

EZRA

我在中国的经历对我很重要。它不仅丰富了我作为一名语言文字工作者的视野,更开阔了我作为一个美国人和一位世界公民的视角。

– JT Keller '11

Mengajar memberi saya kesempatan yang unik untuk menjadi pendengar dan komunikator yang lebih baik dan cermat. Kesempatan ini membantu saya belajar membangun hubungan yang lebih erat dengan orang lain.

– Choumika Simonis '11

東日本
大震災からの復興
を調査するために日本で
一年半のフィールドワークを行いました。
それはとてもやりがいのあるものでした。

– Tyson Vaughan, M.A. '11,
Ph.D. '14

मैं कोर्नेल में एक डॉक्टरेट की विद्यार्थी हूँ। मैं भारतीय शहरी जीवन के उन पहलुओं को पढ़ती हूँ जिनको समझना और जिनका विवरण करना प्रत्यक्ष अनुभव के बिना बहुत मुश्किल है

– Shoshana Goldstein, current
Ph.D. student

ယူအိတ်ဇာတိအမျိုးမျိုးတို့၏အားသာချက်များကို
လေ့လာဆန်းစစ်ရန်အတွက် နေထိုင်ရာအရပ်
ပြင်ပသို့ နေထိုင်မှုအတွေ့အကြုံများကို
ရရှိခဲ့ပါသည်။

– Matthew Reeder, current Ph.D. student

No solo estoy aprendiendo mucho sobre una cultura completamente diferente, sino que además tengo el reto de crear una nueva vida yo sola en un nuevo país.

– Shelby Hankee '15

عندما كنت في الأردن التقيت أنا وزملائي في صفّ اللغة العربية بفريق كرة القدم الأردني. بعد ذلك كانت هناك مقابلة معنا على التلفزيون الأردني حيث ناقشنا بالعربية لقاءنا مع الفريق وتجربتنا في الأردن بشكل عام.

– Keri Forness '15

INTERNATIONALIZING CORNELL

EZRA

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Internationalizing Cornell

BY JOE WILENSKY

Cornell University's strategic goals to be a top 10 world research university "demand a global presence," says Fredrik Logevall, Cornell's new vice provost for international affairs. It's just a few months into Logevall's term, and an era refocusing attention on global Cornell – internationalizing the curriculum along with the student experience – is well underway.

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ON THE COVER

Quotes and comments about the international experience from Cornell students in (clockwise from top left) Standard Mandarin (Chinese), Bahasa Indonesia, Japanese, Tua Muang (Northern Thai), Arabic and Spanish. For English translations, see page 4. Design by Christopher J. Kelly.





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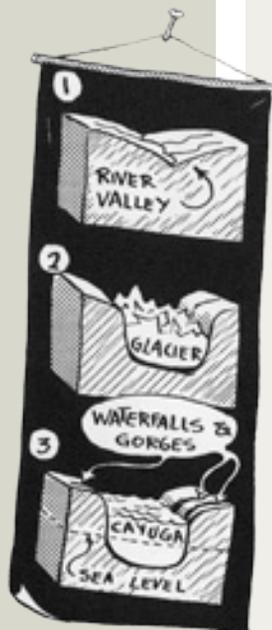
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Growing an international Cornell
 BY DAVID J. SKORTON



From the publisher



We all know that Cornell has been a global university for a long, long time.

From enrolling international students in the late 1800s and launching major international projects in the 1920s to realizing the recent success of trustee emeritus and alumnus Martin Tang's fundraising challenge for

scholarships for international students, we are opening the world to our students more than ever before. It's no surprise that we sometimes call Cornell the "land-grant university to the world" – it's in our DNA.

Cornell has more than 180 active agreements with other academic institutions across the world; almost 2,000 students a year travel abroad to dozens of countries to study, conduct research and participate in service-learning projects. International students from 115 countries comprise 19.5 percent of total enrollment on our campus – the highest percentage in a decade.

And yet, we need and want to do more. As President David Skorton noted in his 2012 white paper, we need to continue to extend our global reach, internationalize the curriculum further, coordinate across colleges to facilitate global study and increase the number of students having international experiences to restore our leadership in an ever more interconnected world.

In this issue of Ezra, see how Cornell is responding to President Skorton's challenge and discover why – as Fredrik Logevall, vice provost for international affairs, describes it – it's crucial that Cornellians have an international mindset and a sense of "global citizenship."

Tracy Vosburgh
 Assistant Vice President, University Communications

Editor's note: Ezra bid farewell to founding publisher Tommy Bruce in October, and we welcome AVP Tracy Vosburgh to the helm.

ESSENTIALLY NYC

\$100M gift launches new Weill Cornell campaign

In September, Weill Cornell Medical College announced it received a \$100 million gift from longtime benefactors Joan and Sanford I. Weill '55 and the Weill Family Foundation

to launch the college's \$300 million Driving Discoveries, Changing Lives campaign, dedicated to using the most advanced scientific approaches to rapidly translate research

breakthroughs into innovative treatments. (At left: Sanford Weill with Laurie Glimcher, Weill Cornell dean and Cornell's provost for medical affairs).

The new campaign will bring to fruition Weill Cornell's Belfer Research Building - opening in January as a hub for multidisciplinary biomedical research. Funds will help recruit the world's best and brightest scientists to advance research and treatment. Campaign priority areas include cancer; cardiovascular disease; diabetes, obesity and metabolic syndrome; neurological disorders; children's health and internal medicine; precision medicine and regenerative medicine.



Rene Perez

ACCOLADES

Cornell is 'best value'

As the nation debates the rising cost of higher education, Cornell students can at least feel assured that they're getting their money's worth. Cornell is ranked No. 15 on Kiplinger's list of the best values in private universities for 2014 - up from No. 18 last year - on a list of the top 100. The university has appeared on the Kiplinger list for several years, moving a few places higher each year.

The top 50 liberal arts colleges and top 50 universities were listed in the December issue of Kiplinger's Personal Finance Magazine. The full list is available online at www.kiplinger.com/links/college.

The rankings are based on data from more than 600 private universities and liberal arts colleges, and take into account tuition, room and board and other costs - with adjustments for financial aid policies - balanced against academic quality as measured by graduation and retention rates and student-faculty ratios.

Cornell's commitment to financial aid helps ameliorate tuition increases for more than 48 percent of undergraduate students, said Elmira Mangum, vice president for budget and planning. "Cornell will administer nearly \$245 million in financial aid this year that benefits roughly 6,700 students," Mangum said.

In September, U.S. News and World Report ranked Cornell ninth in its "Great Schools at Great Prices" ranking, a similar measure that balances costs against academic quality.

Jane Lynch gets her star

"Glee" star Jane Lynch, M.F.A. '84, was honored Sept. 4 with the 2,505th star on the Hollywood Walk of Fame at 6640 Hollywood Blvd.

Lynch, who studied theater at Cornell, won an Emmy in 2010 and a Golden Globe award in 2011 for her role as cheerleader coach Sue Sylvester on the Fox series "Glee" and has appeared in numerous other TV and film roles. Last May, she played Miss Hannigan in the Broadway revival of "Annie."

Lynch became the first woman among at least nine other Cornellians with stars on the Hollywood Walk of Fame: actor Dane Clark '26, actor Dan Duryea '28, actor/editor Hal Fishman '53, director Howard Hawks '18, comedian Bill Maher '78, actor Adolphe Menjou (1912), the Wizard in "The Wizard of Oz" Frank Morgan (1912), "Superman" Christopher Reeve '74 and actor Franchot Tone '27.



Dan Steinberg/Invision



Alumni entrepreneurs share career stories

More than 350 alumni, students, faculty and entrepreneurs enjoyed a full day of talks by entrepreneurs and venture capitalists at Entrepreneurship@Cornell's summit in New York City Oct. 11.

Focused on the theme, "The Beginning: From Nothing to Something," the event featured entrepreneurs including Yahoo's Kathy Savitt '85, Shake Shack's Randy Garutti '97 and Practice Makes Perfect founder Karim Abouelnaga '13, who told stories of the ups and downs of running their own enterprises.

"We thought this summit should be about entrepreneurship from the lens of Ezra Cornell," said Scott Belsky '02, founder of Behance, vice president for products/community at Adobe and moderator, "that any person should be able to solve any problem as an entrepreneur."

The summit featured TED-style talks by 10 speakers and networking.

Keynote speaker Savitt, chief marketing officer at Yahoo, said her government major has proven beneficial throughout her career as an entrepreneur and with large companies like Yahoo.

"If you have a liberal arts background, you are going to learn to grasp abstractions in a way that no one could ever teach you in a marketing course," she said.

Other speakers included Niraj Shah '95 and Steve Conine '95, founders of Wayfair, an online home goods retailer. The friends lived three doors apart as freshmen and started their first company at Cornell after taking a course on entrepreneurship in the Samuel Curtis Johnson Graduate School of Management.



ACCOLADES

Coffman receives inaugural World Agriculture Prize

Throughout his 43-year career, Cornell plant breeder Ronnie Coffman has sown seeds of scientific and social change across continents and generations.

Now his efforts have been recognized with the inaugural World Agriculture Prize, awarded by the Global Confederation of Higher Education Associations for Agricultural and Life Sciences, an organization that represents more than 600 universities worldwide.

As a rice breeder at the International Rice Research Institute in the Philippines in the 1970s, Coffman, Ph.D. '71, helped one generation survive the ravages of war by ensuring food security throughout Southeast Asia.

As leader of the Borlaug Global Rust Initiative – and the Durable Rust Resistance in Wheat project funded by the Bill and Melinda Gates Foundation and the UK Department for International Development – he is helping another generation combat new strains of wheat rust that threaten to devastate world food supplies.

Coffman is the professor behind Cornell's popular Agriculture in Developing Nations course and the director of International Programs in the College of Agriculture and Life Sciences. He organizes Ph.D. training courses at the West African Center for Crop Improvement and mentors the next generation of plant breeders and international development professionals.

A Kentucky native, Coffman arrived at Cornell as a graduate student in 1967. His first trip off the continent was to Puerto Rico as a participant in the class he now leads. Coffman now travels more than 150 days and 250,000 miles a year in pursuit of advancements in agriculture and rural development.



COLLECTIONS

Worth a thousand words

Some of Cornell's most rare and fascinating collections come online every year, thanks to a program coordinated by Cornell University

Library and funded by the College of Arts and Sciences.

Spread across multiple continents and millennia, the subjects of this year's awards in the Grants Program for Digital Collections in Arts and Sciences include:

- More than 2,000 plaster casts and impressions of engraved gems and amulets, assembled by A.D. White;
- A slide collection of Indian Raga Mala paintings;
- Fragile videotapes

essential for teaching the history and theory of digital art; and

- Squeezes, or paper impressions, created in Turkey during a Cornell expedition in 1907.

The program is in its fourth year. Earlier projects preserved and digitized memorabilia from President Barack Obama's 2008 campaign and the diaries of an Egyptian writer.



Cornell University Library

Darcy Branchini

My time in China has been crucial in the development of my perspective not only as a writer and scholar of language, but as an American and a citizen of the world.

– JT Keller '11

Teaching provided a unique opportunity for me to become a better and more conscientious listener and communicator, and it helped me learn how to establish stronger relationships with other people.

– Choumika Simonis '11

My 18 months of fieldwork in Japan, studying efforts to recover from the March 11, 2011, tsunami, were profoundly rewarding.

– Tyson Vaughan, M.A. '11,
Ph.D. '14

As a doctoral student at Cornell, I study aspects of urban life in India that are difficult to understand or even describe without firsthand experience living in the context I'm researching.

– Shoshana Goldstein, current Ph.D. student

On a whirlwind investigation of manuscript collections, temple murals and make-shift classrooms for adults and children alike, I was able to trace the fortunes of the written Muang language.

– Matthew Reeder, current Ph.D. student

Not only am I learning so much about a completely different culture, but I have also been challenged in creating a new life for myself in a new country.

– Shelby Hankee '15

My classmates and I were able to meet with the Jordanian national soccer team, and we were asked in Arabic on local television about our meeting with the team and our experiences here in Jordan.

– Keri Forness '15

Opposite, top: Chris Donaldson '14 looks out over the Flaming Mountains near Turpan in Xinjiang, China, in 2012. Middle: Shelby McClelland '15 during her internship at La Cheverie de l'Ecaillon, a large-scale goat cheese producer in northern France. Right: President David Skorton, right, signs a general framework memorandum of understanding with Jie Zhang, president of Jiao Tong University in Shanghai, in 2011.

Set course for global. Engage.

New era will revitalize the curriculum and shape the student experience through a more international lens



Cornell Abroad

Shelby McClelland '15 spent summer 2013 on a French goat farm as part of a College of Agriculture and Life Sciences (CALs) exchange program. And this past fall, she began taking master's courses in agroecology in France as part of a partnership between CALs and the French university ISARA-Lyon.



Cornell Abroad

"Being open to change and new situations is an essential part of this study abroad experience," she wrote on her blog.

President David Skorton and Fredrik Logevall, vice provost for international affairs, seek to make meaningful international experiences a common theme for students in a new era of greater focus on Cornell's global presence, both on campus and abroad.

Cornell's strategic goals – including becoming a top-10 world research university – "demand a global presence – a commitment to international studies, to international engagement, to helping provide solutions to real-world problems," says Logevall, the Stephen and Madeline Anbinder Professor of History and director of the Mario Einaudi Center for International Studies, who became vice provost in July.

Skorton's March 2012 white paper, "Bringing Cornell to the World and the World to Cornell," urgently warned that Cornell had slipped in international competitiveness and influence



over the past few decades and challenged the university to regain its global edge. He called for Cornell to internationalize the curriculum and ensure that at least half – up from 27 percent – of students have "significant international experiences" through expanded travel grants, engaged learning and research opportunities, and international partnerships.

Skorton pledged to support this renewed focus on internationalization with \$3 million per year for five years from his discretionary fund and charged the university with generating endowments to continue that support.

A subsequent faculty task force (on which Logevall served) made more than two dozen recommendations to expand the university's already extensive international activities and address areas where Cornell underperforms compared with peer institutions.

This past fall, Logevall issued a "Call to Action"



Clockwise from above: Fredrik Logevall, Cornell vice provost for international affairs; Laura Brown, senior vice provost for undergraduate education; Marina Markot, director of Cornell Abroad. Below: Jennifer Weidman '13 and other members of Cornell's International Agriculture and Rural Development 602 course visit Mariwali's strawberry and vegetable farm in Mahabuleshwar, India, in January 2013. Opposite: Teresa Danso-Danquah '15, right, took her interest in disability studies to Hyderabad, India as part of ILR and the Employment and Disability Institute's Global Service Learning program in summer 2013 to work with the Society for the Elimination of Rural Poverty; at left is a woman whose wheelchair was funded by the society's self-help group.

detailing his priorities. He spoke to university council members and trustees in October about his vision and in November addressed a broad campus audience during International Education Week.

New urgency for a global Cornell

Cornell, international in scope and aspiration since its founding, engages in hundreds of research projects, programs, initiatives and partnerships around the world (see story, p. 7). Much of the current challenge lies in enhancing and coordinating these programs and partnerships to make Cornell truly global.

Many of Cornell's peer universities invested heavily in highly visible and focused international activities over the past 30 years; Cornell's once eminent position in international studies slipped. According to the faculty task force report, "the university has paid a high price by failing to concentrate its intellectual energies, coordinate its institutional capacities, and develop its financial resources in support of its many internationalization activities."

According to the latest Open Doors report compiled by Cornell Abroad, 1,773 Cornell students traveled to 89 countries in the 2011-12 academic year to study, conduct research or participate in a faculty-led experience as part of a Cornell

program. Cornell has 235 official memoranda of understanding with academic institutions across the globe; faculty, students and staff are also engaged in a vast array of less formal cooperative efforts and joint activities with their international counterparts and colleagues.

A recent university census also found that out of 201 countries (the world's sovereign states as counted in 2011), Cornell had a "significant presence" of programs and research in 177.

Failure is not an option

Logevall says the challenge for Cornell to internationalize is "urgent" because:

"It's the right thing for our students. ... every education must include coming to terms with

what it means to be different from yourself, to engage with other cultures.

"We need to prepare our students to be able to claim global citizenship. We need to produce graduates who have the international experience, the language capabilities, the cross-cultural communication skills to navigate and thrive in this global economy and who grasp and live the adage that in an interconnected world, we need to understand each other better. So many of the jobs they are going to have – whether in business, education, health care or government – will be global in scope and global in nature. We need to prepare them for that world."



JUST A TASTE

A SAMPLING OF CORNELL'S INTERNATIONAL PROGRAMS, ACTIVITIES, INITIATIVES AND EXPERIENCES

Cornell students' opportunities to study abroad and have other international experiences are extensive and varied, traditional and nontraditional, and range across colleges and disciplines – from long-term programs a semester or longer to short trips as part of a course and other shorter, standalone immersive sessions.

The following is a sample of some of the projects, programs and partnerships Cornell is involved with around the globe. For a more comprehensive look at global Cornell, visit international.cornell.edu/global-cornell.

Programs and degrees administered at the college level include:

- **The College of Arts and Sciences** offers more than 40 foreign languages and runs intensive language programs in Chinese (in Beijing with Peking University). Its Institute for German Cultural Studies fosters cutting-edge scholarly exchange, and the China and Asia-Pacific Studies program includes four years of intensive Chinese language training and two semesters of externships in Washington, D.C., and Beijing.
- **The College of Agriculture and Life Sciences** (CALS), through International Programs (IP-CALS), offers courses, degrees, fellowships, exchange programs and dozens of overseas opportunities for research, field study and faculty-led study tours; with the Graduate School, it offers a dual-degree program in food science with Tamil Nadu Agricultural University in India. IP-CALS leads the Durable Rust Resistance in Wheat global project, which involves partnerships with more than 40 countries. CALS also hosts Cornell's International Institute for Food, Agriculture and Development (CIIFAD) and the Tata-Cornell Agriculture and Nutrition Initiative (TCI).
- **The College of Human Ecology** has several exchange programs, including a collaboration with Hong Kong Polytechnic University in fiber science and fashion design. The college is seeking approval for a new major in global and public health sciences following the successes of the interdisciplinary global health minor.
- **The Division of Nutritional Sciences** (a joint venture by Human Ecology and CALS) runs its own Global Health Program, the Program in International Nutrition and the Cornell Food and Nutrition Policy Program.
- **The College of Architecture, Art and Planning's** semesterlong Cornell in Rome program is open to students from six colleges and for three decades has enabled architects, artists and urbanists to steep themselves in Roman sites and collections and in Italian history.
- **The College of Engineering** runs an immersive exchange program with the Universidad de Cantabria in

continued on next page



Katie Klaphake '15

Priority areas

Logevall's priorities are to:

- internationalize the student experience by expanding opportunities, developing new courses and exploring a new interdisciplinary global affairs major;
- support internationally engaged faculty by strengthening the Einaudi Center and its programs and assisting colleges with recruitment and retention efforts;
- enhance Cornell's international partnerships and explore the creation of Cornell consulates – study centers or regional hubs – in select cities worldwide;
- mobilize funds for internationalization by generating new endowments; and
- create centralized university coordination of international research, teaching and engagement activities across Cornell, improving their organization and reaching more stakeholders while providing leadership through internal and external advisory councils.

This past fall Logevall announced the new Internationalization Council, a group of leaders from each college and school, that is charged with advancing Cornell's global dimension.

Logevall also is seeking ideas and support from international alumni (see infographic, p. 11). An external advisory council of alumni and friends of Cornell, chaired by Trustee Emeritus Martin Tang '70, will offer strategic advice and work to strengthen a wide range of global experiences for the Cornell community.

Working closely with Laura Brown, senior vice provost for undergraduate education, and Marina Markot, the new director of Cornell Abroad, Logevall seeks to refashion and reinvigorate international opportunities for undergraduates.

Santander, Spain. The AguaClara civil and environmental engineering program has eight sites in Honduras and two under construction in India; it improves drinking water quality via sustainable, replicable water treatment systems.

- **The Samuel Curtis Johnson Graduate School of Management** offers a dual MBA degree program with Catholic University of Louvain in Belgium; the school also runs the Center for Sustainable Global Enterprise.
- **Cornell Law School** runs the Clarke Program in East Asian Law and Culture, the Avon Global Center for Women and Justice, the Berger International Legal Studies Program and the Clarke Center for International and Comparative Legal Studies.
- The **College of Veterinary Medicine** is working with the City University of Hong Kong to establish the first veterinary medicine academic program in the Hong Kong Special Administrative Region.



Cornell Abroad

- At **Weill Cornell Medical College**, global health is a major initiative with many ongoing affiliations, including training doctors in Tanzania and the GHESKIO Clinic in Haiti; a global health track has been added to the master's program in clinical epidemiology and health services research.
- **Weill Cornell Medical College in Qatar** was established in 2001 as a joint venture between Cornell and the Qatar Foundation. It was the first institution to offer a United States M.D. degree overseas and has produced 147 new physicians.
- The **School of Industrial and Labor Relations** offers exchange programs in Australia, China, and the U.K. and global service learning opportunities in India and Zambia.
- **Cornell University Library** has forged relationships with Tsinghua University in Beijing, China, and recently partnered with Tsinghua and three other academic libraries in China to teach preservation techniques.

EINAUDI CENTER AS UMBRELLA

The Mario Einaudi Center for International Studies is the umbrella organization for eight core programs and several programmatic initiatives. It has 11 associated programs that are hosted in different colleges, provides seed grants for faculty, and shares Cornell's resources with the

continued on next page

A faculty committee is investigating a cross-college global affairs major; and a new Language Education Council (LEC) will aim to keep Cornell a top university for language instruction.

During the recent financial crisis, several language programs at Cornell were cut; additionally, federal Title VI funding support for the least commonly taught language programs face restrictions and possible elimination. The LEC will play a key role in strategically strengthening Cornell's language programs, Logevall says.

Logevall also intends to stress international opportunities as early as prospective students' first campus tour. With the similar aim of opening students' eyes early on to international perspectives, selected Cornell faculty members will create first-year "gateway courses" to introduce global dimensions of various fields of study.

Changes are already happening

Cornell's decentralized structure has meant, for example, that the College of Arts and Sciences is almost completely responsible for language instruction, but a growing number of "key stakeholders are outside this college, and increasingly so," Brown says.

Brown points to the ILR School, which recently expanded its global internship opportunities and believes that its students could greatly benefit from an intensive, short-term language and culture course before heading to other countries for hands-on service learning. More immersive language courses outside the traditional semester system would give students a better context for their international experiences, she says.

For example, Donna Ramil, ILR's associate director of international programs, says the school needs a Kannada language instructor to help prepare service-learning students heading to Karnataka, India, for the summer, rather than the informal volunteer language training (by students) she arranges each year.



P. Davies

Brown also is working to reduce the conflicts many students encounter in their majors and required courses, which have kept many of those interested from pursuing international experiences.

Now that Cornell Abroad reports to Brown, she expects



Cornell Abroad

Above: Jonathan Peters '14 takes a break during a hike in Kowloon, Hong Kong. Opposite page, left: Students in AAP's Cornell in Rome program visit the Bramante Staircase in Vatican City. Below left: Tyson Deal shows some of the children at Pune ISKON Food Relief Foundation and Orphanage photos of themselves during her visit to India with Cornell's International Agriculture and Rural Development 602 course.

to build stronger connections between study abroad and other programs central to the support for undergraduate education, including Engaged Learning + Research and the Office of Academic Diversity Initiatives, also within her purview. She hopes to bring targeted study abroad opportunities to “students whose backgrounds don’t prepare them for, or whose contexts don’t encourage them to study abroad.” This includes underrepresented minority students and first-generation-U.S. students.

Brown also wants to add more short-term, immersive or intensive options closely integrated with students’ courses of study; on the model, for example, of the international agriculture classes in India or Mexico during intercession, and how the Cornell International Institute for Food, Agriculture and Development’s SMART Program provides opportunities for students to develop strategic business plans in Africa for up to eight weeks. Many such short-term programs are faculty led and closely tied to a course or major.

Markot says that Cornell’s strengths are “the sheer variety” of abroad options for students and the university’s commitment to provide financial aid to students going abroad. Cornell Abroad also plans to continue increasing opportunities for students during and between semesters.

outside community. Three of the center’s area studies programs – the Southeast Asia Program, South Asia Program and East Asia Program – are Title VI/National Resource Centers. Einaudi’s international relations minor is open to undergraduates in any college.

Einaudi administers Cornell’s Fulbright U.S. Student and Fulbright-Hays Program and together with its core programs offers 12 different grants and fellowship programs for undergraduate and graduate students to engage in international research and training. Area studies programs also take the lead in developing new international experiences for students, such as the establishment of the American Institute for Indonesian Studies in Indonesia and the Cornell in Turin program in Italy.

OTHER PROGRAMS AND PROJECTS

Cornell Abroad supports and coordinates international educational opportunities for all undergraduate students, providing information and advising for study abroad in universities across the world to pursue academic goals and programs, develop language skills, conduct fieldwork, pursue research, engage in service learning and participate in internships.

Cornell Abroad, the School of Continuing Education, CIIFAD and individual colleges offer many short-term courses and programs. For example, summer and winter intercession programs are offered in Tanzania, Zambia, India and the Dominican Republic for global health; in Italy and Germany for dairy management; in Kenya, Thailand, the Philippines and South Africa for food, agriculture and development; and in Mumbai, the Netherlands, Istanbul, Madrid and Taipei for architecture.



Earlier this fall, Vice Provost Fredrik Logevall signed a memorandum of understanding between Cornell and the Keystone Foundation to establish the Nilgiris Field Learning Center in Kotagiri, Tamil Nadu, India, to engage in shared research projects and provide a study abroad semester.

The Cornell Nepal Study Program, a joint venture between Cornell and Tribhuvan National University in Nepal, was the first study abroad program in Nepal to have American students live and study with Nepalese peers in residential program houses. It marked its 20th anniversary this year.

Spearheaded by Cornell’s Atkinson Center for a Sustainable Future, CARE-Cornell provides financial support for international projects through the Impact through Innovation Fund, supplemented by competitive external grants written by teams of Cornell faculty members and CARE staff.

Community-based service-learning work through Engaged Learning + Research offers global opportunities to dozens of students each year. ■



Caroline Capilioni



Cornell Abroad



Cornell Abroad



Cornell Abroad

Above, clockwise from top left: Students in the College of Engineering's immersive exchange program with the Universidad de Cantabria in Santander, Spain, hike in the Picos de Europa near Fuente Dé; Nolan Jones '13 gets to know a 7-month-old panda cub at a breeding research base in Chengdu, Sichuan Province, China; Katie Sullivan '11, right, celebrates during the Tihar Festival with a roommate during her semester in 2009 as part of the Cornell Nepal Study Program; and Amanda Steffy '13, left, prepares to watch the St. Patrick's Day Parade in Dublin, Ireland, in 2013. Opposite page, right: Rebecca Urquiola '14, right, at the Eiffel Tower in Paris in 2012.

Valuable abroad experiences are “about creating meaning,” Markot says. “It’s understanding things you cannot grasp otherwise. And I think the highest impact of education abroad, the best abroad experiences, are in providing context for complex concepts.”

Take Keri Forness '15 (Arts and Sciences), for example, who spent fall 2013 in Amman at the Jordanian Institute of Diplomacy through Cornell Abroad and the Council on International Educational Exchange's Diplomacy and Policy Studies program. She witnessed weekly protests, “usually about the economy,” she says. She came to understand why Jordanians are frustrated yet “are positive overall since, in comparison to other Arab countries ... their government is intact and they can live normal lives.”

David Huang '14 (ILR) spent a year at Oxford University, which “showed that the study and practice of labor relations requires a comparative approach in an increasingly shrinking world,” he says. “Studying abroad ... made me value my time at both universities more and clarified my interests.”

Cornell's international campus

This past fall, 4,220 international students from 115 countries were enrolled at Cornell's Ithaca campus, comprising 19.5 percent of total enrollment and marking the highest percentage in a decade (9.9 percent of undergrads, 25.2 percent

of professional students and 44.7 percent of graduate students).

“If your roommate is from Brazil, then that's an international experience – one that may be more significant to a student than going abroad for a semester or for three weeks,” Brown says.

Skorton seeks to boost the number of students enrolling at Cornell from Africa, Europe and Latin America while also calling for more need-based undergraduate financial aid for international students. (See related story, p. 23.)

Defining terms

A Feb. 10 symposium, planned by the Einaudi Center and Cornell Abroad, will explore how to define what constitutes “meaningful” or “significant” international experiences.

“I think it does involve a certain period of time in a given country,” Logevall says, “that, in many instances, it includes language capacity that's built in. ... I do think we have to have a fairly high bar when we define it.”

It's crucial for Cornell to “be the exemplary international university,” he says. “It matters to us in terms of the kinds of students we produce and attract. We also want to hire and then retain the best faculty anywhere in the world ... and, more and more, I think they will come from overseas or will have spent time overseas.”

“Studying abroad reshaped my way of thinking and

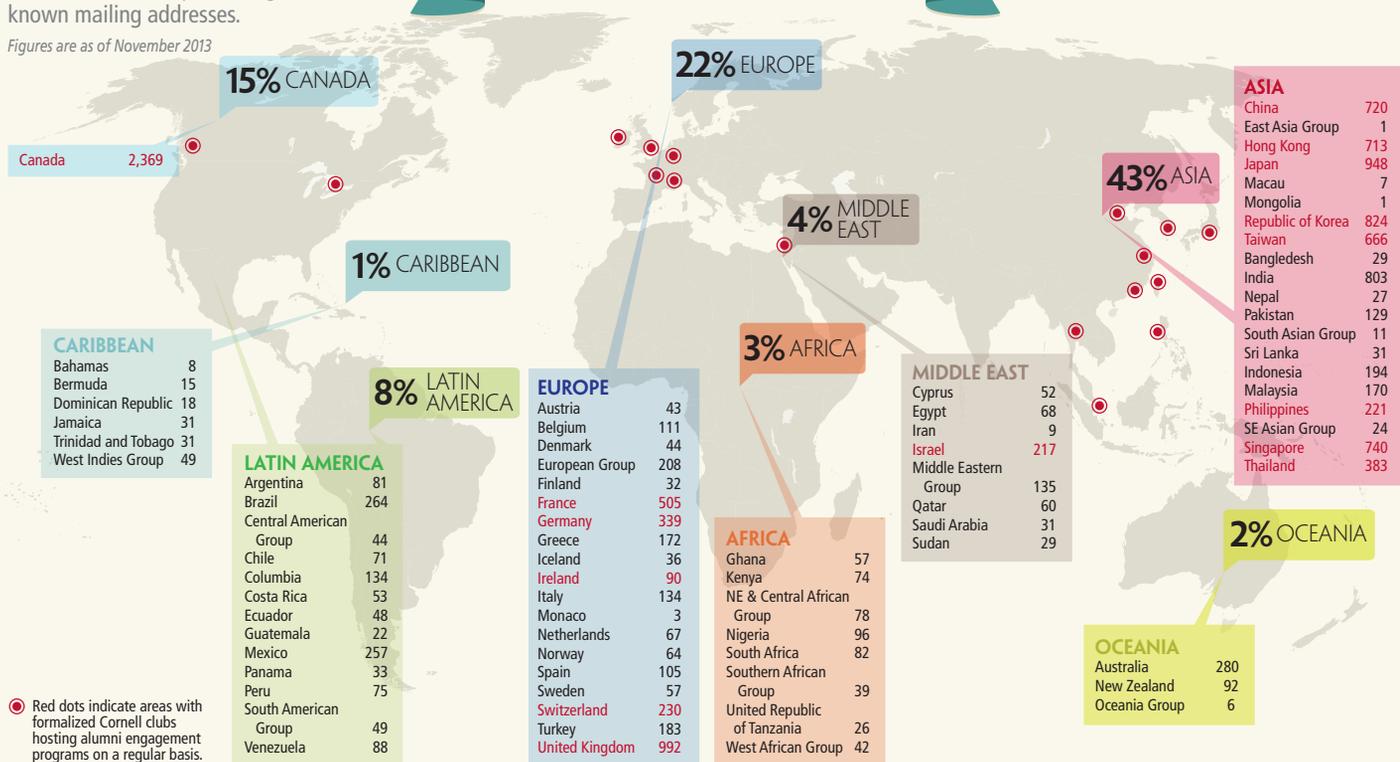
Where are Cornell alumni living today?

The university's data, shown on this map, is a rough snapshot only, and the numbers are conservative, representing alumni with known mailing addresses.

Figures are as of November 2013

← WHERE IN THE WORLD ARE →

CORNELL'S INTERNATIONAL ALUMNI?



Graphic by Wendy Kengsberg/University Communications/Marketing

gave me a sense of a second home – a second self – that has become the definition of my Cornell experience,” says Moniek van Rheen ‘13 (Arts and Sciences), who spent her junior year in Spain with Cornell Abroad’s Seville program. “I thought I would learn the most about the Spanish language and culture, but my greatest lessons were what I learned about myself: my passion for teaching languages, my willingness to expand well beyond my comfort zone, [and] the realization that there’s so much more to our world and to the people who inhabit it.”

For Matt Glocz ‘14 (School of Hotel Administration), spending a year abroad “was the only way I could truly take the foundation in Italian I gained here to the next level and become fluent in the language.” Glocz participated in Cornell Abroad’s program in Bologna, Italy, and also spent a year on a full linguistic immersion program at the University of Bologna.

“If you’re even thinking about going abroad, do it,” he says. “But don’t just study abroad for the sake of getting away and partying for a semester – really try to get that immersive, cultural experience and live like a local. There’s a difference.”

More information:

international.cornell.edu

cornell.edu/portraits/fredrik-logevall

cornell.edu/provost/priorities.cfm



Cornell Abroad

CORNELL NOW 2015

CHANGING OF THE GUARD

New national chair sets annual fund course



Robert J. Katz '69, left, with Paul Salvatore '81, J.D. '84.

"The annual fund is timeless," says Paul Salvatore '81, J.D. '84, named in July the new national chair for the Cornell Annual Fund. He describes how unrestricted, current-use gifts support the university's perennial priorities and enable Cornell's leaders to respond swiftly to opportunities that emerge season after season.

He offers examples: "A competitive offer to recruit a star faculty member, the extra research funds to buy materials for a new collection in Africana studies, the ability to sponsor a Greek academy to help train sorority and fraternity leaders as Cornell reshapes the Greek system."

A member of the executive committee of the law firm Proskauer Rose, Salvatore has taken on several leadership roles at Cornell. He is a Cornell University trustee, and a member of the Cornell Tech task force and the ILR School and Law School advisory councils. His previous posts include serving as Tower Club co-chair alongside his wife, Pamela, and as Cornell Annual Fund vice chair.

Salvatore succeeds Robert J. Katz '69, senior director at Goldman Sachs and vice chair of the Cornell University Board of Trustees.

"We are extremely grateful for Bob's exceptional leadership," says Joe Lyons '98, director of the Cornell Annual Fund. "He has been a passionate and tireless advocate for unrestricted giving to the university, and he

has been an important part of our success over the past eight years."

"Bob's approach is one of proven success," agrees Salvatore, "and I look forward to continuing to make the annual fund an essential part of the philanthropic picture at Cornell."

When Katz first took the reins in 2005, the Cornell Annual Fund raised \$12 million yearly. Under his leadership and throughout the ongoing "Cornell Now" campaign, this total has nearly tripled, reaching \$33.3 million in fiscal year 2013 with gifts from 34,194 donors – an all-time high in amount and in participation.

According to Katz, the goal was not merely to achieve a surge in numbers but to establish a dependable stream of current-use funds year after year, even long after the 2015 completion of the current campaign. "It's more about building the new 'flow rate' and getting to a new annual fund level and staying there," he emphasizes.

The next target for the Cornell Annual Fund?

Reaching \$40 million within the next few years.

"Forty million would be equivalent to a billion dollars in endowed funds, given a 4 percent yearly payout of the university's endowment," Katz says. "To transform the annual fund into a billion-dollar asset for a university with an endowment of \$5 billion is a very powerful thing."

Salvatore is ready to take on the challenge. "We have the donor base to achieve this aspiration," he says. "So many of Cornell's alumni, parents and friends do so much in terms of philanthropy, and we have more than 260,000 living alumni. With general support and a large alumni base and the level of success that our alumni have had, there's a lot of potential to grow the annual fund as we educate people on why it's so important and what it does."

"I wouldn't be where I am without Cornell," Salvatore says. "Staying connected with the university is exhilarating, and it's just so rewarding to be a part of a community that is at the forefront of so much great work."

"This is an exciting time for the university and the Cornell Annual Fund," he adds. "Our sails are full and the wind is at our back."

– Jose Perez Beduya

McCormicks provide a \$5 million leg up

"I had struggled with teaching," admits Susan Daniel, assistant professor of chemical engineering. Daniel, who joined Cornell's faculty in 2007, knew that she wanted to be a more contemporary and inspiring teacher, a teacher who used technology to engage her students in active learning.

"But I didn't know how to do what I wanted to do with my class. I didn't have the experience, and I didn't have the budget," she says.



From left, James McCormick '69, M.Eng. '70, Marsha McCormick '70 and James McCormick Jr. '05, M.Eng. '06. Photo provided.

In 2008, the college launched the Teaching Excellence Institute (TEI) and hired its first director, Kathryn Dimiduk '79, a Cornellian with a Ph.D. in applied physics from Stanford and 19 years of college teaching experience.

The results of Dimiduk's consultations with Daniel included the introduction of i-Clickers in Daniel's class (which allow

the professor to poll or quiz students at any given moment), Wacom tablets (the instant digitization of the classroom materials and lecture notes), the production of a "virtual tour" video of Daniel's visit to a power plant, and the development of a new class project wherein students were asked to model the human body as a set of chemical processes.

In 2011, the American Society for Engineering Education recognized Daniel, who had once been a lackluster teacher by her own estimation, with an Outstanding Teaching Award.

In addition to working individually with more than 100 professors, the TEI also manages a technology lending library for faculty and conducts midsemester student surveys, which deliver student feedback to professors quickly so adjustments can be made to a class still in progress.

This June, James McCormick '69, M.Eng. '70, and Marsha McCormick '70, longtime supporters of teaching initiatives at the college, made a \$5 million gift to endow the institute, making permanent the kind of services that helped Daniel.

James "Jim" McCormick is founder and president of First Manhattan Consulting Group, a banking services consulting firm. He is a member of the Engineering Council, and he and wife Marsha, who met at Cornell, endowed the chair of Cornell's Department of Biomedical Engineering. They are the parents of James McCormick Jr. '05, M.Eng. '06.

The McCormicks' gift will have a profound and lasting impact on engineering at Cornell, says Dean Lance Collins. "Like engineering itself, inspired teaching is an applied science," says Collins. "The James McCormick Family Teaching Excellence Institute gives us the technological tools, the expertise, the coaching and the innovation to engineer courses that are more effective."

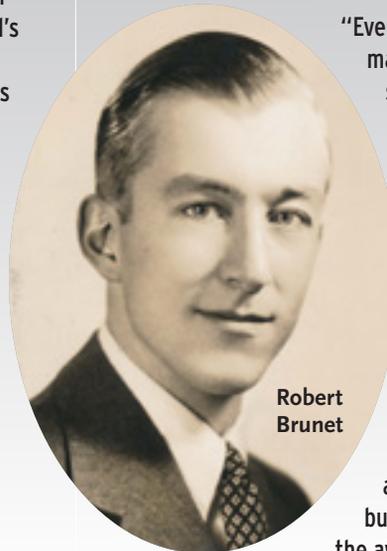
– Emily Sanders Hopkins

Bob Brunet's enduring gifts



Robert Brunet '41, right, with Big Red cross country coach Lou Duesing, was recognized as a Foremost Benefactor in 2005.

A year and a half ago, Robert Brunet '41, a 93-year-old bachelor and World War II veteran with no immediate family, passed away quietly, but his devotion for Cornell resounded in one final hurrah: a surprising bequest of more than \$1 million benefiting athletics, the College of Engineering, and other areas of the university he cared most about.



Robert Brunet

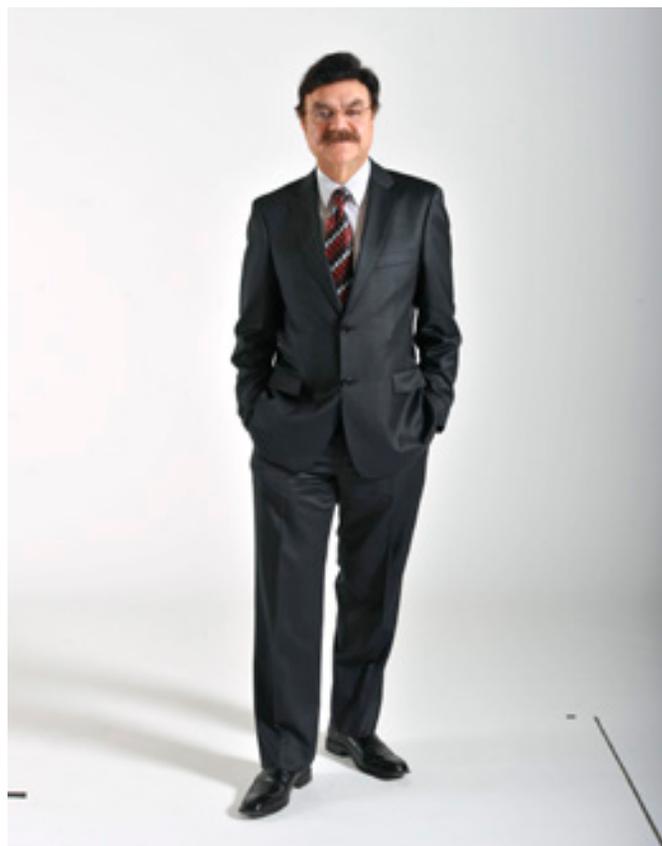
"Every time he called or wrote after making a gift, he would always say, 'I wish it could be more,'" remembers Lou Duesing, the retired head coach for women's track and field and current assistant coach of women's cross country. And he'd often close his letters to Cornell with "P.S. No reply expected."

In 2005, Brunet was recognized as a Foremost Benefactor. He'd declined a formal ceremony in Ithaca, but Cornell surprised him with the award and statue at a dinner celebration in Cambridge, Mass. – where he lived in a simple apartment – after the Ivy League Heptagonal Indoor Track & Field Championships.

According to Andy Noel, the Meakem-Smith Director of Athletics and Physical Education, Brunet helped to meet the fundraising goals of women's teams for softball, track and field, and ice hockey, year after year. "When his gifts came in, they always raised my spirits and the spirits of the coaching staff and their students."

A portion of Brunet's bequest helped fund the first phase of the ongoing softball field renovation.

– Jose Perez Beduya



QA

WITH CORNELL'S DEANS

ON EUREKA! MOMENTS, THE NOBLEST PROFESSION AND MIND MELTS IN COMPUTING

In this, Ezra's fourth installment in an ongoing series of conversations with the academic deans of Cornell's colleges and schools, we delve into the roles of social sciences and the humanities in the College of Arts and Sciences, ways to bridge the distance from Qatar to New York City and Ithaca, and increasing enrollments in computer science.

Hear from two brand-new deans, and one who is halfway around the globe, on answers to questions like: What does an alumna, now dean of her former college, find different about it three decades later? What is Cornell's medical college in Qatar doing to affect public health in the Middle East? How will Cornell maintain its place in the top tier of computer science universities?

HAYM HIRSH

'I WENT FROM BEING A KID LOOKING IN THE WINDOW OF A CANDY STORE TO A KID INSIDE THE STORE.'



Above and at right: Haym Hirsh, dean of the Faculty of Computing and Information Science, chats with Cornellians at Trustee-Council Annual Meeting events in October.

WHAT WERE YOUR FIRST IMPRESSIONS OF CIS?

My first experience with CIS far predates my arrival at Cornell. In 1999 Cornell created CIS to make computing and information sciences "organizationally promiscuous," placing it in its own college-level unit to respond effectively to the transformative impact that computing was having in all sectors of life and learning. CIS is now Cornell's vibrant home for research and education in the three core disciplines of the information economy: computer science, which studies the capabilities and the fundamental limits of computers and computation; information science, which looks at the interactions between people and technology; and statistical science, which focuses on processes for reasoning about and understanding data and uncertainty.

My first impressions of CIS were as an admirer witnessing these changes over the years. Rather ironically, as an academic leader at Rutgers I had often used Cornell as a model for how Rutgers could similarly empower its computing and information sciences, at least until Cornell came knocking. In the span of a few months I went from being a kid looking in the window of a candy store to a kid inside the store.

WERE THERE ANY SURPRISES?

With each day at Cornell I discover new surprises. For example, I

was surprised to learn that over a third of CIS's faculty have joint appointments with other departments, that two CIS faculty (and five alums!) have received science and technology Academy Awards, that information science managed to hire four new faculty in a single year this last year, and that the CS faculty have lunch together every day. I enjoyed learning that in 1891 Cornell faculty member Walter Wilcox assumed the first professorship in statistics in the U.S. and served as president of the American Statistical Association, a position later held by Edmund Ezra Day, Cornell's fifth president. Finally, I was very pleased to discover that CIS graduates have played key roles in some of the most visible enterprises, including Microsoft Office and Windows, Google's search group, and Facebook's News Feed engineering team.

WHAT DO YOU WANT TO DO THAT WILL BE NEW?

Cornell is among the world's top institutions in computing and information sciences and accomplishes this with a faculty size far smaller than its peers. For example, we are in the top five in CS and have managed to do that with roughly half as many faculty as the other four. Even within this group we are overachievers, with four of our senior CS faculty elected to both the National Academy of Sciences and the National Academy of Engineering and five of our youngest faculty receiving Microsoft Faculty Fellowships — a combination matched by no one else among the top five.

One might say that thus far CIS has done more with less. What I'd like to do that's new is to do more with more. I would like to grow CIS in size while maintaining our sharp eye for recruiting the most elite faculty in the world. CIS needs this growth to serve our massively increasing student demand – undergraduate enrollments in computer science have more than doubled in five years; to continue to be a hub for collaboration and innovation across Cornell; and to develop pillars of strength that target some of the most societally important challenges of our times.

HOW IMPORTANT IS GATES HALL, THE BUILDING YOU MOVE INTO THIS JANUARY?

Bill and Melinda Gates Hall is a game changer for CIS, consolidating our faculty and modernizing our facilities. Gates Hall brings together for the first time all our CS and IS faculty into one location, which will simplify research collaboration and allow us to expand and strengthen the educational experience that we provide our students. It also gives us a new, modern, forward-looking space that can be responsive to the changing face of computing. Gates Hall will be a signature building for Cornell and an icon for CIS and what it has to offer in the years ahead.

TELL US ABOUT YOUR OWN RESEARCH.

My research sits at the intersection of computing and information sciences, the two CIS departments that jointly hold my faculty appointment. For most of my career I've worked in the areas of

machine learning, data mining and information retrieval, often applied to problems involving people and their use of computing. Most recently my research has turned to an area called "human computation," which brings a computer scientist's sensibilities about building reliable and efficient systems together with social science's understanding of people and behavior to think more expansively and holistically about the design of today's social computing systems.

One of my personal views is that as it goes on, computing repeatedly does "mind melds" with other fields. One of the deepest mind melds is, what is intelligence? Can we come up with a sufficient understanding of the brain that leads to the understanding of

consciousness? Is consciousness necessary to have broadly capable intelligent systems?

WHAT DO YOU DO OUTSIDE OF WORK?

I do a lot of pretty geeky things. I read science fiction, and I'm a big fan of mechanical puzzles. I have an absolute passion for and collect art objects made out of recycled materials. [On a shelf in his office is a locomotive made out of a trumpet, a sprinkler head, nails and random bits of metal.] There's a mathematical elegance to how their makers take a lot of seemingly random things and make something of surprising beauty. It appeals to the part of me that likes clever ideas; these craftspeople come out of left field to solve a problem in ways as unexpected and interesting to me as can be the case in the most important of research advances.



THE DEAN

Haym Hirsh, dean of the Faculty of Computing and Information Science (CIS)

At Cornell since July 2013; recruited from Rutgers University, where he was professor and chair of computer science.

AREAS OF EXPERTISE: Machine learning, artificial intelligence, human-computer interaction

COMPUTING & INFORMATION SCIENCE

POPULATION: 60 core faculty members, 482 declared undergraduate majors, 348 graduate students

CIS is an interdisciplinary college-level unit created to recognize that computing enters into almost every academic discipline. More than 100 faculty from more than a dozen departments spanning five colleges and professional schools participate in its 10 graduate degree offerings. Its 7,000 undergraduate enrollments come from all colleges and professional schools; CIS's faculty offer six undergraduate majors spanning Cornell's three largest colleges and minors to students in all of Cornell's colleges and professional schools.

Cornell Now campaign goal: \$35 million; \$20.1 million raised (as of October 2013)

GRETCHEN RITTER

'MY BIG GOAL IS TO MOVE THE COLLEGE INTO THE VERY TOP RANK OF LIBERAL ARTS COLLEGES INTERNATIONALLY.'

Above: Gretchen Ritter '83, dean of the College of Arts and Sciences, chats with students, including Jennelle Gordón '15, right, graduate student Kate Seufer, left, and Aquillah White '15 (not pictured) in the foyer of Goldwin Smith Hall. Opposite: Ritter at her graduation from Cornell in 1983 with her father, David Ritter '59.

Q: HOW HAS CORNELL AND THE COLLEGE OF ARTS AND SCIENCES CHANGED SINCE YOU WERE AN UNDERGRADUATE?

Part of what's been surprising to me is how similar in many ways the college is to the way it was in the early '80s. It is still a place that is structured around excellent teachers, really impressive independent, on-their-own-path students, and a sense of academic community. I think that is part of what makes this a wonderful school.

Q: YOU WERE A GOVERNMENT MAJOR. DOES THIS INFORM YOUR LEADERSHIP OF THE COLLEGE?

I'm a political scientist; I think a lot about democracies, and I think a lot about organizational and institutional structures and how they change over time. Part of my belief and commitment to higher education is that it is very important for American democracy. I see it as an institution that contributes to good citizenship at the national and international levels, and I also see it as an institution that creates innovation – precisely because it is a place that is open to the talents of people from all backgrounds.

Q: WHICH EXPERIENCES FROM YOUR MORE THAN TWO DECADES AT THE UNIVERSITY OF TEXAS AT AUSTIN ARE MOST RELEVANT TO YOUR WORK AS DEAN?

One is simply the role of being a faculty member, including the joys

and the challenges of learning to be a good teacher. I enjoyed that a great deal, and found I was always seeking new ideas for how to do it more effectively. On the scholarship side, the "Eureka!" moments that come from being a researcher and feeling like you've stumbled onto a great idea, or a great finding, is something that I feel I share with all of my faculty colleagues in the college.

I was the head of the largest interdisciplinary center at UT-Austin for five years. I saw the importance of connecting people from different departments and the benefits that can come from bringing different disciplinary perspectives to the study of the same subject. It also instilled in me a commitment to faculty development, including mentoring junior faculty.

From my experience in the provost's office and working in undergraduate education, I bring an appreciation for the importance of information technology for education and research and the kinds of opportunities that this can create for us as well as some of the challenges it poses. ... Technologies can really enhance what we do in helping us to connect to people in other parts of the globe and in allowing us to rethink how we use the classroom. We need to be open to those possibilities and to pursue them in ways that align with our core values – particularly a commitment to educational excellence and to putting students first.

Q: WHAT ARE YOUR PRIORITIES AND VISION FOR THE COLLEGE OF ARTS AND SCIENCES?

My big goal is to move the college into the very top rank of liberal arts colleges internationally. What does it mean to be a great liberal arts college in the 21st century, given the challenges of information technology and increased global connection? What contributions can the college make to this new, more interconnected world? Whether those contributions are in terms of cultivating human understanding in a global age or preparing people for global citizenship, that is a role we should be playing.

In the social sciences, Cornell is quite diffuse; we have very good departments, but they suffer a bit from that diffusion. So helping to expand and strengthen key departments in the social sciences will be important to the well-being of the college. The social sciences are also significant because this is an area in which our college provides insights on key public issues – such as obesity, immigration and educational attainment.

Q: HOW DO YOU SEE THE ROLE OF THE HUMANITIES AT CORNELL AND IN THE BALANCE BETWEEN SCIENCE AND THE ARTS?

The humanities has always been one of the gems of Cornell – this is an area of strength that we should all take pride in. One of our strengths in the humanities is in area studies – we were one of the first universities in the U.S. to teach Mandarin, for instance. Cornell was a pioneer among American universities in taking a more outward view and in connecting American higher education to East Asia, for instance.



I also think that the “crisis in the humanities” which is being discussed in the press is quite exaggerated. There have been previous historical moments of economic anxiety, or anxiety over technological change, that have caused students to worry about their careers and their incomes. As a parent I am very appreciative of those anxieties, and I do think that we need to be mindful of that for our students and their families. But I would argue that a liberal arts education, including a strong foundation in the humanities, is in fact the education that best equips you for a changing world, the one that helps prepare you to deal with the diversity of human experience

and social change, including change brought about by advances in the sciences. I also think it is an education that equips you to think critically by assessing what we know and how we know it. . . . the liberal arts have been a source of social innovation and economic innovation for our country.

Q: YOU’RE A THIRD-GENERATION CORNELLIAN?

Yes, my father, David Ritter, was a 1959 graduate of the Law School, and his stepmother, Ethel Corwin, was an Arts and Sciences graduate, Class of 1929. And I have hopes for a fourth generation.

Q: WHAT ARE YOUR OTHER INTERESTS?

I enjoy the natural world; I’ve been having a great time exploring trails and parks in the area; when I can I like to run and bike. One of the things that’s a real joy for me about being back is that I have a lot of family in upstate New York and get to spend time with my parents, who live about three hours away in the Hudson Valley.

THE DEAN

Gretchen Ritter '83, the Harold Tanner Dean of the College of Arts and Sciences

At Cornell, and dean, since: 2013

AREAS OF EXPERTISE: American politics, democratic theory and constitutional development

THE COLLEGE OF ARTS AND SCIENCES

POPULATION: 600 faculty members, 4,100 undergraduates, 1,500 graduate students

AREAS OF GROWTH: A renewed commitment to strengthening core disciplines in the natural sciences and humanities, along with a deeper focus on strengthening the social sciences; growing international engagement in scholarship and education; and exploring new growth areas in environmental science and the mathematical/computational sciences.

ENDOWMENT: \$434.6 million (as of June 2013)

CORNELL NOW CAMPAIGN GOAL: \$225 million; \$163.8 million raised (as of September 2013)

'WE SEE OUR ROLE AS CENTRAL TO THE DEVELOPMENT OF THE COUNTRY'S HEALTH CARE SYSTEM.'



Weill Cornell Medical College-Qatar

Above: Javid Sheikh, dean of Weill Cornell Medical College in Qatar, speaks at the World Health Care Conference in Abu Dhabi in 2010. Opposite: Sheikh chats with Abdulwahed Zainel '14 at a recent reunion event for members of WCMC-Q's foundation program.

WHAT FIRST DREW YOU TO MEDICINE?

When I was growing up, medicine was universally acknowledged as the "noblest profession," as at its core was the concept of being a healer and helping those who are most vulnerable. While changing mores in society with a general increase in cynicism has put a dent in idealism for some, for me, it continues to be the noblest profession. I am inspired by the opportunity to contribute to the development of physician-scientists who possess today a deeper and broader understanding of disorders and are well-suited to the practice of personalized medicine, with access to diagnostic and therapeutic innovations.

WHAT DO YOU SEE AS WEILL CORNELL MEDICAL COLLEGE IN QATAR'S AREAS FOR GROWTH IN THE FUTURE?

There are many exciting avenues for growth open to us, and the most crucial of these is our partnership with Sidra Medical and Research Center, a state-of-the-art facility that will eventually become Qatar's flagship health care provider.

WCMC-Q faculty have been working closely with our partners at Sidra to offer the technical advice and expertise needed to create a facility able to provide excellence in health care and research. This relationship presents fantastic opportunities for our students, who will have the opportunity to gain practical experience on the wards of the new hospital, right across the road from the college.

We envisage a relationship with Sidra based on joint research and a culture of shared learning that will benefit students, faculty members, researchers and patients, as well as the health of people in the country and the region. This free flow of ideas between the two institutions offers the most exciting potential for growth and development in the medical field anywhere in the Middle East.

WHICH ACHIEVEMENTS OF THE COLLEGE ARE YOU MOST PROUD OF?

Without a doubt, our proudest achievement is that we have produced a cadre of 147 new physicians since our inauguration in 2002. It has been a source of great pleasure and pride to have witnessed these young people meet and overcome the challenges of an extremely tough curriculum to realize their dreams of qualifying as doctors. These new doctors go on to work in hospitals and research facilities all over the world, and use their talents to improve the lives of others.

Another goal the college has strived toward since its inauguration has been to establish the same culture of excellence in teaching and academic accomplishment that the U.S. [medical] campus is renowned for. Our faculty members have worked tirelessly to provide great teaching and to ensure the quality of the curriculum is constantly tested and improved. Our students consistently achieve grades that meet, and often exceed, those of their counterparts in the U.S.

HOW HAS THE DISTANCE BETWEEN THE COLLEGE AND NEW YORK INFLUENCED THE WAY WCMC-Q HAS DEVELOPED?

It is, of course, a challenge to be so far from Ithaca and New York City, but it also presented us with a great opportunity to become pioneers in the use of digital technologies. The vast majority of our learning materials are digital and accessed through our distributed e-library facility, which contains more than 17,800 e-books and more than 8,000 e-journals. We also have live video feeds piped to big screens in our lecture halls that allow our students to participate in lectures taking place in Ithaca and New York.

Our location in the heart of the Middle East has endowed us with a very cosmopolitan student body, which has given us a unique identity. We draw on the cultural values of our region, where learning and intellectual curiosity has been revered since ancient times, and on the forward-thinking, innovative approach to technology that characterizes medicine in the United States. This combination of cultures gives our students a very strong foundation upon which to build their careers in medicine.

HOW DO YOU SEE THE COLLEGE'S ROLE IN QATAR'S HEALTH CARE SYSTEM?

We see our role as central to the development of the country's health care system, and we take our responsibility to the people of Qatar very seriously. We are working closely with the Supreme Council of Health, the body responsible for implementing health policy in Qatar, and our partners at Hamad Medical Corporation (HMC), the national health care provider, to help formulate policy and create a regulatory framework to meet the health care goals set out in Qatar's National Vision 2030 document. We are also working with the Supreme Council of Health, HMC and Sidra to develop Qatar's Academic Health System, which will integrate clinical care with education and research.



Weill Cornell Medical College-Qatar

WHAT IS THE COLLEGE DOING TO ADDRESS PUBLIC HEALTH IN THE MIDDLE EAST?

The region, like many parts of the world, is suffering an obesity and diabetes crisis, mainly due to poor lifestyle choices. Related to these are complications such as heart disease, stroke, kidney and liver disease and certain forms of cancer. Our commitment to the public health of people in our region means that we tackle these issues in a number of ways. First, we are producing a new generation of doctors trained to treat these diseases. Second, we are conducting research into better ways to treat, manage and prevent the diseases, and we have had encouraging breakthroughs of late, particularly in the fields of diabetes care and breast cancer treatment. Third, we have launched a five-year public campaign called Sahtak Awalan, which means "Your Health First" in Arabic, to encourage people of all ages to adopt healthier lifestyles and take responsibility for their own well-being.

HOW DO YOU RELAX?

I like to read books on the history of ideas and discoveries that provide me with a much-needed perspective on the remarkable progress of humanity during the last millennium and add to my optimism for such progress to continue in the future. I find that very relaxing and rejuvenating.

THE DEAN

Dr. Javid I. Sheikh, dean, Weill Cornell Medical College in Qatar

At WCMC-Q since: April 2007

Serving as dean since: January 2009 (as interim dean; dean since January 2010)

AREAS OF EXPERTISE: anxiety disorders, chronic stress-related conditions and cognitive impairment.

WEILL CORNELL MEDICAL COLLEGE IN QATAR

POPULATION: 67 teaching faculty, 284 students

SCHOOL'S MAJOR AREAS OF FUTURE GROWTH: Continued growth of research program, with particular focus on diabetes, cancer and genetic medicine. A new laboratory was recently dedicated to the development, application and data analysis of genomic technologies. Faculty recruitment is focused on translational/clinical research, diabetes research and epidemiology.

BY EMILYN TEH



From left, Todd Cowen, faculty director for energy at the Atkinson Center for a Sustainable Future; Frank DiSalvo, ACSF director; David Atkinson '60; Wendy Wolford, faculty director for economic development; and Alex Travis, faculty director for the environment.

New Atkinson gift enhances sustainability leadership

It has always been true that today's decisions – and the research that informs them – will shape the world we live in tomorrow. But never before has there been more urgency to make the right decisions informed by the right research.

Consider: A quarter of the human race currently has no access to electricity. Half of the world lives on \$2.50 a day or less, and one in nine people do not have clean water. Plant and animal species are becoming extinct at an astonishing rate, climates are changing, sea levels are rising, and extreme weather disasters are increasing.

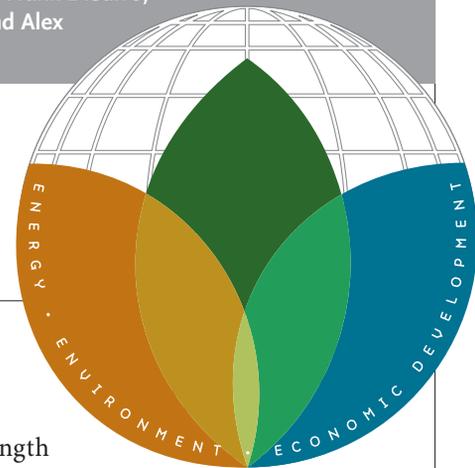
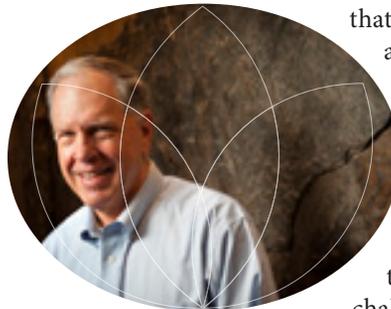
The David R. Atkinson Center for a Sustainable Future (ACSF) was founded, with an \$80 million gift from David '60 and Patricia Atkinson, on the belief that we can address these challenges by bringing

together experts from all disciplines to deliver creative solutions.

“Cornell has this strength in a number of different areas

that you don't get in all universities. The interaction and the connectivity between the diverse schools is what makes it incredibly effective,” says **Jefferson Tester**, the Croll Professor of Sustainable Energy Systems and a former associate director at ACSF.

Recognizing that effectiveness, the Atkinsons recently made a gift to fully endow the center's directorship and to establish a challenge campaign to endow the three ACSF faculty director positions. For every \$2 million a donor gives for a faculty director chair, the Atkinsons will contribute another \$1 million to endow each of the three faculty



leadership positions that oversee the center's three main research areas: energy, the environment and economic development.

"I have been a professor for 12 years, and it is pretty rare that you get to spend a lot of time engaging with the bigger questions that we are facing in the world today," says **Wendy Wolford**, the Polson Professor

of Development Sociology and

ACSF faculty director for economic

development. "You often get caught up with your own research, with publications and with teaching. As a faculty director, it has been a real privilege to move out of that and work with a group of people who care about making a difference and making an impact."

When the positions are endowed, faculty directors will have more than double the time to engage the big questions. Under the current system, the faculty directors maintain their regular jobs as professors with teaching, research and service obligations. The endowments will allow them to devote half their time and energy to ACSF – fostering interdisciplinary collaborations by connecting faculty from different departments to each other and connecting internal faculty teams with external partners, a key focus of the new strategic plan.

ACSF's most recent strategic plan is focused on leveraging Cornell's sustainability research to form partnerships with outside companies, people, foundations and organizations to quickly press research into action. The faculty directors will connect faculty with external partners to speed the delivery of research-based approaches to communities in need.

"An important role is to develop partnerships with the outside world – both private sector and [nongovernmental organizations]," says **Alex Travis**, ACSF's faculty director for the environment and an associate professor of reproductive biology in the College of Veterinary Medicine. "We could come up with the best technology in the world to solve a problem in sustainability, but if there isn't a business that can get that technology to be used widely, or a partner to disseminate that knowledge, we won't be able to have impact at the scale needed to really make a difference."

Emilyn Teh '14 is an intern with the Atkinson Center for a Sustainable Future.

Opposite, below: Jefferson Tester, former ACSF associate director. Above, top: Wendy Wolford. Above: Alex Travis.



MARTIN TANG AND FRIENDS INCREASE INTERNATIONAL SCHOLARSHIPS, FELLOWSHIPS

This past summer the Martin Y. Tang International Scholarship Challenge reached a successful conclusion, resulting in \$4.39 million in endowment gifts from 12 families; \$1.46 million in matching funds from Martin Tang '70; an overall 19 percent increase in scholarship support available for undergraduate international students at Cornell; and support for five graduate fellowships.



The Tang Challenge offered 1:3 matches for gifts for international financial aid starting at \$187,500.

A graduate of the College of Engineering, Tang (pictured above) was elected trustee emeritus and presidential councillor in 2010, having been (at 16 years) the longest-serving international trustee on the Cornell Board of Trustees. In 2012, President David Skorton asked Tang to play a key role in helping to shape Cornell's international strategy. Tang will head a recently formed Cornell advisory group focused on internationalization.

Contributors to the Tang Challenge include oncologist and University Council member Alexander Levitan '59 and Lucy Levitan of Minneapolis; Alok '86, MBA '87, and Majini '85 Oberoi of England; Christian Bergmann '86 of England; former CEO and chair of Ford Motors (China) and current director of Diebold Inc. and Seagate Technology Mei Wei Cheng '72 of Beijing; member of the Johnson School Advisory Council Carlos Quintanilla, MBA '80, of Mexico; Cornell trustee William Perez '69 of Chicago; Cornell University Council member Carol Rattray '78 of New York; Johnny '81, M.Eng. '82, and Juliana Fung, of Toronto and Hong Kong; Steven Shindler, MBA '87, and Mary Kay Kosnik, MBA '88, of Connecticut; Felipe Garza, MBA '80, of Mexico; executive officer of the Bank of Tokyo-Mitsubishi Randall Chafetz, MBA '85, of New York; and Rajeev Bhaman '86, MBA '88, of New York.

"I've made new friends," says Tang of the challenge, "and together with the old friends who have supported this cause, the thing we all have in common is a deep belief that Cornell should attract the best and brightest from around the world."

– Emily Sanders Hopkins

You can make it happen

Winter 2014

Support teaching innovations

A small faculty grant could jump-start implementation of innovative teaching. Recent requests from faculty have included money for hiring an extra teaching assistant to help set up a pilot project, specific lab equipment, videotaping interviews or guest lectures, virtual fieldtrips and additional blackboards and white boards. Fund a grant or a share of a grant, or endow a named grant. **\$1,000 to \$5,000**



Mark Vorreuter



yringerman / Stock

Give the home-state advantage

Experiential learning can enhance New York state's community and economic vitality. This internship program connects businesses, nonprofit organizations and government agencies with exceptional CALS students seeking opportunities to explore careers and contribute to the community. Students intern 40 hours a week for 10 weeks. However, unlike typical internships, a small portion of each week is devoted to a community engagement project focused on helping the students build relationships within the community. This program is a collaboration of CALS and the Community and Regional Development Institute (CaRDI) in the Department of Development Sociology. Completely fund an internship for **\$5,000**, or make a gift of any size.



lzeck / Stock

Provide safe drinking water

AguaClara is an award-winning multi-disciplinary engineering program that designs sustainable water treatment systems for communities in Honduras and India through gravity-powered, affordable technologies. You can support engineering students who implement the systems and work with local community members. Allow 30 students to participate in the 2014 summer program: **\$25,000**



Buy new bunk beds

CALS students at Arnot Forest spend their days in the trees learning how management, conservation and economic decisions impact natural resources. While old bunk beds build character, they don't provide for the most restful night's sleep. New bunks would spruce up the experience and provide students rest after long days in the field, forests and streams of the Arnot. **\$12,000**

You MADE it happen

The following are recent gifts from Ezra readers and other alumni and friends. These represent a tiny sampling of the 9,552 gifts, totaling \$49.9 million, made to Cornell in the first quarter of this fiscal year.

Preserved our past

Leslie '77 and Jacqueline Herzog saved a piece of Cornell's unique home economics history by providing funds to convert original, fragile films to DVDs, enabling access for all. **\$5,000**



Division of Rare and Manuscript Collections

for a newly formed Women in Computing at Cornell club, the university's chapter of the Association for Computing Machinery for Women. "For its long-term viability," says Ball, "computer science needs more women to enter the field and so must take serious steps to attract and retain women." **\$30,000** (\$6,000 per year for five years)

Exposed students to world-class art

Amelia Nychis '57 funded numerous museum trips for students in the Museum and the Object course co-taught by Johnson Museum curators and professors in the Department of the History of Art and Visual Studies. The class is an introduction to object-based research, preservation, display and interpretation. **\$2,000**



walstock / Stock

Supported women in computing and information sciences

Thomas J. Ball '87 made a pledge in September to send Cornell students to the Grace Hopper Celebration of Women in Computing Conference and to provide funding



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

At 626 Thurston, talk is not cheap

“We want to help our students develop a universal fluency of cross-cultural communication and understanding,” says Renee Alexander ’74, associate dean of students and director of intercultural programs at the Cornell Center for Intercultural Dialogue, known on campus by its nickname “6-2-6,” derived from its Thurston Avenue address.

Alexander adds that she’s pushing for students to have this fluency “before they get a passport, before they get on any plane,” placing her work in the context of Cornell’s recent push to increase internationalization of its curriculum and the student experience.



Alexander

Since fall 2011, 626 Thurston has served as Cornell’s hub for conversations about differences – in race, ethnicity, culture, class, gender and sexuality. Last fall, the center completed something of a rebranding effort that publicized the center’s new tagline: “Students Uniting Cornell.”

“It’s more than a tagline, more than a glossy campaign,” Alexander says. If you spend an hour or so at 626, you may be inclined to agree.

On a Thursday this fall, students filled seats in the downstairs reception room to listen to the invited speaker, Kimberlé Crenshaw ’81, a distinguished law professor at UCLA and Columbia School of Law who is considered to be one of the foremost experts on race and the law. Instead of a lecture, real dialogue ensued, with Crenshaw quizzing her audience about the climate on campus and the state of intercultural dialogue.



Crenshaw

The students represented many groups: there was a white Republican, a Hispanic Class of 2012 alumnus, several members of the Women of Color Coalition, a white biology undergraduate active in the intercultural center, several members of the Student Assembly and an Asian graduate student who studies race in human resource policies.

In addition to informal discussions with visiting guests, the center offers gathering spaces, workspace and computers, offices, and two main program tracks to increase the quantity and quality of intercultural dialogue on campus.

The first is an intergroup dialogue project, a for-credit, multidisciplinary class based on a model developed at



Cornell Student Assembly President Ulysses Smith ’14, right, at a recent 626 Thurston event.

the University of Michigan. Students are trained as class facilitators. Last semester’s topic was socioeconomic status; this semester, there are two classes, on race and on gender. Natasha Herrick ’15 was a student in the class two semesters ago and a facilitator last semester. “When the students did their final projects,” Herrick remembers, “I saw how much they had learned and how far we’d come as a group. It was really touching to me. It was a moment of hope.” Herrick also says that her involvement changed the course of her college career and “made me approach all of my classes differently.”

The second program is a series of dinners about difference and reconciliation. “You get two student organizations, for instance Cornell Hillel and MECA (the Muslim Educational and Cultural Association), who actually get along quite well,” Alexander explains. “Or The Cornell Daily Sun staff and the Cornell Review staff, who don’t. ... The impact is respect, the ability to listen to people.” Four dinners are planned for the spring semester.

“This has been a most productive semester, coming to events like [Crenshaw’s],” says Alfonse Muglia ’14, director of elections for the Student Assembly and a College Republican. “I think it’s the first step, getting people in the room together. There’s definitely room to make the conversations more about understanding each other.”

For Simon Boehme ’14, a Truman scholar studying in the ILR School, “626 is the epicenter of Cornell’s discourse on understanding cultural, racial and socioeconomic issues that are so important to conflict resolution and education, two areas I’m devoted to studying,” he says. “Some of my best conversations around improving education for every child happened at 626.”

BY COREY RYAN EARLE

Cornellians at play, in winter's snow and ice

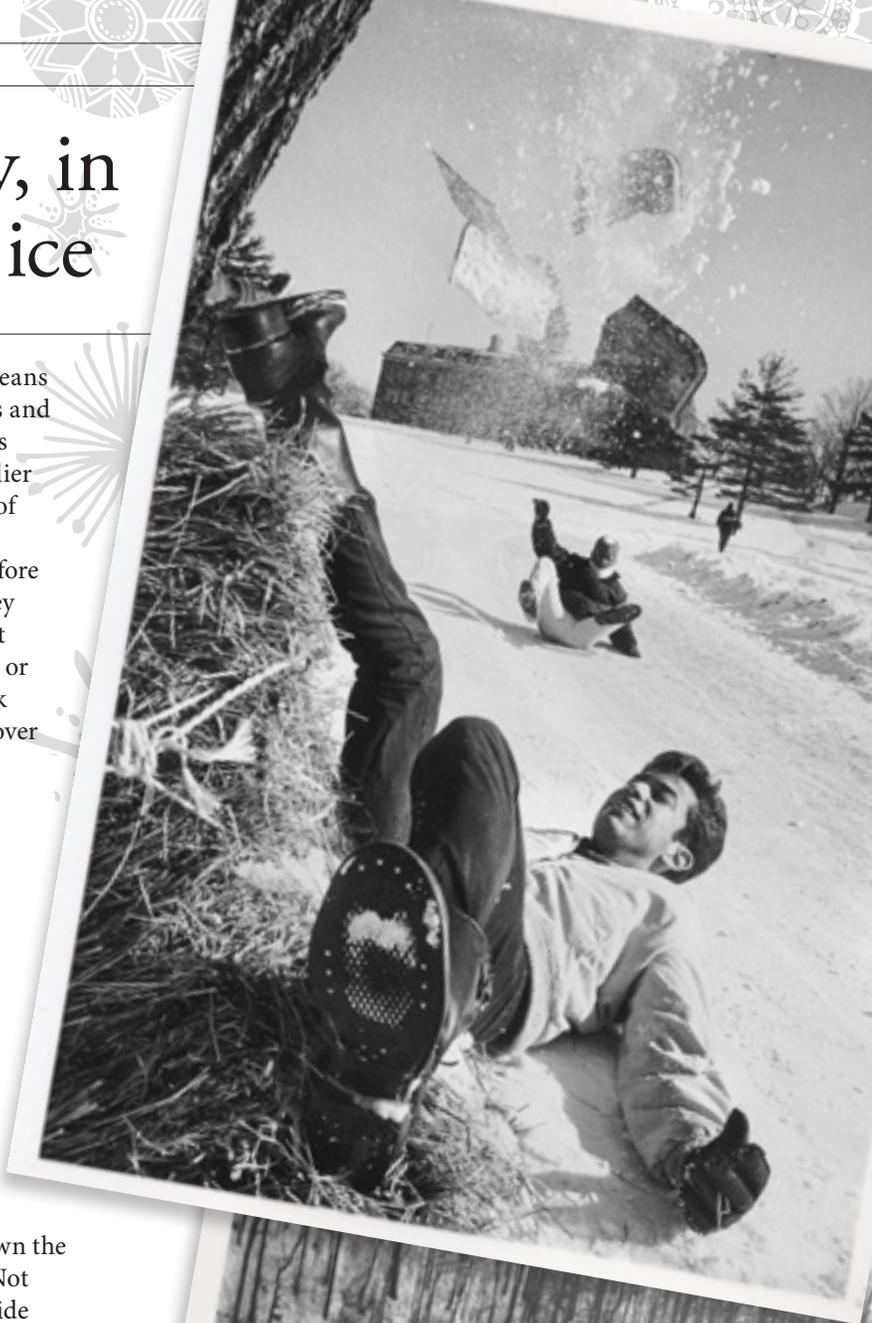
To most Cornellians today, winter in Ithaca means subzero temperatures, bundling up in jackets and scarves, Big Red hockey, and occasional hikes to class through two feet of snow. But for earlier generations, East Hill was home to an alternate array of winter activities and traditions.

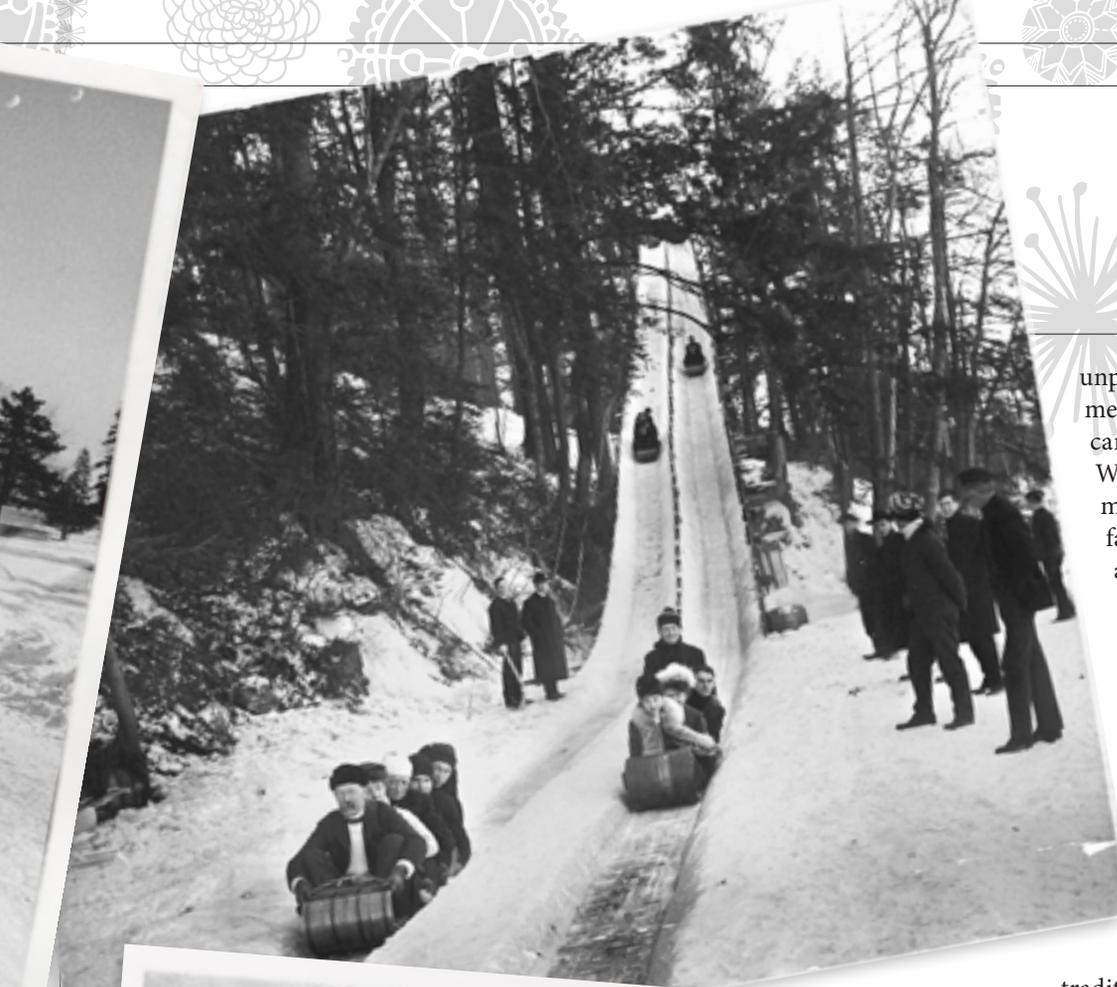
Ice hockey at Cornell was a much different affair before the opening of Lynah Rink in 1957. The men's ice hockey team played its first intercollegiate game in 1901 against Swarthmore, but the early years were limited to neutral or away locations. It wasn't until 1907 that an outdoor rink was set up on Beebe Lake (the first game: a 7-0 victory over Rochester). Much of the early winter activity on Beebe Lake was thanks to Johnny Parsons, an engineering professor who encouraged ice skating by securing the funds, equipment and staff to clear snow from the lake. As the lake's popularity increased, temporary shelters were built, and the Johnny Parson's Club opened in 1922 as a warming house and eatery for skaters. Through renovations and reconstructions, the building became Japes Lodge, which housed the Cornell Outing Club until 2012 when the then-dilapidated structure was declared unsafe.

For those not on skates, perhaps the most popular winter activity for the first half of the 20th century was the Beebe Lake toboggan slide, which operated from 1902-49. The large wooden slide (replaced by steel in 1912) sent Cornellians hurtling down the south shore of Beebe Lake onto the ice at high speeds. Not limited to students, the very first toboggan to use the slide allegedly included Dean "Tee Fee" Crane and then-President Jacob Gould Schurman among its passengers. The slide was eventually dismantled, in part because of the various serious injuries it caused (seven fractured vertebrae reported in 1940 alone), but also because of gradually decreasing activity on Beebe Lake as skiing and other alternatives became more popular. Today, the Toboggan Lodge on Forest Home Drive houses offices.

Cornell owned and operated its own ski center for more than a decade, opening the facility in 1942 in the Caroline hills about 10 miles outside Ithaca. Named Tar Young Hill in honor of physical education professor Charles "Tar" Young, Class of 1899, the center included its own ski lift and ski jump. Skiing was a varsity sport at the time, and the team used the center for practice and intercollegiate competition. The center was closed in the late 1950s.

From 1905 until the '40s, a staple of the January break between semesters (the now-defunct "Junior Week") was an annual Ice Carnival. The traditional event usually included choreographed skating, ice sculpture contests, music, games, sideshows and more. Unfortunately, the





unpredictability of Ithaca weather meant it was often postponed or canceled. After a hiatus during World War II, the Ice Carnival made a brief comeback, but then faded away in the next few years along with Junior Week itself.

One winter tradition still shared by generations of Cornellians is sledding down the steep slopes on and around Cornell's campus. Although Buffalo Street is no longer closed for sledding as it was occasionally during the winters a century ago, a sudden blizzard still brings throngs of students to Libe Slope. The

tradition of "tray racing" (sledding on dining hall trays) appears to have originated in late 1940s, eventually called "tray sliding" and shortened to "traying" by the 1970s. Although official Libe Slope sledding and skiing hours were set by the university in the 1950s and '60s, the practice was banned for safety reasons around 1970. And with the transition to "trayless" dining at Cornell, beginning in 2009 as part of a sustainability initiative, students can no longer "borrow" the makeshift sleds from Willard Straight Hall dining facilities. Sledding on the slope remains prohibited, but the Cornell Plantations offers safer alternatives.

Despite Ithaca's reputation for challenging and character-building winters, Cornellians have always found ways to adapt and enjoy the chilly weather. Traditions

may come and go, but students can depend on the seasons to change and the snow to fall.

Corey Ryan Earle '07 is associate director of student programs in Cornell's Office of Alumni Affairs.

Clockwise from top left: Tray sliding on Libe Slope, ca. 1960s (this practice was banned around 1970 for safety reasons); the toboggan slide on Beebe Lake, early 1900s; students and a dog after a toboggan ride, ca. 1920s-'30s; and ice skating on Beebe Lake, early 1900s.

Images courtesy of the Division of Rare and Manuscript Collections. Snowflakes by Michelle Preast / iStock.

FACULTY LEGENDS: CARL BECKER & ETHEL WARING

Carl L. Becker (1873-1945; on Cornell's faculty 1917-41) was a professor of American and European history. A low-key Midwesterner, Becker was particularly beloved by graduate students. He was a prolific writer, widely known for his essays, and was influential at every level – from the highest echelons of the academy to secondary-school classrooms.

He captured the spirit of the university with a phrase and concept that has become a Cornell trademark: "Freedom and responsibility."

Becker is remembered for the impact he had as a teacher, his eminence as a scholar and for his distinguished service to the university in his role as university historian (1941-45).

Michael Kammen, the Newton C. Farr Professor Emeritus of American History and Culture (who died Nov. 29 as this issue went to press), was the editor of a 1973 edition of Becker's letters and in 2010 co-taught "Reading Carl Becker," a one-semester series of "café evenings" in Carl Becker House on West Campus. Kammen described what he called "the essence of why [Becker] is remembered and still a name to be reckoned with in some quarters":

"Carl Becker's legacy can be found, first and foremost, in his 1931 presidential address to the American Historical Association (AHA), 'Everyman His Own Historian.' He radically democratized how the historian's vocation can be defined, viewed and applied in the lives of ordinary people. The most recent president of the AHA quoted extensively from Becker in his 2013 address and used Becker's belief that everyone needs to be capable of thinking historically in order to function well in the constantly moving present (Becker labeled this the 'specious present') as a point of departure for historical consideration in our own time."

Becker first developed his "freedom and responsibility" concept in a 1940 address, "The Cornell Tradition: Freedom and Responsibility," delivered on the occasion of the university charter's 75th anniversary.

Becker expressed "the hope that Cornell in the future, whatever its gains, whatever its losses, may hold fast to its ancient tradition of freedom and responsibility – freedom for the scholar to perform his proper function, restrained and guided by the only thing that makes such freedom worthwhile, the scholar's intellectual integrity, the scholar's devotion to the truth of things as they are and to good will and humane dealing among men."

Becker's "thoughts and words linger in memory, locally and throughout the discipline he loved," Kammen said.



Images courtesy of the Division of Rare and Manuscript Collections

The arrival of child behavior expert **Ethel Waring** (1887-1972; on Cornell's faculty 1927-55) on the Hill marked the start of the study of child development in the College of Home Economics (now the College of Human Ecology).

In 1927, Waring was recruited by college co-founder Flora Rose to fill a position Rose described as "a human psychologist – practical as well as theoretical – for the new program in child development at Cornell." As a professor, Waring initiated child psychology studies through the college's nursery to inform local parents, teacher groups and missionary students about the latest knowledge in child behavior. In the early 1940s, she also led the Department

of Child Development and Family Relationships (now the Department of Human Development).

In addition to authoring two books, she wrote numerous Cornell Cooperative Extension bulletins – one, "Principles for Child Guidance," is still referenced today in its original form more than 70 years after its publication. She served as the consulting editor of Parents Magazine

after its inception in 1925, and was on the editorial board of Childcraft, The Mother's Encyclopedia and on the board of the National Parent Teacher Association.

One of Waring's passions was taking future researchers under her wing. At her retirement in 1955, she was credited with "having worked with as many, if not more, graduate students than any member of the college faculty." Reflecting her strong belief in the philosophy of down-the-line giving, she was honored with the Ethel Bushnell Waring Fellowship, which aids graduate students focused on the "improvement of family living in other countries and societies."

Waring created a legacy of recognizing the importance of family life and how it shapes future generations. In her words:

"We make mistakes in every home – because we are human. And often, perhaps, we do not live up to our best. But we can count on our children in the long run, interpreting us according to our real feelings for them."

– Dani Corona '15



Smart farmers, happy cows

Julio Giordano, assistant professor of dairy management at Cornell's College of Agriculture and Life Sciences, began a new study this year. He plans, with the help of three graduate students, to attach high-tech collars to 800 cows on a commercial farm in Aurora, N.Y.

Each collar contains, among other tools, an accelerometer.

"We all have one in here," Giordano said, picking his iPhone up during a recent interview in his Morrison Hall office and turning the phone this way and that.

In a smartphone, the accelerometer is the device that knows which way and at what angle the phone is being held. In a cow's collar, the accelerometer will tell the dairy farmer when the cow is becoming restless and moving more, a sign that she is in heat and ready to breed.

There is also a microphone in each collar that will keep track of the sound of a cow's chewing – or lack of chewing – because the first sign that a cow is getting sick is that she stops eating, says Giordano. The quiet will alert the farmer to care for that cow right away, all the while recording data for future use.

Although this wired cow collar will collect a large amount of information, it will do so noninvasively.

Harnessing technology to make cows healthier and dairies more productive is the goal of the many research projects Giordano has started since he joined Cornell in 2012. His appointment as a Sesquicentennial Faculty Fellow allows him, thanks to a reduced teaching load, to dedicate half his time to exploring uses of technology for health and reproductive management.

Healthy cows make a productive dairy farm – Giordano learned this growing up in Argentina, immersed in the dairy business.

"I've always had this inexplicable passion for dairy cows," he says. Two of his grandparents were dairy farmers, and his father is a large animal veterinarian. Giordano started as a veterinarian, earning his D.V.M. in Argentina, but began to pursue research on the recommendation of a professor.

For his Ph.D. research at the University of Wisconsin, Madison, he created a computerized model of a dairy farm: "This is the herd today; this is what will happen in three years," he says, walking through one simulation.



Cows at Cornell's dairy research facility in Harford, N.Y., help assistant professor Julio Giordano, below, harness technology for the dairy industry.

This model, now a tool on the Web, allows working dairy farms to create scenarios and make informed decisions before a single cow is affected.

"I truly think that technology will change the dairy industry," he says. "There is not an end to it."

Giordano is "very vibrant and very energetic," says David Galton, Giordano's predecessor in the dairy management program. Now retired, Galton says the Sesquicentennial Faculty Fellowships program allowed him to work alongside Giordano during the 2012-13 academic year.

"It is an encouragement for faculty to retire knowing there are young, vibrant professors who can bring new, up-to-date ideas to the research world," Galton says.

Last January, Galton and Giordano traveled to Florida together to visit Ronald St. John '68, who endowed Giordano's position. St. John, with his wife and daughter, manages Alliance Dairies in Florida and Georgia, an operation that has 180,000 cows.

"We both went to thank the family," Giordano says.

The grazing dairies in Florida reminded him of the dairies in his native Argentina, where it is also warm enough to allow cows to roam grassy fields, even in winter. He reviewed data on the dairy's computers and had some "tremendous" conversations about practices that maximize dairy productivity by keeping the health of the cows as the top priority.

The St. John family's passion for their dairy cows, Giordano says, matches his own passion for research.

"You cannot be successful if you don't have healthy cows," he says. "Those cows couldn't be happier."

Kate Klein is a program assistant for Alumni Affairs and Development.



Athlete Ally chapter helps LGBT athletes

Cornell men's soccer midfielder Atticus DePropso '15 launched an Athlete Ally chapter on the Ithaca campus in September "to break down barriers and show that LGBT individuals can be anyone and anywhere."

The organization's "message of tolerance, respect and acceptance for all people" has received positive feedback from Big Red teams and the campus community, he says.

All are welcome to join Athlete Ally, a group which is an approved Cornell University independent organization and has the support of DePropso's school, ILR.

"It's not just student athletes, it's anyone who supports the mission and values of Athlete Ally, and wants to help change sports culture to be more respectful," he says.

Since posting his personal story on the national Athlete Ally website, DePropso said he has received and given support.

"I've gotten a lot of emails from strangers, talking about their own struggles, and from parents who suspect that their child might be gay. They are happy to see that we're working to change sports culture and know that their child can be gay and, if they want to play sports, they'll be safe," he says.

"It's about creating a safe environment for people to be honest about who they are. The focus is on recognizing the current culture, and working to change it to be more accepting. We are trying to help young people who are struggling with their identities accept themselves. Just because they don't fit a certain mold or stereotype doesn't mean they can't be who they are. People shouldn't have to give up on their dreams because of one facet of their personality."

Major League Soccer player Robbie Rogers inspired DePropso to come out as a gay student-athlete to friends and family in spring 2013.

"Rogers' example gave me the final push I needed to 'play it forward,' as we say in Athlete Ally, and help others accept themselves, as well. Hopefully, we will create a space that people can gravitate to if they're not receiving that support elsewhere," he says.

Beth Livingston, assistant professor of human resource studies in the ILR School, is faculty



adviser for Cornell's Athlete Ally group. She also serves on the advisory board for the national organization.

Livingston "has been very supportive and passionate about Athlete Ally because a lot of her research overlaps with issues Athlete Ally wants to address in the sports community," DePropso says.

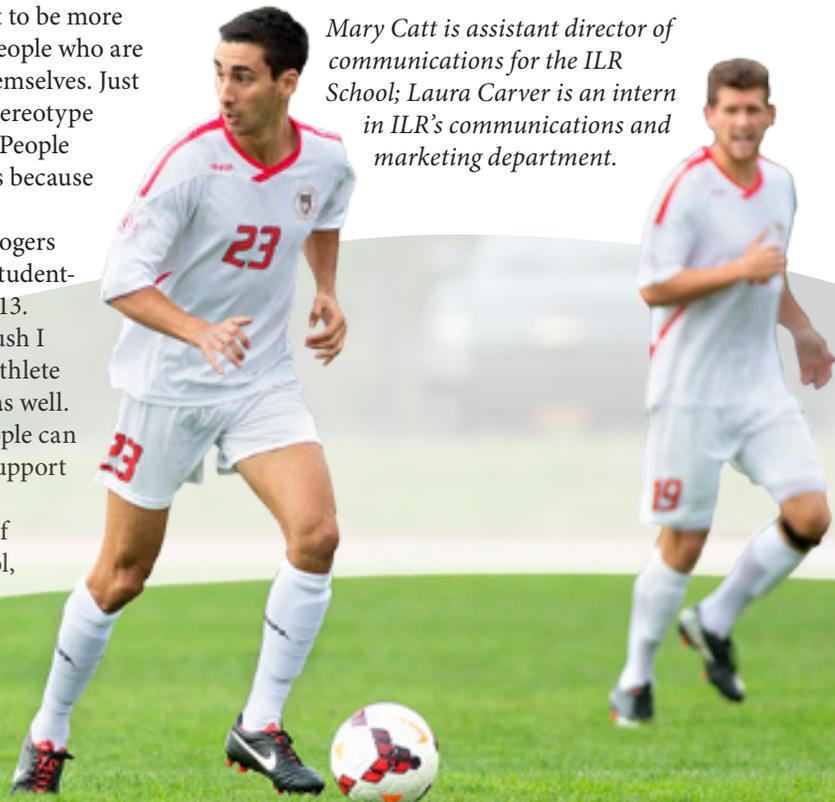
She is helping the group identify the current culture in the sports environment and "aspects of it that are not tolerant, like homophobic terms used in locker rooms," he continues. "She's helping us show people how to really be allies, and how to foster a more positive culture in the team environment."

Individuals make all the difference, DePropso says: "The biggest thing is to not participate in the elements of sports culture that are homophobic. It's important to take a stand, not stand idly by as these terms are used. We need to put an end to intolerance."

DePropso says he has received "hundreds" of supportive emails from alumni since starting the chapter, and is working on scheduling an alumni discussion panel on the past, present and future climate of LGBT inclusion in the athletic community.

Alumni also have reached out to help fund such upcoming initiatives for Cornell Athlete Ally as speaking events and programs for athletic teams and coaching staffs about inclusion, DePropso says.

Mary Catt is assistant director of communications for the ILR School; Laura Carver is an intern in ILR's communications and marketing department.



Atticus DePropso '15 on the field with Big Red men's soccer.

Programming, hospitality of Cornell Club offer 'oasis' in New York City

“I really love mac and cheese from scratch,” said Mollie Katzen, author of “The Moosewood Cookbook,” during a September discussion at the Cornell Club in New York City.

To Katzen, a pioneer in vegetarian cooking who spent part of her undergraduate career at Cornell, macaroni and cheese involves more than just a block of cheddar.

“Instead of macaroni with a little vegetable, it’s a lot of vegetables blended with the mac and cheese,” Katzen said, describing the garlic and onion-seasoned spinach and mushrooms that she folds into a white cheddar beer sauce.

This method of transforming a traditionally not-so-healthy food with a generous dose of vegetables, a method Katzen calls a “flip,” occurs frequently in her new book “The Heart of the Plate: Vegetarian Recipes for a New Generation.”

The discussion with Katzen, co-hosted by the Cornell Club and Hudson Union Society, is just one of many events that pepper the calendar of the Cornell Club.

From a discussion with Fredrik Logevall, a 2013 Pulitzer Prize winner and Cornell’s vice provost for international affairs, to a pig roast with Ian Knauer, former editor of *Gourmet* magazine, event programming at the Cornell Club echoes the diversity of Ezra Cornell’s “any person ... any study” philosophy.

“We have such a broad range of interests and capabilities; it’s just staggering,” said Matthew Palumbo ’83, the speakers’ committee co-chair, of his fellow alumni. When planning programs for the club, Palumbo draws on that diversity, attracting alumni like Ryan Silbert ’02, a 2011 Academy Award winner for his film “*God of Love*,” or Gordon G. Chang ’73, Law ’76, an Asian affairs expert.

Whether they are guest chef dinners, lectures or panel discussions, events offer an opportunity for the club’s 6,300 members to connect.

“We have lots of events where members will sign up to attend solo,” said Kerry Strassel, director of marketing, who has been working at the club for 12 years, “because they’re confident when they get there they’re going to meet someone and make a friend, that they’ll have a connection and company for the night.”

Palumbo, who regularly makes the 2.5-hour trek from Connecticut to New York, said the Cornell Club offers welcome respite. “It’s a tremendous oasis for me in Manhattan,” he said.

The club recently completed a major renovation of its 48 guest rooms, which were fitted with granite-lined



Mollie Katzen, inset, above left, at a September discussion at the Cornell Club-New York City, 6 E. 44th St. in Manhattan. Left: One of the club’s 48 recently renovated guest rooms.

bathrooms and new furniture, carpet, wallpaper, drapes and moldings. It is the third renovation since the club was established in its current location in 1989, but the most comprehensive.

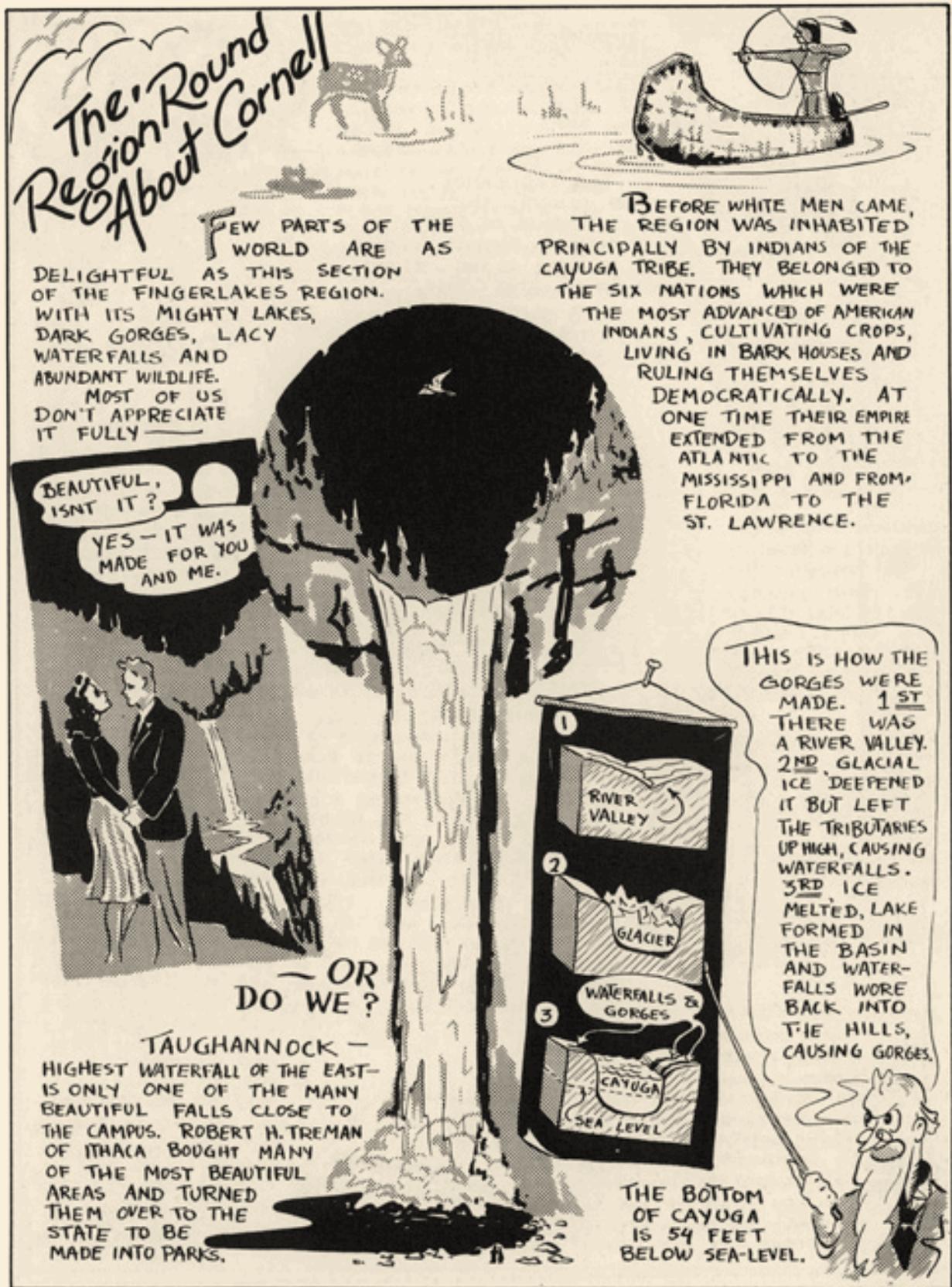
It is the programming and hospitality, however, more than the rooms or facilities, that define the club, according to Tom Inglis ’70, general manager and chief operating officer, who has been with the Cornell Club for 22 years. “I really believe we have the best staff in any club,” Inglis said.

Craig Lasnier, assistant manager for 21 years, expressed the same thought: “What I’m most proud of is the culture we’ve created at the club,” he said. “It’s a culture of service. It’s very sincere and people pick up on that right away.”

Claire Lambrecht ’06 is a freelance journalist based in New York City.

Information: www.cornellclubnyc.com

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



This panel from "We Cornellians," the 1940 illustrated look at Cornell University by then-undergraduate student Steve Barker '41 and published by the Cornell Cooperative Society, looks at Tompkins County and the Finger Lakes – the "Region 'Round About Cornell."

Ithaca and the surrounding region was the subject of these contrasting opinions from two of Cornell University's early nonresident professors:

"There seem to be a great number of waterfalls, which I abhor." (Goldwin Smith)

"If Ithaca's scenery will not make a young lady romantic, there is no hope for her in this world." (James Russell Lowell)

Growing an international Cornell



Cornell, long one of the most international and internationally active universities, is on the cusp of a new era of internationalization that will profoundly influence our teaching, research and the

way in which we engage the world. Following from a white paper on internationalization that I put forward in 2012, a 10-member faculty task force, including representatives from the Ithaca campus and Weill Cornell Medical College, developed recommendations to enhance Cornell's excellence in international studies and international engagement.

Professor Fred Logevall, Pulitzer Prize-winning historian and director of our Mario Einaudi Center for International Studies, was a member of the internationalization task force, and I am delighted that he has stepped up to lead our internationalization efforts as vice provost for international affairs.

I have long been concerned that, despite the large number of international students on Cornell's campuses and the global nature of so much of our research, scholarship and creative work, the university has been slipping relative to some of our peers in terms of internationalization and that our students are graduating less prepared than they might be for life in an increasingly interconnected world.

In the white paper I challenged us to regain our global edge, internationalize the curriculum and increase to 50 percent the number of students having "significant" international experiences. We have committed \$3 million a year for five years, primarily from philanthropy, to support Cornell's internationalization efforts with the expectation that we will generate additional resources sufficient to sustain Cornell's internationalization activities.

New Cornell undergraduate students overwhelmingly believe that it is "very important" or "essential" that they gain an "understanding of other countries and cultures." Yet a survey of all undergraduates conducted in April 2013 found that only 12 percent of respondents had studied abroad and another 23 percent planned to do so. Clearly the time is right to enhance the number and quality of international opportunities available to students and also to strengthen the international components of the curriculum to better serve students whether or not they elect to spend time abroad.

Internally, we've established an Internationalization Council, with each college on the Ithaca campus as well as Weill Cornell Medical College represented. The council will develop a contemporary vision to advance the university's international dimension and establish pathways, with goals and objectives, to move us toward that vision. Council



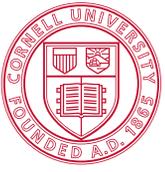
Fredrik Logevall, vice provost for international affairs, and School of Hotel Administration Dean Michael Johnson joined members of the Cornell clubs of Shanghai, Hong Kong and the Philippines at an Oct. 30 reception in Shanghai.

members, along with Fred Logevall and Senior Vice Provost for Undergraduate Education Laura Brown, will play leadership roles within their colleges – for example by formulating college-specific ways to internationalize the curriculum and by incorporating internationalization in college strategic plans.

One of our greatest resources is the large body of Cornell alumni who live and work around the world. I am delighted that Martin Tang '70, Cornell trustee emeritus and presidential councillor who lives in Hong Kong, has agreed to chair an external advisory council on internationalization. Among the many ways he has already served Cornell, Martin Tang has inspired endowment gifts through the Martin Y. Tang International Scholarship Challenge to support undergraduate and graduate students. We are in the process of recruiting additional members to serve on this new council.

Our aim, as Fred Logevall has noted, is to be "a truly international university that educates globally competent and culturally sensitive students for leadership in an increasingly international environment; fosters cutting-edge research within and across national boundaries to contribute to the expansion of the knowledge essential for understanding this environment; and engages in development activities and public services to enhance the lives and livelihoods of our students and others around the world." By involving every college and school, broadening the role of the Einaudi Center, internationalizing the student experience, and tapping the expertise of internal and external advisory councils, we are creating a foundation for success.

David J. Skorton is president of Cornell University.



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