



EZRA

CORNELL'S QUARTERLY MAGAZINE SUMMER 2010

REINVENTING THE UNIVERSITY

CORNELL'S STAIRWAY TO THE FUTURE

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EZRA

From the publisher

This, the eighth issue of Ezra magazine, is the most important we have published since our inauguration in the fall of 2008.

The reason is the theme of our cover story: Reinventing the University. And by that we mean not only Cornell, but the American research university in general. Most important, of course, is the application of the term to Cornell, and an ambitious program of regeneration that we call "Reimagining Cornell."

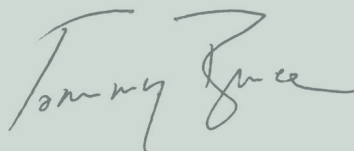
As Provost Kent Fuchs notes in his introduction to our cover story, Cornell's planning for reorganization and renewal was not a consequence of the national financial crisis; but the crisis did awaken Cornell to the need to focus and prioritize. The end result of the elaborate planning under way since 2008 – directly involving over 200 faculty members, administrators and staff – will be a university that will be more efficient and academically excellent by the time of our sesquicentennial in 2015.

Because Reimagining Cornell is essentially about people – those who learn, teach and work at Cornell – our cover story narrates our aspirations through the eyes of six students, each of whom is directly affected by the aspirations of Reimagining Cornell's core, an idea-filled strategic plan that will take us into the future.

And because the strategic plan confronts the core issues also affecting our peer research universities in the United States, we conclude our cover package with an essay by Glenn Altschuler, dean of the School of Continuing Education, that surveys the current national condition of U.S. higher education and the continuing stresses that are putting it at risk of losing its dominant status in the world.

I hope you will also read the final article in this issue, an End Note by undergraduate Katie Dreier, who provides a deeply affecting essay on the place that Cornell occupies in her life and in the lives of her family.

This is the most important issue of Ezra yet because it speaks to every Cornellian, past, present – and future.



Thomas W. Bruce
Vice President, University Communications

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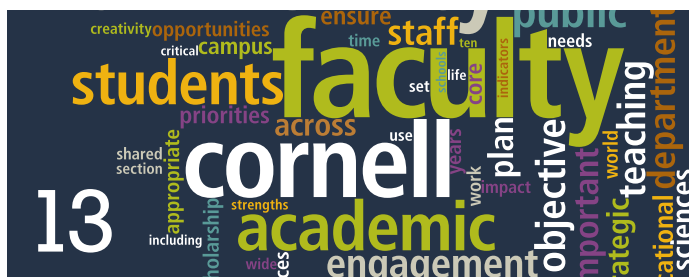
Cornell has seen in the Great Recession a great opportunity for strategic change and is unveiling a strategic plan that will guide it to 2015 and beyond. Key initiatives range from targeting a few departments to become global leaders to creating a more dynamic interface between the world and Cornell.

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ON THE COVER

Left: Ada Ng '12 holds the paper model featured on this issue's cover, a 4-inch by 4-inch white bristol board model created for the "walldwelling" assignment in Professor Jan Jennings' Design Studio III class (DEA 2201).

The assignment is well known to nearly two decades of interior design alumni who took Jennings' class: Create a two-story wall that is scaled down from 16 feet by 16 feet and creates a dwelling space only two and a half feet deep.

The assignment requires a kind of "reimagining of a tight space," Jennings says. "They have to make it look bigger without increasing the square footage much."

Ng says her Brooklyn, N.Y., origins have shaped the way she sees restrictions in space. "The city is quite crowded and really dense, so this is a good play on experiencing space in a small area," she says.

Cover photo: Photo by Robert Barker/University Photography; digital post-production by Matthew Fondeur/University Photography.

DID U KNOW?

The bogus Mr. Krimsnatch '56

After a four-year absence, a fiber-glass calf named Cal was mysteriously returned to the Dairy Bar March 29, accompanied by a note from Narby Krimsnatch, an "alumnus" who claimed to have a hand in the cow's reappearance. Cal and its "mother," Cornelia, the Dairy Bar's mascots, were stolen in August 2006; Cornelia was returned to the Hoy Field pitcher's mound in late November that year.

Who is Krimsnatch? The Cornell Chronicle uncovered this spurious entry in the 1956 Cornellian:

"NARBY KRIMSNATCH Hodeia, Yemen. Phillips Andover Academy. Transfer from Univ. of Pennsylvania. Arts and Sciences. Llenroc Lodge. Skulls; Pi Delta Epsilon; Chess Team, Mgr.; Vars. Rugby; Wearer of the 'C'; CIA, Assembly; Model UN; Yemen Delegate; Students for Republican Action; ROTC Band; Andorra National Rugby Award."

It emerges that Curtis Reis '56 created Krimsnatch after seeing a version of the name submitted on a form and declaring, "this name is too good not to utilize." He also posed for Krimsnatch's yearbook photo.

Reis went on to enroll Krimsnatch in the Army. But in response to an inquisitive colonel, Krimsnatch went AWOL, then presumably fled to his native Yemen. (His father was the Grand Marnier of Yemen with castles in Sana'a and Hodeidah.)

"On my trips to all seven continents, Narby has signed guest books everywhere and has attended many weddings (usually uninvited) where his glorious name lives on!" wrote Reis in an e-mail to the Chronicle in April.



AROUND CAMPUS

Are you Cornell?

Cornell is bigger than a bunch of buildings sitting on a hill. Cornell is thousands of people, each with his or her own story. "I Am Cornell," an online, ongoing photo project, is piecing together that mosaic.

To participate, make a sign telling what Cornell means to you. Then, have someone snap your photo holding it.

The only rules: Sign your name (first only) and write the phrase "I Am Cornell" on your photo. Alumni and students should include your class year.

Be creative. Have fun. Share your Cornell with the world via the I Am Cornell Flickr group at www.flickr.com/groups/iamcornell.

You must have a (free) Flickr account to post your photo to the group; or you can submit your photo (JPG, GIF or PNG) to webmaster@cornell.edu.



ACCOLADES

Bird recordist Linda Macaulay wins ornithology award

Linda Macaulay, one of the world's foremost birdsong recorders and an associate at the Cornell Lab of Ornithology, has spent more than two decades risking her life with lions, hippos and even armed rebels to record bird and animal sounds - many for the first time.

Macaulay's almost 6,000 individual birdsong recordings, representing 2,668 species, have taken her to more than 50 countries. All of her recordings are archived in the Cornell Lab of Ornithology's Macaulay Library, named after Macaulay and her husband, William Macaulay. The library is the world's largest archive of animal sounds and associated video, which are publicly available online.

For her recording work, the lab presented Linda Macaulay with the Arthur A. Allen Award for Outstanding Service to Ornithology in April. Allen was the lab's founder and director for 50 years.

Macaulay first became interested in recording in 1987. "The recordings that she has made are some of the best that we have," says John Fitzpatrick, the Louis Agassiz Fuertes Director of the laboratory and professor of ecology and evolutionary biology.

"When you can pair traveling and seeing nature and these birds with something that contributes to the science, that makes it a quest, and something that people will value," says Macaulay, who lives in Greenwich, Conn.



He does more on one wheel ...

While unicyclists on campus are rare but not unheard of, it may be unique that the latest “unicycle guy” wheeling around campus is an engineering professor who not only unicycles around the Engineering Quad but who sometimes commutes from home on his mountain unicycle – a 40-minute ride each way.

Peter Frazier, assistant professor of operations research and information engineering, has been riding a unicycle since he was 16 (he learned at a math camp at Boston University one summer). He usually commutes via a (two-wheeled) bike, but was even able to keep up the unicycling over the winter.

“In certain ways, it’s nicer to ride from home on my unicycle on a really cold day than it is to ride a bike because there is much less wind, and the work of unicycling warms me up,” Frazier says. “The key is to make sure to have some warm gloves, because it’s difficult to keep your hands in your pocket while you unicycle. Once I tried juggling snowballs on the way home when the snow was just melting, but that wasn’t very successful – I’m not a very good juggler.”

“There is something nice about unicycling as a counterpoint to thinking deeply about something in a mathematical way,” Frazier says. “I find that there is a certain kind of concentration that unicycling requires of you while you’re doing it that is quite similar to the way you need to concentrate in order to solve a mathematical problem, but at the same time is quite opposite because it’s a physical concentration instead of a mental one. So it is quite intense, but it’s also a great kind of rest from a more intellectual kind of work. There is also a kind of puzzled joy that I experience at managing to move around on only one wheel that is similar to the joy of solving a problem in a surprising way.”



CREATED@CORNELL

Shotgun designed by students in 2001 is finally for sale

Ithaca Gun Co. advertises a custom-made, lightweight, 28-gauge shotgun that’s sure to titillate gun enthusiasts. Nearly 10 years after Cornell engineering students designed it, it’s finally for sale.

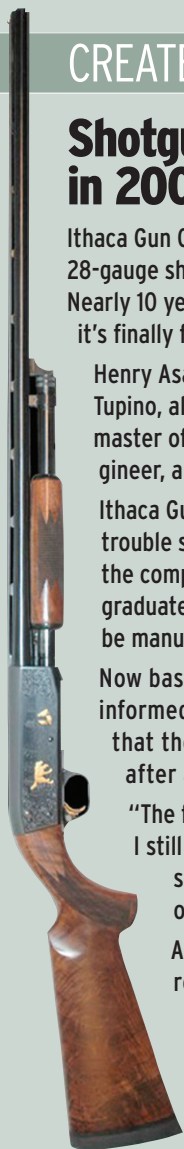
Henry Asante, Faisal Mahmood, Chen-Tsuo Yen and Chris Tupino, all Class of 2001, designed the shotgun for their master of engineering project. They did it entirely in ProEngineer, a computer-design software program.

Ithaca Gun, an Ithaca fixture since 1880, ran into financial trouble soon after the students completed the design, and the company assets were sold in 2007. The students had graduated, and they assumed the gun would never actually be manufactured.

Now based in Upper Sandusky, Ohio, Ithaca Gun recently informed John Callister, the students’ faculty adviser, that their long-dormant designs were to become reality after all.

“The folks in Ohio called me and said they were hoping I still had the computer files on a disk,” says Callister, senior lecturer in mechanical engineering and operations research.

All the parts – including the breech block, receiver, slide, carrier and trigger plate – were designed by the students. Dimensions and tolerances were specified to within four decimal places – possible because of the students’ precise calculations.



SEEN & HEARD



15th anniversary of a cappella group draws alumni members

Seventeen years ago, three Cornell students started singing together in the basement of Cascadilla Hall. Today, their legacy is Last Call, an award-winning, all-male a cappella group with more than 75 former and current members.

During the weekend of April 16, Last Call celebrated its 15th annual spring concert with a reunion that included 44 alumni (about two-thirds of its alumni base), their families and 16 current members.

“It’s a dream come true” to see how far the group has come, says Fahim Hashim ’94, one of Last Call’s founding members. The group not only brings music to Cornell, Ithaca and other parts of the world but also works to help the community, he says.

The spring concert, “Straight Up XV,” included a performance by all alumni who attended the reunion. For the finale, the 60 former and current members sang two songs together on stage and exchanged hugs as the crowd applauded and shouted congratulations.



BY DANIEL ALOI

Anabel Taylor Chapel organ will re-create sound of classic Baroque instruments

A new organ will fill Anabel Taylor Chapel with the authentic sound and beauty of German instruments from 300 years ago when it is completed this fall.

The result of a seven-year international organ studies research project undertaken by Cornell, the University of Gothenburg in Sweden and the Eastman School of Music in Rochester, N.Y., the entirely handcrafted organ will enhance the study and performance of organ music at Cornell.

For the past two years, 21st-century craftsmen have applied 17th- and early-18th-century methods to the fabrication and assembly of thousands of parts. The assembly in the chapel began in January and continued through the spring, with months of detail work and voicing the more than 1,800 pipes still ahead.

"Designing the organ is like composing the music," says Munetaka Yokota, lead researcher and designer on the \$2 million project. "And voicing is kind of like a performance, making the sound come alive."

The instrument re-creates the tonal design of an organ at the castle chapel at Charlottenburg in Berlin, handmade in

1706 by master organ builder Arp Schnitger and destroyed by Allied bombers during WWII.

The pipes, made of tin, lead and white pine, were handcrafted in Sweden by Munetaka, a veteran of several major historic organ reconstructions. He will spend several months voicing the pipes before the first public concert with the organ in November.

"Every pipe has its own voice, its own character, its own way of speaking," says university organist and music professor Annette Richards.

Commissioned by Cornell's Department of Music, the organ will be used for solo repertoire, such as the music of J.S. Bach, and vocal and instrumental ensemble accompaniment. It will also complement department strengths in performance and research in music of the 17th to 19th centuries and attract top organists and composers.

More than a curatorial reconstruction, the project is "a wonderful way to inspire new skills, ideas and musical activities," Richards says. "The organ was absolutely central to Western culture into the early 20th century. Learning from the past, we're transplanting and nurturing a whole new set of ways of making, maintaining and, of course, playing these gorgeous works of art."

"For the player, you can really make music with this," Richards said of the organ's keyboard action during a demonstration in April.

The organ has 1,827 pipes in 42 rows; two 50-note keyboards and a 26-note pedal; 30 stops, with instrument voices such as transverse flute, oboe and viola da gamba; and four large wood-and-cowhide bellows in a room above the chapel. The bellows (each weighing more than 400 pounds) are designed to be operated manually; the only non-historic component is an electric motor to pump air into the bellows to assist solo players, Munetaka says.

The organ research involved fluid dynamics, electro-acoustics and metallurgy, among other disciplines, he says: "Many scientists worked with us in helping us to understand this early wind-bellows technology."

The bellows, wind chests and many complex parts of the key and stop action were handcrafted under Munetaka's supervision at the Parsons Pipe Organ Co. in Bristol, N.Y.

The massive, intricately designed organ case of quarter-sawn white oak is integrated into the chapel's existing woodwork. Case components were handcrafted by cabinetmaker Christopher Lowe in nearby Freeville, N.Y.

"This is the first experience for Chris on a project this size; he has been dreaming of this," Munetaka says. "He makes things in the older style, and he was very enthusiastic."



Cabinetmaker Christopher Lowe, center, and workers from Parsons Pipe Organ Co. install part of the wooden case for the Anabel Taylor Chapel Baroque-style organ.



Above: The Anabel Taylor Chapel organ features a massive wooden case of quarter-sawn white oak. The components were handcrafted in the Freeville, N.Y., shop of Christopher Lowe (on ladder). Inset: Lead designer/researcher Munetaka Yokota, who will voice the organ's more than 1,800 pipes.

The case work involved no sanding; instead, Lowe and helpers planed the wood to within 1/32 of an inch. The case is held together by hand-forged nails and hardware fabricated by an ironworker in Sweden, wooden pegs, and dovetail and mortise and tenon joints.

The oak came from Pennsylvania and the 18-foot-tall pedal-tower sides from a sustainable forest in Germany.

"Every tree has its own place to be used," Munetaka says.

"I think it's a beautiful thing to use everything in the most intelligent way. Materials used in the old way, the closest to the original conditions in nature, are best."

Cornell's Office of General Construction and union trade shops were an integral part of the organ installation, Richards says.

The first concert is planned for Nov. 21, and an inaugural celebration will be held March 10-13, 2011.

Right: University Organist Annette Richards and Lowe look over the woodwork of the Baroque-style organ.

Far right: Matt Parsons of Parsons Pipe Organ Co. burns the pipe racks for a precise fit when the pipes are installed.



Environmental volunteering linked to retirees' improved mental and physical health

Here's news for retirees: Volunteering on environmental projects could not only prompt you to get more exercise but also improve mental and physical health through old age, according to a new Cornell study published online in *The Gerontologist* in February.

The study found that environmental stewardship is strongly linked to greater physical activity, better self-rated health and fewer symptoms of depression over a period of 20 years. In fact, the researchers found that environmental volunteers are half as likely as non-volunteers to show depressive symptoms 20 years later, whereas other forms of volunteering lower one's risk by roughly 10 percent.

What's more, environmental volunteers gain more dramatic health benefits compared with people engaged in other types of service, according to the study, which was conducted by researchers in the College of Human Ecology (CHE) and Weill Cornell Medical College.

"It's very rare in society that we get to address two problems at once," says lead author Karl Pillemer, professor of human development and CHE associate director of outreach and extension. "As baby boomers retire, they [create] a vast untapped resource to help improve our natural environment, which is a pressing need right now. The bonus is that by doing so they also gain substantial health benefits."

The authors analyzed data collected between 1974-1994 from the Alameda County (Calif.) Study, an examination of health and mortality that followed nearly 7,000 adults since 1965. They note that this is the first study to examine the health benefits of environmental volunteering in a large population over an extended period of time, unlike past studies that have focused on a one-time survey or data set.

Pillemer, who with Cornell researchers Linda Wagenet and Rhoda Meador launched an environmental stewardship training program for retirees in 2008, said the findings could prompt more conservation groups to embrace older volunteers.

"We associate environmental activism with younger adults, but it carries tremendous rewards for older adults," he



Seniors enrolled in the Retiree Environmental Volunteerism and Civic Engagement program learn about environmental issues relating to lakes aboard the "Floating Classroom" on Cayuga Lake.

says. "In addition to the benefits to physical health from being in nature, protecting the environment also helps older adults gain a sense of generativity, the notion of working to achieve something for the good of future generations."

Co-author Nancy Wells, associate professor of design and environmental analysis, calls the link between environmental service and improved physical and mental health "quite compelling."

"Time spent outdoors in the natural environment is a critical factor linking volunteering to the health outcomes observed in this study," Wells says. "Prior studies have shown that views of – and time spent in – the natural environment are associated with a variety of positive health outcomes, including cognitive functioning, psychological well-being and physical activity levels."

The researchers suggest further research to determine whether conservation activities could benefit older adults suffering from chronic conditions and persistent pain and to better understand the connection between such volunteering and health outcomes.

The study was funded by the National Institute on Aging. Co-authors include Dr. Cary Reid, geriatrician at Weill Cornell, and Thomas E. Fuller-Rowell, Ph.D. '10, a postdoctoral research fellow at the University of Michigan.



Karl Pillemer

'EVEN THE MOST
INSIGNIFICANT PHYSICAL
DISABILITY CAN MAKE
DAY-TO-DAY ACTIVITIES
CHALLENGING.'

— SARA FURGUSON '10



BY NANCY DOOLITTLE

Graduating student wants to give others with disabilities a full opportunity to succeed

There's nothing like personal experience to learn what others might need. And, if that need isn't being fully met, count on Cornell students to find a way.

Take Sara Furguson '10, who at age 3 suffered a high-level spinal cord injury from a head-on automobile collision that paralyzed her from the neck down.

She came to Cornell's ILR School to major in industrial and labor relations because she wanted to subsequently pursue a law degree and become a defender of human and civil rights. She spent the spring semester interning full time at a law firm in Rochester, and is on track to graduate in December. Furguson hopes to eventually work in the public service sector fighting discrimination in employment for underrepresented groups, including those with disabilities.

"I do everything with my chin and mouth (driving my chair, computer, etc.). Regardless of having no arm [or leg] movement, I have learned to do just about everything, but in a different way," says Furguson, who also uses a ventilator and relies on family to help her with daily needs. "My mom is with me all the time, but my father, brother and sister often come in from Rochester to help."

Wiley, a 6-year-old bichon frisé, also is a companion often seen with Furguson. Wiley "is my best friend," she says. "He

has been with me through some of the most challenging times of my life."

Furguson says Cornell has done a "fantastic job" in accommodating her needs, from scanning her books into her computer so that she can use a digital pen in her mouth to do her work to providing CU Lift, a shuttle service that helps her get around campus. Furguson says that Katherine "Kappy" Fahey, director of Student Disability Services, made sure she had the access she needed, and Susanne Bruyère, director of ILR's Employment and Disability Institute, has given her hope to continue pursuing her goals.

Furguson is already making a difference in people's lives. With the support of Gannett Health Services, the Public Service Center, Cornell Tradition and the Undergraduate Student Assembly, Furguson founded and is president of a student-based organization called Disabilities Service Team (DST), whose members volunteer to help those with temporary or long-term injuries or disabilities with daily tasks.

"As someone with a disability, I was able to pinpoint what types of services to offer and target the appropriate audiences," Furguson says. "Instead of excluding those with temporary disabilities, we expanded the program to include both permanent and temporary conditions."

"Even the most insignificant physical disability can make day-to-day activities challenging," she says. "Generally, we provide a helping hand to those who may need assistance with the activities that most of us take for granted. Our mission is to make the simple tasks less challenging so that students or faculty located in Ithaca can focus on more important things."

DST members help those who need the service by getting groceries, walking with someone to class or a job, and by picking up or returning library materials.

"The response from those interested in volunteering has been great," Furguson says. For example, a student who had broken her back this past semester asked for help carrying her backpack, which would necessitate having a volunteer help out four to six times each day for three weeks. Nearly 40 people volunteered to help with these needs.

The focus now is on getting the word out so that those who can use assistance know where to find it. Visit <http://disabilitiesserviceteam.blogspot.com> for more information about DST.

"I see this service as a way to give all students a fair opportunity to succeed at Cornell," she says. "The simplest tasks in daily life should never prevent one from living his or her life to the fullest."

BY JOHN MIKYTUCK

New York's state insect is all but lost, but interlopers abound in Big Apple

Cornell entomologist John Losey is a man on a mission. His goal is to discover why the nine-spotted ladybug, New York's official state insect, has all but disappeared.

Jake Segal, age 4, is also looking for answers. He has been finding ladybugs around his 22nd floor New York City apartment since last winter. "I found them in the tissue box," says Segal. "They kept growing."

"It was a mystery," says Jenna Segal, Jake's mom. "We thought we brought a nest home from the beach last summer." So when she read that Losey was presenting a public lecture about ladybugs in the American Museum of Natural History's

Linder Theater in April, she decided the Segals needed to be there.

Losey told the crowd, which included about 50 children, that with \$2 million from the National Science Foundation, he launched the Lost Ladybug Project in 2008 "to help scientists better understand why some species of ladybugs have become extremely rare while others have greatly increased

both their numbers and range." The project invites the public, and particularly children, to search for nine-spotted and other ladybugs (there are more than 450 species, each with its own color and spot combinations) and send photos of them to Cornell for identification and inclusion in a database.

"Ladybugs are actually beetles," said Losey. "A predator by

nature, ladybugs are more voracious than sharks, bears or wolves." The young crowd gasped. And that's what makes ladybugs so important, Losey said: "We could not grow enough food without ladybugs that eat the pests on [crops]."

Several decades ago they were so abundant that New York made it the official insect in 1989 after a fifth-grader had lobbied the state to do so. Ironically, shortly thereafter, the nine-spotted all but disappeared, said Losey.

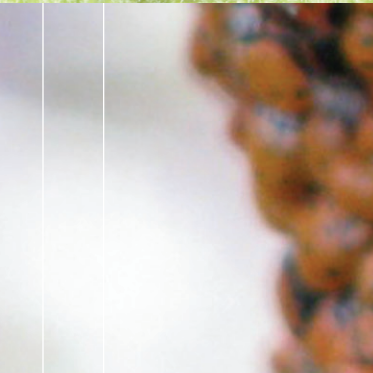
Why? Losey provided several theories. Primary among them is that the introduction of foreign ladybug species by the U.S. Department of Agriculture caused the decline: "As the numbers of foreign species began to rise, the numbers of native species began to fall," Losey said. Also, "because of the possible interbreeding of seven-spotted with nine-spotted, their offspring may not resemble the parents, perhaps having only seven spots," he added. Additionally, a fungus brought in by foreign ladybugs is killing many of the nine-spotted.

Today, the two foreign species most commonly seen are the seven-spotted and multicolored Asian ladybug, Losey said. And this is where Jake's mystery meets Losey's project: The multicolored Asian ladybug hibernates on smooth rock cliff faces that are common in their native lands. In our strange land, however, they have adapted by lodging themselves instead on the smooth walls found in apartment buildings. With that news, it seemed as if Losey had solved the Segals' ladybug mystery.

More than 30 nine-spotted ladybugs have been found by young citizen scientists since the Lost Ladybug Project began, Losey reported. Each find has been recorded on the project's website, www.lostladybug.org. Most of them have been found in the western U.S. in very high and dry land densely covered with scrub. Losey has also been successful at breeding the nine-spotted in his lab.

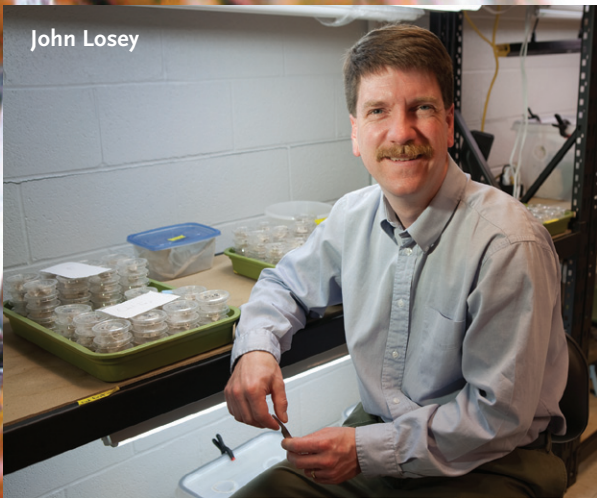
Losey emphasizes that there are few species of rare animals that young people can actively investigate. "Certainly not the giant squid, or the ivory-billed woodpecker," he said. The Lost Ladybug Project offers an opportunity for young people to engage their curiosity and be actively involved with finding and identifying a rare species of insect.

John Mikyuck '90 is a freelance writer in New York City.



The nine-spotted lady beetle, New York's official state insect.

W. LOUIS TEDESCHI/CORNELL CHRONICLE FILE PHOTO



John Losey

‘A PREDATOR BY NATURE, LADYBUGS ARE MORE VORACIOUS THAN SHARKS, BEARS OR WOLVES.’

— ASSOCIATE PROFESSOR JOHN LOSEY

ALUMNI AFFAIRS AND DEVELOPMENT EXPANDS TO THE NORTHEAST CORRIDOR

BY SUSAN KELLEY

More Cornellians live in the metropolitan New York City area or along the Northeast corridor than anywhere else in the world. Many additional Cornellians use New York City as a base or gateway for their business or professional activities.

To better reach them, the Division of Alumni Affairs and Development (AAD) is reinvigorating and expanding the scope of its New York City office. It aims to offer more networking and professional programs for alumni where they live and work and direct additional efforts toward the base of Cornellians in that region.



PROVIDED

“With such a large concentration of alumni along that corridor, we want to bring Cornell to them,” says Pat Watson ’83, AAD’s senior associate vice president. “We often tell our young graduates that they are Cornellians for life. Now we want to show them and our seasoned alumni more ways they can benefit and stay involved.”

Claude Johnson

To lead the effort, AAD has hired Claude Johnson to fill the new position of assistant vice president. Johnson most recently was senior director of Northwestern University’s New York regional office, and previously he was assistant dean for alumni affairs and development at Cornell’s College of Veterinary Medicine, 2003-05. He began his new position April 5.

Johnson will identify new ways to accelerate and support programs and fundraising from Washington, D.C., to Boston. He will oversee new initiatives, which concentrate on connecting Cornellians who work in finance and related industries, and he will help Cornellians tap into the wealth of opportunities afforded by the proximity of Ithaca to Manhattan.

In addition to the Weill Cornell Medical College and its Graduate School of Medical Sciences, Cornell-affiliated offices and programs include Human Ecology, Cornell Cooperative Extension-New York City, the ILR School, the Johnson School, the College of Architecture, Art and Planning, and the College of Engineering’s School of Operations Research and Information Engineering.

“A number of Cornell students, faculty, alumni, friends and parents live, work or travel along the Northeast corridor to Boston, New York, Philadelphia and Washington. With so many wonderful resources and Cornellians, we have the opportunity to be extremely creative about how we reach out and engage individuals and families – developing programs that are intellectually stimulating and relevant,” says Johnson.

He also will use New York City as a base for fundraising, adding more major gift officers to his staff over the next six to 12 months.

“One of the things about Cornell is that it is a household name as a brand. But at the same time, much remains to be done in reaching out to individuals and creating opportunities for them to participate in all Cornell has to offer,” Johnson says.



Final resting places

A funeral closes a life story, and a grave marks its end forever. But what happens when those left behind don't agree about the meaning of that story? Or when that disagreement extends all the way to arguments about the final resting place itself? In a surprising number of cases over the years, that's when people have chosen to grab shovels and start digging.

In "Digging Up the Dead: A History of Notable American Reburials" (University of Chicago Press, 2010), Pulitzer Prize-winning historian and Cornell professor emeritus of history Michael Kammen reveals a treasure trove of surprising and sometimes gruesome stories of exhumation and reburial throughout American history. Taking us to the contested burial sites of such figures as Sitting Bull, John Paul Jones, Frank Lloyd Wright, Daniel Boone, Jefferson Davis and even Abraham Lincoln, Kammen explores how complicated interactions of regional pride, shifting reputations and evolving funerary practices led to public, often emotional, battles. Grave-robbing, skull-fondling, cases of mistaken identity and the financial lures of cemetery tourism all come into play as Kammen delves deeply into this little-known – yet surprisingly persistent – aspect of American history.

The book reminds us that the stories of America's past don't always end when the key players pass on. Rather, the battle – over reputations, interpretations and possession of the remains themselves – is often just beginning.

Epic journeys, grave tales children, China's new re

The guinea pig that complained over the phone

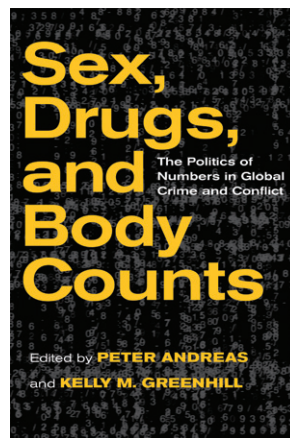
In her memoir "Vet Noir: It's Not the Pets – It's the People Who Make Me Crazy" (iUniverse, 2010), a seasoned veterinarian recounts stories of animals she treated and the people who loved them. Robin Truelove Stronk, DVM '75, owned a veterinary practice in Vermont with her husband for 24 years and often dealt with clients who expected too much, listened too little, arrived too late – and sometimes just fainted.

With an entertaining style, Stronk shares not only her own professional challenges, but also the unique expectations of the animals' owners. From a New England dairy farmer who expected her to strip to the waist to assist his cow with a difficult birth to the distraught caller who held her complaining guinea pig up to the telephone for an over-the-line diagnosis, Stronk's anecdotes illuminate the sometimes tortuous, yet often affecting relationships between a pet, its owner and the veterinarian.

Stronk and her husband now live on a farm in New Hampshire. She describes filling her time by creating art and frolicking with cats.



Devil's in the (numerical) details



Statistics are frequently used in policy debates and by the media to signify the magnitude or seriousness of problems. Too often they are, to paraphrase Disraeli, lies or damned lies.

According to "Sex, Drugs and Body Counts: The Politics of Numbers in Global Crime and Conflict" (Cornell University Press, 2010), edited by Peter Andreas (M.A. '95, Ph.D. '99) and Kelly M. Greenhill, policymakers and the media naively or deliberately accept highly politicized and questionable statistics. The problem

is particularly pronounced in statistics relating to the politically charged realms of global crime and conflict, numbers of people killed in massacres and genocides, the size of refugee flows and the magnitude of the illicit global trade in drugs. Using political scientists, anthropologists, sociologists and policy analysts, the book critically examines the murky origins of some of these statistics. It also assesses the effectiveness of metrics used by Washington to evaluate terrorist financing, sex trafficking and the drug trade.

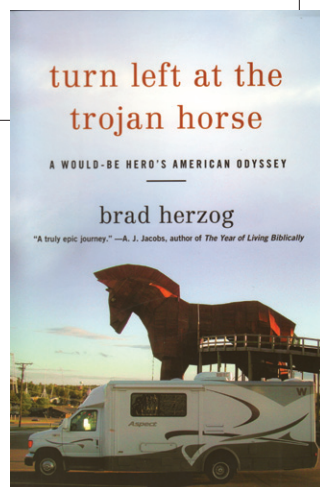
and vet views, stats that lie, protecting evolution and art of decolonization

Revising a Homeric quest – in a Winnebago

It all began with an invitation to Reunion Weekend on the hill. “When asked to revisit where you have been, you tend to assess where you are,” writes author Brad Herzog ’90 in “Turn Left at the Trojan Horse,” the third in his trilogy of small-town America travel memoirs. “When midlife approaches like a mugger in an alleyway, you don’t merely take stock of your life; you recall your original goals – and perhaps you notice the gulf between the former and the latter.” So Herzog, who also writes children’s books, wondered: How has he measured up to his own youthful aspirations? In contemporary America, what is a life well lived? What is a heroic life?

To answer those questions, he undertook a journey inspired by Odysseus’ epic voyage home to his isle of Ithaka – except that Herzog’s vessel was a 25-foot Winnebago. Starting in the foothills of Washington’s Mount Olympus and stopping in classically named towns, he delved into the lives of everyday heroes, including a teacher in a one-room rural schoolhouse in Troy (Oregon) and a bomb-defusing soldier from Sparta (Wisconsin).

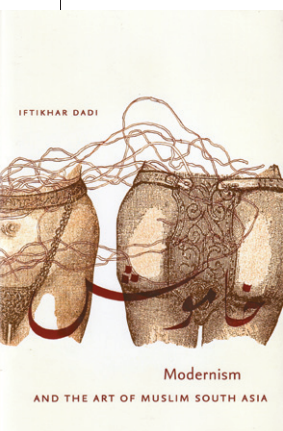
“Turn Left at the Trojan Horse” (Citadel Press, 2010) is a historical, philosophical and conversational trek across America and through the universal truths of the ancient myths. In the end it is simply the story of one man trying to find his way.



Decolonization’s art and artists

Art historian Iftikhar Dadi’s pioneering book “Modernism and the Art of Modern South Asia” (University of North Carolina Press, 2010) explores the work of major artists from the late

British colonial period in the Indian subcontinent to the present. Dadi, a Cornell assistant professor of art, looks at the diverse production of artists from the region that is now Pakistan, providing insights to the area’s nationalism, modernism, cosmopolitanism and tradition. He examines how artists developed by reworking traditional approaches to the classical Islamic arts and engaging with the region’s intellectual history. Dadi shows how artists addressed the dramatic social and aesthetic transformations that accompanied decolonization.

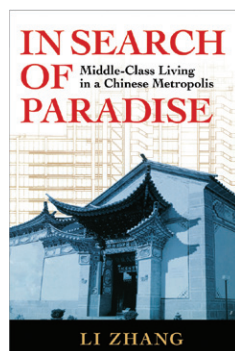


The Chinese middle-class revolution

A new revolution has been sweeping the booming cities of China. This time the main actors are not peasants and proletarians but middle-class professionals and entrepreneurs in search of a private paradise in a society now dominated by consumerism. They hope to find material comfort and social distinction in newly constructed gated communities.

In her book “In Search of Paradise: Middle-Class Living in a Chinese Metropolis” (Cornell University Press,

2010), Li Zhang (M.S. and Ph.D. ’98) looks at how this quest for home ownership and the good life is profoundly transforming the physical and social landscapes of urban China. Zhang, who is from Kunming, the capital of Yunnan province, turns a keen ethnographic eye on her hometown.



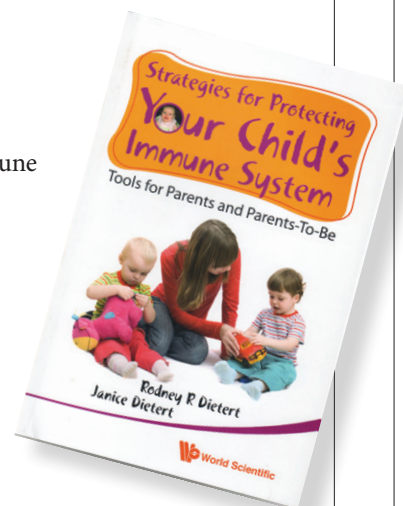
Protecting children’s vulnerable immune systems

Exposure to pollutants, allergens, drugs and potentially harmful elements in the diet can damage the immune systems of embryos, babies and older children, says Cornell toxicologist Rodney R. Dietert, a professor of immunotoxicology in the College of Veterinary Medicine.

To help parents as well as physicians, Dietert and wife Janice have written “Strategies for Protecting Your Child’s Immune System: Tools for Parents and Parents-to-Be” (World Scientific Publishing Co., 2010).

“It provides science-based information and specific strategies to help parents proactively protect their child’s immune system,” says Rodney Dietert.

The book, intended for a general audience, covers environmental pollutants, over-the-counter and prescription drugs, vaccinations, infections, pets, hygiene, stress, maternal and childhood diets, and safety testing of chemicals and drugs. It also discusses a number of diseases and conditions from childhood asthma to allergies, and provides information about disease triggers and strategies for preventing immune system damage.



BY SUSAN S. LANG

Students use 900 plastic bottles to build greenhouse for Ithaca Children's Garden

Students living in Cornell's William Keeton House on West Campus haven't just been busy doing homework, but some 55 of them have been collecting plastic soda bottles – more than 900 of them. And they turned them “green” in April when they recycled the bottles into walls for a sustainable greenhouse at the Ithaca Children's Garden in Cass Park.

At the community build, about two dozen students cleaned, cut the ends off and stuck the bottles on bamboo dowels. They attached the panels to a 5-by-6-foot wooden frame they had previously constructed from rot-resistant, locally harvested black locust using a \$2,000 grant from the Community Partnership Board, a Cornell student organization that funds student-run grassroots community-service projects.

The result is a greenhouse for starter flower and vegetable plants as well as a home to protect vegetation from rabbits and deer, according to Dayna Zolle '11, a government major who wrote the grant proposal.

The three-acre garden offers education classes, tours and workshops for the community and includes a giant turtle play structure and wetland, edible herb garden, labyrinth and bird habitat. The project is the first in what Keeton House residents plan to be an ongoing relationship with the Ithaca Children's Garden.

Also in April, for example, the students started building a “sound garden” with a grant from the



Erica Schoman '11, left, and Nzingha Ford '10 work with Rowan Stephenson, 7 (son of Keeton House Assistant Dean Ethan Stephenson), to build a sustainable greenhouse made of plastic soda bottles at the Ithaca Children's Garden April 10.

Cornell Council for the Arts and in collaboration with Cornell Cooperative Extension. The garden will include, among other permanently installed structures with which children can make noise, a flower-shaped structure with petals like steel drums.

The project not only benefits local children but also provides students with reasons to go downtown.

“Ithaca has many great things to offer, but all too often life on the hill eclipses the experience of being an Ithacan,” says Jill Cohen, a doctoral student in natural resources and graduate resident fellow at Keeton House.

“The long-term impact of this sustained partnership will be that it will help to create a culture of service for Keeton residents as well as supporting the development of the Ithaca Children's Garden,” says Rammy Salem '10, a Keeton House student assistant, government major, Public Service

Center scholar and president of the Student Assembly.

Keeton House students participate for various reasons, from loving to pour concrete – “I love construction ... My favorite part is pouring a concrete foundation. ... [it helps] ensure a good night's sleep,” says Kevin Muich '12, a civil engineering major – to getting experience in construction.

“I love doing hands-on projects and seeing the final product come together,” says Lee Ann Richardson '10, a civil engineering major and the design and construction chair for the project. “It was a bonus to be able to make something for the community to enjoy, using recycled and repurposed materials. I want to do construction management after I graduate, and this project was a way to do a little of that along with my classes.”

Visit <http://ccext.net/ithacachildrengarden/> for more information.

In October 2008, Cornell faced a new economic reality.

The Great Recession was upon us, and we at Cornell were facing a significant budget shortfall. If we did nothing, we realized the Ithaca campus would be facing an untenable annual deficit of \$215 million.

From those difficult days has emerged planning that provides an overarching aspiration for a pre-eminent university. Our vision is for a Cornell that will be more administratively efficient and academically excellent. Overall, we call this program “Reimagining Cornell.”

The first part we considered was an administrative reorganization. We brought in a leading management consultant to help us develop a plan to achieve annual savings of at least \$90 million. Many of these savings will come from changes in procurement and the way that information technology, facilities and support activities function. We also examined the academic nexus of Cornell by creating task forces to recommend ways to make Cornell more focused as an institution.

university is an influential pipeline for diversity into occupations and professions where minorities or women are underrepresented.” Closely linked to this is a look at another important area addressed by the strategic plan: financial aid. Making Cornell affordable for needy students enhances our competitiveness and the overall excellence of our student body.

Finally, the vignettes illustrate our commitment to outreach, or what the plan describes as “public engagement.” The strategic plan stresses that all of us on campus share in our historic land-grant mission. Cornell is committed to having a strong, positive impact on global society.

Would we have committed to this plan even

REIMAGINING CORNELL

We’ll act on many of those recommendations this year. Others will be implemented through next year. Still others will require multiple years of work and decision-making.

The reorganization and the task forces are not only about saving dollars. They are also about ideas for the organization of the university in 2015, the year of our sesquicentennial, and beyond. Many of these ideas have contributed to the third part of our long-term vision: a strategic plan that spells out the future of this great university. The plan is now complete and is being unveiled as you read this article.

In the following pages you will read about the strategic plan in detail.

The six student vignettes that accompany the main article illustrate the critical importance of the strategic plan to Cornell’s future.

Through students’ eyes you will see the lifeblood of the university – our excellence in teaching, scholarship and engagement with society as well as our way forward for funding our ambitions. Also illustrated is the theme of diversity, both in the faculty and student bodies – a high priority throughout the plan. As the plan emphatically observes, “the

without the economic downturn? Absolutely. The financial crisis did not change our aspirations, which are as high as ever. But it did awaken us to the need to focus and prioritize. Prioritization of aspirations, goals and ongoing assessment will be particularly vital in the years ahead.

— Provost Kent Fuchs

Provost Kent Fuchs chats with student members of the Cornell Computer Reuse Association on Ho Plaza during Earth Day events April 22.



Aspirations, ambitions, ideas

Historic plan charts university's path to 2015 and beyond

Paul Streeter was as well equipped as anyone at Cornell to detect the first tremors of the Great Recession as they began to vibrate through the university in fall 2008. A soft-spoken administrator, he had spent 22 years at Cornell and that October had been appointed interim vice president for planning and budget. That's when the Wall Street panic "was just starting to mushroom," Streeter recalls. Yet he was as surprised as everyone at how quickly the financial downturn grew into a full-blown crisis.

By January 2009 Cornell's endowment had sunk by 27 percent in just six months. Cornell's \$90 million annual structural deficit threatened to surge to \$215 million by 2015 if the university didn't stanch the bleeding.

This was all the more shocking because, until then, a strong endowment, philanthropy and state funding had enabled the university to take what it thought were reasonable financial risks, says Streeter, now associate vice president for planning and budget. "But the recession and everything that happened with it – the market, the state's cuts, our reliance on philanthropy – all meant we had put ourselves in a vulnerable spot, and everything crashed at the same time."

All of Cornell's peers have been going through similar turmoil over the past 18 months. It is clear that the financial problems facing Cornell today are common to higher education throughout the United States.

In some sense, the downturn was serendipitous. Cornell has used the crisis as an opportunity to re-envision itself as a reinvented university with streamlined budgeting and a more academically excellent and unified campus that is prepared to be a global model, both academically and operationally, within five years.

The word cloud image, right, was created by running the text of Cornell's strategic plan (approximately 25,836 words) through a computer program that generates a designed, weighted list; the resulting collage shows the 100 words that appear most often in the 70-plus-page document, sized proportionally.





For Maurice Chammah, seeing and serving the Arab world has shaped his Cornell experience

During his semester abroad in Cairo, Maurice Chammah '10 heard about an extravagantly wealthy Egyptian student who was expecting a Ferrari for his birthday. That same day, he met a man who fretted about affording the Cairo bus fare, which amounted to 5 American cents.

In the classroom, situations like this are described by terms like "economic stratification." But seeing it up close made these concepts come alive for Chammah.

The College Scholar majoring in Near Eastern studies with an anthropology and government focus says his worldview has been shaped most profoundly by his time in Cairo and a summer in Jerusalem seeing the Israeli-Palestinian conflict up close and personal.

"I see Cornell as a sort of place where you can read, study and really think about all the theories people have put forth, and to think about the complexity of the world," Chammah says. "But to actually go to a place where the complexity of the world is kind of thrown in your face in a way that you have to deal with immediately is something else entirely."

While taking classes at the American

University in Cairo, including intensive Arabic language, Chammah researched what would eventually become his senior thesis: the relationship between city sounds in downtown Cairo – from the buzz of traffic to the traditional call to prayer several times a day – and how natives related these sounds to secularism and Islam.

The summer after his sophomore year, Chammah spent six weeks working for an Israeli nongovernmental organization called Rabbis for Human Rights, where he wrote reports about problems Palestinians in East Jerusalem and the West Bank were facing due to the Israeli military presence. Some of his reports dealt with families trying to stop impending home demolitions based on new city ordinances. Others involved roadblocks, land seizures and the lack of simple municipal services like trash collection.

"It was simultaneously a feeling of helping, but much more a very intense educational experience, in a very similar way to Cairo, in how everyday life can become so politicized," Chammah says. "Theories that are common about political implications and [the] political stakes of daily issues really come to resonate in a place

Public Engagement – What the Strategic Plan says:

'An integration of fundamental science and application of knowledge and its use for the public good should be a distinguishing feature of Cornell programs.'



where the legal status of the land is always up for dispute."

A child of a Jewish-Syrian father and American mother, Chammah was raised "lightly Jewish," and Middle Eastern culture was always around him – from the music his father listened to to the food his family ate.

But at Cornell his interests solidified. In an ethnomusicology course, Chammah realized that instead of majoring in music, he wanted to be intimately involved with another part of the world. Still keeping a minor in music (he is a violinist), he created his own major centering mainly on Near Eastern studies. Music is always a common theme, though; for example, while in Cairo, he learned to play the Arabic lute.

"The more I thought about the way music exists in the broader world, the more I thought my Cornell education would be helped by putting a foot out into the world, coming back and reassessing it," he says.

– Anne Ju

At the heart of this restructuring, dubbed “Reimagining Cornell,” is a strategic plan, replete with aspirations, ambitions and ideas that will guide the university through its 2015 sesquicentennial and beyond, says Provost Kent Fuchs. “This document is intended to reflect a new reality for higher education in which our aspirations are tied to reality,” he says. The financial crisis, he observes, caused the university “to choose which among our goals are most important.” It also resulted in a need for “an ongoing assessment of whether the investments we make or decisions we make to change programs are indeed delivering what we had hoped.”

The plan states the central issues: Who are we as an institution? Where do we want to go? How can we get there? How will we know if we have succeeded?

These are the questions that the eight faculty members who make up the Strategic Planning Advisory Council (SPAC) asked as they drafted the plan.

The answers should all be predicated, says the plan, on Cornell’s long-term aspiration “to be widely recognized as a top-10 research university in the nation and world, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.”

Three overarching themes will help make that aspiration a reality: unity – treating Cornell as a single entity, rather than a collection of strong colleges; focus – on strong (or potentially strong) academic programs; and connectivity – easing the way for students and faculty to cross colleges and programs. From these three themes have emerged

Diversity – What the Strategic Plan says:

‘Diversity generates important educational benefits because it brings students in contact with those different from themselves and gives them the experience of living in and learning from a diverse and collaborative community.’

Sherina Giler '10 explains how Cornell taught her to be a leader

Sherina Giler '10 always knew she wanted to teach. But she didn't know – until she came to Cornell – that she also wanted to be a Latina leader who makes an impact. Now that she has graduated, she wants to ensure that “the students after us get the academic education and support they need.”

A human development major in the College of Human Ecology with a concentration in social and personality development and minors in Latino studies and education, Giler in her first year worked in the Cornell Early Childhood Program. She loved the coursework and hands-on approach the college offered.

Over the next two summers, she taught in New York City in the Breakthrough New York at the Town School (formerly known as “Summer Bridge”), a year-round enrichment program that prepares middle school students with limited educational opportunities for college-preparatory high schools.

“I fell in love with the kids and the curriculum,” Giler says. “As a Latina teaching science, I became a role model for the girls. At home I had been taught that if you open your mind to something, you can do it. Everything worth something in life is worth fighting for. That is what I tried to instill in these kids.” The students were proudest when their grades had improved by the last exam, she says: “They knew that they could do it, and I knew that I could be a leader and have an impact.”

Back at Cornell, Giler used her leadership skills in co-chairing La Asociación Latina, which oversees Cornell’s Latino cultural, political, pre-professional and Greek organizations. “Last fall we held the first ever Latino leadership retreat,” Giler says.

Giler also speaks with pride about her membership in Lambda Theta Alpha Latin Sorority Inc., which gave her a “safe space.”

“Growing up and teaching in the inner city – where if you are black or Latina, you are in the majority – is different than being at Cornell, where you are a minority,” she says.

Giler would like to see funding for Latino student organizations, the Latino Living Center and the Latino Studies Program remain constant or increase, even in times of financial constraint. She also cautions against consolidating various diverse groups and programs: “Black, Asian, Latino, Jewish, LGBT – we all have different concerns. Even as Latinos, we are not all the same; we all come from different countries with different backgrounds.”

Giler believes that diverse groups could benefit with additional advisers and faculty members who advocate for them. She hopes that Cornell will devote additional resources, mentors and counselors to support diverse students after they arrive: “Students who start at Cornell should be able to finish in four years,” she says.

Giler hopes to teach in a charter school in New York while pursuing a master’s degree in education. She expects to continue to work on behalf of the Cornell Latino community, even if it’s just by designating her gifts to Latino programming. “I have very high hopes for Cornell,” says Giler. “I’m willing to help on the alumni side to make it happen.”

– Nancy Doolittle



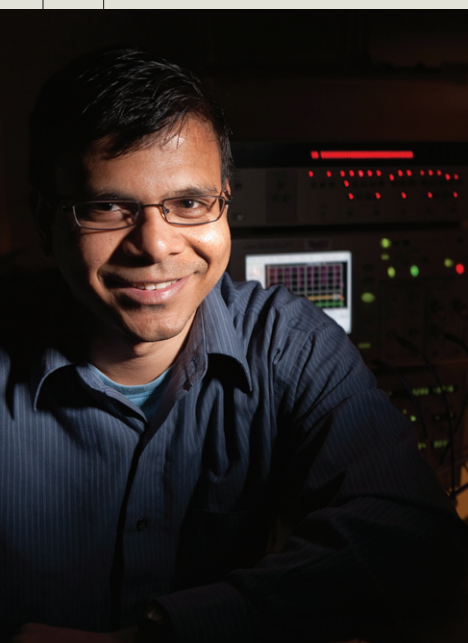
Rajeev Dokania: Fireflies light up his scholarship

Fireflies in Southeast Asia are able to blink in unison across entire tracts of forest. It happens because each firefly watches its immediate neighbors light up, then adjusts to match them.

Electrical and computer engineering Ph.D. student Rajeev Dokania wants to apply this type of locally generated synchronicity to radios. Dokania came to Cornell in 2005 and received a prestigious Intel Foundation Ph.D. Fellowship, which funded technical and professional mentors in the company.

Under the direction of his adviser, associate professor Alyssa Apsel, Dokania is part of a team that is pairing sensors with low-power radios. When connected as a network, these radio nodes can detect data in their immediate environments and then synchronize their signals to share data across large areas.

Apsel's lab received more than \$650,000 from Lockheed Martin Corp. to support this work. The company hopes to apply the technology in areas such as border security, infrastructure monitoring and environmental sensing.



"Border intrusion motion detectors could be networked to communicate with each other about disturbances they detect," thus forming a responsive line of security over long, unmanned distances, Dokania explains.

This type of network isn't in place today because existing technology is bulky and saps batteries too quickly.

"If radio nodes can harvest energy from the environment, such as solar energy, and the power requirement is low," Dokania says, "then you can make the entire unit very small – something like one cubic centimeter."

So far his team has conducted three trials and succeeded in designing a radio that consumes only 20 microwatts – one-tenth of what current radios require. They ultimately want to achieve a battery life of about 10 years.

In contrast to government agencies that fund research, Lockheed Martin stays closely involved in the process.

"They come to see our progress, and we demonstrate how things are working out and what problems we are solving," says Dokania. "Sometimes we discuss needs for specific applications they would like. One of the patents we are in the process of filing came about this way."

Companies can gain new ideas, patents and products when they partner with researchers in academia, but they also benefit by demonstrating leadership. They fund "projects they would be proud to associate themselves with," Dokania says. Sponsoring research also promotes access to a pool of talented students, some of whom may follow their projects into the private sector after graduation.

The university benefits from increased funding for its students and research. "Partnerships with industry can also catalyze new thinking about problems and provide mechanisms for translating discoveries directly into society," says Abby Westervelt, director of corporate and foundation relations in the College of Engineering.

For Dokania, there's a personal reward as well.

"It helps me to think, 'OK, what I am doing has a future.' That helps me keep motivated and working toward the final goal."

– Jennifer Campbell

central goals of enhancing excellence in the following areas: faculty; education; research, scholarship and creativity; outreach and public engagement; and staff and organizational stewardship. To get there, the plan proposes seven strategic initiatives.

Faculty Renewal

Perhaps the most pressing initiative is to hire the next generation of faculty. The impetus is a striking demographic: 30 percent of Cornell's faculty members are 60 or older; nearly half are 55 and over. "How Cornell does quality-wise will depend to a large extent on how we deal with this faculty renewal problem," notes SPAC chair Edward Lawler, the Martin P. Catherwood Professor of Industrial and Labor Relations.

The plan recommends hiring "rising stars" and funding new faculty positions in strategically important departments before faculty retirements cause a department's luster to fade. It also suggests expanding the dual-career program, making it more desirable for faculty members' spouses or partners to stay in Ithaca.

Breakthrough Programs

Cornell's faculty also will play a key role in the second strategy: to target a few departments to become world leaders. The idea is to ask deans and faculty which departments are on the cusp of breaking into the top ranks worldwide and then hammer out a plan to raise their quality and stature over the next five years.

Teaching Excellence

The third strategy calls for the development of "a culture of teaching excellence."

"It's not that we don't have

Excellence in Scholarship – What the Strategic Plan says:

'Build and maintain world leadership in a select set of departments.'

Deondra Rose: 'It's thrilling to watch her – she's a rising star'

Graduate student Deondra Rose hasn't been hired yet, but she is likely to be part of the next generation of college professors.

The Ohio native was a prelaw, political science undergraduate at the University of Georgia who had been accepted to law school. But her career plans took a sharp turn when she realized how much she loved working on several scholarly research projects. Various professors said they saw in her the makings of a great academic scholar, and they encouraged her to pursue a Ph.D.

Fast forward to today: Rose is in her fourth year of a Cornell doctoral program in government, studying American politics with a focus on public policy.

Doing research, she says, tapped into the same thrill she got from court cases. "It's what I like most about what I do, being able to craft arguments in a new way," she explains. "I think I find it much more fulfilling than I would have found law, because I have a lot of autonomy over the research I undertake. So it suits me very well.

"It's really sad, actually, how much fun I have on a project," she says. "I can sit on LexisNexis Congressional and just read ... I read The Congressional Record, committee hearing [transcripts], I watch a lot of C-SPAN, and it is all just 'must-see TV' for me. This is my 'Lost.'"

Rose has also come to love teaching, having been a TA for five different Cornell classes (she was recently awarded the Dean's Prize for Distinguished Teaching from the College of Arts and Sciences).

"The more I learn, the better I can do as a teacher, the more I can convey, and I can be more creative in how I package material," she says. "Being able to process information and then present it in a way that others can grasp and find useful" has been another welcome challenge.

Rose's dissertation examines the impact of federal higher education policies on gender equality and political participation in the United States, and she plans to continue researching higher education policy and the effects of social policies on mass political participation.

Rose says the government department fosters a collegial environment where academics thrive and the faculty are "brilliant" – "you can tell they really enjoy what they do," she says. They make a strong effort to work with students and graduate students, she says, and their interactions across their areas of expertise saturate the department in a wide variety of ideas.

Faculty Recruitment – What the Strategic Plan says:

'Emphasize a faculty
recruitment strategy of
building from the
bottom [recruiting
new Ph.D.s and
"rising stars"]
over the next
five years ...'



"It's thrilling to watch her – she's a rising star," says Suzanne Mettler, professor of government and Rose's dissertation adviser. "I am unabashedly enthusiastic about this young, up-and-coming scholar. Deondra is very smart, thoughtful and curious; she writes extremely well, and she presents just as lucidly; she possesses a terrific work ethic and is highly disciplined and organized. She is very poised and professional in everything she does.

"She has tremendous potential in all of the different dimensions that we look for in a strong faculty member," Mettler says. "Once she's on the job market herself, she is going to do very well."

Rose knows she wants to work at a research university where "there is this expectation that you're going to be a productive scholar as well as an effective teacher," she says, and research universities offer the support to make sure their faculty can do both well.

"From looking at the scholars in my department, I see examples of how to make that happen, and I'm not scared," Rose says.

— Joe Wilensky

Mike Walsh: Creating the new, transformed information exchange



Excellence in Education – What the Strategic Plan says:

‘Create and sustain a culture that supports teaching excellence in all academic units.’

The key to using technology to enhance the educational and student experience is online collaborative software, says Mike Walsh. Not only does working on class projects online foster engagement and collaboration among students, whose classroom may be only virtual, but the resulting extensive documentation of the process ensures that a project lives on for future students.

Walsh, 27, is a Ph.D. candidate in the Department of Biological and Environmental Engineering and the student-elected representative to the Cornell Board of Trustees. He is also the teaching assistant for Sustainable Development, a Web-based course that was one of the first exclusively online classes offered for Cornell undergraduates when it was created a decade ago by Norm Scott, now a professor emeritus of biological and environmental engineering.

“This is a new way we’re going to have to reach students,” Walsh says. “This is not your private way of thinking; this is now the new, transformed information exchange.”

However, he points out, a professor’s support and collaboration is crucial to making the online components of even traditional classes successful, and in some cases there is a generation gap. In many instances, professors have been won over to using online

technology when they have “sat in” on chat rooms and read students’ discussion threads. Then they see the forms the conversations take and get a real sense of how the students are learning and what they are experiencing, and they can tweak the course based on this nearly live feedback.

Today, Scott’s visionary course is getting new content because of the rapidly changing world of sustainability. Walsh also is working on integrating new technologies like Facebook, Twitter and texting to reach students on platforms they are constantly tuned in to.

During the past decade, the course grew to 415 students from 15 before it was purposely trimmed to 200 for this academic year as Scott retired and Professor Mike Walter took over, with Walsh as teaching assistant.

The course was started “with the idea that technology and the Web were going to be a content-delivery mechanism in the future for education,” Walsh says. The course has not yet used what many people think of when they imagine online classes – there are no video-streamed lectures or specific virtual classroom time. It’s all about content delivery and student engagement, from reams of online documentation (peer-reviewed journals, nongovernmental organizations’ sustainability reports) to

chat rooms, discussion boards and quizzes administered through course management software.

And the projects created by the students are built, commented upon, revised and ultimately shared completely online. “The syllabus has to be dynamic because the information is changing so fast, as well as the technology,” Walsh says.

Walsh also helped turn the Sustainable Development final exam into an online, collaborative project.

For the class midterm and final, students collaborated in small groups and in two phases to develop their own sustainability action plan, analyzing their apartments or fraternity houses, for example, and creating sustainability assessments and recommended actions by looking at likely environmental, social and economic impacts.

The plans were then turned into websites where the entire process, supporting documentation and plans were posted.

“We want them to create a public website, a dynamic action plan,” Walsh says. “One that they might have created, but somebody beyond them can take ownership of. We definitely want some of the students next year to take that plan and all the connections that were made, and keep going with it.”

— Joe Wilensky

excellent teaching at Cornell. We do,” Lawler says. “But we don’t across all departments.” The solutions? Among them are to identify good models for policies and procedures that support quality teaching; use them as benchmarks; and to consider the quality of teaching as “a significant factor” when allocating resources to departments.

One Cornell

The plan’s fourth strategy of creating “one Cornell” means a university that acts as a single entity. “We don’t want a top-down enforcement of curriculum, research or administration. But we do want it to be coherent and to be able to leverage the pieces,” Fuchs says.

Such a strategy would develop stronger ties among the colleges, perhaps by removing policies that make it difficult for students in one college to take courses in another; making it easier for faculty to have joint appointments across colleges; and creating ways for collaboration to bubble up across disciplines.

Improved Infrastructure

A fifth strategy calls for better infrastructure to support research, scholarship and creativity. That includes libraries and laboratories and how research grants are administered.

Diversity

Cornell has worked for close to half a century to increase the gender, racial, socio-economic and ethnic diversity of its faculty, students and staff. As its sixth strategy, the plan endorses a strong reassertion of this policy. It seeks, for example, to have women and underrepresented minorities comprise a significantly greater proportion of the faculty.

Financial Aid – What the Strategic Plan says:

‘Maintain need-blind admissions and the competitiveness of financial packages for undergraduate students.’

Uchenna Agbim: Aid creates new generation of high-flying alumni

Uchenna Agbim ’13 is just one of nearly 8,200 Ithaca campus undergraduates receiving some form of financial aid, many of whom would not be able to afford to attend Cornell were it not for the many sources of help available.

First, a Jane Brody Cornell Tradition Fellowship (named for the New York Times medical columnist and Cornell alumna) has made it possible for her to begin achieving her ambition of a medical career. Then there is a Cornell Academic Competitive Grant, as well as federally funded work study and a federal Pell grant.

Together, these grants are helping create the next generation of alumni who have ambitious goals for what they want to contribute to the world, including future alumna Agbim. A native of Lagos, Nigeria, she moved with her family to Vienna, Va., when she was a child.

“There are a lot of students with really high ambitions, who know what they want to do in life and are ready and willing to work hard, but they’re just not able to afford [Cornell] financially,” says Agbim, a human development major who hopes to become a surgeon. “The [fellowship] helps them to do what they want to do. It helps future generations and helps bring you doctors, lawyers, teachers and all types of people, so it’s very important.”

Cornell Tradition is an alumni-supported program that awards 500 fellowships each year to students who demonstrate academic achievement, significant work experience, and a commitment to volunteer service on campus and in the Ithaca area or their home communities.

Direct Cornell financial aid is granted on the basis of need after students have been admitted to the university based on their qualifications, without regard to their ability to pay. Under this “need-blind” admissions policy, Cornell crafts individual aid packages to meet each student’s needs.

In 2008, President David J. Skorton announced a significant expansion of undergraduate financial aid in order to make Cornell more affordable for students from low- and middle-income families. At an additional cost of approximately \$35 million annually, Cornell is limiting, or even eliminating, need-based loans for qualified students and the expectation of contributions from their families. For example, a student whose family income is less than \$50,000 receives an aid package that is a combination of grant aid and work study that at graduation leaves the student free of debt. For students with annual family incomes of between \$50,000 and \$120,000, the new aid plans cap student debt at \$3,000 a year, or \$12,000 after four years.

Without financial aid, Agbim realizes, she would not be a part of a community she cares about – one that offers both academic rigor and mutual support, where “everyone seems willing to open up and be there for each other.”

She says: “Cornell is a well-known, prestigious institution, but it’s the people that make it great to be here. There are so many places and opportunities to meet people from all over the world, and I’ve met people I feel will be my friends for a long time.”

— Gary E. Frank



Engage the World

Finally, the plan recommends creation of a more dynamic interface between the university and the world community – what the plan refers to as “public engagement.” The goal is to make it easier for students to take classes geared toward service-learning, to study abroad, to take on internships and to work with local schools. “Land grant is part of our heritage and our DNA, and we will continue to have that,” says Fuchs. “But we want to ... create within the state of New York, the country and the world an understanding that this engages all of the university. ... We shouldn’t rely on our traditional ways of doing this.”

So, what will Cornell look like in 2015?

That depends on how the university implements the plan.

Although the 70-plus-page document establishes initiatives, sets broad directions for the university and raises important issues for the future, it doesn’t provide detailed plans for

particular colleges, departments or other campus units. Nor does it propose specific research themes for the next five years.

It wasn’t meant to, Lawler points out.

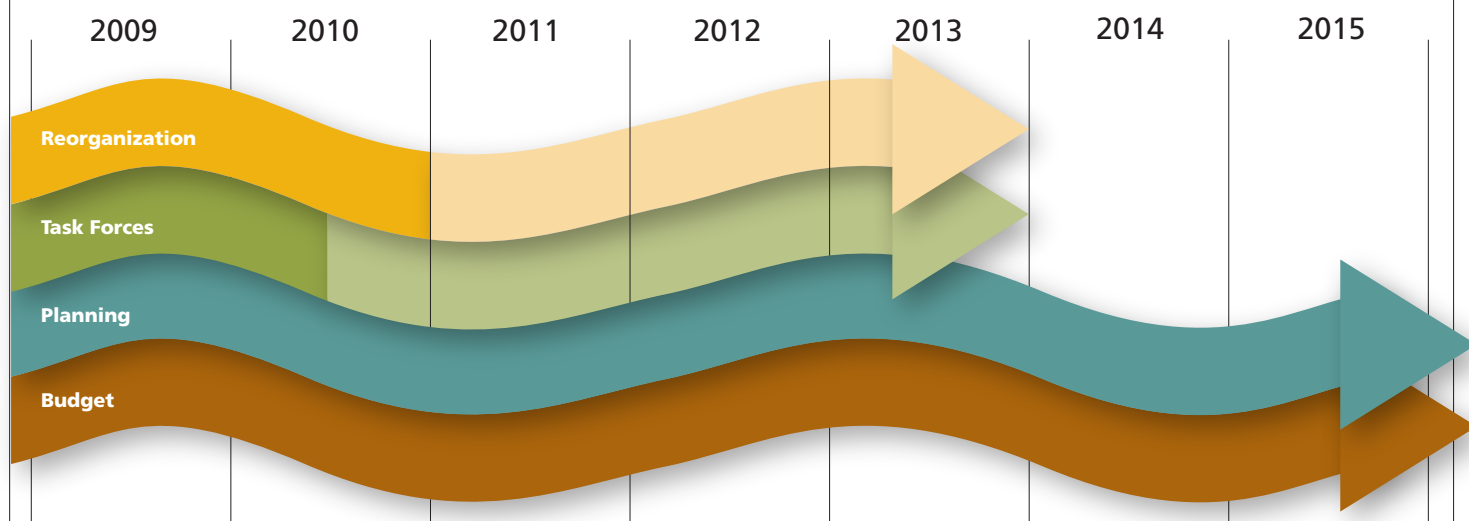
Those issues, and many others, will be hammered out as the university makes its aspirations a reality. That’s one reason this strategic plan won’t end up on a dusty shelf, unopened and ignored, Lawler says.

“The plan offers a roadmap for moving the university forward but also will require regular if not continual modifications and adjustments.

“A good strategic plan is going to be a living, working document, even after it’s finished.” ♦

Visit www.cornell.edu/reimagining to read the strategic plan and to see a comprehensive repository of information and documentation about the entire Reimagining Cornell process.

Planning Cornell’s Future



Administrative Reorganization

The reorganization will realize savings as well as improvements in operations that will help achieve the goals of the Strategic Plan. The new Initiatives Coordination Office expects annual administrative savings of at least \$90 million by 2015. Planning began last year; implementation will continue through 2013.

Strategic Plan

The Strategic Planning Advisory Council has drafted a plan for teaching, learning and research that will guide Cornell to 2015 and beyond. The ambitious, yet pragmatic, plan has input from alumni, students, faculty members, trustees and staff.

Academic Task Forces

Twenty task forces have recommended ways to make Cornell more focused as well as academically more efficient and effective. Some initiatives will be acted on by this summer; others, concerning academic consolidation, consolidating libraries and changing the budget model for allocating resources, will begin in 2011; some will take several years’ work. Much of the planning will contribute to the Strategic Plan.

Management and Budget

Cornell is developing a single, coherent budget model for the Ithaca campus. The annual budget deficit has been reduced through such actions as a voluntary staff retirement program in fiscal 2009, a 4.8 percent across-the-board budget cut for fiscal 2010 and targeted budget reductions of 4.5 percent in fiscal 2011.

Higher education is America's best product. In a recent survey conducted by Shanghai Jiao Tong University, 17 of the top 20 (and 40 of the top 50) research universities in the world were in the United States.

So it has been, claims Jonathan Cole, professor of sociology and former provost at Columbia

University. And so it can be. But only if we understand that what has made the nation's universities so distinguished is they "produce a very high proportion of the most important fundamental knowledge and practical research discoveries in the world."

In his capacious, candid, and compelling new book, "The Great American University," Cole explains the emergence of the research university; provides an eye-popping account of the discoveries made by professors in the last half century; and assesses the threats that place higher education in the United States "at risk of losing its dominant status."

Earlier than others, Cole points out, Americans committed themselves to mass education up to and

The visionary postwar partnership between government and higher education, however, had "serious design flaws." Omission of the social sciences and humanities from the model "seriously damaged both sets of disciplines, slowing down their development and reducing appreciation for interdisciplinary research." Despite some legislative remedies in recent decades, funding in disciplines other than the sciences remains woefully inadequate.

When people consider the great discoveries of our time, Cole acknowledges, they rarely think about social and behavioral science, and almost never about humanities. In "The Great American University," he tries hard to establish that the work in those fields is also profound and consequential.

In response to another looming threat, Cole argues, U.S. research universities must beat back challenges to freedom of inquiry. They come in many forms – not all of them from outside, or from conservatives. All too often, he writes, academics circle the wagons around their own orthodoxies, refusing to place on the table for debate controversial ideas, including the proposition that differences in educational performance among racial groups may not be the result of discrimination; or the validity of data on the percentage of women who are the victims of date rape.

Even more dangerous, according to Cole, are attacks on academic freedom by government officials. They were, he demonstrates, especially egregious during the administration of George



Professor Glenn Altschuler, Ph.D. '76

HIGHER ED: PROTECTING AND BURNISHING AMERICA'S CROWN

including a college education. The nation established universities that would create as well as disseminate knowledge. By the middle of the 20th century, research institutions had put in place structures and a culture that enjoined all members of the academic community to embrace the unfettered flow of ideas and academic freedom.

After World War II, Cole reminds us, scientific research was carried out principally at universities through contractual arrangements with the federal government. Although a key aim was maintenance of the military superiority of the United States, scientists were not employees of the state. They were chosen through a system of peer review and had a considerable amount of autonomy.

This system, Cole demonstrates, has produced breathtaking results. His list of discoveries by university-based investigators includes: the Pap smear, the nicotine patch, artificial joints, artificial insemination, cochlear implants, hepatitis B vaccine, bar codes, kidney dialysis, lasers, transistors, superconductivity, MRI technology and, of course, Google.

W. Bush, when national security trumped open inquiry; peer review was undermined; and research on climate change and embryonic stem cells was politicized.

Cole hopes that much of the damage will be undone by President Obama. The president, he notes, has already ordered officials in government agencies not to use political criteria to evaluate scientific evidence and pledged government resources to research and innovation. To make this vision a reality, Cole concludes, strategies must be developed "to meet new needs, with dual emphasis on curiosity-driven basic knowledge and useful knowledge." And a commitment to research universities, the jewel in America's crown, must extend well beyond the White House.

Glenn C. Altschuler is the Thomas and Dorothy Litwin Professor of American Studies at Cornell. This book review originally appeared in the April 16, 2010 issue of The Boston Globe and online at www.boston.com. Reprinted by permission.

IthacaQatar Ambassadors relax on the WCMC-Q campus in Doha.



Undergrads visit Doha to sow seeds for exchange program

Every summer since 2003, a dozen or so premedical students from Weill Cornell Medical College in Qatar (WCMC-Q) have come to Ithaca for six weeks of research – and a taste of life on the hill – before their first year of medical school.

This year, four Ithaca undergraduates – members of the IthacaQatar Ambassadors, a group formed in 2007 to strengthen ties between Ithaca and WCMC-Q students – went to Doha over spring break week. Their objective: to advocate for an official exchange program that would give three to five Ithaca undergrads and Qatar pre-meds the opportunity to trade campuses for a semester, starting in 2011 or '12.

The students also got a taste of daily life at WCMC-Q, collected ideas from students and brainstormed other ways to keep students in Ithaca and Doha connected throughout the school year.

The trip was the result of months of research and planning by a team of students on both sides of the Atlantic. When the Ithaca students arrived in Doha to present the proposal, their WCMC-Q counterparts Zena Ghazala '13, Maen Abou Ziki '13 and Pankit Vachhani '12 had already laid the groundwork and set up meetings with top administrators, faculty and staff.

"We were able to hit the ground running," says Jonathan Soh '10, who will return to WCMC-Q after graduation to work as a teaching assistant in chemistry and biology. "We really felt like a true team."

An official exchange program would be valuable both academically and culturally, the students say, by giving Qatar pre-meds a chance to take a wider variety of courses and facilitating new interactions between students on both campuses. Ithaca students traveling to Doha could also benefit from Qatar's new research facilities and rapidly expanding scientific community.

The program could also lead to an avenue for WCMC-Q pre-meds who are not immediately accepted into medical school to finish their undergraduate degrees at Cornell. (WCMC-Q students must complete a two-year premedical program, then apply for medical school.)

The response – from administrators and students – was overwhelmingly positive, says Isabella Spyrou '11.

"We weren't really sure, going in, how we would be received," she says, particularly with regard to logistical issues. But discussions about housing, funding, tuition and coursework all yielded workable solutions.

David Robertshaw, professor

emeritus of biomedical sciences and former WCMC-Q associate dean, traveled to Doha with the group – but only as an observer. "This whole thing came from the students on both ends – not from administrators, not from the faculty," he says.

And the best part of the trip was getting to know their counterparts better, the students say.

"Everyone there was so welcoming and receptive to us," says Spyrou.

With classmates as guides, the Ithaca group got a taste of Doha life, from shopping at the souk (marketplace) and watching a camel race to visiting the northern desert and jet skiing in the Arabian Sea.

They also gave a presentation about life at Cornell's main campus, including sports, student life, academics and activities in Ithaca, says Frances Kim '11.

The experience was a reminder that people from different parts of the world can be very similar, says Allen Miller '11. "As long as you have an open mind and are willing to respect the differences, at the end of the day we're all the same."

Now, the four are preparing to host the Qatar students who are headed to Ithaca for the summer.

"And we're going to do our best to make sure they feel right at home," Soh says.

New endowment will benefit the study of early childhood development

Children have always fascinated Evalyn Edwards Milman '60, who first studied child development and family relationships as an undergraduate at Cornell and then continued as a graduate student at Teachers College, Columbia University, on her way to becoming a teacher, a mother and now a proud grandmother.

"This really was my first love, my focus," she says. "Young children are learning every minute of the day and using their problem-solving skills."

Milman recently translated her first love into a philanthropic legacy by endowing the Evalyn Edwards Milman Assistant Professorship in Early Childhood Development in the College of Human Ecology. "Early childhood" refers to the period from infancy through second grade.

Her gift of \$2 million will make it possible for the college to recruit and retain up-and-coming scholars, says Alan Mathios, the James C. and Rebecca Q. Morgan Dean of Human Ecology.

"The study of child development is a core part of our mission, and it is increasingly interdisciplinary in scope," he says. "To have Evalyn Milman step forward with this gift is absolutely wonderful because it will allow us to continue building our faculty at a critical time."

Milman, whose gift coincides with her class's 50th reunion, says that is precisely her hope.

"This is one facet, the human ecology school, where I really feel I want to make a difference," she says. "It is important to know how the young child learns mathematics, reading, art and music, especially in the digital age. I hope this position attracts the best and brightest scholars."

She and her husband, Stephen Milman '58, MBA '59, have made a number of significant gifts to Cornell. They have established a professorship in American studies in the College of Arts and Sciences. They support a seminar given every other year on baseball and American culture, currently



Evalyn Milman '60, center, and Stephen Milman '58, MBA '59, left, at the 2006 celebration of the establishment of the Stephen and Evalyn Milman Professorship in American Studies, which named Professor Mary Katzenstein, right, to the post.

given by Glenn C. Altschuler, the Thomas and Dorothy Litwin Professor of American Studies.

They have also endowed an acquisition fund for the Herbert F. Johnson Museum of Art and are regular supporters of the Annual Fund.

"We certainly have a love for Cornell," she says, "and joy in seeing all the development of the different schools within the university."

HILTON FOUNDATION GRANT WILL SUPPORT HOTEL SCHOOL STUDENTS

With a new grant of \$1 million from the Conrad N. Hilton Foundation, Cornell's School of Hotel Administration (SHA) has established the Conrad N. Hilton Foundation Scholarship fund for undergraduate students. The two-year scholarship will cover tuition support for 10 to 50 students each year and comes at a time when the need for financial aid is at an unprecedented high.

"Financial aid support is one of our top fundraising priorities," says Michael D.

Johnson, dean and E.M. Statler Professor at SHA, "and we extend our deepest gratitude to the Hilton Foundation for this generous gift, one of the largest scholarship gifts in the school's history."

More than 60 percent of SHA students receive some form of financial aid, and, because of the compounding effect of tuition increases and the current financial crisis, the demand is growing.

"Only a portion of SHA's financial aid budget is met through scholarships,"

Johnson says. "The remaining funds come out of our operating budget. Thanks to the Hilton Foundation grant and similar gifts, we can continue our need-blind admissions practice while also investing in faculty, academic programs and facilities."

The Conrad N. Hilton Foundation was created in 1944 by its namesake, who founded Hilton Hotels and left his fortune to help the world's disadvantaged and vulnerable people.

BY JULIE GRECO

Behind the scenes, coach and his staff keep student-athletes toned, tuned and targeted

The Friedman Strength and Conditioning Center in Bartels Hall is a hotbed of activity. Student-athletes zigzag past each other, navigating the maze of equipment in what looks like a well-choreographed dance in tune with the sound of iron weight plates crashing, people grunting and Kanye West blaring from the speakers.

Through the frenzy of activity walks Tom Howley, Cornell Athletics' assistant director for athletes' performance. He is a stoic figure, monitoring each student-athlete's movements and offering quiet encouragement, as well as constructive criticism.

To the outside observer, the Friedman Center may seem like a chaotic place, but in reality, it is the complete opposite. Howley and his staff of two strength coaches are a highly organized team that continually plans to make sure that Cornell's more than 1,000 student-athletes get the exact training they need to be successful. On a larger scale, Howley hopes that he and the coaches also help the student-athletes to be successful in both competition and in life.

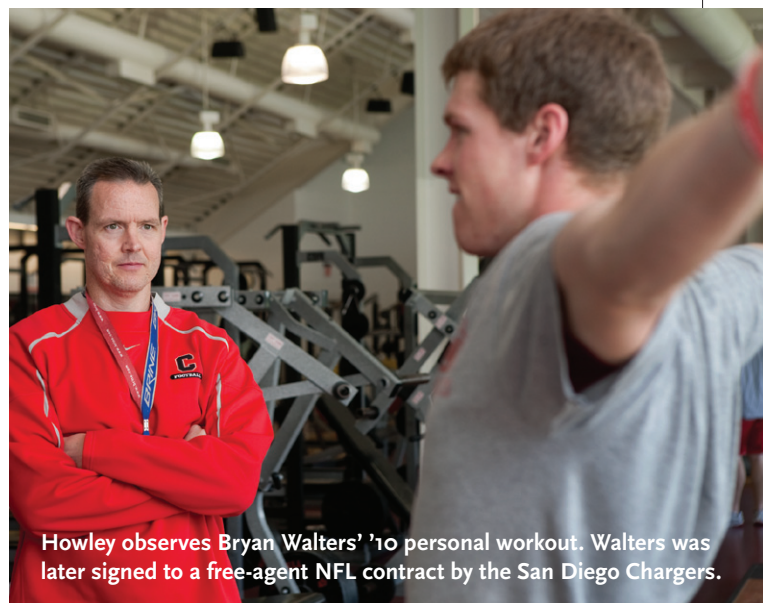
"When these students move on from Cornell, they aren't going to remember what their 40-yard dash time was or how much they bench pressed, but, hopefully, they will remember the discipline it took to achieve those things," explains Howley. "And it's in line with the university's mission to develop the whole person and help them to be their best. We're trying to give them lifelong tools they'll need to be successful, and it's great because the kids at Cornell are smart enough to make that connection."

To accomplish all he does, Howley packs a great deal into each and every day. The following is a glimpse at what a typical day, in this case a day in mid-April, looks like.

5:45 a.m. — Howley arrives at the Friedman Center. He is one of the few people in Bartels at that hour.

6-6:55 a.m. — Howley leads the football team in a pre-practice stretch at Schoellkopf Field and then observes practice to evaluate the team's training needs.

7 a.m. — Howley returns to the Friedman Center to open the doors for the day. He is greeted by a women's ice hockey player who is not able to attend the next day's team workout. As she begins the workout by herself, Howley reviews his schedule and prepares for the day's first Drift Lift, the name given to the rolling workout series followed by in-season student-athletes, who are expected to come in on their



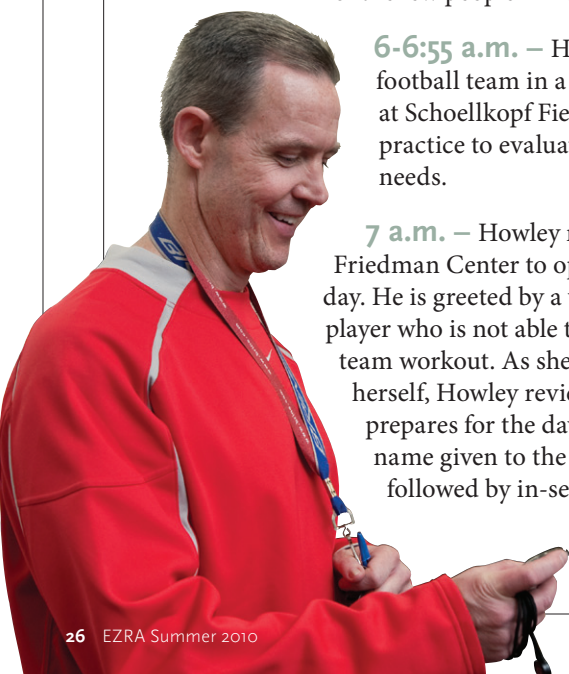
Howley observes Bryan Walters' '10 personal workout. Walters was later signed to a free-agent NFL contract by the San Diego Chargers.

own to lift twice a week. Howley and his staff (assistants Jay Andress and Jeremy Golden) run four Drift Lift sessions a day to give student-athletes the flexibility needed not to interfere with class.

8:15 a.m. — Drift Lift begins.

8:30 a.m. — Howley kicks on some music before making a subtle correction to a men's lacrosse player's form during a hamstring stretch. "Forgot to put on the music," he says with a laugh, "and they're all freshmen, so they were scared to ask for it."

8:55 a.m. — Several student-athletes leave early for class. "Drink your muscle milk," he yells after the lacrosse player. "I don't think he'll ever be 200 pounds," he whispers, "but I'd love to see him get up to 170."



9-10 a.m. — Drift Lift ends, and Howley does his own workout.

10 a.m. — Bryan Walters '10 arrives to begin his personal workout. Walters, hoping to earn an invitation to an NFL camp this summer, has been working with Howley four times a week. He stretches on his own as Howley grabs a quick shower. (Later in April, Walters was signed to a free agent contract by the San Diego Chargers.)

10:15-10:55 a.m. — Howley puts Walters through a series of agility and speed drills. "We work with all sorts of athletes after their playing time is over. It doesn't matter if they're hoping to continue their career professionally or if they just want to transition to their post-playing days in a healthy way. We're happy to help them with whatever their goals are even though their eligibility is up."

10:55 a.m. — The volleyball coaches bring a recruit into the Ramin Room, and Howley introduces himself.

11 a.m. — Howley is introduced to an incoming freshman football player. As they part, he agrees to e-mail the player a workout he can do during the summer.

11:15 a.m. — The day's second Drift Lift begins.

11:18 a.m. — The fire alarm in Bartels Hall goes off for the second time this week. "Expect the unexpected at all times," yells Howley as he leads the group outside, where they continue their warm-up on the concrete in front of the building as spectators look on.

11:30 a.m. — A fire truck arrives to shut off the alarm, and student-athletes hustle back inside.

Noon-12:40 p.m. — Drift Lift ends and Howley eats his first lunch of the day. Because he eats breakfast at 5 a.m. and dinner around 8 p.m., he works two meals into the afternoon. As he eats, he is interrupted several times by a pair of football coaches who are beginning a new workout program, as well as the start of the third Drift Lift of the day.



Jeremy Golden, one of Howley's two assistant coaches, works with the women's soccer team at the Friedman Center.

12:40-1 p.m. — Howley observes Drift Lift.

1-2:10 p.m. — There is a break in the day, so Howley runs some errands before returning to his office to prepare the afternoon workout plans.

2:10 p.m. — Two women's ice hockey players arrive unexpectedly, hoping to get a workout on an off day, and Howley scrambles to put a plan together for them. "Love the commitment," he says. "It's all about responsibilities and benefits. Everyone wants the reward. When it's time to get sized for the championship ring, everyone's ready to get in line. But are you willing to take the responsibility to work when no one is watching?"

2:15-3:15 p.m. — Four men's ice hockey players participate in a voluntary workout, while the final Drift Lift of the day begins.

3:15 p.m. — The voluntary workout ends, and Howley meets with one player who would like a separate workout this summer that focuses on agility and speed.

3:20-3:40 p.m. — Howley eats his second lunch of the day as he prepares the afternoon workout for the volleyball team.

3:40-4:35 p.m. — Howley meets with a candidate for the men's basketball head coaching position.

4:45-6:15 p.m. — Howley runs the volleyball team's off-season weight training workout.

6:15-7:30 p.m. — Howley wraps up at the Friedman Center and drives to the John Collyer Boat House, where he runs a workout for the men's heavyweight rowing team.

7:30 p.m. — Howley's day is finally done. He heads home to spend time with his wife, Amanda, their daughter, Anna Corrine, and twin sons, Thomas and Jameson.

'Opportunity is what I want for Cornell and its students'

When I imagine what is possible for Cornell in the future, I look first to my own family's past. My grandfather was a boy in China during the early part of the 20th century, when the nation was proud but not powerful, and there were fewer educational opportunities than there are today.

An American offer of scholarship, paid through the Boxer Rebellion Indemnity Fund, allowed my grandfather to enroll at the Massachusetts Institute of Technology. This single event propelled my family onto a path of opportunity that has grown with each generation. I am sure that our family history would be very different if my grandfather had not received this scholarship.

In a word, opportunity is what I want for Cornell and its students.

This year I leave the Cornell Board of Trustees after 16 years, and I celebrate my 40th reunion. I feel immense gratitude for the opportunities I have been given and a sense of obligation to continue providing for the scholars who will follow. As the university evolves through this important process of "reimagining," I am humbled to offer some of my own aspirations for Cornell.

First, we must continue to invest in scholarships. For so many students, scholarships present the only viable path toward an education that can be transformative for themselves and their families. Scholarships alone make it possible for Cornell to uphold the ideal that "any student" with the talent and ambition to excel at this university can do so.

As a corollary, I see Cornell as becoming ever more global in its outlook and in the composition of its student body and faculty. I recognize that this remains an uncomfortable notion for some, yet Cornell could not

truly be called a world-class university if it did not engage with the world.

I have tried to unite these first two ideas in my scholarship challenge for international students, for whom there are extremely limited resources at present. In hopes of changing that, I have volunteered to match \$1 for every \$3 given toward international student aid endowments of \$187,500 or more.

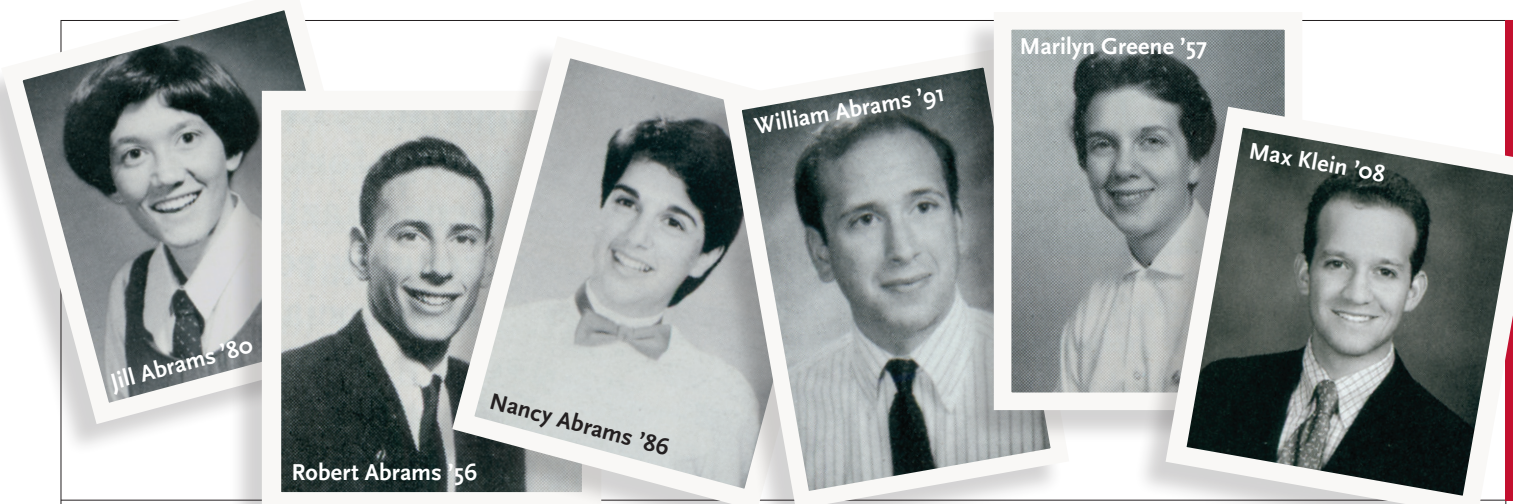
The other area of Cornell where I have focused my own energy is on Cornell Plantations, which is surely

bursting with life in time for Reunion. Students are perhaps too busy or too focused to realize this treasure in their midst, but as an alumnus I have come to appreciate Cornell's natural beauty.

So when I visit the Plantations I always take time to literally smell the roses and think of what Cornell is and can be, even in times of trial. If we each do our part and give back, in whatever capacity we can, I am certain that the opportunities and beauty that Cornell provides us all will never fade.



Trustee Martin Tang '70, pictured in front of the Maddi Dallas and Martin Tang Planting at the Cornell Plantations in 2008.



BY KATIE DREIER '12

A family's traditions, enshrined in the future



Katie Dreier '12

I somehow always knew I would come to Cornell. I was brought up with it.

When my two grandparents, mother, aunt, uncle and cousin were all clamoring to tell “their” Cornell stories at family gatherings, I yearned to play a part. From an early age I can remember my grandmother telling me how, when it snowed, she had to wear a skirt and stockings to class every day; my aunt talking about her experiences on the sailing team; and my uncle extolling his fraternity’s shenanigans. My mom remembers the summer she spent working for Cornell and how it influenced her remaining years on campus and her professional life. To this day, my grandparents’ best friends are from their time at Cornell – they share a special bond.

I knew I wanted that same opportunity.

Growing up, one thing was clear: Cornell isn’t just a university; it is my family’s tradition, and I’m lucky to now be a part of it as I make my own Cornell memories.

I may be the next generation in a long line of Cornellians, but I’m finding that my experiences at Cornell aren’t really that different from the rest of my family’s. The traditions haven’t changed. I still sleep out for my hockey tickets like my mom did, and I live in the same sorority house where my grandmother lived.

Although it’s sometimes hard to recognize, change is all around me on campus. The university’s plan for its future, which it calls “Reimagining Cornell,” is not a new beginning; rather, I see it as an effort to maintain and uphold the standards and ideals of Cornell that I believe started many decades ago, even before my family began coming here. I am confident these traditions will continue long after I, and even my children, graduate.

While Cornell must adapt to the changing world and the university’s needs in the face of the recent economic downturn, I know the things my family and I both cherish and love most about Cornell won’t change. I grew up hearing

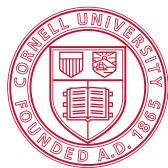
about how innovative and unique Cornell is, and it is important to me to know that these changes will only enhance and maintain the Cornell legacy that continues to define each Cornellian’s time on the hill.

I was always told: “No matter where in the world you go, you will always find a Cornellian.” I now realize not only will I find a Cornellian, I will find a seemingly long-lost friend with whom I share a bond; someone who understands that I didn’t just go to school in Ithaca for four years; rather, I became a Cornellian.

As the university embarks on an ambitious plan for its future that could well affect and determine the lives of my children, I firmly believe that the essentials will remain the same. I believe the new goals will continue to perpetuate Cornell’s original legacy and that the mission of “Any person ... any study” will remain at the heart of our institution.

I understand that the new changes will aim for “One Cornell,” but rest assured: I am confident it will always be the same Cornell you remember it to be and I grew up always knowing it would be.

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A photograph of a Cornell University campus. In the foreground, a large tree with green leaves frames the left side. A bronze statue of a man in a suit sits on a large stone pedestal. In the background, a modern building with many windows and a tall clock tower are visible under a clear sky.

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