

ELZRA



GEARED FOR SUPPORT
An integrated approach to student well-being

Marshall

EZRA

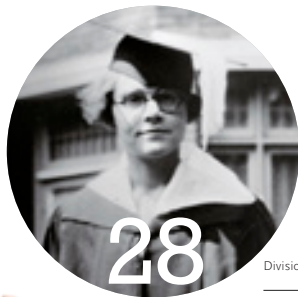
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How Cornell's integrated approach helps set a trajectory for a life of health

BY SUSAN KELLEY

From a near-fatal battle with anorexia, a recent Cornell graduate not only found her way to good health but launched a research career in gastroenterology. Without Cornell's caring community, she says, "I might not be alive today." Her story, and others, reflects Cornell's distinctive approach to student health care as the university serves a more diverse student population with an increasing need for a wider range of services.

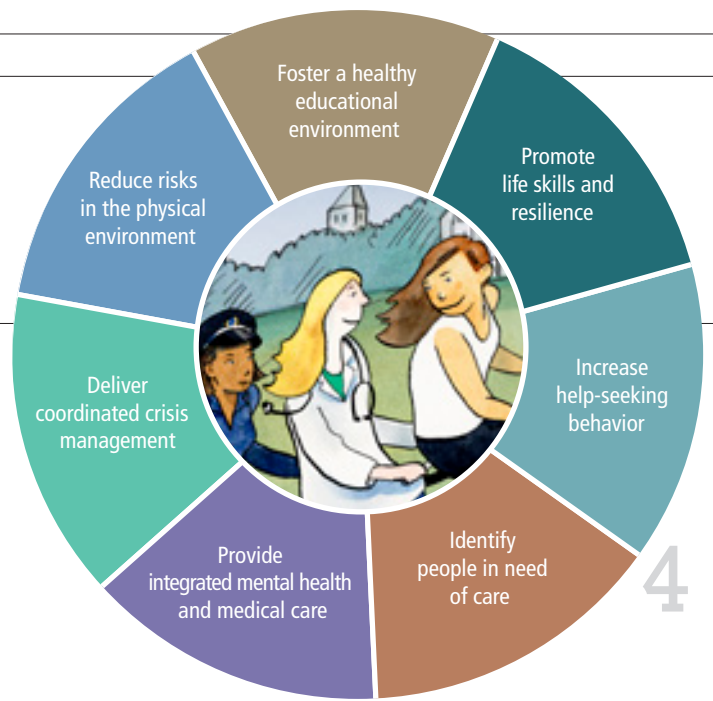
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Illustration by Marshall Hopkins.



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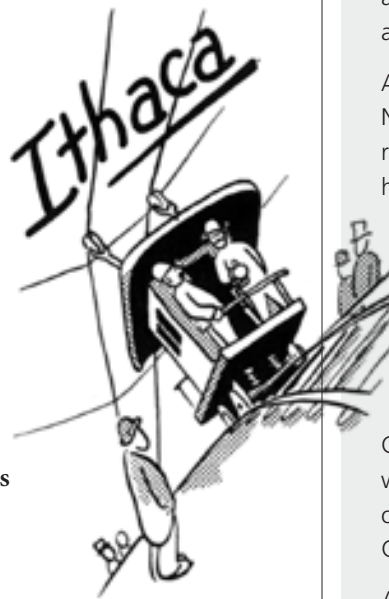
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Physician is drawn to Cornell's public health approach
BY DR. ANNE C. JONES '04



From the publisher

Cornell's approach to student well-being is geared toward readying young adults for academic success and life, integrating medical and mental health services within a larger community of health and wellness.

Gannett Health Services is an anchor of this comprehensive approach, offering multidisciplinary teams that connect to the wider campus community of peers, teachers, coaches and counselors. The system isn't merely reactive, swinging into action when a student is in crisis – the approach is holistic and preventive; it aims to maximize students' potential through education about a range of offerings while also training a campus community in encouragement and support.

As Dr. Anne Jones '04 describes in this issue's End Note, she was recently drawn back to Cornell, fondly remembering a great sense of Cornell community from her student days. Now as a physician at Gannett, she is joining that love of community with her public health background and an instinct for connecting the dots between her patients' concerns with the communities in which they live.

Gannett's future as a hub of campus health and well-being is so crucial that this past summer, Cornell Board of Trustees Chair Bob Harrison and his wife, Jane, made a lead gift of \$5 million in support of a \$55 million project to upgrade and expand the Gannett facility to more than twice its size.

Also in this issue, which comes as another new academic year has just gotten underway, are conversations with four more of Cornell's deans in our enlightening ongoing series; this batch of questions and answers covers discoveries at Weill Cornell Medical College in New York City, the evolving nature of what a university library is, entrepreneurship in the hospitality industry and how veterinary research informs human health.

Thomas W. Bruce
Vice President, University Communications

ESSENTIALLY NYC

Alumni, staff help rebuild town hit by Hurricane Sandy

In October 2012, Hurricane Sandy directed special wrath on Breezy Point, Queens, N.Y., destroying more than 400 homes. On June 15, 65 Cornellians pitched in to remove debris, build houses and create planters for recently returned senior citizens and veterans.

The group, including alumni, 4-H members and staff from Cornell University Cooperative Extension-NYC (CUCE-NYC) and the Cornell Office of Alumni Affairs-Metro NY, demolished tiles, shoveled sand, installed sheet rock, painted and planted window boxes.

"Although the devastation is at times overwhelming for all of us who live here, this is a resilient community, and we continue to find feasible ways to aid in the recovery from the destruction and related challenges,"



said Breezy Point resident Gretchen Ferenz, a CUCE-NYC senior extension associate. "We have been fortunate to have many volunteers lending their support."

Added Jim Killoran, director of Habitat for Humanity of Westchester County who has been spearheading home rebuilding on Breezy Point: "Cornell's efforts exemplified how service can help be a real solution to a disaster recovery."

CUCE-NYC plans another service event this fall when Cornell volunteers will distribute and plant 300 trees.



ACCOLADES

Pannell caps epic career with Tewaaron Trophy

Rob Pannell was named the winner of the 2013 Tewaaron Trophy, the premier award in collegiate lacrosse, in a ceremony held in May at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C. He is the Big Red's second recipient of the award, joining Max Seibald '09.



He is the first-ever three-time Ivy League Player of the Year in men's lacrosse and just the fourth player in the history of Division I college lacrosse to be named conference player of the year three times.

The all-time NCAA Division I career points leader (354), Pannell became one of just four Cornell players to earn All-American honors four times during his career.

Pannell finished the 2013 campaign with 102 points, just three off the school record, and the most ever for a Tewaaron Award winner. His 47 goals rank 10th best in a single season.

Pannell began his rookie season this spring with Major League Lacrosse's New York Lizards, was named to the MLL All-Star team, and was named rookie of the year in August. Other Cornellians on the Lizards are Seibald, Max Van Bourgondien '13, Steve Mock '13 and Thomas Keith '13.

COLLECTIONS

Moog archives come to library



The notes, plans, drawings and recordings of Robert Moog, Ph.D. '65, inventor of his namesake synthesizer, have found a home at Cornell University Library thanks to a donation from his widow, Ileana Grams-Moog. The Moog archive will be housed in the library's Division of Rare and Manuscript Collections.

"It was Bob's wish that his archives be preserved and made accessible to other scientists, inventors, engineers and innovators," Grams-Moog said. "The Cornell Library makes its extensive rare collections accessible to students and scholars all over the world. It has been eight years since my husband's death, and I am happy that my gift to Cornell will finally make this rich collection available."

'Party Wall' at MoMA



Zachary Newton



Zachary Newton

"If you want to know what the Faculty Renewal initiative is doing for the university," said Kent Kleinman, dean of the College of Architecture, Art and Planning, at the Party Wall's alumni event on July 9, "Caroline O'Donnell is a shining example of creativity, ingenuity and the future of Cornell."

"Party Wall," a Trojan horse-sized installation designed by assistant professor of architecture Caroline O'Donnell, eclipsed 30 nominees to win the MoMA PS1 2013 Young Architects Program earlier this year. The annual contest is designed to engage young, innovative architects in creating a temporary structure for installation in the courtyard of PS1 in Long Island City, not far from the planned Roosevelt Island site of the Cornell Tech campus.



O'Donnell (pictured above, center, shaking hands), who holds the Richard Meier Professorship of Architecture, designed "Party Wall" with her team at CODA, an Ithaca-based architecture firm.

It was open to the public from June 27-Aug. 31; the July event attracted more than 500 attendees.

"Every year, a canopy appears, something familiar appears, and then something unbelievable appears - such as this," said Berry Bergdoll, chief curator of architecture and design at MoMA.

Composed of remaindered steel and wood recycled from skateboard manufacture, and ballasted by hot air balloon-sized bladders of water, "Party Wall" not only met the demands of the contest - combining

shade, seating and water with sustainability in mind - it also incorporated elements of the urban landscape.

A group of Cornell undergraduates, graduate students and first-year teaching associates were among those who assisted with the project. During "Skateboard Saturdays" in Ithaca, they created the 150 panels used to build the structure.

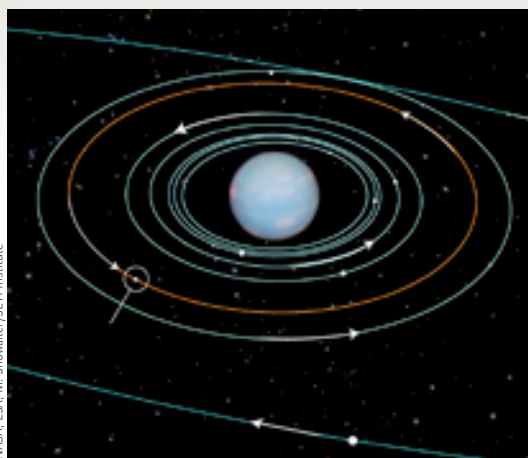
SEEN & HEARD

Alum finds Neptune's new moon

Astronomer Mark Showalter, M.S. '83, Ph.D. '85, principal investigator at the Carl Sagan Center for the Study of Life in the Universe, has discovered Neptune's 14th and smallest known moon - catchily called S/2004 N 1 - while studying segments of rings around Neptune. The 12-mile-diameter moon revolves around Neptune once every 23 hours.

According to NASA, the moon is roughly 100 million times dimmer than the faintest star visible to the naked eye, and so small that the Voyager spacecraft failed to spot it in 1989 when it passed close by Neptune and surveyed the planet's moons and rings.

Showalter tracked the movement of a white fleck appearing over and over again in more than 150 photographs of Neptune by the Hubble telescope between 2004 and 2009. "The moons and arcs



NASA, ESA, M. Showalter/SETI Institute

orbit very quickly, so we had to devise a way to follow their motion to bring out the details of the system," Showalter said. "It's the same reason a sports photographer tracks a running athlete - the athlete stays in focus, but the background blurs."

Showalter's Ph.D. adviser, Joe Burns, professor of mechanical and aerospace engineering, said: "This adds to his discoveries of two moons of Uranus, two about Pluto and another around Saturn, and his sightings of two faint rings at Uranus and one at Jupiter. Visits to the outer solar system by spacecraft

have been coupled with the clever use of image-enhancement of telescopic data to account for most of Mark's discoveries ... Mark's latest discovery pushes these models forward by adding one more piece to the puzzle."

BY SUSAN KELLEY

Setting a trajectory for a life of health

Cornell's integrated approach to student well-being





Denny Henry Photography

Kim, a 2010 Cornell graduate, now is a research coordinator at Johns Hopkins University.

Kim arrived at Cornell with the lifelong dream of becoming a doctor. At her Vancouver, British Columbia, high school, Kim – a 2010 graduate of the College of Human Ecology, who asked that her full name not be used – had excelled in class and beyond, showing talent in gymnastics, volleyball and the arts, all while conducting research on adolescent health with faculty at a nearby university. As a Hunter R. Rawlings III Cornell Presidential Research Scholar, she soon saw that her classmates were just as talented.

“I realized how much more I needed to do to stand out in a place as academically incredible as Cornell,” Kim says. A pre-med nutritional sciences major, she began to feel overwhelmed. While other students coped by socializing with friends or sweating at the gym, she worked harder at her research. She dropped sports and friends, and controlled the one thing she felt power over: how much she ate.

By the end of sophomore year, she had lost more than 20 pounds from her already-small frame, and her left foot became numb and weak. She went to Cornell’s Gannett Health Services for evaluation and care. While Kim told

herself that the symptoms had nothing to do with her weight, her health care providers urged her to get help related to her eating disorder. She resisted.

‘IF IT WEREN’T FOR THE PEOPLE AT CORNELL WHO REACHED OUT TO ME FROM SO MANY DIFFERENT PLACES, I MIGHT NOT BE ALIVE TODAY.’

– KIM ’10

Kim studied harder and ate less. “I thought what I was doing was strong, motivated and directed toward success. But that was all in my head, because it was the absolute opposite. And of course the only person who didn’t realize that was me,” she says.

Concerned calls came from a wide range of faculty and staff members alarmed by Kim’s frailty. This input provided additional leverage for Kim’s doctor to insist on a meeting.



Denny Henry Photography

She was so frail and malnourished that she could have suffered cardiac arrest at any time. “I knew I was busted. I couldn’t fool myself any longer,” she says. Kim’s doctor told her she needed intensive inpatient care at an eating disorder treatment center. She broke down – and agreed to go.

“If it weren’t for the people at Cornell who reached out to me from so many different places, I might not be alive today,” says Kim, who not only recovered from her eating disorder but returned to Cornell to graduate and earned a master’s degree in clinical nutrition from Columbia.

Kim is just one of a significant (and growing) number of Cornell students living with complex health conditions. Student health – for all students, not only those in crisis – is central to Cornell’s mission: enabling students to reach their potential as scholars and citizens.

Cornell’s approach is holistic and targeted, carefully tuned to the particular needs of this young-adult age group (see box, this page). From values expressed often by President David Skorton (who also is a professor in the departments of medicine and pediatrics at Weill Cornell Medical College) to prominence in the university’s strategic plan and the living model of Cornell as a caring community, the university is a recognized national leader in campus health.

This comprehensive approach is evident at Gannett, where a multidisciplinary health team serves students. Stories like Kim’s also underscore the difference it makes – to students in need and those concerned about them – to be part of a larger community that has a core commitment to health and well-being. This commitment is evident across the campus: in advising offices and residence halls, in programs like the

WHY HEALTH CARE FOR STUDENTS REQUIRES AN ADDED TOUCH

- They may be inexperienced with managing their own health care and may have relied on a parent in the past
- At a time when the judgment and decision-making centers of their brains are still maturing, students are making health-related choices in a social environment heavily influenced by peers
- They are often late in recognizing they need care and hesitant to seek services
- They can be ambivalent about their major health risks such as mental health, sexual health, sleep, and alcohol and drug issues

Cornell Healthy Eating Program and Let’s Talk, through student groups like EARS (Empathy, Assistance and Referral Service) and Cornell Minds Matter and in the university’s participation in broad student health initiatives like the National Collaborative for Hazing Research and Prevention.

Care for the student body ... and mind

“As a university president, physician and parent, I know how important good health is to the achievement of both immediate and lifelong goals,” Skorton said. “We can all be proud that [Gannett] is a national model for integrating the delivery of physical, mental and public health services, and that thoughtful and compassionate efforts are underway across the Cornell campus to promote the health and well-being of our community, especially of our students.”

Dr. Janet Corson-Rikert, executive director of Gannett and associate vice president for campus health, agrees. “Cornell makes an enormous investment in recruiting students and offering them a wonderful, diverse educational community with an incredible array of courses and research opportunities with world-class faculty,” she says. “But medical research has shown that brains don’t learn optimally without physical and emotional health. You don’t maximize learning and achievement without maintaining the health of the body and the brain.”

The impact of Cornell’s educational investment is measured over the long term – across a graduate’s lifetime, she says, “so interventions that foster lifelong patterns of health and self-care are critical components of Cornell’s educational value.”



Dr. Janet Corson-Rikert, right, executive director of Gannett Health Services, with Gregory Eells, director of Gannett's Counseling and Psychological Services (CAPS).

Gannett distinguishes itself as a university health service in its integrated delivery of medical and mental health services. Multidisciplinary teams (doctors, nurses, counselors, therapists, educators and others) work together to coordinate care for illnesses and injuries, provide preventive services, and enhance students' abilities to maximize their health. During medical visits, students are routinely screened for depression, anxiety and high-risk alcohol use. A student who comes in for a sinus infection but also may be struggling with depression will receive care for his sinuses and a personal referral to appropriate counseling support.

In 2012, Gannett was one of the first college health centers in the country to be recognized as a Patient Centered Medical Home. Widely accepted as the model for how primary care should be organized and delivered throughout the health care system, the PCMH designation is awarded to primary care organizations that are patient-centered, comprehensive, team-based, coordinated, accessible and focused on quality and safety.

The impetus for Cornell's approach to campus health came with the arrival of Corson-Rikert in 1995 from Phillips Exeter Academy, where she had served as director

of health services. As a pediatrician with an adolescent medicine specialization, she found enormous opportunity in being able to practice medicine within a residential community. At Exeter, she worked closely with mental health counselors to provide integrated care for students whose health concerns often intertwined medical, social and emotional components. She also worked with faculty and administrators to develop institutional policies and systems that leveraged the caring and expertise of faculty and staff to mitigate risks and augment support for students.

"When I arrived at Cornell," Corson-Rikert says, "I recognized the challenge of applying similar principles and approaches to a student body of 20,000. Fortunately, my colleagues here joined me in embracing the challenge."

Each year, more than 80 percent of students come to Gannett for health care; 28 percent utilize Gannett's Counseling and Psychological Services (CAPS) before they graduate. Most of the health problems Cornell students identify as impediments to academic performance are related to mental health, from stress and relationship difficulties to anxiety and depression.

Since 1996, the number of visits to Gannett for CAPS has nearly tripled (see chart, p. 10). "This is not necessarily

'MEDICAL RESEARCH HAS SHOWN THAT BRAINS DON'T LEARN OPTIMALLY WITHOUT PHYSICAL AND EMOTIONAL HEALTH.'

— DR. JANET CORSON-RIKERT

CLOSING A GAP, CORNELL INSTALLS NETS ON BRIDGES



Joe Wilensky

Cornell recently closed a significant gap in its otherwise comprehensive mental health and suicide prevention framework: installation of nets under seven bridges on and near campus.

A cluster of suicides during the 2009-10 academic year, three of which involved Cornell students jumping from or near East Hill bridges within a month, prompted the installations. As an emergency measure, temporary



Joe Wilensky

fencing was installed on the bridges. Cornell consulted three leading suicide prevention experts who reported that Cornell's comprehensive mental health approach was robust but insufficient in one critical area: restricting access to the bridges as a means of suicide.

While Cornell's overall suicide rate was historically about the same as other colleges and universities, its rate of suicide by jumping was dramatically higher. Nationwide, jumping deaths represent 2 percent of suicides; at Cornell, they accounted for nearly half of all student suicides, said Timothy Marchell '82, Gannett Health Services' director of mental health initiatives. Deaths were not limited to members of the Cornell community but involved members of the wider community as well.

Gannett worked closely with other university administrators and city of Ithaca officials to make the nets a reality. The nets are similar to those approved for San Francisco's Golden Gate Bridge and those installed in Bern, Switzerland, where there have been no bridge suicides or rescues since the first of the nets was installed in 1999. "We are gratified to have these nets in place, which we believe will make vulnerable members of our community safer," Marchell says.

an indication that college is more stressful than ever," says Gregory Eells, director of CAPS. More students come to universities with a history of mental health challenges than in the past, thanks to more effective treatments, as well as destigmatization of these issues. Students also may be more willing to seek help when they need it.

"Sometimes they need some encouragement or help dealing with the complexity of their situations, which is why we educate the entire campus about how to recognize and respond to students in need," says Timothy Marchell '82, Gannett's director of mental health initiatives. Marchell and his colleagues have developed innovative bystander intervention programs that cultivate a widespread network of "eyes and ears" – members of the Cornell community who can recognize students in need, consult with health care and student service providers, and connect students to helpful resources. More than half of all Cornell faculty members and nearly all key staff members have been trained in Cornell's "Notice & Respond: Assisting Students in Distress" program.

A campus commitment

As a sophomore, Kaitlin Hardy '12 had an epileptic seizure in her chemistry lab and lost consciousness. Her doctors from home changed her epilepsy medication, but it made her foggy and sleepless. She couldn't keep food down, was too weak to walk to class and eventually was hospitalized for dehydration. "I was just in really rough shape," she says.

Hardy was a member of the gymnastics team; an athletic trainer noticed her difficulties and asked her to consider taking a health leave of absence from Cornell. Athletics staff helped her talk with her coaches, and Student Disability Services staff coordinated a plan with faculty members to make up academic work.

Hardy returned to campus the following spring with Gannett assistance in coordinating her support team. "I went from thinking that I was in this alone, and it was my own battle to fight, by myself and for myself, to knowing I had people behind me every step of the way in case I should fall," she says. By senior year, she had gone to Gannett so often the staff knew her student number. "They weren't just concerned with giving me fluids and making sure I was physically OK and sending me out the door," Hardy says. "They cared about me as a whole person."

Now a master's degree candidate in epileptology (neurology that specializes in epilepsy treatment) at King's College, London, Hardy has applied the lessons she learned at Cornell by seeking out such accommodations as extra time to take exams because her medication can affect cognitive function.

Similarly, health services, academic and athletics staff worked together to help Matt Simmonds '14 recover from three football-related surgeries within 10 months. A professor extended deadlines for a course and offered tutoring while Simmonds also consulted with an academic adviser. Meanwhile, head football athletic trainer Bernie DePalma kept Simmonds positive through two physical therapy sessions every day.

Without that support, "in my mind, there is no way I



Athletic Communications

Left: Matt Simmonds '14 on the field. Right: Kaitlin Hardy '12 with her gymnastics coaches, Melanie Dilliplane and Paul Beckwith.

would still be here,” Simmonds says. “My body wouldn’t be where it is today, and without the academic help, I would be doing a lot worse.”

Enhancing the learning environment

“For all the students who receive help, we know others are out there struggling on their own,” says Catherine Thrasher-Carroll, mental health promotion coordinator for Gannett.

In the 2008 National College Health Assessment, nearly 40 percent of students reported that they were unable to function at least once during the past year due to depression. Similarly, in a 2013 Cornell survey (PULSE: Perceptions of Undergraduate Life and Student Experiences), nearly 40 percent of undergraduates said that they had been unable to function academically for at least a week during the past year because of stress, depression or anxiety (the survey was completed by 6,190 undergraduates, a 45 percent response rate).

“These data underscore not only the need for a broad

‘I WENT FROM THINKING THAT I WAS IN THIS ALONE, AND IT WAS MY OWN BATTLE TO FIGHT... TO KNOWING I HAD PEOPLE BEHIND ME EVERY STEP OF THE WAY IN CASE I SHOULD FALL.’

– KAITLIN HARDY '12

safety net of caring individuals, but also the need to move further upstream and help individuals cope with the challenges inherent in college life,” Thrasher-Carroll says. “My position was created to support this effort.”

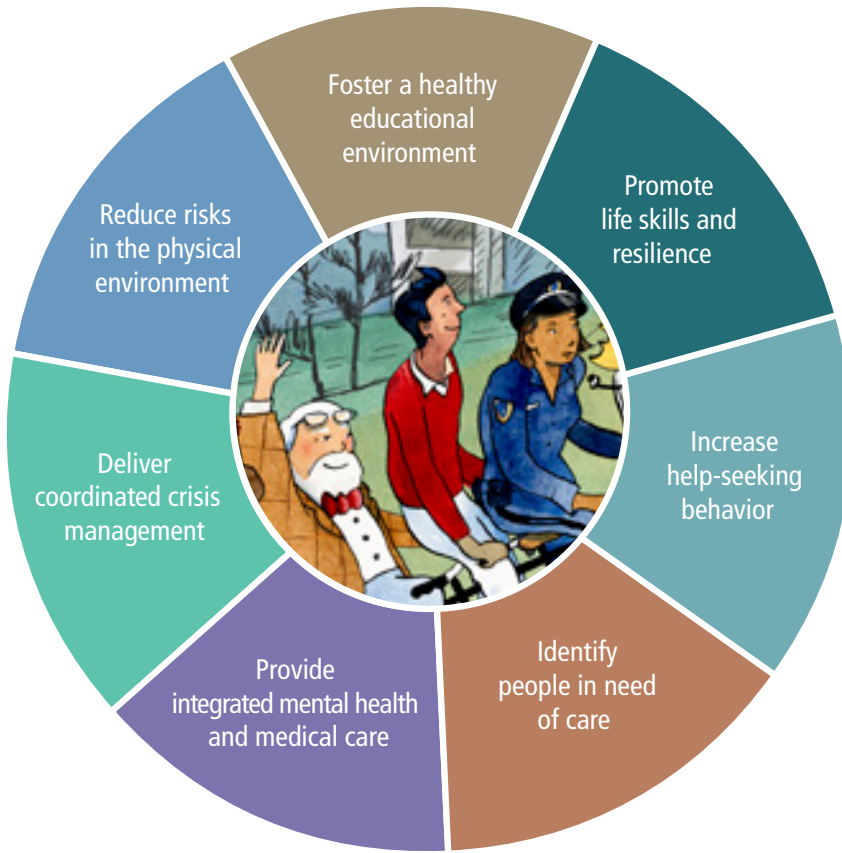
Gannett staff members are part of a growing movement within the field of public health. Its goals are not only

preventing foreseeable health risks and managing chronic health concerns, but also helping individuals and communities maximize their capacity for health and well-being. When applied to a student community, this focus directly supports the link between health and academic performance. “You

wouldn’t recruit an athlete to come here and then not give them equipment, training and practice,” says Marchell, himself a former Cornell athlete. “Similarly, we need to support students’ health so that they can achieve their academic potential.”

Recent research confirms that students need resilience and emotional health to learn, says Janis Whitlock, Ph.D. '03, a research scientist in the Bronfenbrenner Center

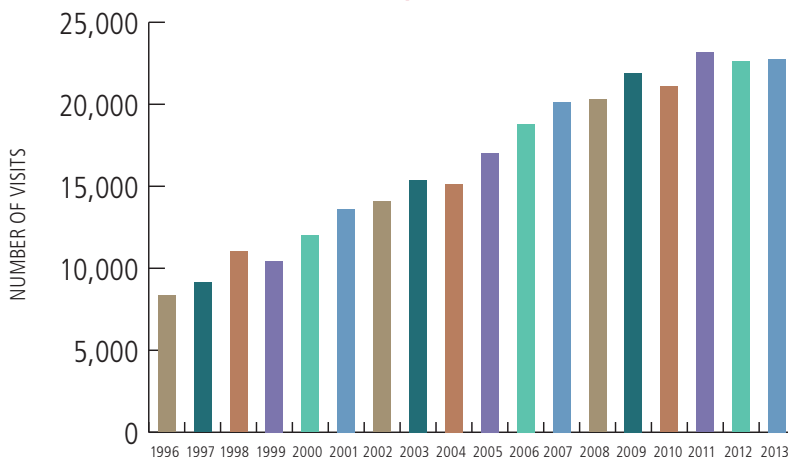
Cornell's Comprehensive Health Framework



Examples of recent efforts:

- Council on Mental Health and Welfare studies academic policies and practices
- Half of faculty have participated in a Notice & Respond program
- University Crisis Managers facilitate support for students, families and community
- Staying Balanced program promotes coping skills for first-year students
- Medical providers screen for mental health problems and alcohol abuse
- Steel nets installed under campus area bridges
- Real Students, Real Stories orientation program normalizes help-seeking

CAPS visits, 1996 to 2013



Since 1996, the number of visits to Gannett for counseling and psychological services has nearly tripled.

for Translational Research. The term “resilience,” which refers broadly to one’s ability to recover quickly from disappointment or setback, unpacks into many elements, many of which affect academic and cognitive performance. “For example,” Whitlock notes, “studies show that simply experiencing positive emotion, even if subtle or experimentally induced, not only enhances a person’s ability to approach problems in novel ways, but also their focus, curiosity and willingness to entertain new ideas and connections. And it can enhance memory storage and retrieval.”

Gannett staff members collaborate with students, staff and faculty on a wide array of initiatives that teach skills and attitudes to foster resilience in the face of life’s inevitable vicissitudes, Whitlock says; this is based on emerging science showing that the skills needed to enhance well-being can be learned. “There is increasing evidence that resilience is malleable and can be fostered through practices such as stress and time management, mindful meditation and cognitive exercises that focus on optimism and gratitude,” she says.

A comprehensive approach

The combination of integrated clinical services, education for the community and strategies to foster a supportive environment together constitute a comprehensive approach to student health and well-being. This approach is designed to tackle complex community health issues (e.g., alcohol abuse, sexual violence, hazing, suicide prevention, infectious disease) that affect individuals within the context of their living-learning communities (see diagram, this page).

This model informed Cornell’s multifaceted response following a cluster of suicides on campus in 2009-10, including the collaboration with the city of Ithaca to install steel nets under the bridges that span Ithaca’s iconic gorges (see story, p. 8).

“We aim to engage the entire Cornell campus in supporting student health and well-being,” says Susan Murphy ’73, Ph.D. ’94, vice president for student and academic services. “Every semester the concerted efforts of faculty, staff and students themselves help us create a caring community.”



A NEW HEALTH CENTER FOR A NEW GENERATION



Above left: Catherine Thrasher-Carroll, mental health promotion coordinator for Gannett Health Services during a WSKG community conversation. Above right: Timothy Marchell '82, director of mental health initiatives for Gannett.

Life lessons

For some students, challenging times and a proactive health care system not only support academic success, but also shape academic interests. The medical and psychological support Kim got at Cornell translates directly to her work today.

Now a senior research coordinator in gastroenterology at Johns Hopkins University, Kim is considering getting a doctorate – but only if that path makes her happy. “My dream since I was a kid didn’t really change, but I learned a better way to go after it,” she says. “I learned that through the things that Gannett did for me, the things that faculty did for me, and so many people within HumEc. I owe them so much.”

“We are moved by the tenacity and spirit of our students every day,” says Corson-Rikert. “And, because every student’s journey to and through Cornell is unique, it’s both a challenge and a privilege to provide essential services to help them set a trajectory for a life of health and well-being.” ■

Resources

Gannett Health Services

www.gannett.cornell.edu

Cornell’s ‘Caring Community’

caringcommunity.cornell.edu

www.news.cornell.edu/categories/campus-life/caring-community

Gannett’s ‘Notice & Respond’

www.gannett.cornell.edu/notice

Recognizing what he and the administration have identified as an urgent need to transform and expand the university’s campus health center, Cornell Board of Trustees Chair Robert S. Harrison '76 and his wife, Jane, have stepped forward to make a lead gift of \$5 million toward the effort.

“I have always believed that protecting the health and safety of our students must be priority No. 1 for the board of trustees and the administration,” says Harrison, who is also CEO of the Clinton Global Initiative. “We should be especially proud that Cornell has achieved a national reputation as the gold standard in university health care.”

However, in recent years, student population growth and an increased demand for services placed significant pressures on the building and Cornell’s health services staff. “By transforming the Gannett Health Services facility through expansion and redesign, we can continue to offer top-notch medical, mental and public health services to future generations of Cornell students,” Harrison says.

His gift follows last spring’s approval by the board of the first phase of design for the center’s renewal and expansion. The \$55 million renovation project, slated to be completed in fall 2017, will add 58,000 square feet. Two-thirds of the funding is in place, but the remainder must be raised through philanthropy. The original facility was built in 1956, funded in part by the Gannett Foundation, a legacy of newspaper publisher Frank E. Gannett, Class of 1898.

– Diane Lebo Wallace

CORNELL NOW 2015

SCHOLARSHIP



Members of Tata scholars' inaugural class graduate

This May, three of the four Cornell students who entered with the inaugural class of Tata scholars graduated with undergraduate degrees. (The fourth, Pratima Satish, pictured above, needs one more semester to complete her dual degree in chemistry and materials science and engineering, but she walked in the procession with the others.)

The Tata Scholarship was established in October 2008 with one of the largest gifts ever to an American university from a foreign benefactor: \$50 million to fund two \$25 million endowments: the Tata-Cornell Initiative in Agriculture and Nutrition and the Tata Scholarship for Students from India.

The gift came from the Tata Education and Development Trust, which is led by Cornell trustee Ratan Tata '59, B.Arch. '62. The Trust is a philanthropic entity of the family conglomerate, Tata Sons Inc., which Ratan Tata chaired until 2012.

Tata scholar Aadeetya Shreedhar is now pursuing a Master of Engineering degree in electrical and computer engineering at Cornell.

Sauhard Bindal works at Amazon in Seattle as a software development engineer, creating social games for Facebook and mobile platforms like Kindle, iOS and Android phones.

Ashwathi Iyer is back home working "for a company that makes solar-powered devices for villages and slums in India."

– Emily Sanders Hopkins



FINE ARTS

\$6 million gift funds Fine Arts Library transformation

Berkeley, Calif.-based architect Mui Ho '62, B.Arch. '66, has made a \$6 million gift commitment to overhaul and expand the Fine Arts Library (FAL) at Cornell. Scheduled for completion in 2017, the library will hold one of the country's most distinguished academic art and architecture collections in state-of-the-art, revamped facilities on the top two floors of Rand Hall, a 1912 campus icon.

"The FAL is absolutely essential to all students and scholars who work with visual material," said Kent Kleinman, the Gale and Ira Drukier Dean of the College of Architecture, Art and Planning. He foresees a luminescent, contemporary research center housing 250,000 volumes, ample digital resources and generous study spaces. "It will be a light-filled, 21st century library, glowing from behind the large industrial windows of Rand Hall – a perfect metaphor for conserving the old while erecting the new," said Kleinman.

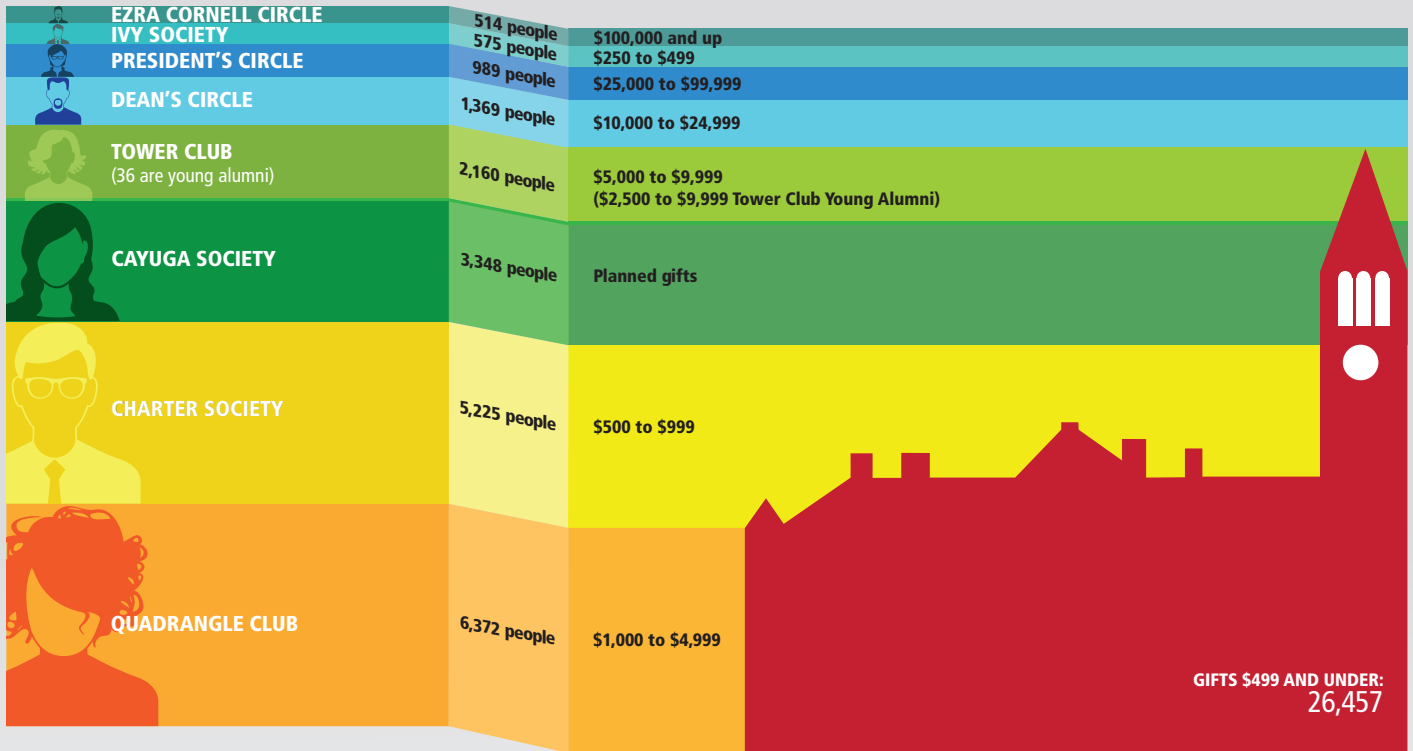


"It is critical that Cornell keeps this world-class collection in a good environment," said Ho. "These books are important for students in architecture, arts, history and other disciplines on the Cornell campus. Most images found within this collection are not readily available on the Internet, and students, researchers and teachers need to use these books intensely."

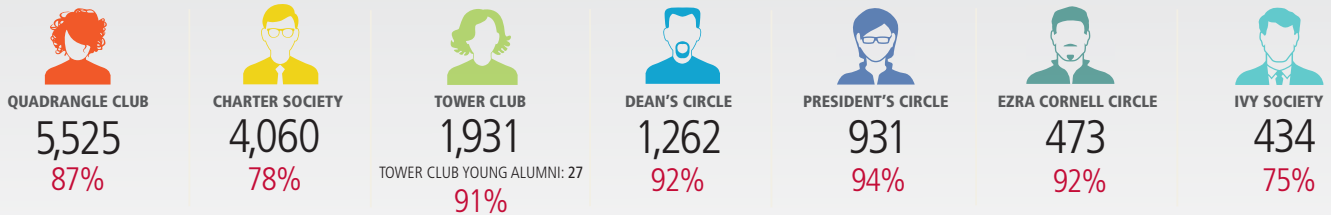
A retired design faculty member from the University of California, Berkeley, Ho emphasized that accessing information is not only a mental act but a tactile and visual experience as well. "The digital age changes how students research their information," she said. "The physical handling of materials at a real scale and seeing the true color as intended is important – but digital representations will enable broader archiving and distribution of the important work of our alumni and faculty. As technology changes, the way the work is represented will, too."

– Jose Perez Beduya

GIVING SOCIETIES: BUILDING CORNELL'S FUTURE



1865 SOCIETY MEMBERS, BY GIVING SOCIETY



Cornell's giving societies: Then and now

History has a way of retracing its meandering footsteps.

In 1963, Cornell's first giving society was established to honor the university's most committed donors. Originally to be christened the Ezra Cornell Society (with members dubbed as "Ezras") it was instead named the Tower Club, when Judge Mary Donlon '12 - the lone female member of the Cornell University Board of Trustees at the time and a staunch benefactor herself - objected to the masculine nickname.

Fifty years later, that first, abandoned moniker has been reincarnated in the university's newest giving society: Launched in 2013, the Ezra Cornell Circle honors donors at the \$100,000 level.

As Cornell's supporters have grown in number over the years, so have its giving societies multiplied: the Tower Club (1963), Charter Society (1972), Quadrangle Club (1979), Dean's Circle (1984), President's Circle (1985), Cayuga Society (1993), Ivy Society (1997), 1865 Society (2013) and Ezra Cornell Circle (2013).

Additionally, established in 1981, the highest recognition of Foremost Benefactor was bestowed upon individuals who have provided

exemplary service to the university and contributed a significant amount of financial support to Cornell.

Recounting the origins of Cornell's giving societies, Robert Harrison '76, chair of the Cornell University Board of Trustees, says: "When the Tower Club started half a century ago, 316 members had joined at the giving level of \$1,000. Since then, the Tower Club has raised its sights four times to its current \$5,000 level, with more than 2,000 members and growing."

Harrison points to the Ezra Cornell Circle as the latest testament to the commitment of Cornell's supporters, adding: "The variety of our giving societies speaks to the many ways alumni, parents and friends support the university. From Foremost Benefactors, who have given tremendous resources over a lifetime, to 1865 Society members, who contribute whatever they can for at least two years in a row, we are all doing our part to strengthen Cornell."

— Jose Perez Beduya



QA

WITH CORNELL'S DEANS

ON INTELLECTUAL PROPERTY, FACULTY RENEWAL AND THE FUTURE OF HEALTH CARE

In this, Ezra's third installment in an ongoing series of conversations with the academic deans of Cornell's colleges and schools, we delve into medicine and biomedical research at Weill Cornell Medical College and the College of Veterinary Medicine; rapid change at the School of Hotel Administration; and technological advances supporting high-level research at Cornell University Library.

How does a relatively small hotel school have such a big impact on the global hospitality industry? What are the benefits and risks of a medical college's partnerships with private industry? How is the role of university librarian today different than it was a generation ago? What's the single biggest threat to animal health?

Here are some thoughtful and surprising answers, from the men and women at Cornell's helm.



'IT'S IRONIC THAT THE LIBRARY OF THE FUTURE WILL BE BOTH MORE VIRTUAL ... BUT ALSO MORE PERSONAL.'

Above: University Librarian Anne Kenney, right, chats with Ben Ortiz, assistant curator of the Hip Hop Collection, in Kroch Library. Opposite: Kenney addresses a Reunion crowd at Milstein Hall in June 2012, introducing Jay Walker '77.

AS HEAD OF A MAJOR ACADEMIC ENTITY AT CORNELL, YOU'RE PART OF THE ACADEMIC DEANS' GROUP, BUT "DEAN" ISN'T IN YOUR TITLE. SHOULD IT BE?

We're part of the Association of Research Libraries, a group of the 125 or so leading research and university libraries in North America, and roughly 40 percent of their librarians have "dean" in their titles, 10-12 percent have "vice president" or "vice provost" and the remainder have "university librarian" or some version of that. At Cornell it has always been "university librarian," and I think there is some tradition to having that stay. I do feel that I am squarely on the academic side of the university, not the administrative, and as one of the senior academic leaders, it seems appropriate to sit with the deans. While the library doesn't have faculty and students per se, we serve all of the faculty and all of the students. And our mission is to support their academic success, to stimulate their intellectual curiosity and to produce new knowledge.

WHAT'S THE BIGGEST OBSTACLE TO THE LIBRARY'S SUCCESS RIGHT NOW?

Like many other libraries and other parts of the university, we have been affected by the economic downturn. My major challenge at this point is to rebuild strong support for building collections. We have had flat collections budgets over the last four to five years, while

the cost of securing material has risen above inflation, particularly with electronic resources. Faculty have expressed concerns about our ability to support Ph.D.-level research. Recently, fully a third of the faculty signed a petition to support building the collections. The Campaign for Collections, which is a \$15 million effort, will be co-chaired by Jay and Eileen Walker. It will help Cornell remain competitive among the very best research libraries in the world. We will be kicking that off in the fall.

YOU HAVE BEEN A LEADER IN DEVELOPING STANDARDS FOR DIGITIZATION OF LIBRARY MATERIALS AND HAVE SEEN HUGE CHANGES IN HOW STUDENTS AND FACULTY USE LIBRARIES.

The pace of technological change has been doubling every couple of years, and I don't see that cycle slowing any time soon. It affects everything we do. The library is not an information technology organization; it's an information organization – but so much of that information is affected by technology. I think we will see within the next decade the dramatic shift of most content being online. Ebooks are set to outpace the production of all print, particularly in the area of scholarship; journals have almost totally gone electronic.

All of that online content will be challenged by intellectual property issues and what rights convey in the use of digital materials. Much of that is being played out in court cases right now. I am a

strong believer that rights for libraries to provide information for educational and scholarly purposes must be protected in the digital domain, as they have been in the physical world.

WHAT ROLE DOES THE LIBRARY PLAY IN FACULTY RECRUITMENT?

Collections, and access to collections, is really key. And as new faculty come in, we are working to show them the kinds of materials that we have available for their research and teaching. For example, the development of a Ph.D. program for Africana studies has meant that I have spent more time trying to build special collections that will be supportive of that level of research. So there are the hip-hop collections that have come in, but we also just acquired the photographic morgue of the Amsterdam News, the oldest Harlem black newspaper, containing 300,000 images from the 1920s on. With new faculty, we also do orientations; we work extensively with faculty in the classroom, working on digital literacy and information competency.

WHAT ELSE IS A CRUCIAL PRIORITY FOR THE LIBRARY'S FUTURE?

If I had been named the university librarian in 1990 I would have known what to do: Just keep doing what had been done for a long time and not mess it up. Today, however, as we think about the needs of the academy and the role of a land-grant institution, how do we best serve Cornell? It is necessary for a great university to have a great library, as [first Cornell president] A.D. White said, but it's insufficient in the 21st century. So to serve Cornell, we need to think locally but act globally.

It is critical not to just build the very best library Cornell can have, but to make the library part of a broader network of information services and expertise. Our partnerships with Columbia University and

universities in Asia come into that. Within the university, Senior Vice Provost for Research Bob Buhrman and I co-sponsor the research data management service group, and we have a partnership with the College of Arts and Sciences and Cornell University Press to support new forms of publishing scholarly monographs.



It's ironic that the library of the future will be both more virtual, in that we'll push out content and services, but also more personal, in that we will work directly with faculty and students to provide higher-level expertise, particularly at the edges of disciplines, where experts in one discipline become novices in other fields.

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

I'm an avid hiker; I have summited Kilimanjaro and have been hiking in the Himalayas, in New Zealand and in Patagonia, and up and down the East Coast. Machu Picchu is next on my list. I garden, and I'm a very humble piano player; I'm very passionate about reading, and listening to, books.

THE UNIVERSITY LIBRARIAN

Anne R. Kenney, the Carl A. Kroch University Librarian

At Cornell since 1987

University Librarian since April 2008 (interim from February 2007 to April 2008)

AREA OF EXPERTISE: digital imaging, digital preservation, public services, users' information seeking behavior, collaborative models

CORNELL UNIVERSITY LIBRARY

POPULATION: 120 academic and 276 nonacademic staff support the research, teaching and learning needs of 2,868 faculty and 22,400 students (figures include New York City and Geneva campuses)

AREAS OF FUTURE EMPHASIS: providing comprehensive access to the world's scholarship through building collections and collaboration; furthering digital information resource capacity; developing a dynamic virtual presence; developing services and resources for the Cornell NYC Tech campus; and fostering an innovative and collaborative staff culture

ENDOWMENT: \$96.5 million (as of April 2013)

CORNELL NOW CAMPAIGN GOAL/AMOUNT RAISED SO FAR: \$25 million / \$15.3 million (as of June 2013)



'ANIMAL HEALTH, HUMAN HEALTH, ENVIRONMENTAL HEALTH REALLY ARE DIFFERENT VIEWS OF THE SAME PROBLEM.'

Above: Dean Michael Kotlikoff in his lab with research associates Bo Shui, left, and Frank Lee, center. Opposite: Kotlikoff with recent graduate Kevin Render '13.

WHAT ARE YOU MOST PROUD OF SO FAR?

We've started a number of exciting projects at the college. We have a very exciting capital project to adaptively reuse much of our 1957 space. We've started a large new referral hospital, Cornell University Veterinary Specialists (CUVS), in Stamford, Conn. We are working with City University in Hong Kong to create the first AVMA-accredited college in Asia. But, I think the thing that I'm most proud about so far in my deanship is the development of an outstanding leadership team in the college that includes outstanding department chairs, faculty leaders, and associate and assistant deans, and is aimed at transparency and developing collegewide consensus among faculty in making what are often difficult choices. I think that we've really come a long way in establishing a strong leadership core that will last at the college for a long time after I'm gone.

WHAT IS THE MAIN REASON YOU OPENED CUVS?

It serves a number of functions for the college, long term. First of all, it does diversify our revenue in a way in which we don't rely in the long term on the state so exclusively. We're the one [statutory] college in Cornell that's not an undergraduate school, and we rely on the state more than any other college because the percentage of our revenue that comes from tuition is much, much lower than the other schools. Plus, there's the fact that we're seeing changes in the profession that

really call for some engagement of academic institutions in clinical practice. ... Many specialty referral hospitals have grown up in the New York metro area that are terrific hospitals. They are highly efficient, but they don't participate in teaching and aren't doing the discovery that is important to keep the profession healthy. So we wanted to balance that and went to an area where there were not a lot of referral options, and we created something that is a kind of hybrid academic private-practice unit, which is financially very nimble and very strong. We are projecting about \$9 million in total revenue from CUVS this year, which I think is fantastic for a start-up in its third year of operation, since the practice only succeeds if the referring veterinarians in the area view it as valuable. Finally, this practice is very important for philanthropy, as the college depends enormously on the support of grateful clients.

WHAT IS SOMETHING THAT MOST PEOPLE OUTSIDE DON'T KNOW ABOUT THE COLLEGE?

Probably the breadth. It's unique on the Ithaca campus in that we run three major units that interface directly with the public: our teaching hospital for animals, our diagnostic lab and our Stamford clinic. Together these represent in aggregate more than \$40 million in revenue that is associated with direct interactions with clients. This is something that is quite different from the other schools on campus. And, we have an enormous research infrastructure annually attracting about \$30 million in federal grants.

WHAT'S THE BIGGEST PROBLEM IN ANIMAL HEALTH TODAY?

The lack of research funding that's available for investigating spontaneous diseases in animals. Over my scientific lifetime, [National Institutes of Health] funding has progressively centered more and more around human clinical research, and this is a very narrow-minded approach to understanding medicine and the biological basis of disease.

Many diseases – more than 60 percent of the infectious diseases that humans get – arise in animals; their natural hosts are animals; they should be studied in their natural hosts. As global population increases, we have more and more stress on environments, on wild animal populations, on food animal production. All of those areas have enormous impact on human health – they're just not quite as proximate an effect as the funding agencies are set up to deal with.

I've always felt that animal health, human health, environmental health really are different views of the same problem.

WHAT AVENUES OF INQUIRY ARE BIG NOW AT YOUR COLLEGE OR RIPE FOR FURTHER INVESTMENT?

The use of the dog as a genetic model for complex genetic diseases. Our human genomes are very similar – we probably have tens of thousands of differences between each of us humans, and so it's very difficult to isolate the thousands of differences in those genes that are linked to specific disorders. That's really where the dog comes in. Because dogs have a very similar genetic makeup, we can link those genes in a way that's much clearer, because the rest of the genome is so much more similar. Some very thoughtful and farsighted faculty more than a decade ago at Cornell developed a canine DNA and bio bank that banks material and DNA for specific diseases. So, you can imagine a dog with, for example, hip dysplasia and dogs that don't get hip dysplasia from the same breed, you can start to understand the specific genetic variations that really result in that hip dysplasia. Not only does that allow you to influence the health and well-being of dog populations, it also informs osteoarthritis in people.

A major opportunity here is with cancer. If a Great Dane lives long enough it will get osteosarcoma, a devastating disease that we see in rapidly growing bones of kids. This is a complex genetic vulnerability related to the size of the dog's long bones, which we are poised to be able to understand. This is one of those areas that provides a real impact on the health of animals, but also has an outstanding impact on gene discovery in people.



WHAT'S THE MOST SURPRISING THING YOU'VE HEARD LATELY FROM A STUDENT?

My wife, Carolyn, and I recently went to a dance consortium that is organized by students who are dancers, which was just superb. The time that they take outside of the classroom, the energy and commitment to produce something like that, within our own space (it was in the James Law Auditorium) is really phenomenal. And it isn't just dance. We have a choral group. We have a drama group. We have students doing musicals. Virtually every evening as you walk through the hallways here, you'll see some students rehearsing, singing, playing the piano, dancing, and that part is really surprising to me. It didn't exist when I was in veterinary school. It's something that's really a component of this college that is precious.

THE DEAN

Michael Kotlikoff, the Austin O. Hooey Dean of Veterinary Medicine

At Cornell since 2000

Dean since 2007

AREA OF EXPERTISE: Processes underlying cardiovascular development, function and dysfunction; study of regenerative capacity of the heart

THE COLLEGE OF VETERINARY MEDICINE

POPULATION: 210 faculty members, 360 undergraduate students, 120 graduate students

AREAS OF FUTURE GROWTH: infectious disease research, genomics, medical genetics, stem cell biology, cancer research, expanded clinical networks, and international collaborations in animal health, public health and food safety

ENDOWMENT: \$186 million (as of June 2013)

CORNELL NOW CAMPAIGN GOAL: \$75 million; raised so far: \$36.1 million (as of July 2013)



Rene Perez

Above: Dr. Laurie H. Glimcher, dean of Weill Cornell Medical College, right, chats with first-year medical students about what inspired them to become doctors. Opposite: Glimcher at GHESKIO in Port-au-Prince, Haiti, the site of one of Weill Cornell's key global health programs.

WHAT ARE YOU MOST PROUD OF IN YOUR FIRST YEAR AND A HALF AS WEILL CORNELL MEDICAL COLLEGE'S DEAN AND CORNELL'S PROVOST FOR MEDICAL AFFAIRS?

I'm delighted to have recruited Lewis Cantley, Ph.D. '75, to head our new cancer center. He's one of the greatest cancer researchers in the world; earlier this year he won the Breakthrough Prize in Life Sciences. One of the reasons he came here from Harvard was because of the culture and the knowledge that we work as a team – surgeons, oncologists, pathologists and scientists all work together in translational research and medicine. I'm also happy to have established an office for faculty development and diversity, and spearheaded establishment of a child care facility. Finally, I like to think that I have established a transparent, open relationship with our wonderful faculty.

HOW DO YOU BALANCE THESE TWO ROLES?

I really consider that we're one university, one Cornell, and so I take my position as the university's provost for medical affairs very seriously. I established a good working relationship with the provost at Cornell, Kent Fuchs; I attend all board of trustees meetings and have very much enjoyed getting to know the trustees of Cornell University.

I think that David Skorton is an absolutely outstanding president – I

am confident that he will go down in history as one of the greatest presidents of an American university.

WHAT EXCITES YOU ABOUT CORNELL NYC TECH AND ITS RELATIONSHIP WITH WEILL CORNELL?

The first recruit to that campus, Deborah Estrin, has a joint appointment at Weill Cornell Medical College and is actively collaborating with members of our Department of Public Health and other faculty. Her work on using smartphone technology to improve delivery of health care is stunning. I think there are going to be lots of productive interactions between our faculty and faculty on the Cornell NYC Tech campus.

WHAT IS WEILL CORNELL'S ROLE IN THE RAPIDLY CHANGING HEALTH CARE INDUSTRY? HOW ARE THOSE CHANGES AFFECTING STUDENTS, RESEARCHERS AND CLINICIANS?

We want to be a voice in talking about – and even more important, helping to solve – the enormous problems of health care reform, health care policy, health care delivery and health care costs. One of my goals is to strengthen and expand our presence in that arena.

I encourage entrepreneurship and believe that the most efficient and effective way of translating our discoveries from the bench to the bedside can occur in partnership with the private sector. And

so I have hired a director of our new office of industry-sponsored research alliances; we're already well on the way to establishing such alliances. Such partnerships are critical for the benefit of our patients more than anything else. And they also obviously allow us to continue our research at a time of pronounced fiscal restraints in funding by the federal and state governments.

WHAT ARE THE GREATEST POTENTIAL REWARDS – AND RISKS – OF THESE INDUSTRY PARTNERSHIPS?

The rewards: Actually delivering new therapeutics for patients, because that can be most effectively done by those partnerships. The risks, clearly, are conflict of interest and transparency. I like to use the quote (can't remember who it is from though) that sunlight is the best disinfectant. We need to be rigorous and thorough in disclosing any potential conflicts of interest. And we cannot compromise academic freedom – our freedom to publish our research.

TELL ME ABOUT PRECISION MEDICINE AND WHAT WE CAN DO WITH IT TODAY.

The lowest-hanging fruit is in the application of precision medicine to cancer. That's where progress has already been made and the proof of principle obtained. We already have drugs that are targeted therapeutics, drugs like Gleevec [leukemia] and Xalkori [lung cancer]. A lot more can be done. Big data has to be collected on patients' tumors and used to mine the field for already available drugs, and then create new drugs based on each individual's unique genetic profile and the mutations that drive each patient's tumor. After cancer ... it's limitless. ... Ultimately, I see precision medicine as not only being used to treat patients, but even more importantly, being used to prevent disease.



Weill Cornell Medical College

WHAT DO YOU PREDICT WILL BE THE MOST PROFOUND DIFFERENCE AT WEILL CORNELL 10 OR 20 YEARS FROM NOW?

We don't know what the future research environment is going to look like. I'm an optimist, but we can't continue along this path of reducing government research funding because we will fall far behind other countries, including China. We will no longer be the country that produces the most innovative, transformative discoveries in biomedical research, discoveries that lead to cures for human diseases.

We are in the midst of a major revision to our medical school curriculum, and I'm spearheading that myself. There are going to be fairly substantial changes in the way we teach and engage our students and how we equip them to deal with a very rapidly changing health care world. We want our students to be the leaders of the next generation. ... We had over 7,000 applications this year for only 100 slots, so we really get a wonderful crop of students with lots of diversity – 20 percent of our class is underrepresented minorities.

THE DEAN

Laurie Glimcher, M.D., Cornell's provost for medical affairs and the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College, New York City

At Weill Cornell since January 2012

Provost/dean since January 2012

AREAS OF EXPERTISE: Immunology, rheumatology, translational medicine, partnerships with the private sector, management oversight, corporate governance and finance

WEILL CORNELL MEDICAL COLLEGE

POPULATION: 5,522 faculty members, 1,028 medical and graduate students (as of Oct. 1, 2012)

MAJOR AREAS OF FUTURE EMPHASIS: Translational bench-to-bedside research to benefit patients; treatments and therapies for some of the most formidable health challenges, including cancer, metabolic disease and neurodegenerative diseases; precision medicine and molecular imaging; and recruiting the best and brightest physicians and scientists to help lead Weill Cornell's research, educational and clinical missions.

ENDOWMENT: \$1.1 billion (includes \$980 million endowment and \$117 million in outside endowments/funds held by others, as of June 2013)

CORNELL NOW CAMPAIGN GOALS: Weill Cornell reached its \$1.3 billion "Discoveries that Make a Difference" campaign goal in April 2013; its campaign is part of Cornell University's comprehensive capital campaign.

'THE FACULTY I'VE HIRED IS ONE OF THE THINGS I'M MOST PROUD OF, AS THEY ARE THE SCHOOL'S FUTURE.'

Above: Dean Michael Johnson at a board meeting of the School of Hotel Administration's Center for Hospitality Research. Opposite: Johnson speaks at the dedication of the new Marriott Student Learning Center in October 2012.

WHAT IS ONE THING PEOPLE OUTSIDE OF YOUR SCHOOL DON'T KNOW ABOUT THE SCHOOL OF HOTEL ADMINISTRATION?

That we're the best-grounded business program on the planet. I say that in all seriousness. We're different.

I tell the students: "We want about 70-75 percent of you to go into hospitality. If it's any less than that, then we've lost our grounding and lost what makes us unique; if it's more than that, we haven't given you a general enough education that you can take into any industry in any part of the world." I want them to go both into the hospitality industry and beyond, from Mumbai to Dubai, from Google to Wall Street. They should be able to go anywhere with this degree, and they do.

General management schools don't necessarily give students a grounded education. What I mean by that is, students learn every aspect of business from a particular dynamic context, which is hospitality. So whether you're learning HR management strategy, marketing, finance, accounting or operations, it's all grounded in the hospitality industry.

There are great management programs out there that will teach you how to work for someone else, how to have great team skills, communication skills, critical thinking skills, but they don't literally

teach you how to run a business. Our students learn how to run a business. That's what makes them excellent entrepreneurs.

WHAT ACCOMPLISHMENT ARE YOU MOST PROUD OF, IN YOUR TIME AS DEAN?

I think to be an excellent dean, you have to do three primary things: You have to continue to create educational and vocational experiences for your students; you have to continue to hire an excellent faculty; and you have to fund the future.

On the student side, we have systematically found areas where they have an interest, whether it's in entrepreneurship or sustainability. Increasingly, we're looking at interdisciplinary topics such as labor relations in hospitality, which we're developing with the ILR School and the Law School.

One thing we try to accomplish very systematically is to grow the base of educational experiences and classes, and expand what that leads to in terms of job opportunities for students. We had the Center for Hospitality Research, and subsequently we developed the Pillsbury Institute for Hospitality Entrepreneurship. We then developed the Center for Real Estate and Finance, which coincided with the development of the undergraduate minor in real estate. We have about 350 students from every undergraduate school and college at Cornell

in that program, so we provide that service to the whole university.

The second obligation was to renew the faculty ... if there's one thing that a dean leaves behind, it's the faculty he or she has hired and developed. A dean may be here for 10 years, but faculty are here for 30 or more. The faculty I've hired is one of the things I'm most proud of, as they are the school's future.

And the third thing is to fund the future. We've raised \$100 million over the last seven years for our students, faculty, programs and facilities.

And there isn't a hospitality school anywhere in the world that's raised that kind of money to support its students, faculty and facilities.

School of Hotel Administration



WHAT IS YOUR SCHOOL'S BIGGEST BARRIER TO SUCCESS?

Our size. Hospitality is a huge industry. So it's clearly a challenge for us to continue to have the impact that we've had as a small school in upstate New York serving a global industry. At the same time, it's helped us stay focused on developing leaders for the industry.

IS THERE ANY DANGER OF SHA FALLING FROM ITS POSITION OF THE NUMBER ONE HOSPITALITY SCHOOL?

Actually, we have increased the distance between ourselves and other hospitality programs in recent years. We have the highest-caliber students. We have a categorically higher-caliber faculty. We hire our faculty from top general management programs because they have an interest in applying what they do to our industry, so it's a great place for them to do their research and teaching. Our facilities are second to none. For hospitality, there is no place like Cornell.

DO YOU HAVE A FAVORITE MOMENT FROM YOUR SEVEN YEARS RUNNING THE DEAN'S DISTINGUISHED LECTURE SERIES?

I think my favorite moment is when J.W. "Bill" Marriott Jr. came a couple of years ago to give a lecture. Bill was probably 78 or 79 at the time. He is sharp as a tack. He's still very involved in the day-to-day operations of Marriott. This guy is so iconic to our students. When he came back to give the talk, you would have thought there was a rock star in the house. I believe even he was blown away by the attention he received from the students. And then, at the end of his talk, we announced the Marriott Foundation's \$3 million gift, which was the foundation funding for the Marriott Student Learning Center. The applause was unbelievable. He

got a standing ovation. That was one of my favorite moments.

WHAT'S THE MOST INTERESTING THING YOU'VE HEARD FROM A COLLEAGUE OR STUDENT LATELY?

One of our graduating seniors this [past] year, Rebecca Stuart, came to me last summer between her junior and senior years. She did an internship for US Airways, doing financial modeling for their HR department. She was modeling the long-term consequences of certain HR policies. Whereas the airline industry 15-20 years ago may not have been the best place to pursue a career, there are airlines today – Delta and US Airways among them – that are very well run, are profitable and are good places for students to work. She said, "I used absolutely every course I've taken at this school in that job." It was a nice reinforcement that the education we deliver is incredibly useful; it's incredibly practical; it prepares students very well for a wide range of pursuits.

THE DEAN

Michael Johnson, dean of the School of Hotel Administration and E.M. Statler Professor

At Cornell, and dean, since 2006

RESEARCH EXPERTISE AREA: Services marketing; quality management; customer satisfaction and loyalty management; and consumer psychology.

THE SCHOOL OF HOTEL ADMINISTRATION

POPULATION: 62 full-time faculty members, 908 undergraduates, 104 graduate students

AREAS OF GROWTH: global hospitality, entrepreneurship, labor relations, sustainability, medical care facility hospitality

ENDOWMENT: \$131 million (as of July 2013)

CORNELL NOW CAMPAIGN GOAL AND AMOUNT RAISED SO FAR: \$55 million/\$41.6 million (as of July 2013)

BY EMILY SANDERS HOPKINS

‘How can I help?’

Keith Sinclair’s decade of support for minority students

This year is the 10th anniversary of Keith Sinclair’s support for students at Cornell. Over the course of a decade, his three scholarships – the Sinclair Jackie Robinson Scholarship, the Esther and Keith Sinclair Family Scholarship and the Esther and Keith Sinclair Scholarship – have supported more than 100 undergraduate students, the majority studying in the School of Hotel Administration (SHA).

Sinclair himself is not a college graduate. He’s a self-made California real estate mogul who was fired from his first job for throwing a punch in the heat of a business deal gone wrong. Seeing that punch as evidence of Sinclair’s toughness and passion to represent his client’s interest, two real estate investors decided to take him under their wing and teach him all they knew.

Today, Sinclair is president of Sinclair Co. in Thousand Oaks, Calif.

When he was young, he visited Cornell’s Ithaca campus with a friend, Paul J. Miller ’70. He became friends with Miller’s fraternity brother, Ezra Cornell ’70, great-great-great-grandson of the university’s founder and a university trustee.

“When it was time for his eldest son to go to college,” Cornell recalls with a twinkle in his eye, “Keith called me and asked which Ivy League school I’d recommend.”

Both of Sinclair’s children – Kevin Sinclair ’05 (Human Ecology) and Kelly Sinclair ’07 (Hotel) – followed Ezra Cornell’s advice to their father by attending Cornell.

When visiting his son during a Cornell parents’ weekend, Sinclair made a discovery. “I was absolutely surprised by the lack of minority students at Cornell. Both our children went to Andover [an elite prep school], and Andover seemed to me to have more diversity than Cornell. Something wasn’t right,” Sinclair remembers. “I called my friend Bill Holland, who was on the board of the Jackie Robinson Foundation, and he said, ‘Who do we know?’ and I said ‘Ezra.’”

Ezra Cornell got another call from Sinclair. “This time he asked me how he could give back,” remembers Cornell. “I said: ‘scholarships.’”

“And Keith’s interest is not just in funding Sinclair Scholarships,” Cornell explains. “He promotes funding scholarships at Cornell to anyone who will listen – sometimes to people and companies that did not expect they were interested in supporting Cornell students. He wants to see more scholarships for kids who need a ‘good break.’”

Sinclair and his first wife, Esther, established scholarship funds to support underrepresented minority students beginning in 2003.

Esther Sinclair died in 2008. That year, memorial gifts in her honor poured in from friends and relatives, increasing



Keith Sinclair, above right, at this year’s scholars dinner with Stefan Dixon ’13, above left, and Samantha Martinez ’13, at right.



the value of the scholarship and allowing Cornell to give the Sinclair Family Scholarship to even more students than ever that year.

Since Esther’s death, Keith Sinclair has continued the couple’s tradition of hosting a dinner for their scholars on campus every year. This May, Sinclair and his then fiancé, Desi Callaway (they married in August), hosted the dinner in a private dining room at Banfi’s restaurant in the Statler Hotel. Nine Sinclair Scholars attended the dinner, along with a handful of university senior administrators and Ezra Cornell.

Sinclair, a confident man with a calm yet intent gaze, listened happily as his scholars took turns talking about their studies at Cornell, their plans for the summer and their future beyond graduation.

“It’s such a wonderful feeling,” Sinclair says, “to see these kids do something great. All I can do is open doors – and Ezra Cornell has opened a lot of doors, too – but the students have to walk through them and turn the opportunities into something.”

And the accomplishments of former Sinclair scholars are myriad, including several doctorates earned, national and international awards received, and a recent Fulbright fellowship. The Fulbright fellow among them, Choumika Simonis ’11, attended Sinclair and Callaway’s wedding this past summer. “Mr. Sinclair has always had my best interest at heart,” she says, “and I feel blessed and grateful to have someone like him in my life.” She spent the year teaching English at a secondary school in West Borneo, Indonesia, and is now enrolled in a master’s degree program in community health education at Columbia University.

Hand over your diary!

Archivists in Rare and Manuscript Collections at Cornell University Library love to get their hands on diaries, journals and scrapbooks kept by Cornell students and faculty of the past – and not just the distant past. These treasures can provide a detailed, colorful view into the campus experience, cultural and political history, and biographies of individual Cornellians.

Fund student tutoring positions

Stellar undergrads support fellow students in economics via the Cornell Economics Tutoring Center, based in the College of Arts and Sciences, which serves students across the university. Students drop by to get on-the-spot help and advice from their peers. Six tutors for five hours a week at \$10 per hour for the 15-week semester: **\$4,500**

Help more kids have a fair shake at college

The Early College Awareness Program is designed to inspire, encourage and inform sixth-graders and their parents/guardians about the college application process. Cornell students are trained to help participating students with the college application process: **\$5,000** a year (or **\$100,000** to endow and name the program)

Help more students try engineering on for size

Women in Engineering and Diversity Hosting Weekend programs are critical to making a Cornell education in engineering available to all. These programs allow prospective, hand-selected students the opportunity to “live” Cornell engineering for a weekend to meet professors, live with students and be a part of the Cornell community. Funding will make this happen for 280 participants. **\$20,000**

Support for those with ADHD or autism spectrum disorders

Support a pilot academic support program that offers individual coaching services to students who struggle with time management, organizational skills and procrastination. Coaching engages the student in creating the structure and strategies needed for academic success and personal well-being. **\$35,000**

Blankets for ‘Buster’

Any dog or cat will appreciate waking from surgery in the Cornell University Hospital for Animals with a warming blanket, specifically for recovery from anesthesia and surgical procedures. **\$500**

Bring an artist to Cornell

The Artist-in-Residence Program at the Institute for German Cultural Studies, created in 2002, has brought authors, filmmakers, theater directors, installation artists and composers to campus. They present their work to the Cornell community, conduct special seminars for graduate students and interact with undergraduates in formal classes and informal settings.

As of spring 2013, funds for the artist-in-residence program have been exhausted.

“[These] artists have prepared thoughtful, stimulating and well-crafted aesthetics lectures for the experimental series,” says former institute director Leslie Adelson, the Jacob Gould Schurman Professor of German Studies. One artist for a two-week residence: **\$15,000**

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

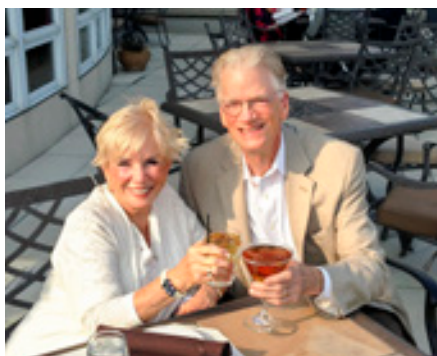
Christensens fund two economics faculty fellowships

Laurits R. Christensen '63 and his wife, Beatrice Christensen, are helping Cornell hire two new economics professors. They did it with the help of two challenge matches – the university's Faculty Renewal Sesquicentennial Challenge and a separate challenge from trustee Don Opatrny '74. The Christensens' gift of \$1 million was matched by \$1 million from Opatrny and \$1 million in university faculty renewal funds, yielding \$3 million for the Department of Economics' ambitious hiring campaign.

The department's efforts are part of the universitywide plan to recruit the next generation of Cornell faculty, bringing in rising stars in anticipation of expanding needs and retirements of distinguished professors, with Sesquicentennial Faculty Fellowships.

Christensen has had a long career as an economist at the University of Wisconsin, Madison, and with his own consulting company, Christensen Associates. Now that he is “mostly retired” (he remains chairman of Christensen Associates), he has the time to invest in the institutions that have shaped his success. Christensen came to Cornell to study engineering, but after taking classes in the College of Arts and Sciences, he says he found the most inspirational professors – and excitement – in the field of economics.

A longtime annual donor to Cornell, Christensen was inspired to increase his giving and target the department from which he graduated because of his 50th reunion and the gift match opportunity.



“Money that will make a significant impact over the next five years resonated with me,” says Christensen. He's excited that “bringing in promising talent at the junior level has the ability to positively influence the newly reorganized department.” Kevin Hallock, the Donald C. Opatrny '74 Chair of the Economics Department and Joseph R. Rich '80 Professor, remarked: “This gift will be of extraordinary help in advancing our goals quickly.”

The Department of Economics underwent a reorganization in 2011, when faculty from two departments in the College of Arts and Sciences and the ILR School were combined into one universitywide program. A small number of distinguished senior faculty members from the Samuel Curtis Johnson Graduate School of Management, the College of Human Ecology and the Dyson School have joint appointments in the department. Economics is now among the largest departments at Cornell.

– Melissa DuBois

Resting on wisdom: Campus benches

When you stroll across Cornell's picturesque Ithaca campus, you will inevitably encounter historical markers, plaques and inscriptions. Thanks to the generosity and thoughtfulness of past Cornellians, The Hill abounds with reminders of the generations who walked these paths before us. For students looking to rest their feet (or minds) from the academic grind, a few well-placed stone benches have provided respite to the weary. And, in some cases, the words inscribed on these seats offer their own wisdom to those who might sit there.

'Above all nations'

In front of Goldwin Smith Hall, on the east side of the Arts Quad, sits perhaps the oldest bench on Cornell's campus. Given by Professor Goldwin Smith in 1871, the ornately carved bench predates much of the Arts Quad itself. The bench's inscription, "Above All Nations Is Humanity," is said to have originated with Smith and has been adopted by institutions around the globe. The same phrase appears on benches at the University of Hawaii (the phrase is the school's motto) and Bogazici University in Istanbul, Turkey. An exact replica of Cornell's bench can be found at Duke University, given in 1946 by Cornellian Charles A. Ellwood, Class of 1896, who taught sociology at Duke from 1930 to 1944.

'Sympathy and greeting'

Numerous benches sit atop Libe Slope, where they overlook West Campus and take advantage of one of the

best views on campus. A favorite of many Cornellians is the bench given by Andrew Dickson White and his wife, Helen Magill White, in 1892. The couple would often walk from their home at the A.D. White House down to the Cornell University Library and slope on a tree-lined path, which became known as President's Avenue. The bench's inscription reads:

*To those who shall sit here rejoicing,
To those who shall sit here mourning,
Sympathy and greeting;
So have we done in our time.
1892 A.D.W.—H.M.W.*

The bench's statement of the shared commonality of life's joys and sorrows continues to resonate with Cornellians today. It was borrowed for a wooden bench in the Cornell Plantations, given in 1987 by the Class of 1922 (although mistakenly changing Helen White's initials to "R.M.W."), and it even appears in a 1921 novel by Cornellian author Elsie Singmaster, Class of 1902.

'Our fair Cornell' and more

To the north and south of the A.D. White bench are two more modern benches that convey the deep devotion felt by Cornellians for their alma mater. Behind McGraw Hall is a limestone and granite bench given by Jim Vlock '47 in 2002 in honor of his late wife, Laurel Fox Vlock '48. The inscription, etched into a strip of black granite on the seat, expresses a sentiment that holds true for countless alumni: "Cornell was a time and place that changed our lives. May it be for others as it was for us." Laurel Vlock, an Emmy Award-winning producer and filmmaker, was instrumental in co-founding the Holocaust Survivors Film Project to record and compile interviews with survivors.

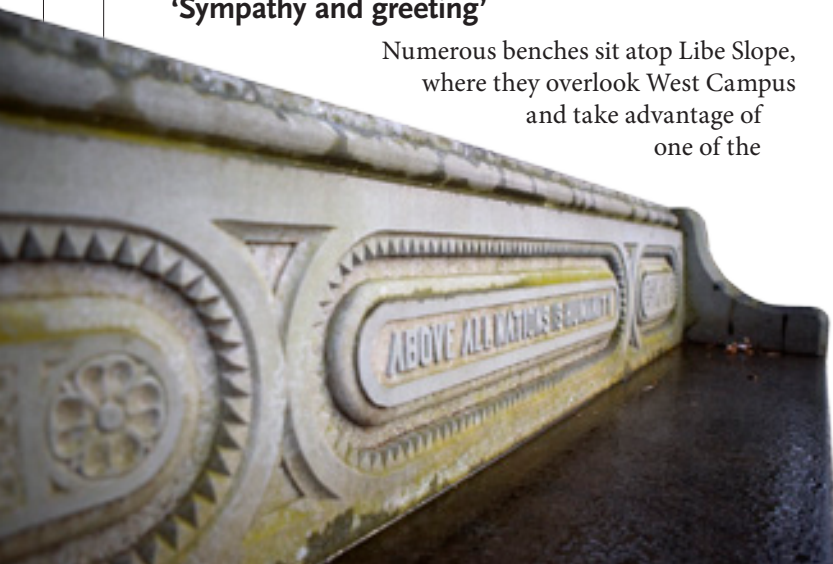
The third in the trio of benches overlooking the slope sits near Uris Library and was given by the Class of 1927. The simple stone bench offers a simple statement, borrowed from the Cornell "Evening Song":

"Love to Thee Our Fair Cornell."

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



Above: Two people relax on the "Our fair Cornell" bench behind Uris Library.
Below: Detail of the "Above all nations" bench in front of Goldwin Smith Hall.



New building, degree at Cornell Tech

Cornell NYC Tech will develop its first “corporate co-location” building to bring industry and academia together on its Roosevelt Island campus.

The planned building is part of Phase I of Cornell Tech, which is scheduled to break ground in early 2014. It will house a mix of companies at the heart of the campus, facilitating the interaction between academia and industry.

On June 20, the Cornell Board of Trustees approved the plan to move forward with Forest City Ratner Companies as the developer of the building. Forest City Ratner will also act as master developer, overseeing development of the first academic building, the open space and related infrastructure in the first phase of construction.

“We expect that leading-edge companies large and small will be drawn to the innovation and energy of Cornell Tech, helping to accelerate the already rapid growth of New York’s tech sector,” said Cathy Dove, vice president of Cornell Tech.

“Cornell Tech is radically rethinking how industry can collaborate with faculty, students and researchers, and corporate co-location is vital to making that a success,” said Cornell Tech Dean Dan Huttenlocher.

The award-winning architecture and landscape firm Weiss/Manfredi will design the co-location building, which will join Cornell Tech’s flagship academic building, designed by Pritzker Prize-winning architect Thom Mayne of Morphosis.

The corporate co-location building will include up to 200,000 square feet of flexible office space, with a mix of tenants including startups and established companies, as well as incubator space, corporate innovation centers for bigger companies and rotating space for regional companies to spend time in New York City. Cornell Tech will lease 50,000 square feet in the building.

New one-year MBA program announced

The Samuel Curtis Johnson Graduate School of Management at Cornell announced July 22 a new MBA program at Cornell Tech that fuses business, technology, innovation and entrepreneurship in a fast-paced, hands-on learning environment.

Johnson’s rigorous, one-year, full-time MBA program combines business and technology in New York City – one of the world’s most dynamic commerce and digital business hubs.

“We’re creating a program that addresses the fact that

technology has changed the way business is done. It’s not about adding technology courses to an existing MBA, but about developing a new education and learning experience for business leaders in the digital economy,” said Soumitra Dutta, the Anne and Elmer Lindseth Dean of Johnson at Cornell.

“The MBA from Johnson is a vital part of our effort to create a new model of tech education that brings the energy, entrepreneurial spirit and innovation of the tech ecosystem directly onto campus,” said Huttenlocher. “The MBA students will benefit from working alongside technical students,



A rendering of a courtyard at the new Cornell Tech campus.

faculty and researchers, and the entire campus will be enriched by the perspective of business students.”

The MBA program at Cornell Tech takes full advantage of the university’s top-ranked programs in business, computing and engineering in a community that inspires entrepreneurship. Students will be immersed in New York City’s flourishing tech ecosystem, where they will work on projects with global business and startup ventures. They will complete course work in the foundational disciplines of business, with an emphasis on the skills and knowledge needed to create business value in the digital economy. Courses will include design thinking, global venturing, leading innovation, big data opportunities and managing technology disruptions, among others.

The new program at Cornell Tech is intended for those with a degree in science or technology, as well as relevant work experience, who want to enhance their business knowledge and who want leadership opportunities in the digital economy. The inaugural class will begin in May 2014 in Ithaca, with the following two semesters at Cornell Tech, currently housed in Google’s New York City building in Chelsea, until the permanent campus on Roosevelt Island is completed in 2017. They will graduate in May 2015.

Information: tech.cornell.edu

FACULTY LEGENDS: MILTON KONVITZ & BARBARA MCCLINTOCK

MILTON KONVITZ was a founding faculty member of the ILR School and taught there from 1946 until his retirement in 1973. Also a Cornell Law School professor, he was an authority on constitutional and labor law, and civil and human rights.

Konvitz was perhaps best known for his American Ideals course, which he taught to more than 8,000 students, never giving the same lecture twice. The course exposed students – including U.S. Supreme Court Justice Ruth Bader Ginsburg '54 – to the thinkers and philosophers throughout history whose writings had shaped those ideals.

At Cornell, Konvitz also was a founder of the Department of Near Eastern Studies and the Program of Jewish Studies. "I felt it was essential for a college interested in the humanities not to leave out Hebrew language and literature," he said. "And the knowledge of Jewish history, which began 4,000 years ago and has contributed to civilization no less than Greek,

Roman or English history, is important to today's students – Jewish and non-Jewish."

In addition, for nearly 30 years he directed the Liberian Codification Project, which drew up statutory laws for the Republic of Liberia.

Active as a scholar and writer until his death in 2003 at age 95, he wrote books and articles on American constitutional law that were cited in U.S. Supreme Court opinions. He wrote nine books and edited a dozen volumes, including two on Ralph Waldo Emerson. Konvitz recast one Emersonian idea as follows: "It is in their hearing that students bring life to the words, the thoughts, the teacher."

Konvitz was born in Safed, Palestine (now Israel), in 1908, the son of a rabbi. He immigrated to the United States in 1915. He received a bachelor's degree in 1929 and a law degree in 1930 from New York University and a Ph.D. in philosophy from Cornell in 1933. Before joining Cornell's faculty, he was an assistant general counsel to Thurgood Marshall at the NAACP Legal Defense Fund.

Irwin Jacobs '54, who (with wife Joan Jacobs '54) funds the annual Milton Konvitz Memorial Lecture at ILR, said Konvitz "opened up a new area of thinking" for him. "He really was a wonderful teacher. He gave us much greater insight into the political scene, the legal scene and our heritage," Jacobs said.

Plant geneticist **BARBARA MCCLINTOCK** '23, M.A. '25, Ph.D. '27, won the 1983 Nobel Prize in physiology or medicine. Her pioneering work in cytogenetics revolutionized the field and had its roots in research she conducted at Cornell decades earlier.

Maize captured McClintock's attention soon after she entered Cornell as a freshman in 1919. Studying genetics, she examined plant cell chromosomes under the microscope – a step beyond the then-standard research method of cataloging the results of generations of breeding.

After earning her Cornell degrees in botany, she worked as an assistant in botany and as an instructor until 1931, then studied at the California Institute of Technology and the University of Freiburg. She returned to Cornell as an assistant in plant breeding from 1934 to 1936 before heading to the Cold Spring Harbor Laboratory on Long Island, where she spent the rest of her professional life.

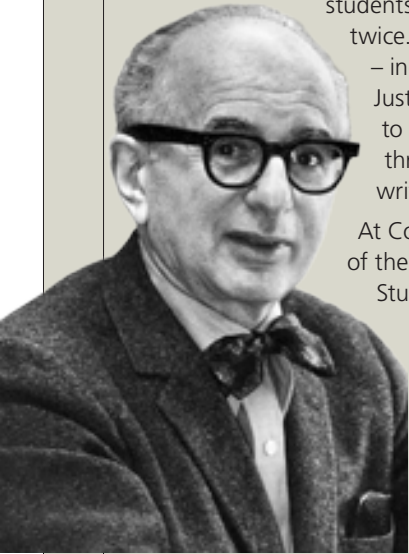
Her work on the cytogenetics of maize in the 1940s and '50s led her to theorize that genes are transposable – that they can move around, on and between chromosomes – a radical theory at the time. But improved technology and techniques in the late 1970s and early '80s allowed scientists to confirm her discovery and led to her Nobel Prize.

In 1965 McClintock was named one of Cornell's first Andrew D. White Professors-at-Large, and during 1965-74 she visited the Ithaca campus regularly to lecture and work with graduate student researchers in the College of Agriculture and Life Sciences.

Lee B. Kass, Ph.D. '75, now a visiting professor of plant biology, first met McClintock in 1972 when Kass was a first-year graduate student. Kass says she did not then know of her "reputation for intimidation" and accepted McClintock's invitation to discuss Kass' research in plant chloroplast development.

"She asked me about a paper recently published on the subject," Kass remembers. "When I said I had not read it, she stopped talking and looked at me. 'Come back after you have read the paper,' I recall her saying, 'and we will continue the conversation.'" Kass did and, ultimately, referenced that paper in her doctoral dissertation.

Kass said McClintock "taught us to be open minded, well informed and to think independently. A great legacy for a great mind."



Images courtesy of the Division of Rare and Manuscript Collections

Historian Enzo Traverso named first Winokur Professor

Enzo Traverso, professor of political science at the University of Picardie Jules Verne in Amiens, France, has been named the Susan and Barton Winokur Professor in the Humanities; his appointment is in the Department of Romance Studies.

The newly endowed chair, partly supported by an Andrew W. Mellon Foundation challenge grant, was created for a senior scholar who works in more than one humanistic discipline.

“The Winokurs’ generous gift enabled us to secure the Mellon Foundation’s support and make this strategic appointment at a critical time for the college,” said G. Peter Lepage, the former Harold Tanner Dean of the College of Arts and Sciences. “With about 40 percent of our humanities faculty retiring over the next decade, it’s crucial that we hire senior professors like Enzo Traverso who can provide leadership in essential areas of teaching and scholarship.” Searches are underway for two additional donor-funded professorships, also partly supported by the Mellon grant.

Barton Winokur ’61 is a member of the Cornell Board of Trustees and chairs the Arts and Sciences Advisory Council. He is a corporate partner of Dechert LLP, an international law firm he joined in 1965 and for which he served as chair and CEO for 15 years before stepping down in 2011. Susan Sternblitz Winokur ’61 has owned, operated and been the principal teacher of the Class Cooking culinary school in Bryn Mawr, Pa., for the last 25 years; all net proceeds from classes are donated to charity.

“We believe deeply in the importance of the humanities,” said Barton Winokur, “and we’re delighted that we were able to help bring a scholar of Professor Traverso’s stature and multidisciplinary interests to Cornell.”

Timothy Campbell, professor of Italian and chair of Romance studies, noted that Traverso is “one of the most important intellectual historians working today. His studies of Nazism and Italian fascism are already considered seminal



works, and his groundbreaking study of the relation between progressive thought and anti-Semitism is as breathtaking as it is disturbing.”

Traverso said he considered it an “enormous honor” to be named to the professorship. His partner, Magali Molinié, will teach cultural anthropology and French cultural studies as an adjunct associate professor in the Department of Romance Studies.

Having always worked in what he calls “a very European framework,” dividing his time between France, Spain, Italy and Germany,

Traverso will reinforce Cornell’s links to Europe (he has also taught in Latin America). He received his Ph.D. from France’s School for Advanced Studies in the Social Sciences in 1989. He was a guest lecturer for Cornell’s Romance studies department in 2003 and was the Luigi Einaudi Chair in International and European Studies in the history department in 2011.

Traverso’s most recent books are “Where Are the Intellectuals?,” a book of conversations on intellectual history from the end of the 19th century to today; and “The End of Jewish Modernity,” an analysis of the role Jews played in European culture and thought between the middle of the 18th and 20th centuries, and how political changes after World War II affected that role.

Images have an important place in Traverso’s work, so he’s looking forward to possible collaborations with art and visual historians at Cornell. “Cornell’s comparative literature departments are much more open to cultural studies and interdisciplinary approaches than those in Europe,” he noted. “Here I can do a lot of things I couldn’t do in a French university. That’s very exciting.”

Linda B. Glaser is a staff writer for the College of Arts and Sciences.

BY JEREMY HARTIGAN

All eyes on Jeff Mathews for 2013 season

On a November day in 2011, actor/comedian Bill Murray waved to the crowd and directed the band in the west stands at Schoellkopf Field. When a Golden Globe Award winner and Academy Award nominee who ranks among the country's all-time great comedians sits in your stands, everyone takes notice.

Everyone, that is, except for the half-dozen NFL scouts who were present. As the Big Red football team piled up a modern-day record 62 points in a win over Columbia, the scouts scribbled in their notebooks every time one particular player touched the football.

One unnamed scout with his team's logo prominently displayed on his golf shirt and hat, upon leaving the press box late in the game, summarized

him best, saying: "He's better right now than the guy we're starting tomorrow."

That scout was talking about Cornell's then-sophomore quarterback, Jeff Mathews '14.

While there will be plenty of reasons to watch Big Red football in 2013 – the debut of David Archer '05, the youngest Division I head football coach in the country, or the emergence of the Ivy League Digital Network as a platform to follow the Big Red at home and on the road – there may be no bigger reason to follow the Big Red than Mathews.

The last time Cornell entered the season with a quarterback the NFL had its eyes on was



Above and below: Jeff Mathews '14 in action on the field for the Big Red.

in 1963, when Gary Wood '64 led the team. That was before the NFL-AFL merger and the creation of the Super Bowl. The average house cost \$19,300. A stamp ran you 4 cents.

It's fitting to demonstrate in numbers, because that's where Mathews is beyond comparison.

He enters his final season holding 28 Cornell game, season and career records. Another dozen will almost certainly follow in 2013. If he matches his career passing averages over the first three games of the coming season, he'll break the Ivy League's career passing yardage mark. If that extends to the entire 10-game season, he'll fly by all the Ivy League records.

Standing 6 feet 4 inches and 225 pounds, Mathews is one of 20 players on the Walter Payton Award watch list for the second consecutive season. He became the first sophomore in Ivy League history to claim the Bushnell Cup as league player of the year in 2011. He was the runner-up a year ago.

More importantly, if Mathews has the type of season Cornell fans are accustomed to, he might just help lead Cornell to its first Ivy League title on the gridiron since 1990 – and possibly even the first-ever outright title in program history.

"It's hard to imagine it's been three years already in a Cornell uniform," Mathews said. "But the goal is the same as it's always been – to win an Ivy League title."

And then, quite possibly, to become the first Cornell quarterback to play in the NFL in more than 50 years.

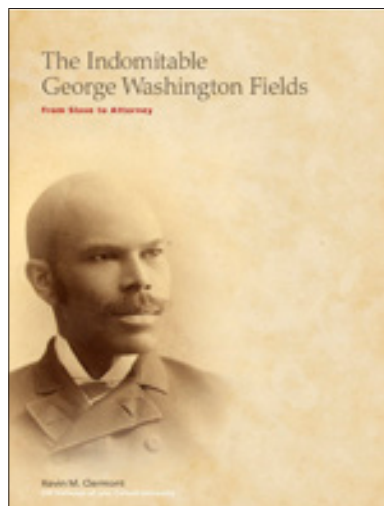


A new hero and a forgotten war

First black Law School grad was former slave

Serendipity has revealed that George Washington Fields, Class of 1890, Cornell Law School's first African-American graduate and one of the first black men to graduate from Cornell, is the only ex-slave ever to graduate from the university.

Fields (1854-1932) is the subject of a new book, "The Indomitable George Washington Fields: From Slave to Attorney," by Cornell's Kevin M. Clermont, the Ziff Professor of Law.



Clermont discovered Fields' unpublished autobiography in the archives of the Hampton History Museum in Hampton, Va. Clermont became interested in Fields when he read his 1890 thesis arguing for the abolition of trials by jury. Clermont disagreed with Fields' position but found his arguments intriguing, which led Clermont to learn more about him.

The unpublished manuscript convinced Clermont that "Fields' autobiography constitutes a major contribution to the impassioned literature of North American slave narratives. Like 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) and Booker T. Washington's 'Up From Slavery' (1901), Fields delivers a feel for the realities of slavery that third-party accounts could never achieve."

Born into slavery in Hanover County, Va., Fields made a historic escape with his family to Hampton at the height of the Civil War. He worked to support the family and pursue his education at Hampton Normal and Agricultural Institute (now Hampton University). Later going north, he worked for nearly a decade, including stints as a manservant for, among others, New York Gov. Alonzo Cornell, before entering law school. After completing his legal studies, he returned home to Hampton where – though blinded in 1896 – he became a leading attorney in the region.

"Fields recounts his story of escape and triumph with a special blend of humor and wisdom, laying out in no uncertain terms the set of values that guided him through his fascinating times," says Clermont. "Relating his march from slavery to a successful career as a blind lawyer, the autobiography convinces any reader that this was a great (and greatly likeable) man – and that his mother truly was a great woman."

Clermont's book includes Fields' decoded autobiography, his law thesis and a summary by Clermont that offers historical context and additional research about Fields' life and his association with Cornell.

Sander pens book on 'Finland's proudest hour'

Gordon F. Sander '72 has written an account of a relatively forgotten chapter of World War II military history, the 1939-40 Winter War in Finland.

"The Hundred Day Winter War: Finland's Gallant Stand Against the Soviet Army" was published in June by the University Press of Kansas.

"The Winter War was Finland's proudest hour," Sander says. "When I first went to Finland 30 years ago, there was no good single comprehensive history of the war."

When the Red Army invaded the small Scandinavian nation in November 1939, many believed it would be over quickly. Instead, the Finns held off their attackers for 105 days, besting the larger army with superior knowledge of



their home terrain and their *sisu* – "their toughness, their grit. It's what gets them through their long winters," Sander says.

The heroic stand lasted until March 1940, and the Finns were celebrated in the United States and around the world in the early days of World War II – but the acclaim was forgotten when they became co-aggressors with the

Germans against Russia the following year.

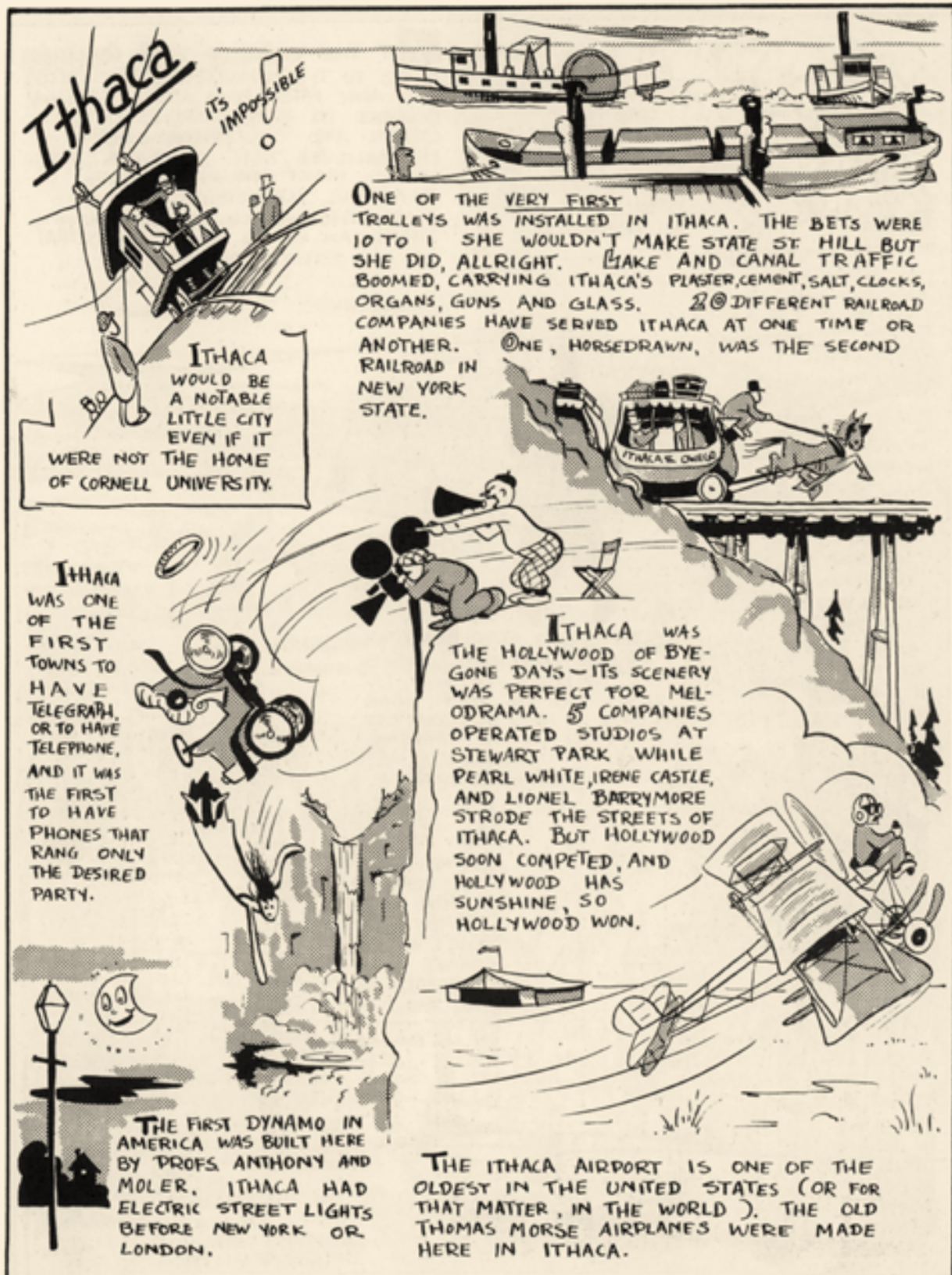
Sander's initial challenge when he began work on the book in 2008 was writing a new book on the war for an audience that knew it well. "It forced me to work harder and dig deeper," he said. "I had to find out things about the war that the Finns didn't know."

He interviewed surviving Russian and Finnish veterans of the war, and examined the roles of Finland's women's auxiliary force and the large, mostly pro-Finnish Western press corps that covered the war.

The 2010 Finnish edition of the book, "Taistelun Suomesta," was an acclaimed national best-seller. Sander spent three years revising the book for an international audience.

Sander was a two-term artist-in-residence at Cornell's Risley Residential College for the Creative and Performing Arts from 2002-04.

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



This panel from "We Cornellians," the 1940 illustrated look at Cornell University by then-undergraduate student Steve Barker '41 and published by the Cornell Cooperative Society, looks at Ithaca, N.Y.

In a 1902 Ithaca Daily News editorial titled "An Ideal City," city editor Frank Gannett (Class of 1898) wrote: "If a person is looking for an ideal place to reside where he can enjoy all the beauties of nature, breathe the atmosphere of intellectual refinement, have nearly all the pleasures that can be bought in the largest cities and at the same time be freed from the disagreeable sights of the poor and suffering such is everywhere in evidence in large centers of population - if a person cares for all this he should come to Ithaca."

Physician is drawn to Cornell's public health approach

Cornell taught me many life lessons. Chief among them was the notion that with thought and purpose, our work can impact something greater than ourselves.

Examples of this concept abounded. I remember professors, award-winning experts in their fields, who inspired others to achieve excellence for the good of the national and international community. The Cornell University Chorus (of which I was a member) and Glee Club made trips several times a year to Ithaca nursing homes, bringing our music to those who couldn't easily come to our concerts. And who could forget Commencement, when we looked across the stadium and together sang the "Evening Song" and alma mater? I was struck then by the realization that the Cornell community was much larger than the people in the stadium that day. The true Cornell connection was beyond what I could hold; it had become something that held me and has continued to grow within me as an alumna.

So it was with a spirit of service to a community I love that I returned to The Hill this summer as assistant director for medical services at Gannett Health Services. As an osteopathic family physician with public health training and a passion for primary care, I constantly see the connections between the concerns that bring my patients to the office and the communities in which they live. Rarely does health care allow the opportunity to address those connections in a practical or holistic fashion. Yet that is precisely the model that Gannett has been developing for more than a decade at Cornell.

I was drawn back to campus and to this opportunity by a dedicated team of medical and mental health providers driven by a commitment to caring for the whole student (body and mind), as well as the whole "student body"; and by an innovative health care organization that strives to understand and embrace the broad community to provide excellent care to each patient.

My experience in medicine has taught me that there are opportunities for impact at three broad levels: the individual, the system and the community.

We have an impact by putting the student – her needs, his values, the need to feel heard and cared for – at the center of the integrated team of clinicians, nurses and counselors.

We engage campus partners as "eyes and ears" who recognize students in distress, and by addressing actual or anticipated health concerns in the environment, such as high-risk drinking or emerging infectious disease.

The system helps drive the individual and community



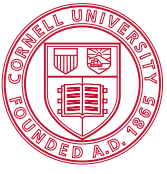
Dr. Anne Jones '04, center, with fellow Gannett Health Services physicians Dr. Edward Koppel, interim medical director, left, and Dr. Kenneth Hill, right.

toward success. It defines the processes that facilitate timely and effective services: when, how and with whom students make appointments; whether they need specialty care; how a faculty member consults about a student of concern; and what issues can be addressed before they evolve into crises.

Most health systems in the United States are trying to figure out how to improve care for people – they are struggling to define their populations, understand the primary needs of its individuals and design systems to create healthier communities. At Gannett, we are in an ideal position to develop integrated and efficient systems that facilitate a true amalgamation of primary care and public health. I look forward to working with my colleagues to continue to develop a model that supports the health of the Cornell community and may offer ideas for a troubled national health care system.

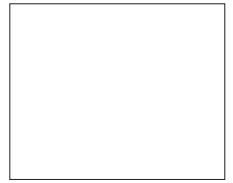
What has it been like to return to The Hill in this new role? Well, it's like coming home every day, yet seeing the campus with a new set of eyes. This is the place that first shaped my professional interests. It now offers me the opportunity, with thought and purpose, to impact something greater: the implementation of an approach to health care that helps individuals and communities to thrive.

Anne C. Jones '04 received a D.O. from the University of Medicine and Dentistry of New Jersey – School of Osteopathic Medicine and an M.P.H. from The Dartmouth Institute for Health Policy and Clinical Practice. She began work at Gannett Health Services in June 2013 after completing the national Veterans Administration Quality Scholars Fellowship program.



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