.

– Melissa DuBois



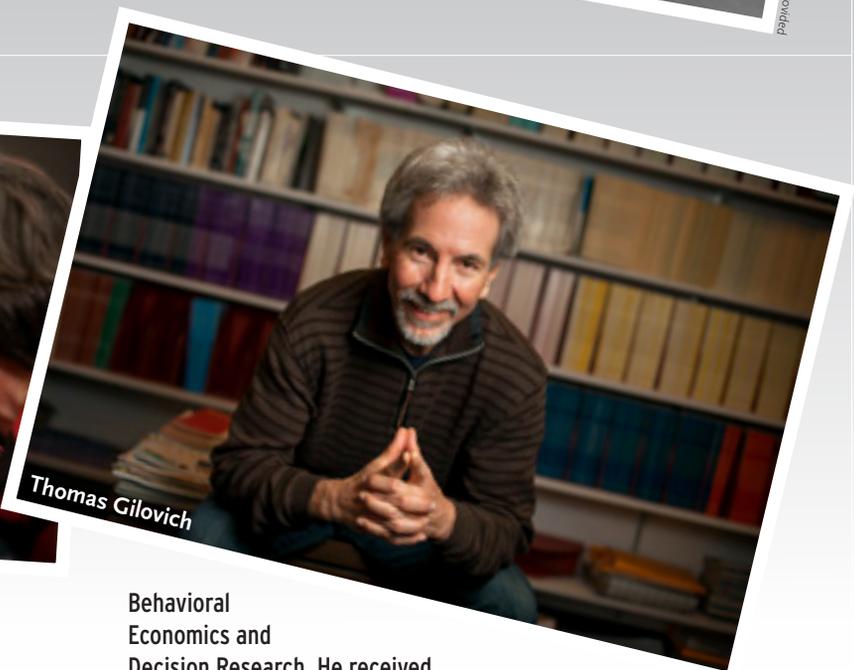
Irene Blecker Rosenfeld

2010 Tanner Prize, and was the Johnson's 2007 Lewis H. Durland Memorial lecturer.

Rosenfeld's 30 years of food and beverage industry experience includes two years as chairman and CEO of Frito-Lay before becoming CEO of Kraft Foods in 2006. She successfully led the restructuring and resurgence of the company, and after splitting Kraft into two public traded companies in 2012, became CEO of the larger company, Mondelez International, a global snack food business.

The Financial Times and Fortune recently ranked Rosenfeld No. 1 in their "Top 50 Women in Global Business" and "50 Most Powerful Women in Business" lists.

Gilovich is a fellow of the American Association for the Advancement of Science and co-director of the Cornell Center for



Thomas Gilovich

Behavioral Economics and Decision Research. He received his Ph.D. from Stanford University in 1981 and has spent his entire academic career at Cornell, chairing the psychology department from 2005 to 2011.

His research interests include judgment, decision-making, optimism, pessimism, satisfaction and regret. He is the lead author of "Social Psychology," one of the most widely used textbooks in that field.

"Tom is among our best teachers," says psychology chair and professor James Cutting. "He's had more graduate students than anyone in the department. He is a consummate academic and a wonderful human being."

– Linda B. Glaser



Behind every superachiever ...

Merrill Presidential Scholars Program to celebrate 25th anniversary in May

“I remember it as sure as I remember waking up this morning,” says New Jersey high school history teacher Robbin Sweeney of the day she learned she would be flown to Cornell to be honored by a former student.

“I thought it was spam. The subject line was ‘You have received an award.’ I guess I was bored. I clicked on it. Then I realized it was from Joshua, and I gasped at what I was reading, at what he was saying.”

That same week, 31 other middle school and high school teachers and coaches around the world were getting similar emails, letters and calls from former students who were top Cornell undergraduate students.

In the quarter century since its founding in 1988 by the late Philip Merrill '55, the Merrill Presidential Scholars Program has been gathering Cornell's crème de la crème of graduating seniors, along with their favorite secondary school teachers and Cornell professors, under one roof. Two days of events culminate in a luncheon and

convocation with Cornell's president and deans of the seven undergraduate colleges.

In recent years, the Merrill convocation luncheon has featured each Merrill scholar standing and delivering brief remarks about his or her teacher and professor.

Nancy Merrill, one of Philip Merrill's two daughters, says: “In two hours, you get to understand where Cornell's going. You get to hear what the top one percent is doing. They're writing stuff for Google, changing genes in tomatoes, working at NASA. Every year, I'm impressed.”

Charles Williamson, the Willis H. Carrier Professor of Engineering in the Sibley School of Mechanical and Aerospace Engineering – a world-class competitive sailboat racer, six-time winner of the Gallery of Fluid Motion competition, and a Stephen H. Weiss Presidential Fellow (Cornell's highest teaching honor) – agrees that Merrill scholars tend to be incredibly impressive. He should know – he's been honored by more Merrill scholars (15) than any other Cornell professor, and has attended more than his share of the luncheons.



Philip Merrill '55

“One is humbled by the quality of the students,” Williamson says.

Nearly every scholar has above a 4.0 GPA. And they are nominated by professors and selected by deans, not just for academic achievement, but also for leadership, intellectual drive and accomplishments outside the classroom.

Scholars have been Olympic athletes, Marshall scholars, Rhodes scholars, serious musicians or published authors, and nearly every Merrill scholar has also conducted research or scholarship alongside a Cornell professor. The College of Engineering selects its flag bearers at commencement from among the Merrill scholars.

Nancy Merrill recalls the story of how her father, a Cornell Presidential Councillor, decided to fund the program: “Dad was sitting on the Cornell Council and he asked President [Frank H.T.] Rhodes, who Dad found very impressive, what he felt he needed: How could my father help? This was the height of the ’80s and there was a research explosion at Cornell – nanotechnology, et cetera – and I think President Rhodes felt there was something of an imbalance between teaching and research.”

“My concern,” explains Rhodes, “was that there were many ways in which research was being honored, but that the top one percent of students really owed their success and futures to teachers, even back to high school and elementary school. I suggested to Philip Merrill – who was an exemplary, enthusiastic Cornellian – what a wonderful thing it would be to honor high school teachers, not to diminish research, but to honor how teachers before and during college are shaping these young lives, giving them a lifelong connection to learning, including learning about the unknown, which is research.”

Philip Merrill was not himself a top student, but he credited great teachers with his considerable success as a businessman and diplomat.

“I actually wasn’t the best student in high school either,” admits Joshua Mbanusi ’12, whose email almost got ignored as spam by Sweeney. “I focused on athletics. Consequently, there were several teachers who had written me off, but somehow, Mrs. Sweeney saw past that.”

Asked if being honored at Cornell for the part she played in Mbanusi’s success (he’s teaching U.S. history in a charter school with Teach for America and plans to go into educational policy) has made an impact on her teaching, Sweeney says: “To be honest, it has. I tell my students about Joshua all the time. And I have this huge sign hanging in my classroom. It reads: ‘Inspire.’ I see it every day and I try to remember: This is what I’m here for. Not to teach to the state test. To inspire, that’s what this is about.”

The Merrill program continues at Cornell thanks to the generosity of Ellie Merrill, Doug Merrill ’89, MBA ’91, Catherine Merrill Williams ’91 and Nancy Merrill ’96. The program is further strengthened by STAR (Special Teachers



Above: From left, Cornell President David Skorton, high school history teacher Robbin Sweeney, Joshua Mbanusi ’12 and Rosemary Avery, Cornell professor and chair of policy analysis, at the 2012 Merrill convocation luncheon. Mbanusi honored Sweeney and Avery as his favorite teachers.

Top: Professor Charles Williamson (center), who has been honored by 15 Merrill scholars.

Opposite page: From left, Nancy Merrill ’96, Doug Merrill ’89 and Cathy Merrill Williams ’91 at the Merrill Family Sailing Center on the day of its dedication in 2009.

Are Recognized) scholarships provided through gifts from the late Donald Berens ’47, his widow, Margi Berens ’47, and the William Knox Holt Foundation. These scholarships are awarded to Cornell students who attended the same high schools as previous Merrill scholars.

“The Merrill program and the STAR scholarships have created a platform to celebrate excellence in teaching and mentoring at Cornell, as well as at the K-12 level,” says President David Skorton. “I am deeply grateful to the Berenses, the Holt Foundation and the Merrill family for their continued financial support and abiding faith in this unique program.”

Visit: www.alumni.cornell.edu/merrill/

You can make it happen Spring 2013

Jazz up the library

Mosaic Records is one of the country's pre-eminent jazz labels; your purchase of approximately 70 jazz CDs, including important box sets that cover an entire career, will enrich Department of Music jazz classes and the jazz ensembles. **\$1,000**

Rare French law book

"Los Fors et Costumas de Bearn" (Bearn, 1775). Six parts with continuous pagination. Folio (11½" x 8½"). 1,161 pages. **\$5,000**

A used van

Having another van would allow Youth Outreach: Undergrads Reshaping Success (YOURS), a student-run organization that provides after-school activities, healthy snacks and tutoring to residents of three mobile home courts in Ithaca, to double the number of kids they serve. **\$3,500** (for a van); **\$1,400** (a year's supply of gas); or **\$21,000** (total operating costs for one year)

Companion care endowment

The endowment will provide the veterinary supplies needed for College of Veterinary Medicine students to run a clinic at the Southside Community Center. Through the clinic, Ithaca's cats and dogs receive well-pet services including physical exams and vaccinations, while students gain valuable firsthand experience. **\$100,000**

Conserve two sculptures

Two sculptures in the collection of the Herbert F. Johnson Museum of Art, one by Anthony Caro and another by Harry Bertoia, need some loving attention (cleaning, patination and repair). **\$50,000**

Spotlight the ancient Americas

Fund a state-of-the-art display case with fiber optic lighting to exhibit pre-Columbian art on the Johnson Museum's mezzanine level. **\$40,000**

Support students' art history research

Fund the catalog for the spring 2013 seminar "Painting With Blocks: The Influence of Japanese Ukiyo-e on Western Woodcuts, 1880-1940," co-taught by Professor Ukiyo Pan and Nancy Green, the Gale and Ira Drukier Curator of European and American

Art, Prints and Drawings. The students' curatorial research will be published in an exhibition catalog. **\$10,000**

Digitize Cornell film history

Made by students and departments, these films were produced between the 1920s and 1970s. Subjects include historic views of the Cornell campus and Collegetown, sports, reunions and campus events. **\$15,000**

Purchase alumni art for the Johnson Museum

Help acquire works of art created by prominent Cornellians for the Johnson Museum's permanent collection. **\$10,000 and up**

Internships and service learning in Africa

Support students of the Institute for African Development who are engaging African communities in ecotourism, sustainable agriculture, land security and micro-finance projects through internships and service learning. **\$200,000**

Publish a sesquicentennial collection catalog

Help the Johnson Museum publish a new, comprehensive collections handbook to replace one compiled in 1998. A collections handbook documents the most notable works of art in the collection and is used as a guide for students, researchers, faculty and collectors worldwide. **\$125,000**

Give faculty initial boost to start new international projects/classes

Through a gift to the Mario Einaudi Center for International Studies, sponsor a seed grant fund for faculty to develop new research projects and curriculum units on international issues. Providing seed grants significantly increases faculty's success in receiving external funding through government agencies and foundations. **\$300,000**

Latino literature

Alexander Street Press brings together poetry, fiction and more than 450 plays

written in English and Spanish by hundreds of Chicano, Cuban, Puerto Rican, Dominican and other Latino authors working in the United States. Nearly 800 items (poems, novels and plays) have never been published before. **\$32,000**

Victorian collection of New York Public Library

Purchase access to Victorian manuscripts from the Berg Collection, most of which are unavailable in any other medium. Featuring: Brontës, Hardy, Conrad, the Brownings, Dickens, Thackeray and others. **\$16,000**

Lives during WWI

"The First World War: Personal Experiences": Scanned and searchable letters, diaries, memoirs and ephemera documenting the day-to-day experience of the First World War. **\$30,000**

Purchase a trial pamphlet

Printed in 1802, this valuable, slim volume (116 pages) has a hefty title: "Report of the Case John Dorrance Against Arthur Fenner, Tried at the December Term, of the Court of Common Pleas, in the County of Providence, A.D. 1801. to Which Are Added, the Proceedings of the Case of Arthur Fenner vs. John Dorrance, Carefully Compiled From Notes Correctly Taken by Several Gentlemen Who Were Present During the Whole Course of the Trial." **\$650**

Public Interest Fellowship

Help students and alumni of Cornell Law School practice (low-paying) law in the public interest by making a gift to the Public Interest Fellowships and the Public Interest Low-Income Protection Plan. One Public Interest Fellowship: **\$1,600**

Veterinarians without borders

Expand a veterinary student's horizon by funding a six- to 10-week experience in a developing nation engaged in a hands-on veterinary experience or research project. Projects include rehabilitating wildlife, teaching farmers vaccination techniques and researching rhino parasites and promoting habitat conservation. **\$5,000** (one student); **\$100,000** (one student per year in perpetuity)

To make a gift, or for more information about these and other giving opportunities, email MakeItHappen@cornell.edu.



Johnson Museum of Art



Christine Haddell



H. M. Brock PD-193



Johnson Museum of Art



Edmund Oh

Cornell Taekwondo team battles to No. 1

Combining self-defense, exercise and, lately, competitive success, the Cornell Sport Taekwondo team has thrust kicked its way to the top.

In October 2012, Cornell defeated MIT at the Eastern Collegiate Taekwondo Conference. The win against its noted rival was Cornell's second in the event's history, boosting them to the top of the 30-school league, which includes the eight Ivy League schools.

Taekwondo, the ancient Korean martial art, encompasses combat techniques, exercise, meditation, philosophy and a host of other sport-related benefits, including a strong sense of teamwork.

Freshman member Austin Jarrett, a fourth-degree black belt and former two-time New York state champion in the heavyweight division, says Cornell's victories "can be attributed to our hard work and dedication. ... We support each other and try to help each other improve. Team success is much more important than individual success."

Captain Jovanny Fuentes '14 says that enthusiasm for the sport motivates team members to succeed. "What makes a player great is not what they do at practice, but on their free time. People who are excited about sparring will walk around during the day throwing kicks. This may seem like it isn't doing much, but your mind is in taekwondo [mode]; you are living it. It is this simple act of keeping it in your mind that brings success.

"A player excited about Poomsae [a sequence of martial techniques performed with or without the use of



Members of the Cornell Taekwondo team practice in Helen Newman Hall Feb. 1.

weapon] will randomly practice their front kicks while walking up stairs, or their back stances while listening to someone ramble. Your body then begins to make these motions a part of who you are, so when you need them most, it will be as simple as walking," Fuentes says.

The Cornell Taekwondo team, which has about 50 members, is coached by Han Cho and is open to all. Boxing and grappling exercises along with footwork and kicking drills help participants improve their skills in the two tournament events, sparring and Poomsae. Sparring entails two two-minute matches in beginner, intermediate and black belt divisions of competition.

The athletes also take mental and physical breaks for team bonding activities. "We often hang out outside of practices. Even over winter break we meet up and have dinner or watch movies," Fuentes says.

Jarrett adds, "The team practices together and fights together; however, it is more than that. The team is a brotherhood."

Fuentes says of his personal taekwondo experience: "I have grown in ways that I never expected: the way I face challenges, the way I handle success, the way I handle failure. I have become more balanced in my mind, as cheesy as that sounds."

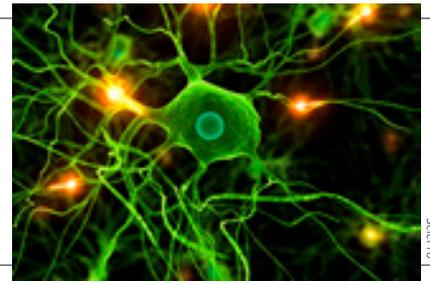
Cornell Taekwondo competed at a Princeton tournament Feb. 13, placing second in their division. The final tournament will be held April 21 at Rensselaer Polytechnic Institute.

Natalie O'Toole '16 is a writer intern for the Cornell Chronicle.



BY ALYSSA SUNKIN

Researchers near effective Alzheimer's treatment



Alzheimer's disease is one of today's most devastating afflictions, but according to Weill Cornell Medical College researchers, there is reason to have hope.

That was the message at the inaugural Appel Alzheimer's Disease Research Institute symposium, hosted at Weill Cornell Medical College late last semester. The symposium brought together scientists and clinicians from diverse areas of research to better understand the disease.

"I truly believe we are poised at the brink of coming up with treatments and, even more importantly, prevention strategies to combat Alzheimer's disease and other neurodegenerative diseases," said Dr. Laurie H. Glimcher, the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College.

Presenters traced the development of Alzheimer's disease diagnosis and treatment from Auguste Deter – the first patient diagnosed by Dr. Alois Alzheimer with the disease in 1906 – to current drug therapies and clinical trials.

"We can now assess people – look at their genetic risk, in many cases, by measuring a gene or genetic risk factor," said Dr. Steven Paul, director of the Helen and Robert Appel Alzheimer's Disease Research Institute and professor of neuroscience in the Brain and Mind Research Institute.

"We can then look at biomarkers to see whether that disease process has started in the brain. We can follow and track the progression of the disease, and hopefully intervene with a therapy that will actually modify the disease," Paul continued. "And if we go early enough, it is my belief, and the belief of many, that we might be able to not only slow the disease down, but potentially prevent it completely."

Alzheimer's disease affects 5 million Americans. By midcentury there are expected to be some 16 million people suffering from Alzheimer's at a cost of \$1 trillion a year.

"When we think about the impact of Alzheimer's disease in this country and

around the world, it's a very sobering thought," Glimcher said.

But the researchers said that enormous advances have been made in Alzheimer's research.

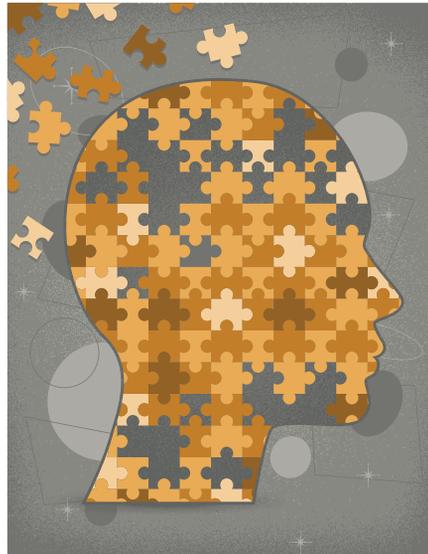
"I think we are on the verge of disease-modifying therapies," Paul said. "We have a long way to go, but I think we are now able to test some clinical hypotheses for the first time that offer a ray of hope."

That's exactly the point of the Appel Alzheimer's Disease Research Institute, supported by Helen and Robert Appel '53.

"The Appels understand how absolutely critical research and discovery is to eventually rid the world of this disease, which is virtually a medical epidemic," Glimcher said. "This is just one gift among many the Appels have made to Weill Cornell Medical College, and it isn't simply the gifts that tell the tale. The Appels have invested so much time and devotion and energy to this institution."

The symposium also featured presentations from Dr. Norman Relkin, associate professor of clinical neurology and associate professor of neuroscience in the Brain and Mind Research Institute;

Dr. Costantino Iadecola, professor of neuroscience and director of the Brain and Mind Research Institute and the Anne Parrish Titzell Professor of Neurology; Dr. Gregory Petsko, the Arthur J. Mahon Professor and professor of neuroscience in the Brain and Mind Research Institute; and Dr. Matthew Fink, professor of clinical neurology and chairman of the Department of Neurology.



From left, Dr. Costantino Iadecola, Robert Appel, Dr. Gregory Petsko, Dr. Laurie H. Glimcher, Dr. Steven Paul, Dr. Norman Relkin, Helen Appel and Dr. Matthew Fink at the inaugural Appel Alzheimer's Disease Research Institute Symposium, hosted at Weill Cornell last fall.

Cornell Tech welcomes its first class of students

Many months of planning have brought Cornell NYC Tech to perhaps its most significant milestone yet: the arrival of its first class of students.

On Jan. 21, Cornell Tech began instruction for its “beta” class of eight full-time students pursuing a one-year Cornell Master of Engineering degree in computer science.

The small, highly selective class comprises students with a wide range of technical experience and backgrounds who share an entrepreneurial spirit and outstanding academic credentials, said Cornell Tech officials.

The program is being housed at Cornell Tech’s temporary campus in the Chelsea neighborhood, in space donated by Google. In 2017, the campus will move to its permanent home on Roosevelt Island. Planning for groundbreaking on the new site is under way.

“We couldn’t be more excited with the level of talent that has been attracted to Cornell Tech to launch this innovative new program in the heart of New York City,” said Dan Huttenlocher, dean of Cornell Tech. “Our beta class will help shape the campus moving forward, and this group has the entrepreneurial spirit and technical talent to go out and make a difference in the world.”

“It’s hard to believe that just more than a year after being chosen to create this campus, we are already welcoming our first class of students,” said Cornell Tech Vice President Cathy Dove. “Our temporary campus in Chelsea is already buzzing with activity, even as we continue working with our future neighbors on Roosevelt Island on the development of our permanent campus.”

Cornell Tech is offering a distinctive model of graduate tech education that fuses educational excellence with real-world commercial applications and technology entrepreneurship, rooted in the latest academic research.

The campus aims to attract the best and brightest in technology, immerse them in an entrepreneurial culture with deep ties to the local business community, and spur the creation of new companies and new industries in New York City.

“When fully built, Cornell Tech will ultimately revolutionize New York City’s economy for the long



Below: Students enrolled at Cornell Tech participate in their first Friday practicum with New York City tech sector professionals and entrepreneurs, who visit with students each week to make presentations and participate in workshops.



term,” said Mayor Michael R. Bloomberg, whose Applied Sciences NYC initiative chose Cornell in December 2011 to build and operate the new campus. “But the school is also having an immediate impact, attracting the next generation of talented engineers and boosting the city’s growing reputation as a world-renowned hub of the technology sector.”

Academic courses are conducted Monday through

Thursday, with Fridays used for a practicum on entrepreneurial life that includes interactive workshops and activities. In addition to the formal curriculum, the program will provide opportunities for engagement with industry, practitioners and community members. Each student, in addition to having an academic adviser, will undertake a master’s project working closely with a mentor from a company, nonprofit or an early-stage investor.

Further down the road, one-year Cornell professional master’s degree programs will be offered in the fields of electrical and computer engineering, information science, operations research and information engineering, as well as a tech-oriented one-year MBA.

Planning is also under way for an innovative, two-year Master of Science dual degree offered by Cornell and its academic partner, the Technion – Israel Institute of Technology. This new program will combine information technology with expertise in one of the three interdisciplinary focal areas or “hubs”: connective media, healthier life or the built environment.

All degrees will reflect the mission of the campus: technical excellence with a focus on collaborative projects, industry mentors, and entrepreneurship and business.

For more information: tech.cornell.edu

FACULTY LEGENDS: A. NEAL GELLER & COLIN ROWE

Anyone who thinks that accounting and financial management are just about numbers on a page didn't have **A. NEAL GELLER '64**, MBA '77, as a professor. For Geller, the numbers have to tell a story.

During his nearly 40 years on the School of Hotel Administration (SHA) faculty, he engaged students and taught them to uncover these narratives and find the meaning hidden in the figures. His stimulating teaching style is the reason he is remembered and beloved by his pupils long after they have graduated.

"He made the numbers dance on paper," says Ted Teng '79, president and CEO of The Leading Hotels of the World Ltd., who established the Ted Teng '79 Dean's Teaching Excellence Awards in honor of Geller and six other faculty members who inspired him as a student. "The tools he gave me have stayed with me my entire career."

Geller grew up in the resort business and earned his bachelor's degree from SHA. He spent eight years as general manager and then head of finance for the Granit Hotel in Kerhonkson, N.Y., and he would draw on these experiences as he peppered his lectures with real-life examples. He began teaching at SHA in 1974 while he was earning an MBA from the Samuel C. Johnson Graduate School of Management, and he joined the faculty full time three years later after receiving a Ph.D. in accounting from Syracuse University.

During his career, Geller authored two books and numerous professional journal articles, was an active industry consultant and served as the school's director of graduate studies and associate dean for academic affairs. But his heart was always in the classroom.

"You have to enjoy students. Some professors are focused on their research and see teaching as a chore," says Geller, a three-time Merrill Presidential Scholar Outstanding Educator. "I love being among young people."

After a decade in administration, Geller returned to teaching in 2000 as the Robert A. Beck Professor of Hospitality Financial Management. He spent the next eight years – ones he describes as the "happiest in my career" – in the classroom, making numbers dance, telling engaging stories and inspiring another generation of Hotelies before retiring in 2008.

– Ashlee McGandy

School of Hotel Administration



Valerie Bennett



A historian with interests in philosophy, art and the intrinsic values of buildings, **COLIN ROWE** came to Cornell's College of Architecture, Art and Planning (AAP) in 1962 and influenced a generation of architects and educators over the next 28 years.

Rowe's early essays, including "The Mathematics of the Ideal Villa" (1947; featured in the current Cornell Journal of Architecture), "were initial volleys that set up a whole chain reaction ... of challenges to the dogma of the time," associate professor of architecture Vincent Mulcahy '71 says.

Rowe had "one of the most perceptive eyes to be cast upon a building or a drawing" and "taught students, colleagues and scholars around the world that modern architecture in particular was not revolutionary ... but evolutionary and connected to history," colleagues Jerry Wells and Val Warke, B.Arch. '77, wrote following Rowe's death in 1999.

Rowe created the graduate urban design studio at AAP, and his 1978 book "Collage City," which shifted attention from individual buildings to entire cities, began as a series of Cornell lectures. Many of his students went on to teach architecture at Cornell, Yale, Harvard, Penn, the Rhode Island

School of Design and elsewhere. Rowe's influence can also be seen in the formalist designs of his friends Richard Meier '56, B.Arch. '57, and Peter Eisenman '54, B.Arch. '55.

In 1995, the Royal Institute of British Architects gave Rowe its highest honor, the Royal Gold Medal of Architecture, for being "the most significant architectural teacher of the second half of the 20th century."

Rowe, who often talked about Plato or Hegel in class, "would come into an architecture review, and people would expect him to say something profound," Mulcahy recalls. "And he would say something like: 'You know, I think that the relationship of the rise to the run on your stair is not commodious.' And the reaction would be, 'You're kidding, right? You're going to talk about stairs and not big ideas?' And that was kind of an impish, messing-with-you quality that he had."

Rowe retired in 1990 as the Andrew Dickson White Professor of Architecture.

Dean of Students Kent Hubbell '69 says that Rowe "impressed his students with his breadth of intellect. Our view of the urban world is still very much influenced by Colin's views."

– Daniel Aloï

Q&A with new members of the faculty

ELENA BELOGOLOVSKY

The Ken DiPietro ILR '81 Faculty Fellow; Assistant professor, human resource studies, ILR School; Ph.D., behavioral sciences and management, Technion - Israel Institute of Technology, 2011

What are your favorite things about Cornell so far?

Bright and diverse students, exceptionally interesting faculty members, staff members who always go above and

beyond their formal duties and, of course, the incredibly beautiful campus. I truly feel privileged to be a part of the Cornell family.

As a professor of human resource studies, what excites you most about your field?

My expertise and interests lie in “pay secrecy,” a very controversial topic in the field of compensation. I explore the implications of pay secrecy in organizations – more specifically, the pay communication policy that limits employees’ access to and discussion of pay-related information. Given increasing calls for pay transparency, my findings guide development of pay communication policies that – while ensuring managerial flexibility – pose less of a risk to individual performance.

What do you like to do when you’re not teaching or doing research?

I love to play piano, play chess and write short stories.

ISHION IRA HUTCHINSON

The Meringoff Faculty Fellow (made possible by Stephen J. Meringoff '66); Assistant professor, Department of English, College of Arts and Sciences; Ph.D., English and creative writing, University of Utah, 2012.

What do you like best about Cornell so far?

The generosity, first of all. I stopped feeling like a stranger and felt like I entered into a family as soon as I got here. Other than that I am very taken with the campus. The beauty is almost heartbreaking.

One of the classes you teach is *Intermediate Verse Writing*. Tell us an assignment.

The first assignment was to produce a close imitation of a sonnet, English or Italian, and also to write a poem that exploits the sonnet form’s principle of imbalance.

A poem, “Errant,” from Hutchinson’s book *“Far District”*:

Eyesight good for the devil, his kingdom made out of insects’ parts in a dim room, a curtain hitched in the window like a tombstone. Woodworms tick shovels in the crossbeams; coal-written signs hieroglyphed the wall; the town’s one necromancer shuffles up and mutters what his hand touches: a lethal science. Outside, the house has other warnings: a ram’s skin, its skull and horns nailed to the doorway. Vine-choked veranda, root-split steps cut off by a cesspool – alive and dead in it – cricket balls and our eyes peering at this dark fortress. This time I am to fetch it, the last leather ball to fly over the fence like a black butterfly; and at that age, oblivion matters, so one boy at a time is sacrificed. The evening too early to declare “bad light”, I push my head between the barbwire, crossing over, laughter like goats.

MEREDITH SILBERSTEIN

The Mills Family Faculty Fellow (made possible by Charlie Mills '83, MBA '84); Assistant professor, mechanical and aerospace engineering, College of Engineering; Ph.D., mechanical engineering, Massachusetts Institute of Technology, 2011

What’s your favorite thing about Cornell so far?

Definitely the people. Several of my colleagues have gone out of their way to make my first semester of teaching as smooth as possible and to get my research going. I’m also really enjoying getting to know the undergraduates in my class.

What excites you most about your field?

I really like that my field (solid mechanics) is more of a tool set or viewpoint than a specific research area. I get to take really basic principles like static equilibrium and thermodynamics and apply them to understanding state-of-the-art materials.

What do you like to do when you’re not teaching or doing research?

I tend to spend most of my free time on sports. I’ve been playing soccer since I was 7, ran track in college, played Ultimate Frisbee in grad school and, most recently, spent my postdoc playing basketball. I haven’t found my team sport of choice here yet, but I have been trying out yoga, for which Ithaca has many options.

Provided



BY JULIE GRECO



Above: Rob Pannell '13 plays lacrosse on the field with students at Makerere University in Uganda as part of the Fields of Growth program. Right: Pannell on the field for the Big Red.

Photo at right provided by Cornell Athletic Communications; all other photos provided by Rob Pannell

Lacrosse star detours through Uganda

The best collegiate lacrosse player in the nation was not with his team during the fall semester. Instead, he was spreading his love of lacrosse and helping people half a world away.

It was just another stop along the way in Rob Pannell's lacrosse career. The 2011 USILA national player of the year, Pannell '13 had much humbler athletic beginnings. Lightly recruited out of Smithtown West High School on Long Island, Pannell signed a letter of intent to play lacrosse for Quinnipiac prior to his senior year. During that final high school season, he went on to lead Long Island with 130 points and bigger lacrosse schools began to take notice.

He took a postgraduate year at Deerfield Academy in Massachusetts, setting the school record for points in a season while earning an award for the outstanding attackman in Division I lacrosse.

He also earned an opportunity to play for Cornell – and he has made the most of it.

In addition to being national player of the year, he is a two-time national attackman of the year and a three-time All-American. He has been the Ivy League Player of the Year twice and was selected the conference Rookie of the Year in

2009. He was even nominated for a 2011 ESPY award as best collegiate male athlete.

One thing remains missing from Pannell's resume: a national championship, on which he set his sights for his senior year in 2012. The campaign got off to a great start, and Pannell racked up 16 points in just two games.

But in that second game against Army, Pannell suffered a Jones fracture, breaking the fifth metatarsal of his left foot. Two days later he had surgery. Pannell hoped to return before the season ended, but reinjured his foot during rehab.

With his season done, Pannell needed to decide on his next step. He had been

the No. 1 draft choice of the Major League Lacrosse's Long Island Lizards, so he could have graduated and continued his playing career as a professional. He could have secured a medical hardship waiver from the NCAA and transferred to another school. The final choice would be to work with Cornell academic advisers to complete his remaining degree requirements (he is an applied economics and management major) during the spring 2013 semester – a course of action that would need approval from the Ivy League.

"There were many other options out there, but Cornell is home to me, and I wanted to finish what I started," says Pannell.

'IT'S A ONCE-IN-A-LIFETIME EXPERIENCE ... MY TIME THERE HAS ABSOLUTELY GIVEN ME A NEW PERSPECTIVE ON EVERYTHING AND THE WAY I WANT TO LIVE MY LIFE.'

– ROB PANNELL '13



Pannell visits with families of the Hopeful School as part of his eight-day trip in Uganda.



Pannell and others at the Hopeful School dig to prepare for a second classroom.

To the delight of Big Red fans, the Ivy League granted Pannell the waiver, but with just one semester of coursework remaining, the two-time team captain had to do the unthinkable and leave his team during the fall.

His time away from East Hill was spent interning with insurance company Whitmore Group Ltd. He also played lacrosse at tournaments and participated in an inter-squad scrimmage as a member of Team USA.

But the most meaningful part of his time off was eight days he spent in Uganda through the Fields of Growth program.

Prior to his trip, Pannell undertook a fundraising campaign and solicited more than \$7,000 to help build a classroom at the Hopeful School in the village of Kindu. Once in Uganda, he helped dig the foundation for that classroom, visited families of the school, learned about the history of Uganda and coached for the Uganda Lacrosse Union.

Founded in 2009 by former collegiate lacrosse coach Kevin Dugan, Fields of Growth aims to harness the passion of the lacrosse community into positive social impact through global leadership development, service and growing the game in Uganda and Jamaica.

“It’s a once-in-a-lifetime experience,” says Pannell. “It was truly humbling. My time there has absolutely given me a new perspective on everything and the way I want to

live my life. ... I appreciate things more and try not to take things for granted.

“I have become a more humble person, but also a happier person with a better lifestyle realizing that there is more to life than winning lacrosse games. Don’t get me wrong – I still want to win more than anyone, but I want to enjoy the process more.”

Uganda’s lacrosse history is relatively short, but the nation is in the midst of the Dream 2014 Campaign to make history as the first-ever African nation to compete in the Federation

of International Lacrosse World Championships.

It’s a dream that Pannell thinks could easily become a reality.

After returning from Africa in December, Pannell enjoyed his final few weeks at home before returning to Ithaca in January for the final leg of his Cornell lacrosse journey, where he has embarked on a dream campaign of his own. It began Feb. 1 with the team’s first practice, and he hopes



Pannell with some of the children who attend the Hopeful School.

that it doesn’t end until the national championship game on Memorial Day.

“I feel like I’ve proven myself as an individual,” says Pannell. “I want a national championship, probably more than anybody in the world.”

Another page from 'We Cornellians': an illustrated Cornell history, ca. 1940



Ezra reader Jack Wilson '62 emailed about these "We Cornellian" illustrated panels by Steve Barker '41 being reprinted in the magazine: "I loved the page about Cornell's founding in 1868, particularly the cartoon on Cornell being non-sectarian ... When I registered at Cornell in 1956, I recall going into the Armory, where there were lots of desks. I found the one for my name, ... and a lady behind the desk started to take down my particulars.

"At one point, she asked me my religion – a question that surprised me, as I had never been asked that before in my life. I responded: 'Atheist.' She glared at me disapprovingly, and wrote down 'Unitarian!'"

MOOCs: A college education online?

Although it has given rise to jokes about cows and an outfielder for the 1986 New York Mets, MOOC is actually an acronym for Massive Open Online Courses. Depending on whom you ask, they point the way to the future of higher education, the end of higher education as we know it, both or neither.

Currently offered by several distinguished universities through consortia such as Coursera, edX or Udacity, MOOCs are free online college courses, designed by academic rock stars and “attended” by hundreds of thousands of students from around the world. Colleges rarely grant academic credit for MOOCs. The reward for completion is the satisfaction of acquiring new or necessary information and skills, and connections with students who share your interest.

By providing free access to anyone with an Internet connection, MOOCs facilitate the dissemination of knowledge to unprecedented numbers of people.

Professors are learning a great deal from MOOCs. Armed with massive amounts of data about the “classroom” performance of students, they can adjust lectures, course material and examinations to improve comprehension, online and on campus.

MOOCs also have promotional value for colleges and universities. It’s one thing to brag on a website about brilliant faculty. It’s another when tens of thousands of people experience their brilliance firsthand, with the college’s name attached.

The vast enrollments that provide these benefits also create problems. We have not yet figured out how to monitor exams to protect against cheating or plagiarism, how to answer students’ questions, or how to identify and assist those who are struggling.

Successful MOOC participants are self-motivated but they are also rare: The completion rate for the first MOOC, a course on artificial intelligence offered by Stanford in 2011, was 13 percent.

Nor have universities crafted a viable business model for MOOCs. Udacity gets some revenue from corporations, including Google, for developing high-level, specialized courses. For a fee Coursera provides potential employers with the names of high-achieving students. Some of the money is returned to participating institutions, but, at present, it is insufficient to cover the costs of course development.

Those costs are considerable. A good MOOC employs blogs, online discussion boards, Twitter, tagging and document sharing (to say nothing of teaching assistants). Old-fashioned talking heads are delivered via video.

Dominated at the moment by courses in mathematics, computer science and engineering, MOOCs may be ill-equipped to teach students to write and express themselves or to provide the hands-on experience of working in a lab. Few are pitched at the introductory or remedial level that would provide economically disadvantaged or poorly prepared students a bridge to higher-level academic work.

Cornell, which expects to join a MOOC consortium soon, has already dipped an institutional toe in the water by offering a “mini-MOOC” on feeding infants and young children, developed by our Division of Nutritional Sciences and UNICEF. The results have been instructive. As of late February, more than 1,300 people from 113 countries, or 28 percent of registrants, had successfully completed the course. Eighty-seven percent of them rated it “excellent” or “very good.”

What about the impact of MOOCs on traditional colleges and their on-campus students? We believe they have the potential to enhance pedagogy on our campuses. Professors may well assign MOOCs as homework, for example, and build on the information in them through in-depth discussions in the classroom. This has been referred to as “flipping the paradigm,” so that the classroom is used for interaction, not passive absorption of the professor’s insights.

We strongly believe, however, that MOOCs should not replace a residential undergraduate experience for young men and women able to afford it or who qualify for financial aid. The intellectual and developmental impact on students who live and learn together cannot be replicated by online classes. Susan Holmes, a professor of statistics at Stanford, put it well. “I don’t think you can get a Stanford education online, just as I don’t think that Facebook gives you a social life.”

David Skorton is president of Cornell University; Glenn Altschuler is vice president for university relations, the Thomas and Dorothy Litwin Professor of American Studies, and dean of the School of Continuing Education and Summer Sessions. A longer version of this article originally appeared on Forbes’ blog Jan. 28, 2013 at <<http://www.forbes.com/sites/collegeprose/2013/01/28/moocs-a-college-education-online/>>. Skorton and Altschuler co-author a monthly column on the blog.

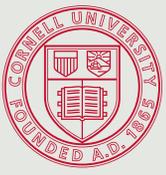


David Skorton

Glenn Altschuler



Cornell has offered a “mini-MOOC” on feeding infants and young children. Josh Webb



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