



ezra

CORNELL'S QUARTERLY MAGAZINE

FALL 2008

MAKING THE IVY LEAGUE MORE AFFORDABLE

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Welcome to the debut issue of Ezra, the new quarterly magazine of the Cornell Chronicle, produced by the Division of University Communications in collaboration with the Division of Alumni Affairs & Development (AA&D). This exciting new publication seeks to become, for starters, a must-read for alumni, faculty, staff and students around the world. Ultimately, we aim to attract readers beyond the Cornell community.

Ezra magazine – so named to capture at once the enduring vision and the informality that is Cornell – like traditional news magazines, will have a cover story and wide-ranging sections, reporting on research and scholarship, much of it interdisciplinary; on outreach that brings applied research and Cornell resources to people around the globe and solves real-world challenges; on the arts and humanities; and on Big Red athletics. And, each issue will carry campaign updates and features that show not only what it takes but also who it takes to be a successful university in the 21st century. In time, we will attract to our pages many of the opinions, thoughts and arguments that make Cornell University such a special place. The magazine is available online at <http://ezramagazine.cornell.edu>, a site that will continue to develop over time as multimedia and additional content are added. We welcome your feedback.

Ezra is the culmination of a long journey that has brought together two great teams responsible for publishing Communiqué, which was launched by AA&D in 1978, and Cornell Chronicle Magazine, which premiered in January 2006. I am delighted Joe Wilensky (jjw33@cornell.edu) agreed to be the editor of Ezra. I want to thank all my colleagues in AA&D for their trust and collaboration, and in particular Laura Toy without whom we would not be embarking on this wonderful adventure.

Cornell is a unique institution; Ezra aspires to be an exceptional news magazine that captures your attention, and maybe your imagination, four times a year.

THOMAS W. BRUCE
VICE PRESIDENT, UNIVERSITY COMMUNICATIONS

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A new landmark

Cornell's new headquarters for life sciences research, Joan and Sanford I. Weill Hall, is unofficially open.

Researchers began moving into the \$162 million, 263,000-square-foot facility over the summer. Its formal dedication is set for Oct. 16.

A centerpiece of the New Life Sciences Initiative, Weill Hall features a striking four-story atrium, walls of windows and gleaming white tile, abundant open spaces and an expected gold rating in Leadership in Energy and Environmental Design (LEED) – which would be the university's first.

The building's lab space can accommodate up to 500 researchers. The building's primary residents are the Joan and Sanford I. Weill Institute for Cell and Molecular Biology, the Department of Biomedical Engineering and the Department of Biological

Statistics and Computational Biology.

The building's two-acre basement includes a low-vibration space for imaging research, controlled environment chambers for plant research and tunnels to the Plant Sciences and Biotechnology buildings. Other features include a café, a business incubation center and the H. Laurance and Nancy L. Fuller Learning Center for lectures and teleconferencing.

Weill Hall was designed by Pritzker Architecture Prize-winning architect Richard Meier, B.Arch. '57. It is named for benefactors Joan and Sanford Weill '55. Sanford Weill is the former chairman and CEO of Citigroup, Cornell trustee emeritus and chairman of Weill Cornell Medical College's Board of Overseers. Both Joan and Sanford Weill are presidential councillors.

IN OUR WINTER ISSUE:

Go inside Weill Hall and learn how this ultra-specialized facility is transforming research and teaching in the life sciences.

Public Service Scholars part of new co-curricular program

Starting this fall, service-minded students can work toward a new distinction for their Cornell résumés – public service scholar. The Public Service Center is launching the new co-curricular program, which combines academic immersion with hands-on learning, all with a focus on civic engagement and social justice.

Public service scholars will take one required class each semester, including one on the concept of citizenship and another on research methods. They'll also participate in the Public Service Leadership series and one Civic Dialogues series. Participants will do a project or thesis to complete the program.

Students with at least four semesters remaining are eligible to apply, though the program is designed to take three years.

The program is coordinated by the Public Service Center in partnership with the Faculty Fellows in Service; the Knight Institute; the Department of City and Regional Planning; the Center for Teaching Excellence; Steve Hamilton, associate provost for outreach; Ron Seeber, vice provost for land-grant affairs; Michele Moody-Adams, vice provost for undergraduate education; and the Triad Foundation.

For more information, visit www.psc.cornell.edu.

THE CAMPUSES

GENEVA

Geneva experiment station helps N.Y. fight plum pox virus

BY ELIZABETH KELLER

When two plum trees and one peach tree in Niagara County, N.Y., tested positive for the plum pox virus (PPV) in 2006, a team dedicated to eradicating the virus sprang into action and within months turned to Cornell pathologist Marc Fuchs for help.

Last year 16 trees in New York state tested positive for PPV. As a result, 26 acres of orchard were destroyed. Yet there is hope that, through stringent surveying and identification efforts, PPV can be eradicated from New York.

Plum pox was seen first in Bulgaria in 1915 and is now the major disease of *Prunus* trees in Europe, affecting plums, peaches, nectarines and apricots as well as ornamentals. Because the disease can be spread by aphids, regulatory officials in New York had been watching for plum pox for some time. In 2006 the U.S. Department of Agriculture (USDA) Animal and Plant Health Inspection Service (APHIS) declared an agricultural emergency in New York, which freed up funding for eradication efforts that included an in-depth survey of *Prunus* orchards and susceptible *Prunus* ornamentals in parks and backyards.

Fuchs, an assistant professor of plant pathology at the New York State Agricultural Experiment Station in Geneva, N.Y., analyzes samples

from *Prunus* trees to identify PPV for the team of APHIS and New York State Department of Agriculture and Markets officials. His lab analyzes all samples collected in New York state, which last season numbered 91,000. Fuchs expects to analyze more than 110,000 samples this season.

Fuchs' lab, like all labs associated with the survey, is required to follow strict protocols for sample collection and analysis, which includes not knowing where samples come from so researchers are not biased by information pertaining to grower or location. Once a sample tests positive and the USDA's National Germplasm Resources Laboratory in Beltsville, Md., confirms that the sample is positive, the corresponding tree must be removed along with every susceptible tree within a 50-meter (about 55 yards) radius.

A positive test result can be devastating for the grower, destroying both orchard and source of income. Yet growers understand that PPV has the potential to destroy *Prunus* orchards across the country, said Fuchs, and are compensated by the government for tree removal and loss of production. Ongoing extension efforts educate growers and keep them informed so that growers are included as part of the team.

Elizabeth Keller is a writer for the College of Agriculture and Life Sciences.



Timely eradication of infected trees is the only method of control for the plum pox virus. Inset: plum pox symptoms (ring patterns) on plum leaf.

WCMC-QATAR



Above: Model images of the soon-to-be-developed Sidra Medical and Research Center include views of the exterior and the atrium. Designed by architect Cesar Pelli, Sidra will be part of a new medical zone on the Education City campus with housing for about 300 nursing staff and a walkway to WCMC-Qatar.

ARCHITECTURAL IMAGES COURTESY OF PELLI CLARKE PELLI ARCHITECTS

Qatar launches world-class biomedical research program



Qatar Foundation for Education, Science and Community Development and Weill Cornell Medical College in Qatar (WCMC-Q) unveiled a major initiative in June to establish a world-class biomedical research program, the first of its kind in the Middle East.

The program aims to form a biomedical research infrastructure, developing a scientific and technical workforce for the benefit of the region at large. Central to this endeavor is a partnership approach, bringing together institutions that have overlapping missions in medical education, research and health care.

The program also will support high-quality research in the fields of genetic and molecular medicine,

women's and children's health, gene therapy, stem cells and vaccine development.

"This is a significant investment in biomedical research, which forms the second leg of our triple mission of education, research and clinical care," said Daniel R. Alonso, dean of WCMC-Q. "Following ... the graduation of the first doctors to be trained in this country [last spring], we are now embarking on a long-term plan, which will play a key role in building biomedical research capacity and knowledge for the first time.

"We will be working closely with our partners, such as Qatar Foundation, Hamad Medical Corporation, the National Health Authority, Sidra Medical and Research Center, Qatar Science and Technology Park and our colleagues in our parent campus at WCMC in New York," Alonso said. "Eminent researchers and faculty there will be playing major roles in establishing this program."

WCMC-NEW YORK

Biophysicist Scott Blanchard earns NSF Career Award for pioneering ribosome research



Weill Cornell Medical College researcher Scott Blanchard is the recipient of the National Science Foundation (NSF) Career Award in recognition of his groundbreaking work in cell biology, including the development of single-molecule tracking technology credited with revolutionizing cellular biology and opening new doors for drug discovery.

The award totals more than \$806,000 over five years.

Blanchard joined the college in 2004 as an assistant professor in physiology and biophysics. He is best known for advancing fluorescence technologies that allow scientists to observe the activities of single molecules in real time. Much of his

previous and ongoing research has been focused on the ribosome, the complex molecular machine responsible for translating DNA-encoded instructions into usable proteins.

The award "will help significantly to expand our work on the ribosome – work that has potential for drug discovery. Nearly half of all therapeutic agents target the ribosome," Blanchard said. "Nevertheless, we know precious little about how they affect this complex enzyme at the molecular level. The NSF award will shed important new light on conserved aspects of the ribosome mechanism across species, enhancing not only our basic knowledge of how this enzyme is able to synthesize protein but also furthering our knowledge of how antibiotics work."

An NSF Career Award is typically designed to fund basic science and has a strong educational component.

‘THERE’S HOPE’:

A new aid package is opening doors at Cornell

Violent fights and suspensions had reached a tipping point at Simone Parris’ Brooklyn high school. With the help of an adult mentor, Parris founded a Crisis Intervention Center at her school, a kind of drop-in center for teens in trouble or in need of support. As senior class vice president, Parris was involved in peer mentoring and active in the anti-violence league SAVE. She was also a good student, excelling in social studies and dreaming of one day studying law.

When it came time to start thinking about college, guidance counselors gently explained to Parris that her mother’s public librarian salary of \$61,000 was too high for some of the more prestigious schools’ most generous financial aid offerings. She’d be better off going to a

midlevel school and vying for a scholarship.

Meanwhile, Parris had read about Cornell. She couldn’t help thinking this large research institution, nestled in natural beauty and far away – but not too far away – from her urban home, would be the perfect place for her.

“When I first visited, it was on the cold side, but it wasn’t cold enough that I needed a jacket,” Parris said. “The weather was perfect, the trees were starting to change and I thought it was beautiful.”

Parris’ mother, a single parent with three children, had read about how some Ivy League schools were beginning to retool their financial aid offerings. She encouraged her daughter to apply to Cornell.

A SWEEPING
NEW FINANCIAL
AID INITIATIVE
MAKES IT
POSSIBLE TO
GRADUATE
DEBT FREE.



Tom Schmidt '12 with his father, Greg Schmidt.



Simone Parris '12, center, in Brooklyn with her mother, Negla Ross-Parris, and sisters Blossom Parris, 8, and Faith Parris, 6.



Joe Caccio '12 sits with his sisters Alexis, 12 (left), and Olivia, 10, and holds up his Cornell orientation materials moments after they arrived at his home in the mail.

How the new undergraduate financial aid plan would affect two families

Estimated endowed current annual cost of attendance: \$48,200

| | Old Policy | New Policy |
|--|------------|------------|
| \$50,000 ANNUAL FAMILY INCOME: | | |
| Parent/student contributions | \$7,000 | \$7,000 |
| Work study | \$1,800 | \$1,800 |
| Grant aid | \$33,900 | \$39,400 |
| Student loans | \$5,500 | \$0 |
| Loans after four years | \$22,000 | \$0 |
| \$120,000 ANNUAL FAMILY INCOME: | | |
| Parent/student contributions | \$22,025 | \$22,025 |
| Work study | \$1,800 | \$1,800 |
| Grant aid | \$18,375 | \$21,375 |
| Student loans | \$6,000 | \$3,000 |
| Loans after four years | \$24,000 | \$12,000 |

For students who qualify under the new aid plan, debt caps are the same for students enrolled in both endowed and state-supported colleges.

“There’s hope,” her mother had said.

There was hope. This fall, Parris is a freshman in the College of Arts and Sciences. Working with Cornell’s financial aid office, she received an aid package that wouldn’t burden her too heavily with loans, so attending Cornell became a realistic option.

Parris is one of roughly 4,500 students who are benefiting from Cornell’s new undergraduate financial aid initiative, launched this fall. By greatly reducing the amount of loan debt for students from families with certain incomes, the policy will allow students of modest means to graduate with little or no debt.

While the motivation behind such a sweeping financial aid package is tied up in a complicated web of politics, process and even morals, Cornell officials say it is important to focus on the fundamental issue of reducing student loan burden. And Cornell is not alone; it joins many other institutions that are looking at new ways to make higher education more affordable for all.

When aid tips the scale

Starting this year, students from families that make \$60,000 or less per year were offered a financial aid package with no student loan obligation. For those whose families make \$60,001 to \$120,000 per year, student loan debts have been capped at \$3,000 per year.

Parris will be responsible for \$2,250 per year to finance her education, and her mother is expected to contribute \$5,100. A work-study job will subsidize another \$1,800. These components of Cornell's financial aid packages – student and parental contributions and student work-study earnings – have not changed. When Parris graduates, her estimated loan burden will come to a total of \$12,000.

Compare that to what Parris' loans might have looked like before the new policy took effect. A typical middle-income student (from a family that makes \$60,000–\$120,000 annually) would have incurred around \$10,000 in loans per year, adding up to a \$40,000 debt at the end of four years.

For some middle-income students, the reduced loans were not the deciding factor for choosing Cornell, but they certainly tipped the scale. Tom Schmidt '12, a car and plane enthusiast, is a mechanical engineering major. At one point he had seriously considered Lehigh University, which is closer to home and also known for its engineering program.

Schmidt's parents, an engineer and a teacher, make more than Parris' mother, but because they still fall below the \$120,000 threshold, his loans are capped at \$3,000 a year. Would Schmidt be at Cornell now without the new aid?

"I would have to say yes, but it would've been a hardship," Barb Schmidt said of her son's choice.

The new policy has also allowed some students to come to Cornell who might never have considered it in the past because of its high costs.

The Caccio family, for example, had fallen into rocky financial waters, and the timing could not have been worse. Ready to send their eldest son to college, Joseph Caccio was laid off from his middle-level office job at a financial services firm. His wife, Cathy, took part-time work at a book warehouse to help pay bills, while juggling responsibilities with their four children.

Meanwhile, Joe Caccio Jr., an honors student and salutatorian of his Monroe Township, N.J., high school class, was admitted to Cornell's College of Engineering. With his family's income level falling under \$60,000 per year, Caccio Jr. is on track to graduate debt free, thanks to the new aid parameters.

Caccio Sr. likes to think he could have given his son a Cornell education no matter what. But he isn't sure if it would have been possible without the generous financial aid – and he's grateful.

"Parents always want to give the best opportunity to their kids, but it would've been tough," he said. "We have three more after him, and they are closely bunched in ages. The financial aid made it a lot easier, and a lot less worrisome of a decision."

When the new financial aid policy is fully implemented in 2009–10, students from families that make \$75,000 or less per year will qualify for aid packages with no loans, and students from families making \$75,001 to \$120,000 will have their loans capped at \$3,000 per year.

To reduce student loan debt, Cornell will balance the equation by spending more for grant aid, or scholarship aid – money that students do not have to pay back after graduation. In 2007–08, Cornell spent \$116.8 million on financial aid, 94 percent of which was spent on grant aid. Of that 94 percent, about 25 percent is endowed scholarship money that has been donated to the university.



Joe Caccio Sr. with his family.

FOR SOME RETURNING STUDENTS, FINANCIAL AID MEETS DESPERATE NEED

BY DANIEL ALOI



Like many students, Evelyn Ambriz '11, a 19-year-old development sociology major from Garland, Texas, had to find a way to pay for her education when her financial aid package fell short her freshman year.

But more than most, her need was extreme. Her parents are immigrants from Guanajuato, Mexico, with service jobs in Dallas and a combined income of \$32,000.

"I always wanted to go to college, but my parents didn't even go to elementary school," she said.

But she was determined to go to Cornell, even though it offered less money than other institutions she applied to, and she was accepted by the College of Agriculture and Life Sciences (CALs).

"Financial aid was actually a setback for me," she said in July. "I actually thought about transferring to NYU [New York University] for next year, [but] the financial aid statement was way, way too much. Cornell's new financial aid definitely played a huge part in deciding to stay here."

As of Sept. 3, her financial aid for 2008–09 had been reviewed and she qualified for zero loan debt under the new initiative, according to the Office of Financial Aid and Student Employment (OFASE). The estimated current annual cost of attendance at CALs is \$46,840 for out-of-state students.

Continued on next page

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As Ambriz's case illustrates, the new financial aid initiative is not just for freshmen. Returning undergraduate students also are eligible for tuition assistance intended to minimize their student loan debts.



Tom Keane, director of financial aid for scholarships and policy analysis

"I would say that there would be very few [returning] students whose aid packages would not be better," said Tom Keane, director for scholarships and policy analysis for OFASE.

However, Keane indicated, the workload involved in processing applications, combined with training new staff

and implementing new technology over the summer, caused some delays in delivering financial aid packages to all students before classes started Aug. 28.

Typically, about 50 percent of freshmen who apply for need-based financial aid are eligible for it, Keane said. Since many continuing students who were turned down once for aid will not reapply, about 90 percent of those who do reapply will be eligible. And some who were refused before will reapply anyway, in the hope of receiving aid under the new initiative.

Average loan debt for many students is expected to be \$4,000 to \$5,000 less than the \$7,500 average reported in 2007–08, Keane said.

STRENGTH IN NUMBERS

Having siblings at Cornell can be a strong factor in financial aid and reducing loans at the outset. Brandi Jackson '10 and her twin sister, Brittani, entered Cornell while an older sister, Tiffany Jackson '07, was here.

Her freshman financial aid package "was definitely the deciding factor" in her attending Cornell, said Brandi, a pre-med human development major from Twinsburg, Ohio. "When I got the letter of acceptance I was happy, but when I got the financial aid letter I was really happy, because I couldn't have gone here without it. With two of us going here, we couldn't have afforded it."

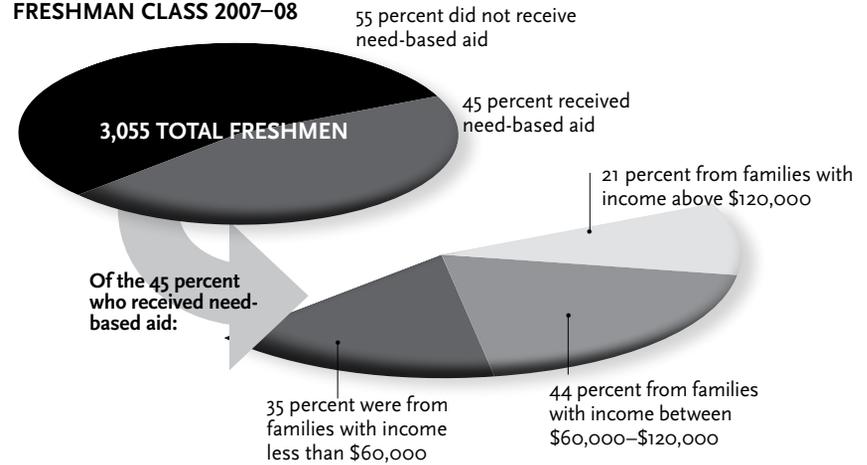
Without Cornell's aid, "I didn't have a choice – I'd be going to Ohio State. They were offering pretty much a full ride," Brandi said. "I think when you're working class, you get caught right in the middle. There are a lot of people in the same position."

Continued on page 10

FRESHMAN STUDENTS RECEIVING FINANCIAL AID

More than 60 percent of Cornell's 13,500 undergraduates receive some form of financial aid in order to attend Cornell. Starting in 2008–09, all income-eligible students can apply for aid under the new policies set this year that help reduce or eliminate student loan debt following graduation. Here is a look at the 2007–08 breakdown of freshmen who received need-based financial aid from Cornell.

FRESHMAN CLASS 2007–08



'Momentous' choice

The magnitude of Cornell's commitment to this new policy – some might even call it a philosophy – is visible in the estimated impact it will have on Cornell's finances. University officials say the new plan will require about a \$14 million increase in annual spending; some of it will come from the university endowment, which at last count was \$5.4 billion. It will also mean officials will have to prioritize financial aid spending over other projects that might now be put on the back burner.

But this decision was made in light of Cornell's dedication to its original mission, according to President David Skorton.

"Cornell is committed to providing a superb liberal education across the full ranges of disciplines to the best and brightest students from all walks of life, regardless of their resources," he said when the initiative was announced in January. "This new initiative is momentous, extending Cornell's land-grant mandate established in 1865."

Cornell's financial aid policies extend to students from the United States, Canada and Mexico. Abraham Saldivar, of central Mexico, illustrates again how many of the brightest students are not always the most affluent.

The youngest of three brothers in a Mexican middle-class family that makes less than \$30,000 per year, Saldivar is also a freshman this year. He loves physics and chemistry so much that he wants to major in both. Those disciplines, he says, are his way of understanding the world.



Abraham Saldivar, with his family (above) and during Move-In Weekend at right.



Continued

Brandi and Brittani's first year cost about \$35,000 combined; and "it was really similar this past year," Brandi said. "My sister and I had planned to go to different schools, but we also applied and got into the same school. Nobody was going to turn Cornell down."

Brandi's aid included Cornell and Pell grants, and loan replacement as a Cornell Presidential Research Scholar. "So all in all, I came out at about \$3,000 a year in loans, which isn't all that horrible considering what it costs to go here."



Her aid package this year "is pretty comparable to previous years," she said. Between Cornell, Study Abroad, Pell and federal grants, her financial responsibility was just under \$3,000, and "my sister's financial aid package is nearly identical to mine."

FARM DEBT VS. TUITION DEBT

Callan Space '09, an animal science major in the College of Agriculture and Life Sciences, also had a sibling here (Kelsey Space '08), and said she had "a really good financial aid package" her freshman and sophomore years.

"Between Cornell Tradition and my sister already being here, and a sizable Cornell grant, I had no loans," she said. "Coming from a farm, being able to pay Cornell tuition is a huge deal. That was a big help, to not have any loans. My senior year in high school was my sister's freshman year, and she paid a lot more than first year. But having both of us here it was about the same cost, a two-for-one kind of deal."

Cornell Tradition gives tuition grants to 125 new students per year. Callan also received a fellowship granting \$4,000 in loan replacement, a Farm Credit Scholarship her freshman year, and Pell grants and New York State Tuition Assistance Program (TAP) grants as a sophomore and junior.

Continued on next page



"A part of it is because you get to understand how things really work," Saldivar said. Saldivar's financial aid package offers him the opportunity to graduate with no student loan debt at the end of four years. Given his interest in pursuing advanced degrees, Saldivar says there's "no way" he could have afforded a Cornell education without this level of help.

Since students of lesser means will graduate with little or no debt, their career choices following graduating will open up and not be as affected by finances.

"It is partly about access, but it's also about what happens post-Cornell," said Tom Keane, director of financial aid for scholarships and policy analysis. "If someone leaves Cornell with \$40,000 in debt, they're going to be faced with interesting graduate education or job issues. They're not likely to be able to take a job as a social worker in New York City, for example. We really need to help our students keep their wider options open to them, whether in advanced study, graduate work, research or travel."

Having the opportunity to graduate from Cornell owing nothing in loans is "a dream come true" for Sabina Sattler, a freshman communication major. The daughter of a bookkeeper and self-employed video producer who make less than \$60,000 combined, Sattler had long aspired to be accepted at a top-tier school. From the beginning, she was aware of the loan debts she might owe upon completion, and she would have to depend on financial aid to even consider Cornell.



Sabina Sattler (front left) with her family on campus during Move-In Weekend.

"I know that if you want something, sometimes you have to pay for it in the long run," Sattler said. "So when it ended up being that I wouldn't have to do that, it was something I wasn't expecting, and it was more than I could ask for."

High costs, many applicants

Loan debt, of course, is directly related to the cost of attendance. It's no secret that college costs are rising across the board, and Cornell is no exception.

According to the College Board, which tracks statistics on higher education, college tuition and fees have risen steadily over the last several years at schools across the nation. From 1997 to 2007, tuition at private, four-year colleges rose 2.9 percent per year on top of inflation. Total charges, including tuition, room, board and other fees, rose 2.6 percent annually.

To cope with the higher costs of offering a world-class education, the Cornell Board of Trustees approved a 4.9 percent increase in tuition for the 2008–09 academic year for the endowed colleges (Arts and Sciences; Architecture, Art and Planning; Engineering; and Hotel Administration) over the previous year.

The total cost of room, board, tuition and mandatory fees has risen to \$48,194, up from \$46,021 in 2007–08. Compare that with the 1997–98 academic year, when tuition was \$21,914, and room and board was \$7,161, for a total of \$29,075.

Continued

Callan's parents, Ron Space '81 and Ivy Rumsey Space '82, are dairy farmers. Their business, Millbrook Farms in Groton, N.Y., is usually stable, but "in the past five years or so, since we've had kids in college, it's really fluctuated," Ivy Space said. A statewide milk market crash in 2006 drove prices lower than the cost of production, and hundreds of dairy farms went out of business.



"This past year the market has been very good," Callan said. "Cornell may see that as a huge increase [in income], but as a family-owned business, it all goes back into the business; we're building a new barn. You would think that your financial aid would balance that out."

Ivy Space said farm income is different from most business income.

"In farming, you carry a substantial debt load," she said. "When you pay back principal on a loan, it shows as income [on tax returns]. It's equity, but it isn't cash. It was a good milk price last year, but we were making up for the previous year."

Aid was not a major deciding factor in choosing Cornell, Ivy Space said, "because Callan, especially, really wanted to go there. I think we really got treated very fairly by financial aid."

This year, the Space family income was over Cornell's cap of \$120,000, but Callan was eligible for some aid from previous sources. She said her initial bursar bill showed "absolutely no financial aid on it" – not an unusual occurrence for many students this year, whose bills were mailed prior to their financial aid reviews.

RELYING ON RESOURCES

Texas student Ambriz arrived at Cornell early for the Prefreshman Summer Program in 2007, giving her an advantage in finding additional aid. "I was able to talk to the bursar and admissions," she said. "I was able to find every nook and cranny of the

Continued on page 13





For students in the state-supported undergraduate colleges (College of Agriculture and Life Sciences, College of Human Ecology and the ILR School), 2008–09 tuition, fees, and room and board are \$31,800 for New York state residents and \$46,840 for non-residents.

Despite cost increases, Cornell's admissions office staff members are up to their ears in applications, receiving almost 12,000 more annually than they did five years ago, even though Cornell is admitting new freshmen at about the same rate.

Harvard's dramatic change

The current trend in higher education prices has prompted many institutions to rethink the kind of loan debt with which they're saddling their graduates. According to Keane, officials had been discussing a new financial aid policy for Cornell when Harvard University announced a dramatic change in its policy in December 2007.

Harvard announced that families with incomes of \$60,000 or less would pay nothing for tuition, while those with incomes up to \$120,000 would pay on a sliding scale that would top out at not having to spend more than 10 percent of their income on tuition, according to the Harvard Gazette Online.

Weeks later, in mid-January, Yale University announced a plan of its own: Families with incomes below \$120,000 would see their contributions cut by more than 50 percent, while most families with incomes between \$120,000 and \$200,000 would see cost reductions of 33 percent or more. Families earning \$60,000 annually would not make any contribution toward the cost of a Yale education, while families earning \$60,000 to \$120,000 would contribute typically 1 percent to 10 percent of their total family income, according to the Yale Office of Financial Aid.

Yet, Keane says it is worth noting that such schools as Harvard and Yale have much larger endowments than Cornell and much smaller student bodies. Cornell's endowment is \$5.4 billion and has an undergraduate enrollment of 13,510, compared with Yale's endowment of about \$22.5 billion and 5,275 undergraduates and Harvard's endowment of almost \$35 billion and about 6,715 undergraduates.

"That's a lot more money to spend per student," Keane said.

Other schools of varying sizes and endowments that have jumped on the revised-financial-aid-plan bandwagon include Duke University, Wellesley College and the University of Pennsylvania.

On the horizon

Although it will be several years before Cornell officials can measure the impact of the new financial aid policy, Keane says that the new measures will help keep Cornell "where we need to be" in the marketplace of higher education.

"We should still be one of the top 15 choices for students," he said.

The new program will be reviewed annually to be sure it keeps pace with changes in family incomes. Already, Keane says, there is some discussion about the steep incline in loan amounts for students whose families are just above the \$120,000 cutoff, compared with those in the \$120,000-and-under group.

"This is certainly something we will be talking about over the next year, as we see the results of 2008–09," Keane said. ■

Left and above: Scenes from *Move-in Day*, Aug. 22.

Continued

services Cornell had to offer. I even went to career services and a career counselor. Every question I had was answered."

She financed her first year with a combination of grants, loans, outside scholarships and income from three jobs, two on campus and one in Collegetown, but no work study – the Office of Minority Educational Affairs helped her find work at Olin Library.

"After the first semester, I wasn't enrolled for a few weeks because I couldn't afford to pay the bursar," she said. "I kept going back to financial aid and they were able to get me some loans. I am afraid I will have to go through that every semester in order to go here. It hasn't exactly been easy. I'm always



trying to make ends meet, especially for books. My mother is a very thrifty person; she taught me well."

To get to Cornell, Ambriz said her high school teachers guided her, stressing extracurricular activities such as Future Farmers of America and music – interests she has maintained at Cornell. She toured China with the University Chorus last March.

"I didn't know I could go to college. I didn't know the resources. I told my parents, 'I'm going to go to an Ivy League school.' They said, 'We can't afford it!'"

Her experience has also given her purpose.

"I want to help inner-city youths find a way into college," she said. "I think a lot of immigrant parents don't stress the importance of an education because they work so hard to make ends meet that they think higher education will put even more of a strain on their daily financial struggles. So, getting to college is just a matter of people knowing their resources.

"Cornell is a great institution in that it allows you to explore a lot of options," she said.

"I've had a lot of support here from my instructors. There are a lot of resources here to help keep me afloat, and it hasn't been too stressful other than worrying about whether I'll be able to pay for it or not." ■

On affording college

A need to better fund education in the U.S.



IN 1975, the year I started college, my upper-middle-class parents sent me to an elite private university with a check for \$5,000. According to the U.S. Department of Labor's consumer price index calculator, that would buy about \$19,500 of higher education today.

But an average public university costs about \$14,000, and for private schools the average cost, according to the College Board, is about \$24,000. For the kind of elite schools my parents sent me to – including Cornell, where I've now been teaching for 20 years – the annual cost is about \$50,000 this year. (Believe me, I know: We finished writing checks for our boy No. 1 in June, but boy No. 2 just started in August. And the year he's done, boy No. 3 will start.)

In this context, I wonder about the recent spate of elite schools – Harvard, Yale, Stanford and, yes, Cornell – that have created programs to provide better financial aid even to middle-class families. Of course I'm glad that these schools are doing so. But are elite schools really the right place to focus?

When Yale introduced its program last year, its president, Richard Levin, noted, "When all is said and done, people are not going to be choosing between Yale and Harvard based on cost." But choosing between Yale and Harvard is not where the problem lies. Nor is it about the eight schools in the Ivy League, or even with the other 280 schools that grant doctoral degrees (which is about 6 percent of all colleges and universities).

The problem lies with the incredible cost of attending the small, regional private colleges and the hundreds of state universities and community colleges where nearly three-quarters of all U.S. college students actually go. There are more than 4,000 such schools in the United States. As noted above, these schools now cost almost as much, in real terms, as my elite school did in 1975.

It's true that the College Board says that nearly 60 percent of students at four-year colleges pay tuition and fees of less than \$9,000 per year, and only 6 percent pay more than \$33,000. About three-quarters of all students receive some kind of financial aid. But the cost is still too high.



Bruce Lewenstein as a freshman at the University of Chicago, August 1975.

Once you include living costs, even for commuters, the annual cost is \$20,000 or more. That's about 40 percent of the median household income (\$48,201 in 2006) – or about the same level my parents paid in 1975 for my elite school, when \$5,000 was about 40 percent of the average household income of \$11,800.

Why is this? I'm not an expert, but I'm told it's a complex combination of increased costs for facilities, increased costs linked to environmental issues and financial accountability, higher labor costs associated with health care (magnified because education is a labor-intensive field) and reduced support from general tax revenues. That last point – general tax revenues – forces us to think about where we rank higher education among the obligations of our society. Tax dollars for higher education are often justified by an argument about economic benefit. For many, a college education is a route to a better job, both in stimulation and in pay (the latest figures suggest the lifetime benefit approaches \$1 million). For others, education is one of our country's paths to social mobility, to moving past the barriers that race or poverty or geography or gender place in our way. For me and (I hope) my students, it's about learning to think, to treasure the inquiry and skepticism and creativity that define us as humans.

Part of the "genius" of American society is the variety available to us. Higher education is an example of that variety and a key element in creating opportunities for the future. Only a handful of schools can afford the kind of endowment support for financial aid that Cornell and its elite competitors offer. Most schools struggle just to pay the bills.

Clearly, we need to better fund the thousands of smaller colleges and universities that lack the huge endowments of elite universities. That begs the eternal question: How are we going to pay for it? Asking taxpayers to pay more for higher education is noble-sounding but not practical, particularly in such states as New York with very high tax burdens. Nor is cutting costs the answer – higher education has already been cut to the bone.

Academia, business and government need to think about alternative funding sources. Former New York Gov. Eliot Spitzer suggested borrowing the big-endowment idea from elite universities by proposing a \$4 billion endowment for SUNY and CUNY schools; while that idea has apparently been shelved, current Gov. David Paterson has proposed substantially increasing the financial aid available to students in New York's public university system.

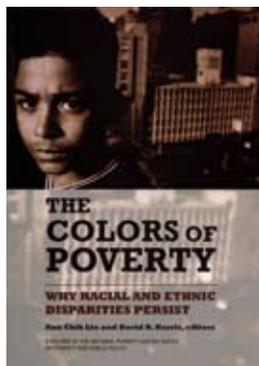
More financial aid will help. But the key problem is how we value education. Is it something just for the elites, for those with upper-middle-class incomes? Or is it something we, as a society, owe everyone to improve our society? We need a more thorough public discussion of how and why we value education, and then create means of implementing those values.

Bruce V. Lewenstein is a professor of science communication at Cornell.

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HOW EQUAL IS OPPORTUNITY?

Seminars engage alumni in social sciences research



One in three black children lives in poverty, in contrast to one in seven white children. Unemployment rates for blacks are consistently twice as high as they are for whites. Black males are more than six times more likely than white males to be incarcerated at some point in their lives.

Racial disparities have characterized American society for so long that statistics like these are accepted as normal. Their persistence, however, signals the need for better answers, argues David Harris, interim provost, vice provost for social sciences and professor of sociology.

Harris, a scholar on race, ethnicity and public policy, is one of four Cornell social scientists leading a series of interactive seminars for alumni and friends of the university on inequality and socio-economic mobility. The sessions in New York City are meant to engage them in current research and encourage an exchange of ideas.

"I hope these seminars will help participants develop a deeper understanding of inequality and become more effective change agents," Harris says.

In his June 18 presentation, "Opportunity 101: What Affects Access," Harris introduced data from his new book, "The Colors of Poverty: Why Racial and Ethnic Disparities Persist," which he co-edited with Ann Chih Lin, associate professor of political science at the University of Michigan. The book, which was published this summer by the Russell Sage Foundation, is a collection of essays by social scientists across disciplines on approaches their fields have taken to understanding poverty.

All the essays, says Harris, point to the same conclusion: "Poverty reflects not single causes but cumulative disadvantages. For too long the policy debate has been dominated by the search for magic bullets, policies that address one determinant of economic success. It's the interaction across factors such as low income, hunger, unemployment, family dynamics, education and lack of access to health care that creates a system of disadvantage that makes individuals vulnerable to more disadvantages."



Harris

Harris says a new framework for looking at the dynamics of poverty in the United States is needed – one that takes into account the cumulative effect of disadvantages.

"If you don't deal with the system then you can't really expect to see change," he explains.

Harris also believes that the problem of poverty in this country cannot be extricated from the issue of race.

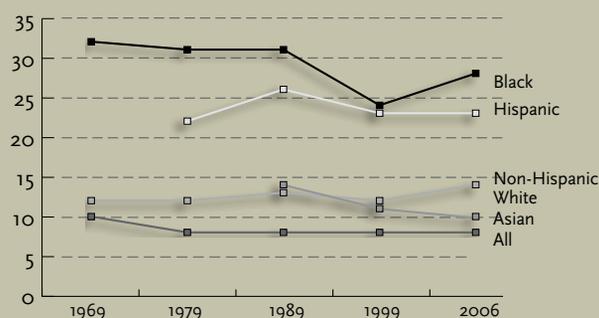
"It is simply shortsighted to argue that Americans

have gotten beyond race or to assume that policies are race-neutral because they do not mention race," he says. "Creating a race-blind society requires that we pay attention to the effects of race, and not that we seek to forget it."

Harris' seminar was followed on Sept. 4 by "Opportunity 102: Inequality in Education," led by Stephen Morgan, associate professor of sociology and director of the Cornell Center for the Study of Inequality.

"The relationship between inequality and education is one of the most widely studied topics in the social science literature," says Morgan. "In spite of this attention, few of the most fundamental questions have been answered definitively."

Percentage of Poor by Race 1969–2006



Note: In 2007, poverty was \$16,705 for a one-adult, two-child family.

SOURCE: US CENSUS BUREAU

Morgan's talk explored such questions as why achievement varies so much across students, whether school funding is an important determinant of achievement and what impact new funding interventions might have.

Francine Blau, the Frances Perkins Professor of Industrial and Labor Relations and Labor Economics, will extend the topic of inequality to workplace issues in her Oct. 2 session. Chris Barrett, the Steven B. and Janice G. Ashley Professor of Applied Economics and Management, will host the fourth and final seminar, "Inequality in Developing Countries," Oct. 30.

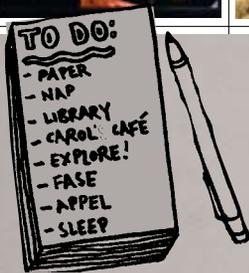
By reaching a nonacademic audience, the seminar series puts Cornell social sciences research into the hands of people who can apply it. In turn, their firsthand experiences with poverty and other social issues can inspire new research questions and approaches.

"Interacting with diverse groups of people provides me with new ideas," says Harris. "I have benefited from hearing about the anti-poverty programs that many of our alumni support with their time and money."

For audio clips, slide shows and more information on the opportunity seminars, go to www.campaign.cornell.edu/events/opportunity.

Breakdancing and Underwater Hockey

Campus activities leave no time for boredom



Academics are all well and good, and when Yoon Kim '09, a math and economics major from Melbourne, Australia, transferred to Cornell from New York University three years ago, Cornell's scholarly reputation was undoubtedly a factor in his decision.

But, he admits, so was Cornell's extracurricular scene – one element of it, in particular.

Kim was at NYU when he saw a video by Absolute Zero, Cornell's breakdancing club. "That was one of the big reasons for transferring here," he said. He joined the club when he arrived in 2006 and hasn't looked back.

"The first year, you really don't know what you're doing – you try a lot of moves, and you get hurt a lot," he said. "But the second and third year, things start to make sense, and you sort of get it. I guess your body gets used to it."

If it sounds like one of the more painful ways to spend a study break – well, Kim and his clubmates cite the

benefits – a creative outlet, stress reliever, source of admiring fans – which are far more important, they say, than the occasional sprain.

That's not to say bboying (i.e., breakdancing) is for everyone, of course. Good thing, then, that the Student Activities Office cites more than 800 active student groups and subgroups: one for nearly every nationality, ethnicity, religion and inclination. (For example, a group for Jewish scuba divers. Why? Members aren't really sure – but who can resist a club called Scuby Jew?)

Of those hundreds of clubs on campus, many have sensible appellations. For avid readers of Old Norse, for example, the Old Norse Reading and Discussion Group is an obvious choice. Athletes with a taste for the exotic might consider the Ithaca Underwater Hockey Club or the Cornell Quidditch Club; while the professionally oriented might prefer the campus chapter of the American Society of Civil Engineers, the Investment Banking and Capi-

tal Markets Club or perhaps the American Association of Small Ruminant Practitioners.

But some organizations prefer a touch of mystery. Hence DUCT TAPE, or Dorks United to Create Through Theater Arts, Problem Solving and Engineering; Snodgrass and Wigglesworth, the club for entomology undergraduates; and, for shameless admirers of lowbrow culture, the simply titled Guilty Pleasures.

Change gears to pleasure sans guilt, and you'll find organizations geared toward community service, political and social activism, public health, scholarship and religious fellowship. Cornell Greeks unite every spring for the annual Day of Demeter: Last year's event drew nearly 400 fraternity and sorority members out to restore community parks, natural areas and playgrounds. And Big Red Relief features campus performers and outside speakers to support causes around the globe.

Organizing campuswide events is a skill unto itself,

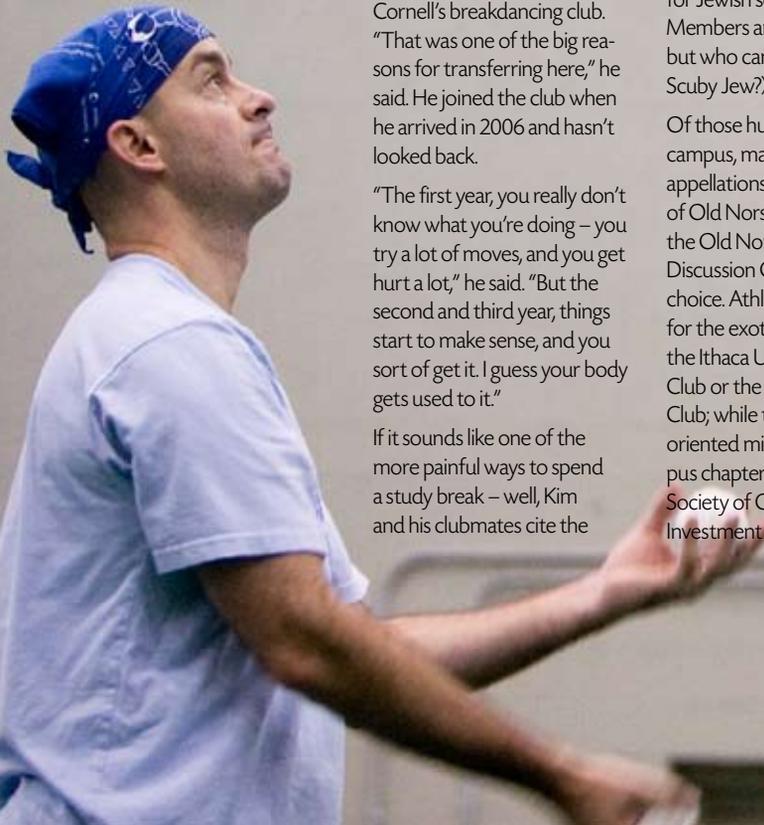
and members of the Cornell University Program Board cite the satisfaction in pulling together all the elements that go into bringing a national figure – think Stephen Colbert (last year) or Howie Mandel (booked for this fall) – to campus for sellout shows.

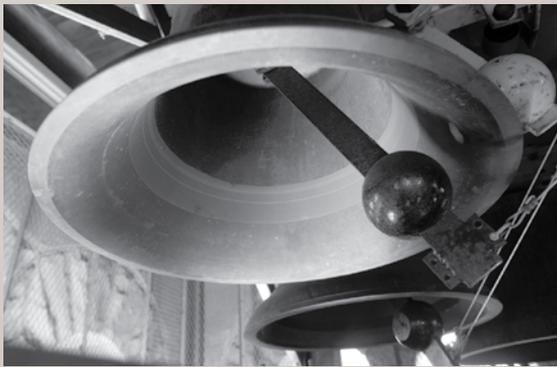
"It's really neat to put all that time into planning an event and then have 5,000 of your classmates come and enjoy a show that you've essentially built from scratch," said Tara Tavernia '09, the board's executive director.

Others choose to volunteer with Habitat for Humanity, learn about African cultures through the Coalition of Pan-African Scholars or – well, the list goes on. And on. And on.

So for the moment, take Kim's word for it. Whether it's breakdancing or composting, writing poetry or singing a cappella – extracurricular activities can be as important as the academics themselves.

"It's the best thing you can do," he said.





C.U.

West Side Story

Removing barriers between living and learning

In huge Cornell," says Professor Cindy Hazan, the first dean and house professor of Becker House, students can find "a home."

Hazan refers to the five residential houses on Cornell's West Campus, dramatic new structures accommodating about 350 students each that are designed to foster community, student-faculty interaction and learning outside the classroom. Politicians, artists, actors, scientists and journalists, among others, regularly visit the houses.

Each house bears the name of a prominent former Cornell faculty member. Alice Cook House opened in 2004, Carl Becker House in 2005, Hans Bethe House in 2007. The newest two houses, William T. Keeton House and Flora Rose House, admitted their first residents in August. Programming for the just-named Rose House will begin in fall 2009. Adjacent to the houses, a new Noyes Community Recreational Center has replaced its eponymous predecessor.

Ross Brann has been house dean and professor of Cook House since it opened, when he, his wife and their then high-school-age son moved in. He hosts residents and Cornell faculty at weekly teas. Also living in the houses are an assistant house dean, six graduate resident fellows and three student assistants. Another 30 or so Cornell faculty members visit as house fellows.

"The proximity to where students live and learn is what makes this program possible," says Brann, the Milton R. Konvitz Professor of Judeo-Islamic Studies and one of the key players in the faculty-led West Campus project. That proximity has provided him with opportunities to notice when students he would otherwise never have met are having academic or personal issues.

A female engineering sophomore, for example, was having difficulty adjusting to Cornell and was considering transferring to another university. Brann called Marjolein van der Meulen, a Cook House fellow and professor of engineering, and asked her to give the student some guidance. "Marjolein met with the student on a number of occasions and had dinner with her and her friends," says Brann. "This faculty intervention really helped turn around that student's experience at Cornell. She graduated last year."

In the informal house atmosphere, students are often open to advice on careers, fields of study and graduate school, says Brann. Cook House offers residents pre-law, pre-med and résumé workshops. Graduate resident fellows hold group tutorial sessions on organic chemistry and other subjects for students in all houses.

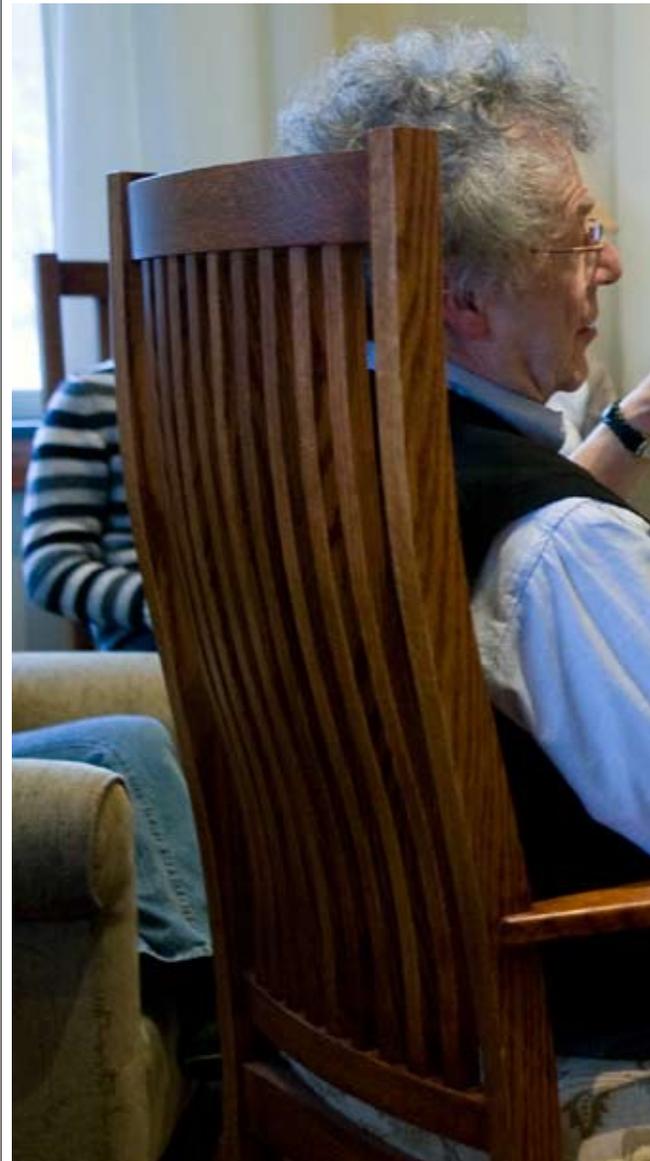
A prime advocate of the residential college concept since 1983, Isaac Kramnick, the Richard J. Schwartz Professor of Government, says the house system is succeeding in creating residence life that is not "an intellect-free zone. Students who are interested in their residential experience having intellectual and cultural dimensions deserve the option to realize that," he says.

Removing barriers between students' social and academic lives comports with Cornell's emphasis on "low walls" between disciplines.

"What we're looking for here is the partnership between students and faculty," Brann says. "Two years ago a group of students held a panel discussion between Catholic and Muslim students following the Pope's comments on Islam. Last semester, during the primaries, students spoke on behalf of each of the Republican and Democratic presidential candidates. It was a respectful conversation, even though there was strong disagreement."

A number of students say they were initially attracted by the houses' newness and amenities. Each house boasts its own library, dining room, common areas, late-night pantry, seminar room, laundry, television and computer rooms, music practice rooms and lobbies with mail service.

Brandi Jackson '10, a human development and pre-med major minoring in biomedical engineering, was elected president of the Bethe House council. Jackson's favorite



event her council sponsored was a male beauty pageant in which contestants vied for the title "Mr. Bethe."

The small communities lead students to greater interaction, friendships and involvement in developing programming on subjects of shared interest, Jackson says, and the houses' dining rooms foster socialization. "It's really easy to become isolated when you're a college kid. A lot of us are far from home. I'm from Ohio, so to see the same people every day is comforting. You have people who you know are going to be there, people you can count on and have fun with, too."

For Jackson, face time with faculty is important. "It's one thing to go to hear an interesting lecture that piques your interest academically," she says. "But it's also nice to sit down and have a meal and talk to a professor. There's



Janet Reno



John Cleese

“WHAT WE’RE LOOKING FOR HERE IS THE PARTNERSHIP BETWEEN STUDENTS AND FACULTY.”

– ROSS BRANN, ALICE COOK HOUSE DEAN



INVESTING IN INTELLECTUAL INTIMACY

From 2001 to 2008, West Campus construction costs rose from \$219 per gross square foot, or \$102,000 per bed, to \$293 per gross square foot, or \$136,000 per bed. To keep ahead of inflation, the university accelerated construction on the \$225 million project. The result? Houses on West Campus were completed two years ahead of schedule and within budget – a nearly unheard-of feat for a project of this scope and scale.

Completing the West Campus house system is an investment in the living and learning experience of Cornell students today and for generations of Cornellians to come. It continues to require a significant commitment from university administration to borrow the necessary funding for completion while striving to offset costs with private support. To learn more, visit <http://residential.alumni.cornell.edu>.

usually a barrier between students and faculty. My experience wouldn’t have been the same without [Bethe House] Dean Porus [Olpadwala]. I was really lucky to hang out with him.”

House residents also invite professors to dinner on faculty nights. Alexandra Terrotti ’10, who majors in government and Near Eastern studies, invited assistant government professor David Patel “because I knew he was new to Cornell and he’s also my adviser. I thought it would be nice to get to know him better.” Says Patel: “I think this is a fantastic idea. Cornell does a lot of activities like this where students and faculty members are able to interact outside the classroom. That’s magnificent.”

“It’s not just faculty-student interaction or famous person-student interaction,” notes Kramnick, who has

served as a faculty fellow in Cook, Becker and Bethe houses. “It is the students’ interactions among themselves. They see themselves as owners of these communities, and they are taking leadership roles in creating this new culture.”

Brann says studies of student satisfaction with the West Campus experience “give us a sense that things are definitely moving in the right direction.”

The houses have proven so popular that a lottery system has been instituted for sophomores who wish to remain in the houses in their junior or senior years.

“Anyone who spends an hour in those houses feels the excitement,” says Kramnick. “The spirit, the ethos behind it. I think it is realizing what we hoped: a transformative experience for Cornell undergraduates in the 21st century.”

Professor Isaac Kramnick chats with Alice Cook House residents earlier this year.

Endowments invest in talent from all over



Rewind the clock five years and you will find Bethany Ojalehto in her senior year of high school in Monroe, Wash., a town outside Seattle, as she faces an uncertain future.

She is a talented distance runner at the top of her class. But college is only a possibility. Her father is a carpenter and works in construction, and her mother splits her time between secretarial work and caring for seven children, so there is no money for college.

“I had a wonderful childhood, and my parents taught us that money is immaterial to happiness,” Ojalehto says. “It’s an

unfortunate feature of American society that money is not immaterial to a child’s higher education.”

Things changed when Cornell cross country and track coach Artie Smith flew her to Cornell for a recruiting visit. “Cornell really encouraged me that financially they could make it happen,” she says.

With that prodding, she completed her first and only application for college.

Fast forward to today. Ojalehto is a Class of 2008 graduate living among Sudanese, Somali and Ethiopian refugees at the Kakuma Refugee Camp in Kenya. She is a Fulbright scholar studying the cognitive development and human rights of children who have been displaced by conflict in their homelands.

“My real concern is how to protect cognitive development in these sorts of situations,” she says.

For Ojalehto, a turning point was the day Cornell named her a Hunter R. Rawlings III Cornell Presidential Research Scholar. Rawlings scholars are provided with up to \$4,000 a year in student loan reduction and up to \$8,000 in research support.

The program recognizes excellence in research and is one of three scholarships comprising the Cornell Commitment. The others are the Meinig Family Cornell National Scholarship for leadership and academic excellence and the Cornell Tradition for commitment to work and service.

The Rawlings scholarship enabled Ojalehto to design her own undergraduate program in social cognition, law and policy of forced displacement. It helped her travel to Kenya and Italy for study and fieldwork.

“I’m not exaggerating when I say it was my defining experience at Cornell,” she says.

Scholarships are taking on increased importance as Cornell ramps up its effort to reduce or eliminate loan debt for students like Ojalehto, who come from low- or middle-income families. Doing so will require an influx of millions of dollars in endowment, says Jim Mazza ’88, director of Far Above ... The Campaign for Cornell.

“There is a good deal of urgency for us related to this,” he says. “Need-blind admissions and financial accessibility are at the heart and soul of Cornell.”

The campaign aims to raise \$200 million in endowments for general undergraduate scholarships and another \$25 million for international student scholarships. Meeting the increased need imposed by the university’s new financial aid policy would require significantly more beyond those targets, Mazza says.

Scholarships benefit more than just their recipients, points out Tom Keane, director of financial aid for scholarships and policy analysis. They relieve budget pressure across the university.

“Seventy-five percent of our financial aid budget comes from tuition,” he says. “And every time we raise tuition, a fair portion of those dollars get recycled back in as financial aid.

“If we could fund a larger portion of that need from scholarships, it would be tremendous. It would take pressure off tuition. We might even be able to lower our tuition increases.”

Today, Cornell has more than 2,000 undergraduate scholarship endowments. Last year, 3,227 students benefited directly from one or more of these endowments. Under the new financial aid policy, both numbers will have to grow, Mazza says.

Ojalehto, who graduated with more than \$25,000 in loan debt despite her scholarships, calls Cornell’s new policy “miraculous.”

“I had a hard time covering a lot of the expenses as a student,” she acknowledges. “With the new financial aid, my siblings could go absolutely free.”



“MY INTEREST IS MAKING SURE THAT THE OPTION OF A TOP-FLIGHT SCHOOL IS AVAILABLE TO EVERYONE WHO QUALIFIES, NOT JUST TO PRIVILEGED KIDS.”



DEBBIE '80 AND ANDY RACHLEFF OPEN DOORS FOR TALENTED STUDENTS

Debbie Rachleff '80 knows that plenty of talented students need help to afford a school like Cornell, and she wants to give it.

Rachleff and her husband, Andy, recently made their most significant gift to date – \$250,000 to a scholarship fund they set up eight years ago in memory of Debbie Rachleff's mother, Bess Davidoff, who died when Rachleff was a teen.

“We are very fortunate to be in our situation,” she says. “We see so many of our friends and our kids' friends who have incredible opportunities to go to schools like Cornell, but we see other kids who are struggling.

“My interest is making sure that the option of a top-flight school is available to everyone who qualifies, not just to privileged kids.”

Rachleff knows something about that, having stayed afloat during her own undergraduate years by tending bar every weekend at the Royal Palm Tavern in Collegetown.

“It was a real townie bar, and one of the most enjoyable experiences of my life,” she says. “We would cash everybody's paycheck on Friday, and

the tips were huge. I was very lucky. It was my food and my rent and my spending money.”

Rachleff studied social work and psychology in the College of Human Ecology and is now a full-time mother of a 16-year-old daughter and a 14-year-old son. Andy Rachleff is a retired venture capitalist who teaches at the Stanford Graduate School of Business.

The family has given steadily to their fund at Cornell, and they have taken pleasure in watching the awards it generates grow larger with time. They are touched by the occasional notes of gratitude sent by recipients of their scholarship, Debbie Rachleff says.

“These students have enough to do, so it's certainly not necessary but it's very touching,” she says. “I show them to my kids in the hope that it will inspire them to do charitable things to affect others' lives. We hope it will teach them multiple layers of giving. When you are thankful for what you have, you're thankful for what you can give.”

The student-athlete ideal challenges the Ivy League

In the arms race that is college athletics, Cornell continues to put out far more four-star generals than foot soldiers, while holding dear the ideals that helped form the Ivy League more than 50 years ago.

For rising senior Nathan Ford, it was just another typical day this past spring as he joined his baseball teammates for a doubleheader against LeMoyne. The first-team All-Ivy League catcher hit safely in both games, going a combined 3-for-7 in the two contests en route to hitting .410 for the season.

By the time the doubleheader finished, Ford had just enough time to grab a bite before joining his other teammates – those going through spring football practice.

Yes, Ford is pulling double duty. The tri-captain and starting quarterback of the football team also moonlights on the baseball diamond. But once practice ends, Ford starts his full-time job – as a student majoring in operations research and information engineering.

When it comes to having the full student-athlete experience at Cornell, Jeomi Maduka '09 might be the best example. Unlike most two-sport athletes, she competes in her two sports simultaneously.

Maduka, arguably the greatest female athlete ever to attend Cornell, is a four-time All-American, earning the distinction twice in outdoor track, once in indoor track and once in women's basketball.

"I've been told that I can compete on the professional level in both track and basketball, but my ultimate goal is to become a doctor," explains Maduka. "There are no guarantees when it comes to sports, but academics and pursuing my goals of becoming a doctor is something that no one can ever take away from me."

Cornell, as well as its Ivy League brethren, has set the high standard of competing nationally in athletics while never forgetting that those competing are students first. Big Red athletics is, in many ways, in the midst of a renaissance, both on and off the field. Cornell has captured a school record 45 Ivy titles in the last six years, while 16 players have been named to the prestigious Academic All-America team. Big Red student-athletes have earned national titles in wrestling, track and field and lightweight rowing over that span and have lifted Cornell from sixth to third on the list of schools with the most Ivy League titles since the formation of the conference.

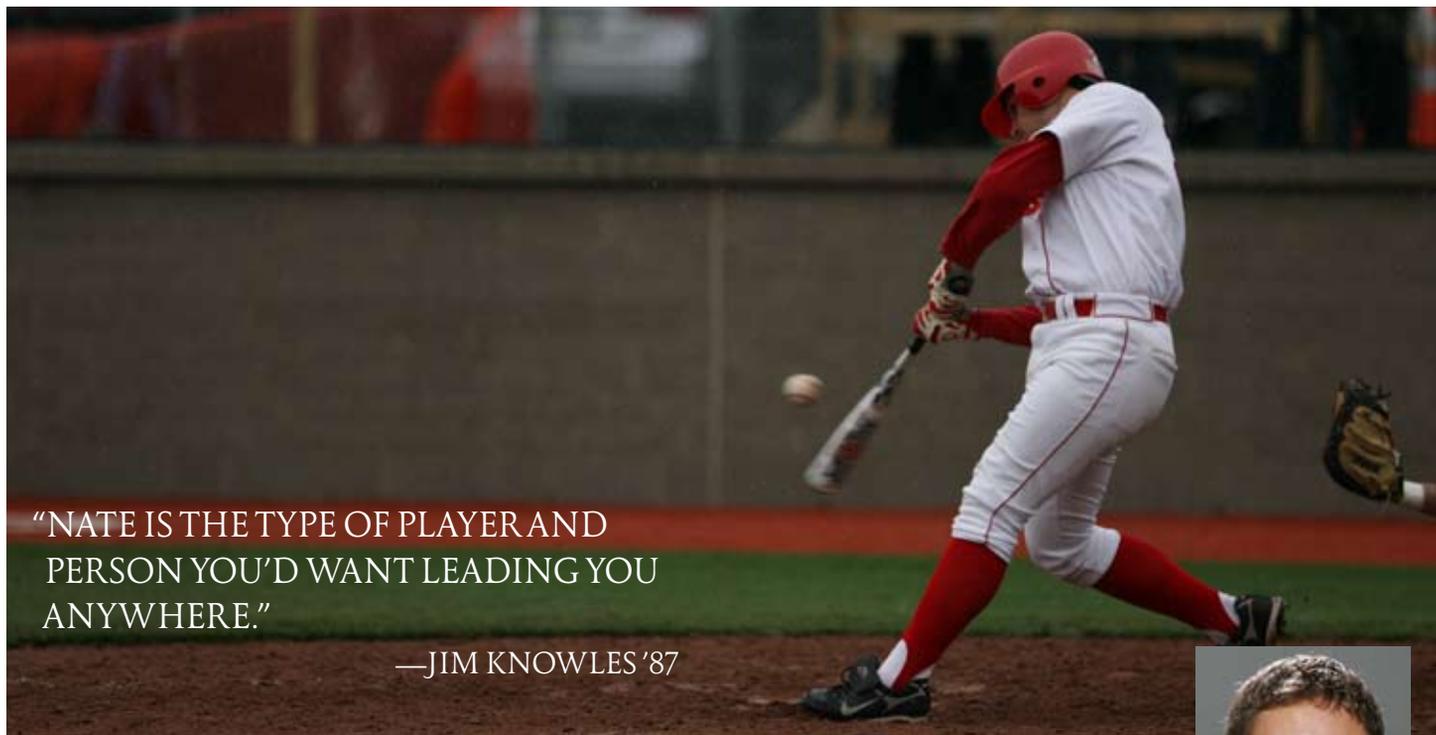
JEOMI MADUKA

The 2007–08 Ivy League Women's Basketball Player of the Year and the 2005–06 Ivy League Women's Basketball Rookie of the Year, Maduka became just the fifth player in Cornell history to register at least 1,000 points, 500 rebounds and 100 steals during her career, and she helped Cornell earn a share of its first-ever Ivy League championship this past season.



"I'VE BEEN TOLD THAT I CAN COMPETE ON THE PROFESSIONAL LEVEL IN BOTH TRACK AND BASKETBALL, BUT MY ULTIMATE GOAL IS TO BECOME A DOCTOR."

—JEOMI MADUKA '09



“NATE IS THE TYPE OF PLAYER AND PERSON YOU’D WANT LEADING YOU ANYWHERE.”

—JIM KNOWLES ’87



In track, Maduka performs in the 60-meter dash, the 100-meter dash, the long jump and the triple jump. Last spring, she earned the 13th Ivy League Heptagonal Championship title of her career and was named the Most Outstanding Performer of the Meet at the 2008 Ivy League Outdoor Heps Championships – winning the award for the fourth time in a row. In the past year, Maduka also finished eighth at the 2007 NCAA indoor championships, 10th at the 2008 NCAA outdoor championships and 12th overall at the U.S. Olympic Trials.

As if that weren’t enough, she also maintains a 3.0 grade-point average as a human biology, health and society major on a pre-med track.

When looking at colleges, Maduka sought out schools that had outstanding academic reputations but also would allow her to participate in both basketball and track. In the end, only Cornell was willing to allow her to pursue her passion for both sports, which made her decision easy. While her decision may have been easy, many around campus marvel at how hard Maduka works to balance her daily routine.

“I know how much work it takes to play just one sport at the Division I level,” says fellow basketball teammate Lauren Benson ’10. “Seeing Jeomi excel in both basketball and track while being pre-med is inspiring.”

NATHAN FORD

Ford is not only a first-team All-Ivy baseball player, but he plays arguably the most visible position of any Cornell athlete: QB1, starting quarterback. This is a position that on almost any college campus carries the aura of celebrity. But with his quiet and poised demeanor, you’d never know it.

“He’s a great leader and an intelligent young man who works hard,” says head coach Jim Knowles ’87. “Nate is the type of player and person you’d want leading you anywhere.”

Ford enters the 2008 football season as one of the most productive starters in school history. He ranks third on the school’s career passing yards list (3,451), while his

career completion percentage of .599 is second in Big Red history. Ford threw for at least 200 yards in each of the team’s first seven games in 2007 before playing in only three quarters in the final three contests due to injuries. His exceptional passing skills and creativity allow him to direct Cornell’s complicated offense.

Those attributes help him in and out of the classroom, where he has posted a grade-point average of better than 3.0 and has earned a spot on the Academic All-Ivy League team, honoring his dual-sport commitment.

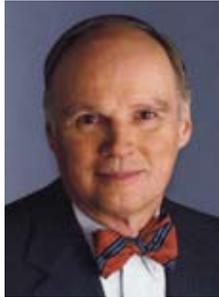
Not bad for a guy whose primary sport coming out of high school was baseball, for which he was heavily recruited from Palo Alto High School in California.

Ford has started for the Big Red baseball team in each of his first three seasons as a catcher and third baseman. He was a first-team All-Ivy pick as a junior and a second-team selection as a sophomore. Ford batted .410 in 2008 with a school record of 17 doubles, three home runs and 28 RBIs while starting all 39 games. He is a .358 hitter in 101 games on the diamond, ranking second all time for the Big Red in career batting average.



Historic Schoellkopf Field, home to many of Cornell football’s greatest moments, has a new look this fall. This summer, FieldTurf, a brand of synthetic grass safer than artificial turf and easier to maintain than a natural surface, was installed.

Looking for a good investment? Try education



Stephen Ashley



Jan Rock Zubrow



Robert J. Appel

Nearly every day we hear from students and recent graduates about the value of their Cornell education. Their individual stories always move us.

Branden Bryan '11 lived with his family in apartments with no heat and experienced homelessness. Now he is a dean's list student of neurobiology and behavior, is training to be a peer counselor and works at Cornell Law School. "Thanks to those who support the Goldman Sachs Alumni Scholarship, thanks to Cornell and thanks to a few others, I've never been more excited about my future," Bryan says.

Growing up in Mexico City, Arturo Carrillo '96, M.Eng. '97, learned about Cornell from American friends in his Boy Scout troop and enrolled in the College of Engineering. But when Mexico faced a severe financial crisis, his parents could no longer afford their share of their son's tuition. Through a newly established scholarship fund for international students, Cornell was able to help Carrillo meet his expenses. Today, with an additional degree from Harvard Business School, he is the chief financial officer of a Memphis, Tenn.-based subsidiary of Mexico's Grupo Vitro.

"Throughout my career I have been navigating between Latin American countries and U.S. businesses or markets," says Carrillo. "My time at Cornell prepared me for this career."

Stories like Bryan's and Carrillo's remind us that supporting education is one of the best investments we can make as individuals and as a society. It never fails to yield big returns, regardless of what measure you use. At Cornell, it is also a way to make a personal difference in the lives of deserving and inspiring young people. Many of you already do so through your generous gifts to student aid or through the Annual Fund.

Recent changes in Cornell's financial aid policy are increasing access for students from low- and middle-income families, but this bold action comes with a cost that can be met only with help from alumni and friends. Now is the time to renew our commitment and continue the legacy of opening doors to students from all backgrounds, regardless of their ability to meet the full costs of their education.

Far Above ... The Campaign for Cornell is allowing the university to ease the burden of student debt or, in many cases, erase it altogether. As a consequence, more students can afford to choose Cornell and to go wherever their ambitions lead them after graduation. It's a difference worth making.

Stephen Ashley '62, MBA '64, *Campaign Co-Chair*

Jan Rock Zubrow '77, *Campaign Co-Chair*

Robert J. Appel '53, *Chairman, the Campaign for Weill Cornell Medical College*

Campaign Highlights

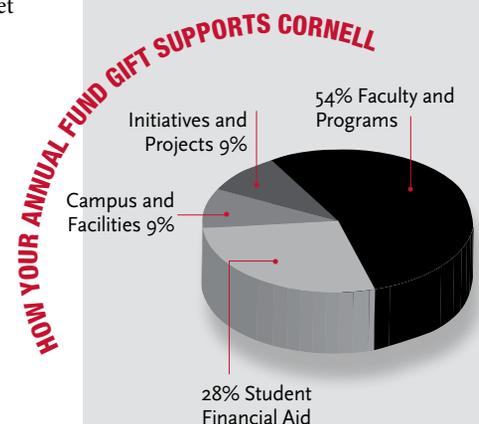
Far Above ... The Campaign for Cornell is empowering Cornell to lead in education, research and outreach far into the 21st century. Since the \$4 billion effort was launched two years ago, thousands of alumni and friends have stepped forward to help. Together, they have:

Created 44 new professorships in colleges and professional schools across the university, established more than 229 named scholarship funds for undergraduates and endowed a number of funds to assist graduate and professional school students.

Every student, every study, every year

The Cornell Annual Fund is a central campaign priority and a powerful way for all Cornellians to impact the future of their alma mater. The Annual Fund's goal is to double in size by the end of the campaign, providing millions more dollars of direct support each year to help students, advance research, strengthen the faculty, and more.

This past year, the Annual Fund raised \$21.5 million, a 17 percent increase over the previous year. That success is the result of 31,100 alumni, parents, and friends who chose to support Cornell through an annual gift. To make a gift or find more information about how the Annual Fund supports every student, in every study, every year, please visit alumni.cornell.edu/fund.



Looking back on student experiences – from 2047



This past June, I “returned” to Cornell for my 35th reunion. In truth, I have been back at Cornell for 30 of those 35 years, but this year I attended reunion as an alumna, not as a vice president with official responsibilities. As I traversed the campus with my classmates, I wondered how our current students – especially those in the Class of 2012 joining us this fall – would experience their 35th reunions at the midpoint of this century. How will they reflect on the impact of their alma mater? What will their memories be?

First and foremost, I hope and trust they will think of Cornell as a place where, indeed, any person can find instruction in any study. Our commitment to need-blind admissions and need-based financial aid was enhanced greatly with this year’s policy to replace loans completely for many of our students and to cap loans at \$3,000 per year for many others. While we still have much to do, I believe, to help our low- and middle-income students make Cornell affordable and accessible and to compete in the marketplace, our strengthened commitment to financial aid puts Cornell among a handful of schools in this country. Moreover, our ability to recognize outstanding leaders, scholars and those committed to work and service through our Cornell Commitment programs allows us also to attract and support students who are among the best in the country. This commitment must remain the foundation of what we do for our students.

With all freshmen living together on North Campus and the creation of the West Campus house system, we offer Cornellians today an opportunity to create and build friendships not just with their peers, but also with

faculty who are in residence, faculty and staff who dine regularly in dining rooms that are a fundamental part of each house, and graduate students who serve as mentors and fellow residents. The integration of living and learning that is reflected in the new residential experience has given students choices we did not have at Cornell. When the Class of 2012 returns for its 35th reunion, I suspect many will return to Cook, Becker, Bethe or Keeton House with a similar interest and enthusiasm that alumni have for their fraternities and sororities today. I hope today’s students will reflect on the friendships they made through their residential experiences as one of the most treasured parts of their Cornell education, just as we do as alumni.

Another memory this generation of Cornellians will have will be that of service to their communities. If my generation reminisces about the civil rights and women’s movements, not to mention the Vietnam War protests, this generation will reflect on the work they did directly in Ithaca through scores of programs in the schools, community centers and other not-for-profit organizations. Many also will think about their travels to Africa or Central America to build schools or fight malaria. We protested; today’s students act to make a difference in their communities.

Finally, this generation of Cornellians will have many tales to tell about the excellence around them. They have witnessed both the men’s and women’s basketball teams compete in the NCAA tournament – the first time an Ivy League school has accomplished that feat – as well as six other Ivy titles this year and more than 30 during their time at Cornell. While virtually every undergraduate seems to find his or her way to the Cornell Fitness Centers while they are here, and thousands compete in intramural or club sports, our varsity athletes have demonstrated their commitment to excellence in a way that has been a renaissance for Cornell athletics.

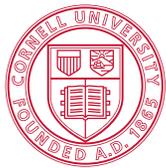
The richness of these and so many other experiences – the Dalai Lama’s visit, Maya Angelou, outrageous concerts and activities, activities, activities – is made possible because Cornell continues to attract interested and interesting students from across the country and around the globe. But beyond simply attracting them, we are engaging them, of course in the classroom, but also beyond. Those student life opportunities provide a foundation

for lifetime friendships and lifetime memories that forever connect us to our alma mater. That is one aspect of the Cornell experience I trust will never change.

Susan H. Murphy is Cornell vice president for student and academic services.



Above: Susan Murphy with students, 2006. At right: Murphy in 1973, during her senior year at Cornell.



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