

EZRA

HOW DO YOU DEFINE
DIVERSITY?

EZRA



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BY DANIEL ALOI

How diversity and inclusion are keys to excellence for all Cornellians – for students, faculty and staff and to the university as a whole.

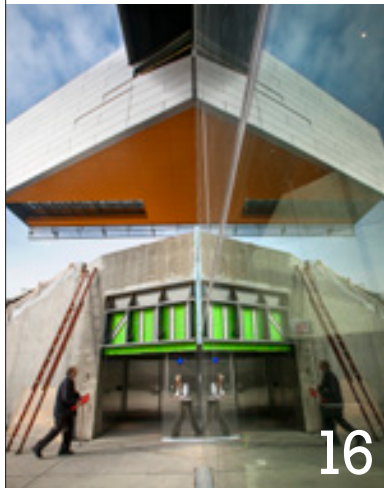
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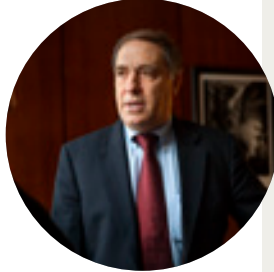
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Alumni: Essential champions of Cornell's diversity

BY SHERYL HILLIARD TUCKER '78



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From the publisher

What are we talking about when we talk about diversity? Ezra Cornell was committed to diversity when he founded this university in 1865 with the idea of "any person ... any study." Carrying out this idea is an ongoing process that does not belong to any single moment in time.

I recently met with our five diversity officers on campus, and it was an inspiring – and concerning – experience for me. I realized how much work has been done, how big the challenge is, how thoughtful we are as a community but yet, with an awareness that there's still much to do.

I had my own "Aha!" moment when A.T. Miller, associate vice provost for academic diversity, explained how diversity *is* excellence and excellence *is* diversity; that concept helped me understand, on a new level, the goal of Cornell's diversity and inclusion work.

I hope you will have your own eye-opening moments reading this issue of Ezra, from the cover story on diversity and the feature on the upcoming Cornell University Gay and Lesbian Alumni reunion to the End Note by trustee Sheryl Tucker '78, on the role alumni play in Cornell's diversity.

Cornell provides eye-opening experiences for its students, as well. My daughter, a sophomore, took the Intergroup Dialogue course (described in our cover story) last fall.

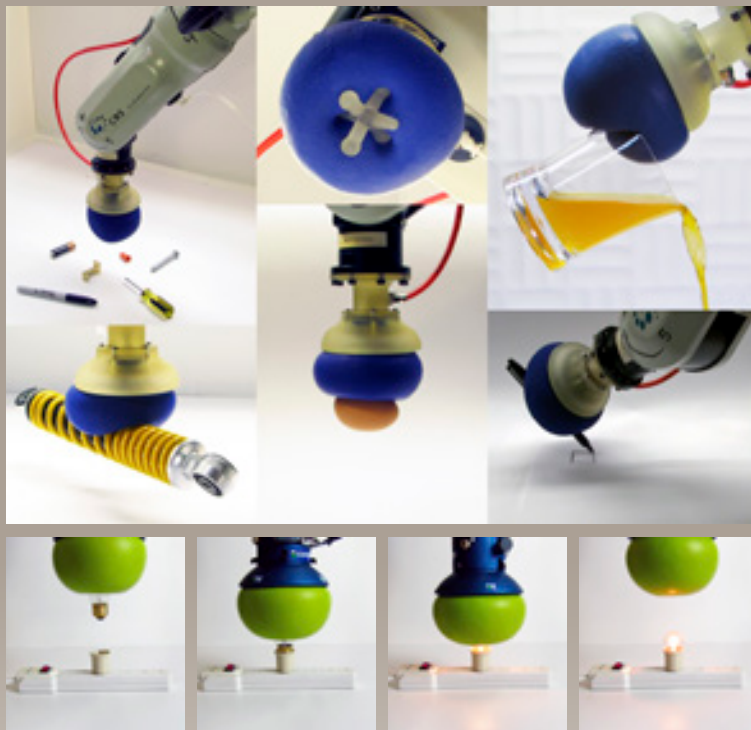
She came to Cornell to study animal science. The dialogue course looked intriguing to her and satisfied a requirement – and she says it was the best class she has ever taken and that she learned more in conversations during that course, about herself and others, than she imagined possible.

Even more importantly, she is applying what she learned in that class outside the classroom: how to view things from other perspectives, including those of people with different experiences than her own.

Her realizations, and mine, about diversity's role in excellence are similar to the goals of Cornell's internationalization initiative, covered in our previous issue, which seeks to dramatically increase students' international experiences, creating cross-culturally aware global citizens who apply their talents in an increasingly diverse world.

Tracy Vosburgh
Assistant Vice President, University Communications

Robotic gripper makes marketplace debut



A Cornell-developed robotic gripper that can pick up, place and throw things with ease is making its first foray into the marketplace.

Cornell spinoff company Empire Robotics has been developing commercial “jamming” grippers for the industrial automation market, and they are now taking orders for the limited first release of their product, called VERSABALL.

John Amend, a former Cornell graduate student who developed the gripper technology while he worked in Hod Lipson's Creative Machines Lab, co-founded Empire Robotics after he graduated in 2013.

How do VERSABALL grippers work? According to a company FAQ: Imagine putting flour inside a party balloon and evacuating the air to make the balloon transition from rock-solid to squishy like a stress ball.

This “jamming transition,” as the scientists call it, works with pretty much any granular material. In fact, early prototypes used coffee grounds for the jamming granules.

ON CAMPUS

Cornell ice cream returns to Dairy Bar

Cornell Dairy ice cream returned to campus for retail sale in January, following a three-year absence while the Cornell dairy plant was being rebuilt as part of the \$105 million renovation to Stocking Hall, home of the Department of Food Science.

A celebration Jan. 14 at Stocking Hall was marked by presentations by leaders of the Department of Food Science, the College of Agriculture and Life Sciences (CALs) and Cornell Dining – and a surprise visit from President David Skorton, who quipped that he was just there for the ice cream.

CALs Senior Associate Dean Max Pfeffer gave thanks to the nine dairy plant staff members. “This dedicated team can always be relied upon to get the job done, no matter what the challenges, and all while being under the watchful eye of the public behind the glass walls and observation gallery of the new dairy plant,” he said.

Pfeffer also thanked Perry’s Ice Cream for keeping the Cornell campus supplied with its product during the renovation.

It took several months for dairy plant staff to build up enough supply to meet the expected demand of a campus hungry for favorites such as Bavarian Raspberry Fudge. Nineteen flavors are now being served by the scoop or the pint at the Dairy Bar and an additional nine will be available soon, including several designed by students.



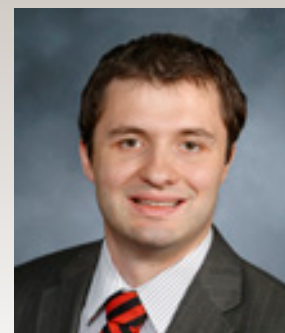
ACCOLADES

Michael Pesko is changing the world

Forbes magazine named Michael Pesko, assistant professor in the Department of Healthcare Policy and Research at Weill Cornell Medical College, to its list of 30 Under 30 Who Are Changing the World 2014.

Writes Forbes: “Pesko’s work focuses on learning more about the behavior of smokers and how and why they keep lighting up. Three studies documented the many ways smokers avoid higher cigarette prices, foiling attempts to cut their nicotine usage. Another paper showed that 1 million former smokers took up the habit again due to 9/11 – and then never stopped.”

Pesko’s research lies at the intersection of health economics, behavioral health, health care delivery and econometrics. He investigates how people and systems react to incentives in ways that promote and discourage health, and uses secondary data to assess the impact of changes in regulatory policies and technology on health care delivery and substance use.



Weill Cornell Medical College



Silvia Ganora Photography

THE ESSENTIALS

Student's yak research may reduce infection in Nepal

Simple changes in food handling, preparation and animal husbandry could have a significant impact on the incidence of zoonotic disease (infections that spread from animals to humans), reports Daniel Jackson, a DVM candidate in Cornell's Class of 2014, in the January issue of the journal Preventive Veterinary Medicine.

Brucellosis, which is transmitted to people by drinking unpasteurized milk or through close contact with aborted reproductive fluids and tissues, is the most common bacterial zoonotic infection in the world and is endemic to Nepal.

Jackson assessed the burden, prevalence and distribution of brucellosis in domestic yak and their herders in the mountain region of Nepal's Shey Phoksumdo National Park. With funding from the College of Veterinary Medicine's Expanding Horizons program and other sources, Jackson visited Nepal's Yak Breeding Station in Syangboche and toured veterinary facilities and colleges in Kathmandu with Nepalese veterinarians and veterinary students.

Jackson spent eight weeks in remote regions of Nepal that required large animal clinical skills, psychological and physical stamina, and a great measure of patience, Jackson said. He walked for approximately 45 days employing a donkey team and a small research team including a guide and translator.



"In the United States, we are fortunate to have systems in place that reduce the risk of disease transmission," said Jackson. "In rural Nepal, knowledge about basic food safety and disease transmission is lacking. Small, simple changes based on the identification of risk stand to make a large impact."

SEEN & HEARD



Smithsonian celebrates Cornell on Mars

It's an exploration celebration: The Smithsonian Institution's National Air and Space Museum in Washington, D.C., has opened a new exhibit, "Spirit & Opportunity: 10 Years Roving Across Mars."

The retrospective recounts the Mars Rovers' tandem missions in colorful images as well as the Cornell scientific triumphs of the rovers Spirit and Opportunity.

The twin Mars Exploration Rovers were launched from Cape Canaveral, Fla., in summer 2003 and each landed on the red planet in January 2004. Steve Squyres '78, Ph.D. '81, Cornell professor of astronomy and principal scientist on the mission, led other Cornell professors, researchers and students on this scientific endeavor,



controlling the rovers across the solar system.

Squyres and other scientists sought Martian rocks and soil that held clues to the presence of water in planet's past. Cornell's contributions include the Panoramic Camera (Pancam), Miniature Thermal Emission Spectrometer (Mini-TES), Mössbauer spectrometer, the Rock Abrasion Tool (RAT), Alpha particle X-ray spectrometer (APXS). Bill Nye '77 helped design the color-calibration sundial.

Cornell University, the Jet Propulsion Laboratory and NASA contributed to the exhibit, which runs through Sept. 14, 2014.

Eric Long, Smithsonian Institution

Provided

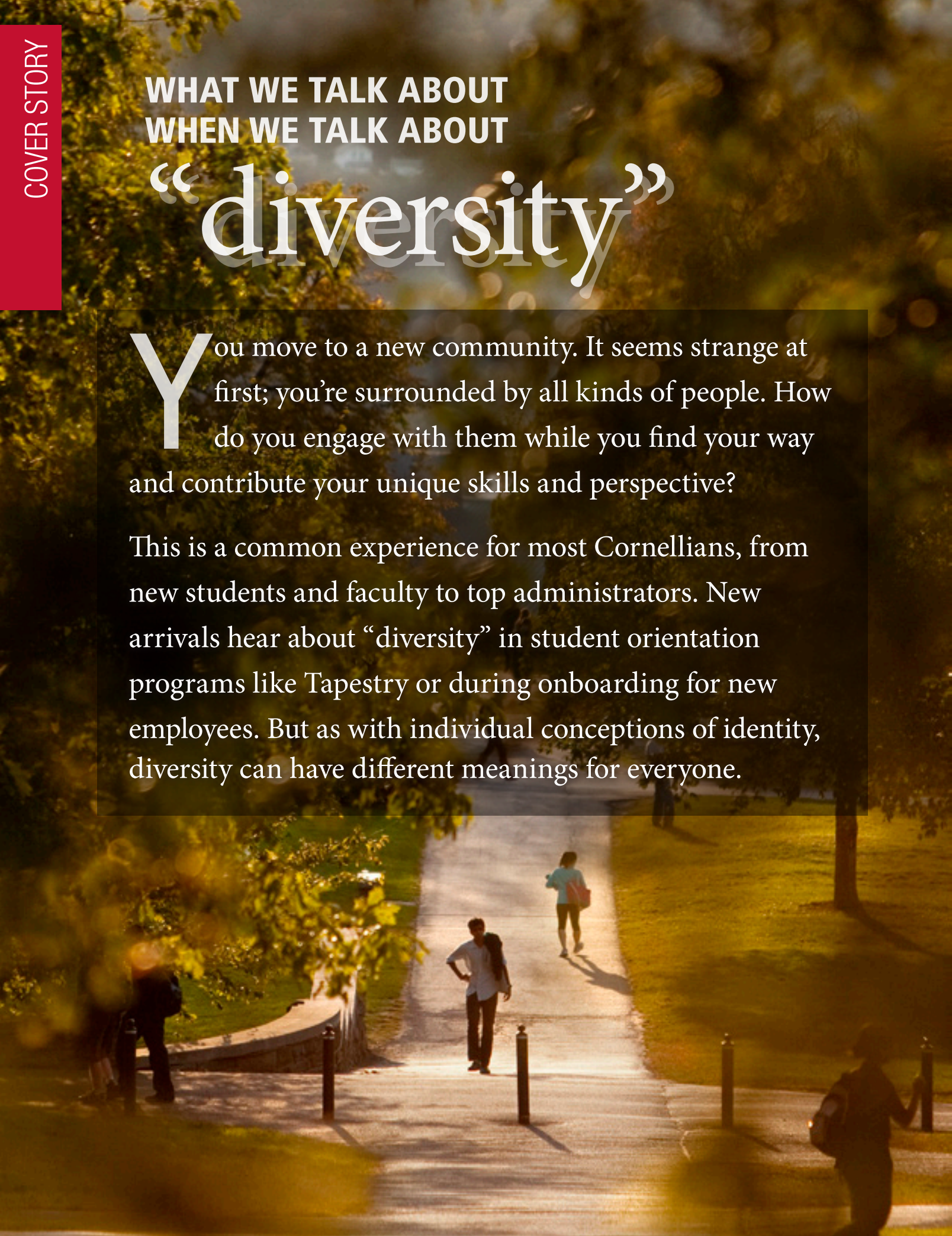
NASA/JPL-Caltech/MSSS

WHAT WE TALK ABOUT
WHEN WE TALK ABOUT

“diversity”

You move to a new community. It seems strange at first; you're surrounded by all kinds of people. How do you engage with them while you find your way and contribute your unique skills and perspective?

This is a common experience for most Cornellians, from new students and faculty to top administrators. New arrivals hear about “diversity” in student orientation programs like Tapestry or during onboarding for new employees. But as with individual conceptions of identity, diversity can have different meanings for everyone.





“I think diversity means inclusion of everyone and everything; making sure that the underrepresented and the privileged get a chance to understand each other and where everybody comes from,” says E-chieh Lin, coordinator of the Intergroup Dialogue Project, a course that develops active listening, dialogue skills and empathy. “That understanding creates awareness, and that creates diversity.”

“It’s more than getting along,” says Katelyn Fletcher ’15, a human development and education student. “It’s about understanding each other, living together and being able to build relationships across differences.”

Diversity goes beyond racial or ethnic signifiers; it applies to various identities, including veterans, people with disabilities, and differences in socioeconomic background and sexual orientation.

Developing appreciation for such difference and diversity – and ensuring access to opportunity and inclusion for all – is an ongoing process at Cornell.

“There are growing pains, and the transformation doesn’t



Intergroup Dialogue Project coordinator E-chieh Lin, center, works with students.

happen without strain,” says A.T. Miller, associate vice provost for academic diversity.

Diversity: Key to excellence

Inclusion at Cornell is woven into the fabric of the university, reflecting the egalitarian goals of its founders. “Any person ... any study” embodies a diversity of ideas and community members alike.

In his recent Martin Luther King Day message to the Cornell community,

President David Skorton connected to the living value of that founding vision: “Today we continue to maintain a deep institutional commitment to diversity and inclusion as prerequisites to discovery, creativity, excellence and the meaningful exploration and exchange of ideas.”

Achieving excellence is a common goal at Cornell. To reach that goal, “we are accumulating new perspectives and broader knowledge, and building on the value of inclusion,” Miller says.

Toward New Destinations, established in 2012, advances the ideals of the university’s 1999 vision



Cornell's five University Diversity Officers plan and steer diversity efforts across the university. Clockwise from top left: Yael Levitte, associate vice provost for faculty development and diversity; Sheri Notaro, Graduate School associate dean for inclusion and professional development; A.T. Miller, associate vice provost for academic diversity; Lynnette Chappell-Williams (center, meeting with campus diversity leaders), associate vice president for inclusion and workforce diversity; and Renee Alexander '74, associate dean of students and director of intercultural programs.

statement “Open Doors, Open Hearts, Open Minds” and is Cornell’s most collaborative and inclusive diversity initiative ever, says Lynette Chappell-Williams, associate vice president for inclusion and workforce diversity. It provides colleges and units with a framework for their own innovative approaches to improve campus culture, while addressing challenges affecting student life and faculty and staff retention, and engaging with alumni, retirees and the local community, she says.

The number of multiracial students admitted to Cornell has skyrocketed, says Juliette Ramírez Corazón, assistant dean of admissions and advising in the College of Arts and Sciences, “and it’s bringing in new conceptualizations of identity ... [the campus] is becoming so global and so mixed.”

About a third of Cornell’s undergraduates are either low-income, the first in their families in a bachelor’s degree program, or traditionally underrepresented by race or ethnicity, Miller says. Also, 48 percent identify as students of color or are from outside the United States.

‘EQUALITY SOMETIMES GETS LOST IN DISCUSSIONS OF DIVERSITY.’

— CHAVEZ CARTER, GRADUATE STUDENT

With more than 40,000 undergraduate applicants now, Cornell also has become increasingly selective. The result, Miller says, is an enhanced educational environment, greater diversity of all types and higher-caliber students.

All these factors have an impact on success after college as well.

“Cultural identities shouldn’t be ignored; they should be nurtured,” says Jay Waks, ILR ’68, Law ’71, who has long advocated for diversity and inclusion for his

corporate clients and in organizing programs at Cornell. “They hold extraordinary value for corporations and for society. This interest in the valuing of differences has become the cornerstone for corporate progress.”

Faculty strategies

Faculty candidates from historically underrepresented groups “often receive multiple offers from other institutions,” says Yael Levitte, associate vice provost for faculty development and diversity. To help attract more women

and scholars of color, she says, “we provide competitive grants to departments who hire faculty underrepresented in their fields and in earlier stages of their careers who may benefit from the additional research experience without the pressures of the tenure track.”

Cornell holds interactive workshops to “educate our faculty about unconscious bias in the search process and how to address it so it is reduced,” says Levitte, whose office also coordinates mentoring support, networking and professional development opportunities, tailoring programs to a group’s specific concerns.

Such efforts are working; in the College of Engineering, for example (overwhelmingly male for much of its history), women now hold 30 percent of the assistant professorships.

Several fields, however, face challenges. “In the biomedical sciences, as in other STEM [science, technology, engineering, mathematics] fields, there are still very few minority scientists. This creates a cycle of fewer mentors” for students of color, says Avery August, professor and chair of microbiology and immunology in the College of Veterinary Medicine.

Even with programs and funding support in place for research and training, August says, “there remain significant hurdles for such underrepresented students, including family expectations, financial barriers and remaining majority bias regarding whether they can be successful scientists.”

To increase the diversity in his field, he says, “It will



Katelyn Fletcher '15

require fresh thinking and efforts ... to provide opportunities for exposure to research and role models.”

Student issues

Conversations about difference among students at Cornell often focus on a lack of opportunity and awareness, or dialogue between different groups. Fletcher says students tend to befriend people who are naturally similar to themselves. “I think you can go through Cornell and not have a diverse experience, based on what you choose,” she says. “I had to seek out those diverse experiences.”

“There’s something about the atmosphere that makes students not want to make waves,” says East Asian studies graduate student and Fulbright scholar Dexter Thomas, who worked with undergraduates for three years.

In Cornell’s biannual Perceptions of Undergraduate Life and Student Experiences (PULSE) survey, half of the black students responding reported that they felt threatened by others, Thomas says. The same survey showed “that white students are two times or more likely to be recruited to do research than a black or Asian student, who had to find those opportunities on their own.”

Shared responsibility and accountability are better than leaving solutions up to one group or the administration, says immunology Ph.D. student Chavez Carter, former Black Graduate Professional Student Association president and currently on the Graduate Diversity Council.

“You have to look at the commonalities between different people,” Carter says. “If, say, the Latino community is being affected, or the Asian-American or African-American community, I can’t say, ‘That’s not my problem.’ It’s not the differences involved; it’s a shared equality. Equality sometimes gets lost in discussions of diversity.”



Chavez Carter



Andrea Haenlin-Mott signs a statement reaffirming Facilities Services' commitment to diversity.

Bias incidents on and off campus last year involving racial epithets and cultural insensitivity prompted the Student Assembly to begin to mainstream diversity awareness in Cornell student organizations through United Student Body, a seven-year diversity and inclusion plan modeled on *Toward New Destinations*, setting policy guidelines for all student groups.

"The university set up a framework and issued 150 or so initiatives," Student Assembly President Ulysses Smith '13 says. "We wanted to focus on bridge-building and decided to insert ourselves into the conversation."

In its first year, 2013-14, United Student Body targeted 42 of the largest student organizations with many more to be added each year. The Student Assembly also is reviewing all organization charters to eliminate exclusionary language, removing institutional barriers (e.g., setting accessible meeting locations) and reaching out to the traditionally underserved, such as veterans and LGBT students.

"The bias incidents are disheartening, but instead of preaching to people, I say let's go to them and walk and talk with them," Smith says.

Numerous resources, clubs and residential options are available to diverse student populations. Safe spaces for productive dialogue between different groups include the recently revived *Breaking Bread* series and "programs like Intergroup Dialogue and Tapestry, structured ways to teach about and understand a large intercultural experience," says Renee Alexander '74, associate dean of students and director of intercultural programs.

Intergroup Dialogue is structured around "three main processes that create change," says Fletcher, who calls the

course "transformative." She took it last spring, and she and Lin are adapting it for this year's Cornell Summer College high school students. "The first is on a personal level – becoming more self-aware. The second process is interpersonal – how you relate to other people and being sensitive to others.

The last process is through action," in projects on campus and in local communities. "We ask them, 'How do you want to make an impact on Cornell in promoting social justice?'"

For new graduate students, "President Skorton and graduate and professional student peers [including Thomas] discuss ways to navigate the culture of Cornell and take advantage of a diversity

of academic and social opportunities" in an orientation video, "Graduate Students, Graduate Stories," says Sheri Notaro, Graduate School associate dean for inclusion and



Dexter Thomas



Erin Moore

COLLEAGUE NETWORK GROUPS BUILD COMMUNITY

Erin Moore, energy outreach coordinator for Facilities Services, sees her job at Cornell as a “one-of-a-kind opportunity to grow and engage with different people across campus,” but she had trouble feeling at home in Ithaca at first.

“I learned Cornell and Ithaca really push you outside of your comfort zones; you can sink or swim,” she says. “In order to get out and meet people, you really have to step out or fail on your own. That’s empowered me to find more opportunities in my community.”

At North Carolina State – which Moore describes as “a predominantly white school” – she was the fourth woman of color to graduate in her field, meteorology and environmental science. “So I’m used to being represented in a smaller contingent of color,” she says.

Greensboro, N.C., is more urban than Ithaca, so she had a larger community to draw from and “had lots of opportunities to engage with people socially,” such as the multicultural sorority Theta Nu Xi. “That exposed me to a whole different genre of diversity and the opportunities you have if you’re open to different cultures,” she says. “You never know who you can meet or what doors are open to you.”

Moore says she’s made social and professional connections since she arrived here last year. “My job deals mainly with engagement,” both on campus and off, she says; she does community outreach on energy initiatives and serves on the Ithaca Energy Action Plan advisory committee.

She credits a Women of Color Colleague Network Group (CNG) at Cornell, which “really helped me connect with people I wouldn’t have otherwise.”

A university resource, CNGs are designed to provide faculty and staff with opportunities to engage on and off campus and “give each group a collective voice to address workforce issues, take part in developing a solution and lessen feelings of isolation,” says Cassandre Pierre Joseph, director of diversity engagement for the Department of Inclusion and Workforce Diversity.

Each group advocates for a specific demographic among Cornell faculty and staff to aid in recruitment and retention, and improve the climate for the community as a whole.

Joseph started the first CNG, for veterans, about three years ago. Since then, LGBT, Men of Color, Women of Color and Disability CNGs have been formed; and Joseph refers young professionals at Cornell to Tompkins Connect, a local United Way initiative.

In her group, Moore says she has met people who “have become part of my support system, both socially and professionally. ... I don’t know how long I’m going to be in Ithaca, but I do know I want to make the most of it.”

– Daniel Aloï

professional development.

Thomas served undergraduates for three years, as a graduate resident fellow and an assistant residence hall director. “If the administration is serious about inclusion of minority students on campus, there are two easy, immediate steps” that can be taken, he says: “mandatory training of RAs on racial and ethnic diversity and inclusion” and “a first-year, mandatory one-credit course focused on inclusion, particularly of race and class.”

Various student organizations have backed the freshman course idea for years, Thomas says; it would “contribute to the development of each student as a citizen of the world, and to the mental health and well-being of every student as a member of our community.”

Disability and inclusion

“Diversity is important to every element of what we do,” says Americans with Disabilities Act campus coordinator Andrea Haenlin-Mott, co-chair of Facilities Services’ Diversity Committee. “We are trying to facilitate a values-based approach. We value everyone, to make them feel they have a place.”

Haenlin-Mott has herself lived with a disability for 25 years. “Not always do we really see people with disabilities as being able to contribute effectively to our society. I always say the biggest problems are attitude and a lack of expectation.” Attitude, she says, “is so important to the overall feeling of what I’m able to contribute as a person.”

Cornell’s comprehensive disability access plan parallels Toward New Destinations’ inclusion efforts, and awareness is closely tied to inclusion, she says. Haenlin-Mott is making people aware of such services as assisted listening systems at more than 100 campus locations and of the need to caption all video content.

“Cornell spends a lot of time removing physical and programmatic barriers, but, ultimately, it’s about people and how people feel – not only systems or programs,” she says. “We are working hard at creating and promoting an inclusive environment for all people, and all members of the Cornell community have a hand in making that happen.”

Engaging alumni

Matthew Carcella, director of Diversity Alumni Programs, says the Division of Alumni Affairs and Development is committed “to making sure that every alum feels included and represented in all things Cornell.” The organizations Diversity



City of Ithaca Mayor Svante Myrick '09, second from left, meets with students and Associate Dean of Students Renee Alexander, center, director of intercultural programs, at 626 Thurston, the Cornell Center for Intercultural Dialogue.

Alumni Programs serves include six identity-based alumni associations and their umbrella organization, Mosaic (see related End Note, page 33).

Official affinity organizations established by black, Latino, Asian and Asian-American, LGBT, Korean and Native American Cornellians “have been good at coming together as alumni with a common or shared interest,” Carcella says (see related story, page 28), but “there are a lot of individuals we may not be reaching.”

In light of changing demographics – as younger members of racial, ethnic and other diversely identified groups join a traditionally older, white alumni population, “we are having conversations on how to diversify our college advisory councils,” he says, with an eye toward strategic programming “that synthesizes larger diversity conversations rather than individual constituencies.”

“There are many ways that our alumni can engage with the university around issues of diversity and inclusion,” he says. “They can get involved in an alumni association or Mosaic, join a committee, host a regional event, participate in a conference or simply attend an event.”

For example, black alumni health professionals are

speakers, mentors and recruiters at the Black Biomedical and Technical Association Conference each February at Cornell’s Africana Studies and Research Center. About 100 students attend, and “a strong group of 25 alumni and health administrators talk about the dynamic work they are doing,”

says Anika Daniels-Osaze '96, minority affairs and enrichment programs director at SUNY Downstate Medical Center in Brooklyn.

“This year there was a focus on international work, so they discussed opening clinics in other countries and treating people who have

not had access to treatment for years,” says Daniels-Osaze, also president of the Cornell Black Alumni Association. “At this conference there was a panel of medical students who I counseled at some point as undergraduates. It’s good to see the work you are doing actually make a difference.”

New approaches

As all Cornell colleges and units implement diversity efforts, some new approaches include:

Focus on achievement: The College of Agriculture and Life Sciences is creating a seminar, “Diversity Across the Disciplines,” to increase awareness of diversity issues among

‘... THERE ARE STILL VERY FEW MINORITY SCIENTISTS. THIS CREATES A CYCLE OF FEWER MENTORS.’

– PROFESSOR AVERY AUGUST, MICROBIOLOGY AND IMMUNOLOGY CHAIR

faculty and students, and is introducing new courses this fall that satisfy its undergraduate diversity requirement.

“Our URM [underrepresented minority] students graduate at the higher end of the spectrum when looking across the university,” says student development specialist Catherine Thompson. Future efforts, she says, will focus on achievement to help them “gain the skills and make the connections they need to move on to the next level.”

The college also provides numerous summer internship opportunities for URM students through Cornell Cooperative Extension and is seeking to increase its regional Native American and international student populations.

Medicine and service: Weill Cornell Medical College in New York City is recruiting students who want to work in underserved areas, working on pipelines for URM pre-med students and continuing its outreach programs for young people – from Cornell Kids, for sixth- and seventh-graders in Spanish Harlem, to Weill Cornell Youth Scholars, a summer program run by medical students.

The Travelers Summer Research Fellowship offers early research opportunities for underrepresented pre-med students from around the country, which “have really made a huge difference” for them, says Elizabeth Wilson-Anstey, Weill Cornell assistant dean for student affairs. “On their campuses they may be one of a few black or Latino pre-meds,” she says. “The program gives them a sense that they can do it.”

Talking circles: To improve diversity recruitment of staff and make Cornell more accessible to the local community, Facilities Services established a Building Inclusive Leaders Initiative and organized a Talking Circle on Race and Racism with Ithaca’s Multicultural Resource Center last year. The division plans to train staff to facilitate future circles, intended to strengthen relationships across differences.

“The talking circles gave people the opportunity for self-reflection, sharing experiences and influencing each other’s perspectives and attitudes,” says Maria Cimilluca, senior director of facilities management.

Transfer initiative: An upcoming pilot program in the College of Human Ecology seeks to ensure a diverse pool of transfer student applicants by targeting URMs and/or first-generation students from community colleges. The initiative’s first partner will be Santa Monica College in California.

“Since community colleges attract a high percentage of URM students, it provides another avenue for diversity,” says Paul Fisher, Human Ecology’s senior associate director of admissions. Santa Monica, he says, was selected for its academic reputation and its geographic and ethnic diversity.

The initial focus is on students in social sciences fields related to human development. The effort will engage Santa Monica transfer counselors and Cornell admissions staff in California. Laura Gray ’66, MAT ’67, who teaches at Santa Monica, will help identify key faculty members to contact there.

“We intend this to be a long-term relationship,” Fisher



Maria Cimilluca



Matthew Carcella

Top photo: Mosaic members, including Anika Daniels-Osaze '96 (far right), participate in a diversity program at the 2013 Cornell Alumni Leadership Conference in Boston.

says, “and we could develop this for other Cornell colleges as well.”

Inclusion and potential

Inclusion isn’t necessarily about “fitting in,” as differences remain important distinctions of identity and provide the broadest range of perspectives and experience.

“Individuals are encouraged to maintain their diversity, in search of excellence. They don’t need to change a strongly asserted identity,” says Laura Brown, senior vice provost for undergraduate education and co-chair of the University Diversity Council, which implements diversity initiatives.

Ultimately, diversity across the university relates to the value of its people, Brown says: “This is about access and justice, and the expanded realm of potential talent that should be considered for inclusion.” ■

Lesley Yorke, public affairs officer for university communications, contributed to this article.

More Information:

Diversity at Cornell:

<http://diversity.cornell.edu>

Cornell Chronicle diversity coverage:

<http://www.news.cornell.edu/categories/campus-life/diversity>

CORNELL NOW 2015

FAMILY BUSINESS BOOST



Provided

Giving it away to keep it in the family

John Smith '74 and his wife, Dyan (pictured above), owners of CRST International – one of the 10 largest truckload concerns in America – made a \$10 million gift in December to the Samuel Curtis Johnson Graduate School of Management to fund the John and Dyan Smith Family Business Initiative.

Housed in Johnson's Entrepreneurship and Innovation Institute, the initiative will fund the John and Dyan Smith Professor of Management and Family Business, the Smith Family Clinical Professor of Management, and the Smith Family Research, Program and Faculty Support Fund.

"With a focus on family businesses at Johnson," John Smith said, "good research will be conducted, educational seminars will address the unique needs of family businesses, and prospective students will be drawn to Johnson because of the family business expertise on campus."

The Smiths' son, Ian, MBA '15, is among many students from family businesses to study at Johnson over the past several decades – a trend that Soumitra Dutta, dean of Johnson, expects to continue.

Wesley Sine, faculty director of Johnson's Entrepreneurship and Innovation Institute, is developing the initiative's first two programs: a course focusing on family businesses, and the Smith Family Distinguished Family Business Lecture Series, which will bring executives from successful family businesses to campus.

– Shannon Dortch

CANCER RESEARCH

\$75M gift creates Meyer Cancer Center at Weill Cornell

Weill Cornell Medical College has received a \$75 million gift from Sandra and Edward Meyer '48 and the Sandra and Edward Meyer Foundation. The gift will name and provide funding for the Sandra and Edward Meyer Cancer Center at Weill Cornell Medical College, led by pre-eminent cancer researcher Dr. Lewis Cantley. The center, which uses precision medicine and other biomedical approaches, spurs and translates research breakthroughs into advanced therapies for patients.

In honor of the Meyer family's gift, Weill Cornell will also name its building at 1300 York Ave. the Sandra and Edward Meyer Research and Education Building.

"Sandy, our children, Meg and Tony, and I gave careful consideration to which New York institution was best poised to produce breakthroughs in cancer, and Weill Cornell was the obvious choice due to its exceptional roster of translational, cutting-edge scientists

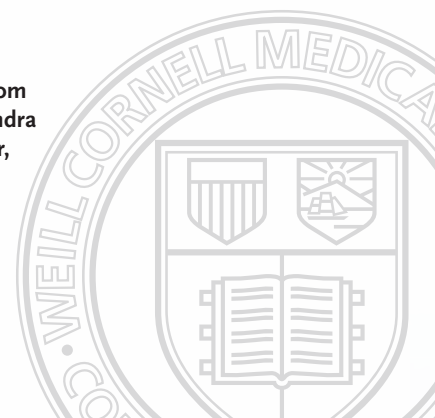


and commitment to building its oncology research enterprise," Edward Meyer said.

"Cancer is a disease that touches everyone's lives," said Dr. Laurie H. Glimcher, the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College. "With Ed and Sandy's generous support, we will be able to rapidly accelerate our pursuit of groundbreaking treatments and therapies for our patients." The gift will also support faculty and researcher hiring.

– Alyssa Sunkin

Pictured above, from left: Glimcher, Sandra and Edward Meyer, Cantley and Anthony Meyer.



FACULTY CHAIR IN NYC

\$5 million gift funds Johnson chair at Cornell Tech



Provided

A \$5 million gift from the Dyson Foundation of Millbrook, N.Y., will support the founding faculty chair for a new MBA program at Cornell Tech, offered by the Samuel Curtis Johnson Graduate School of Management. The gift was made on the recommendation of **Rob Dyson, MBA '74** (pictured at left), Cornell trustee emeritus and chairman and CEO of the Dyson-Kissner-Moran Corp.

"The foundation's gift comes at a key moment, as we strive to build our faculty presence in New York City," said Soumitra Dutta, dean of Johnson. "This chaired professorship will allow us to attract top-quality faculty to our programs at Cornell Tech and to help ensure their success."



Dutta

In May, Johnson will welcome the inaugural class of its one-year MBA program at Cornell Tech, in which students will gain an advanced business education through the lens of the tech industry. The program begins on the Ithaca campus before continuing in New York City.

Dyson was inspired to get behind Cornell Tech and Johnson's presence there by the power of Cornell, Johnson and the city itself.

"Cornell Tech is a logical outreach for a great university like Cornell and its world-class business school. It's a statement of commitment that Johnson is creating a presence in the most important metropolitan area for business in the U.S. and, arguably, the world," said Dyson, co-chair of the Johnson NYC Steering Committee.



Roger Tully

Stayman

Johnson is conducting searches for several faculty positions for the New York City-based MBA program.

"Achieving the results we seek for our students requires uniquely qualified faculty members who are steeped in the research and skills needed to create business leaders for the digital economy," said Doug Stayman, associate dean for MBA programs. "... having a chaired professorship to offer a top candidate is a strong draw."

Like Stayman, Dyson believes the professorship at Cornell Tech demands a particularly energetic and distinctive faculty member. He is inspired by the work of Brain Wansink, the John S. Dyson Professor of Marketing at Cornell's College of Agriculture and Life Sciences and an adjunct professor at Johnson.

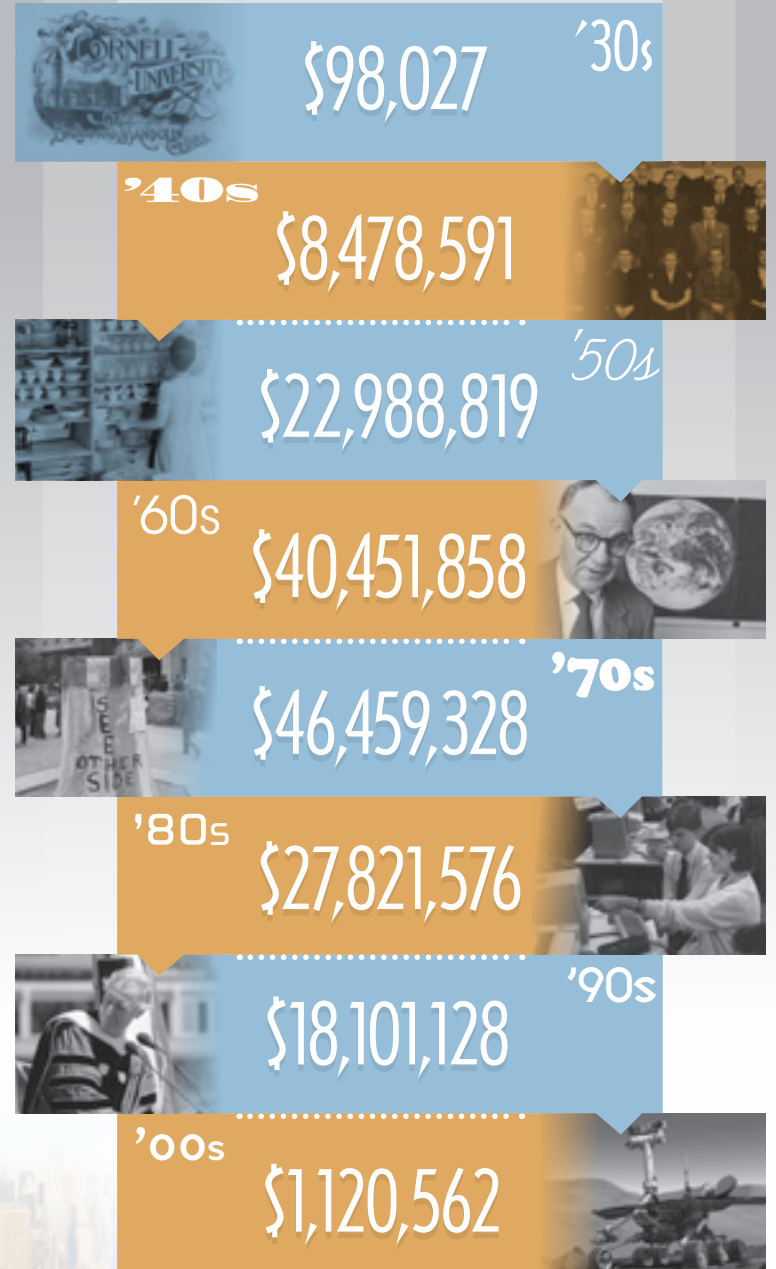
"If you take what Brian has done for his students and Cornell, that is the impact I want from the chaired position at Cornell Tech," Dyson said. "A real scholar, a real teacher, a real thinker - and keen as hell."

- Shannon Dortch

GIVING

Alumni Giving by Class Year

Gifts and new commitments made in Fiscal Year 2013



Infographic by Lorraine Heasley/University Communications/Marketing

BY KATHY HOVIS

Chemistry finds formula for success

Baker Lab is still abuzz as faculty from Cornell's Department of Chemistry and Chemical Biology celebrate the bevy of awards they brought home last fall from the American Chemical Society. Excitement was particularly high because the awards were for new, young faculty members as well as established faculty. "We rely on our young faculty members to help us see over the horizon to what the next big areas of research will be," says Dave Collum '77, department chair, who joined the

development and application of single-molecule fluorescence microscopy to study catalysis on individual nanoparticles.

Collum credits the department's hiring process, emphasis on teaching, support of faculty and recent physical space improvements as factors in the department's success. He says the department seeks out people who can bridge several fields.

"My research has benefited from several strong collaborations, both within my home department and across the campus, and my colleagues are extremely supportive of young faculty members," Dichtel says.

Chemistry faculty are enjoying their lab space in Cornell's new Physical Sciences Building, and the College of Arts and Sciences has renovated a number of older offices in Baker Lab for new faculty members.

The beneficiaries of these accolades and improvements are students. "Undergrads are being taught by people who are at the top of their fields," Collum says. "And there is tremendous peer pressure to teach well."

The department's teaching evaluation group visits classrooms each semester, offering advice to faculty members or recommending training. And the department is

revamping its curriculum to allow undergraduates to design a major from a large number of options.

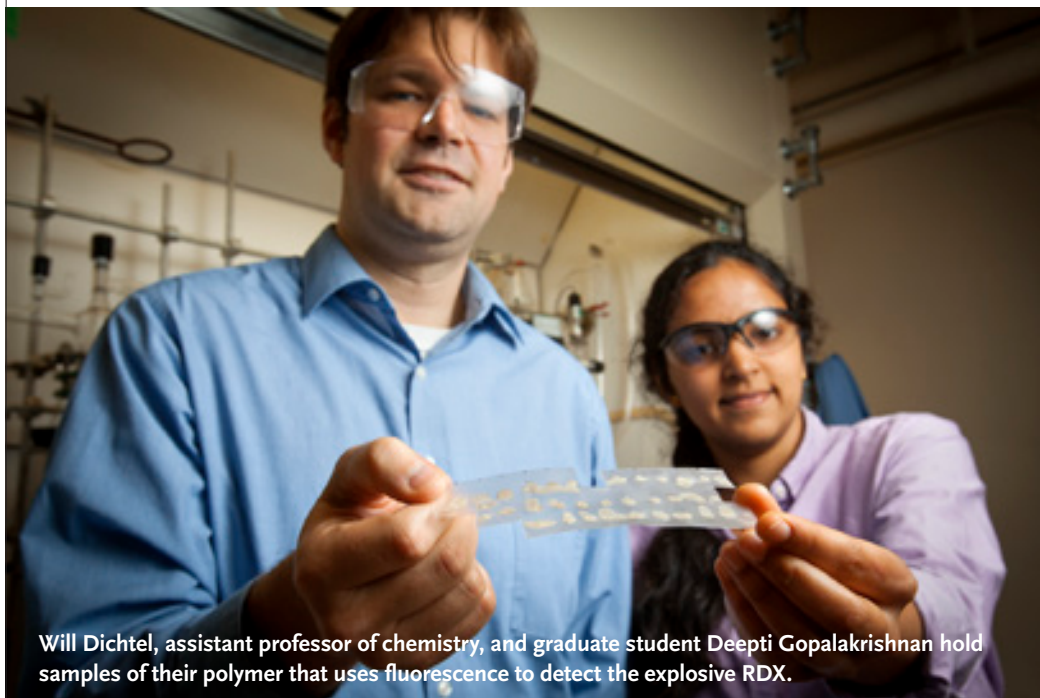
"The award is important to me because it shows that my peers appreciate and value sustained contributions to fundamental questions in chemistry," Hines says.

Dichtel credits his team of undergraduates, graduate students and postdoctoral researchers. "Witnessing them mastering their chosen fields, both in the classroom and the laboratory, is the best part of my job," he says.

And for graduate student David Bunck, the chance to investigate a new class of plastics in Dichtel's lab was a key motivator for choosing Cornell.

"Cornell has an excellent reputation for being one of the best chemistry departments in the country," Bunck said. "[In the lab, our] projects can take – and have taken – unexpected turns that counter our basic understanding of these materials ... this balance of fundamental science with real-world applications is, in my opinion, the most exciting sort of research to be involved with."

Kathy Hovis is a writer for the College of Arts and Sciences.



Will Dichtel, assistant professor of chemistry, and graduate student Deepti Gopalakrishnan hold samples of their polymer that uses fluorescence to detect the explosive RDX.

department in 1980 as an assistant professor when he was 25. "We invest in those ideas."

Honored in November by the American Chemical Society were:

Jack H. Freed, the Frank and Robert Laughlin Professor of Physical Chemistry, who won the Joel Henry Hildebrand Award in the Theoretical and Experimental Chemistry of Liquids;

Melissa A. Hines, professor and director of the Cornell Center for Materials Research, honored with the W. Adamson Award for Distinguished Service in the Advancement of Surface Chemistry;

Jerrold Meinwald, professor emeritus, who won the Nakanishi Prize for the study of biological phenomena;

William Dichtel, assistant professor, who received the National Fresenius Award for outstanding chemists early in their professional careers;

Hening Lin, associate professor, winner of the Eli Lilly Award in Biological Chemistry; and

Peng Chen, the Peter J.W. Debye Professor of Chemistry and Chemical Biology, who received the Coblentz Award for

Alumna's letters recall 1930s Cornell

Betty Stavely is a true historian. Writing more than 400 letters to her family over 35 years, the 101-year-old alumna chronicled her life in northern California, her overseas adventures – and her love for Cornell. The letters of Elizabeth “Betty” Williams Stavely ’35 have found a permanent home in Cornell University Library’s Division of Rare and Manuscript Collections.

Stavely, who turned 101 in August, grew up in New York state and earned a degree in botany in 1935. In the 1930s, there weren’t many women in science.

“There was one course I took in which there were 100 students, and I was one of two women,” she says. “I knew it would be harder for a woman to find a job after college, and it was for me – but it wasn’t hard to be at Cornell. ... I was so entranced with botany and genetics that I was busy taking all kinds of courses that were interesting to me.”

After Cornell, Stavely took a job with the Connecticut Agricultural Experiment Station and accompanied its head of plant breeding to Cal Tech in fall 1935. She later returned to Connecticut, married and had three boys. When her husband died suddenly in 1973, she moved to Mendocino, Calif., to be with her youngest son and his family.

“I went out to visit the first week in May, and all the wild rhododendrons were in bloom and there were all these interesting wildflowers,” she says. “I decided that maybe it would be easier for an old lady – I was 62 or 63 then – to live there, in all that beauty.”

Starting in 1978, Stavely’s letters trace her life in Northern California, including her membership in the League of Women Voters, and travels to Australia, Europe and the Far East. The letters also reveal her lifelong fascination with the natural world.

The library will preserve her letters in their original form and in an e-book version compiled by Stavely’s son Keith.

“My mother is delighted to hear that her letters, both as she originally wrote them and as transformed into 21st-century bits and bytes, will live where they belong – at the university with which she’s had an eight-decade love affair,” Keith Stavely says.

The e-book also includes appendices with ancestral lore, photos, an account of Betty Stavely’s childhood and a history of the family she wrote for her three sons around 1970.

“It’s a great tribute to this amazing alumna’s love of education and her obvious affection for Cornell,” says University Archivist Elaine Engst. “We are thrilled to add Betty’s papers to our archives, where they’ll stand beside the personal papers of other notable Cornellians.”

Stavely mentions the university dozens of times in her letters, including descriptions of visits with roommates, plans for reunions, watching sports events and recollections of the Glenn Miller Orchestra at “one of Cornell’s big dances,” which women were allowed to attend until 4 a.m.

She has kept in touch with many classmates and attended most of her class reunions; at age 97, Stavely was one of seven attendees at her 75th reunion in 2010.

“I just loved Cornell, and I think of it so fondly,” she says. “I enjoyed everything about it; it was such a beautiful place.”

Gwen Glazer is the staff writer/editor for Cornell University Library.



Above: Elizabeth (“Betty”) Williams as a Cornell sophomore in 1932–33. *Photo: Provided* **Right:** Betty Stavely ’35 at her 100th birthday party in Caspar, Calif., with her three sons (from left) Jary Stavely, Tony Stavely and Keith Stavely. *Photo: Kathleen Fitzgerald*



LIGHT, GLASS AND OPEN SPACE

Architects of the new Bill and Melinda Gates Hall listened when CIS faculty told their fondest dreams



Poised at the corner of Campus Road and Hoy – precisely at the intersection of Computing and Information Science – the newly opened Bill and Melinda Gates Hall has a curious kind of curb appeal.

Its gleaming, undulating skin seems – to some passersby – to breathe with anticipation. Inside the glassy, steel-threaded structure, its communal and collaborative spaces embrace a natural-light-washed, four-level atrium featuring a grand stairway to the sky.

Whatever gave Gates Hall architects (Morphosis, led by the Pritzker Prize-winning Thom Mayne) the idea a bunch of computer types wanted this? Was it something they said?

“We told the architects we needed light, light, light,” said Kavita Bala, an associate professor of computer science. “I work in computer graphics, and it’s important to have bright, open spaces where ideas can flow.”

“Information science is a highly creative and innovative field, so we asked for nontraditional design to inspire us,” said Jeffrey Hancock, professor and co-chair of information science.

“We are a very collaborative and collegial department,” Bala said of the college-level Computing and Information Science (CIS), “and we wanted lines of sight to enable this sense of

cohesiveness and easy access to each other.”

“Curved lines intersecting with linear angles, lots of glass and light – not just in the common, collaborative spaces but in every office, lab and teaching space” were on Hancock’s wish list.

“Inspiring space for the students,” Bala requested of the architects, especially “transparent labs to let our innovations be shared, in real time, with the world.”

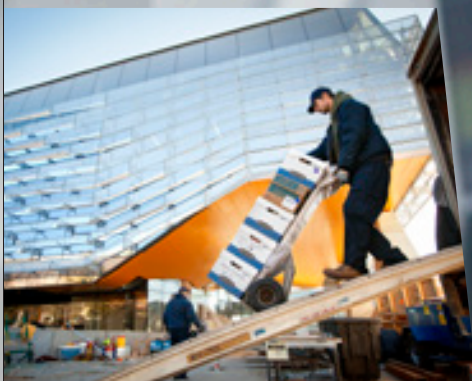
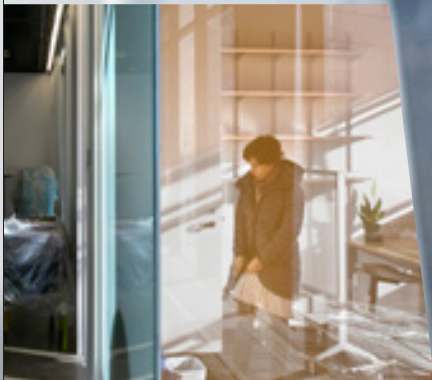
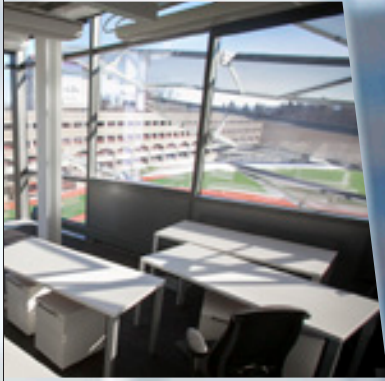
Architect Mayne got the feeling CIS faculty and students wanted a space “to capture and express the dynamic and transformative power of the disciplines it houses.” Then he returned a favor to the discipline, using state-of-the-art computational modeling and CAD tools throughout the design process.

That – and the fabulously flashy-yet-functional digs CIS moved into in mid-January 2014 – prompted Bala to say, simply: “We are beyond thrilled!”

Above: Looking out from Gates Hall toward Rhodes and Upson halls. At right: Interior and exterior views of Gates Hall as faculty and staff move in.



GATES HALL FACTS



- 1 Overall construction cost:** \$42,425,805. Overall project cost: about \$60 million.
- 2 Area:** 101,455 gross square feet; 60,708 net square feet.
- 3 Nearly 40 major donors**, including \$25 million from the Bill and Melinda Gates Foundation
- 4 Named spaces** include the Workday Atrium and a systems lab by David A. Duffield '62, MBA '64, the Mentors Lecture Hall by Rohan Murty '05, and the Deans Plaza for Ann S. Bowers '59.
- 5 Capacity of lecture hall:** 150
- 6 Fully funded**, completed on budget and on time.
- 7 Who's who:** more than 60 core faculty members; 482 declared undergraduate majors; 348 graduate students; more than 7,000 undergraduate enrollments from every college and school on campus.
- 8 Most democratic feature:** All offices are 160 square feet.
- 9 Cool feature:** Almost all fourth-floor spaces have skylights.
- 10 Truly cool feature:** Chilled beam passive convection AC system
- 11 LEED certification goal:** Gold



QA WITH CORNELL'S DEANS



Increased responsibilities in a job 'under constant transformation'

By Kent Fuchs

Who was your dean when you were a student at Cornell? Who is it now? How has their leadership influenced your school or college, and Cornell overall?

Deans are often seen as figureheads for their schools and colleges. That's an accurate description, but it's nowhere near complete. Our deans are responsible for the success of every person and program in their schools and colleges, now and in the future. Their responsibilities have increased in recent years, and the job's demands are under constant transformation.

The most obvious changes are driven by technology, both in research and teaching. "If you went back and asked graduates of 20 years ago if there'd be an MRI facility in this college, people would just shake their heads," Human Ecology Dean Alan Mathios said in an Ezra interview for this series.

Kathryn Boor, dean of the College of Agriculture and Life Sciences, said she foresees a day when "students will be able to take many different pathways to earn credits toward a degree." Certainly MOOCs (massive open online courses) have inspired a robust conversation about access to education. Cornell's first edX MOOC was launched in early February with more than 17,000 "learners." The popularity of MOOCs has compelled deans to think about whether, when and how a course should be offered online, and how to marshal the resources needed to produce high-quality material.

Innovative programs, excellent facilities, superb faculty and students, and exceptional leadership make the difference between a very good and a truly great college. In addition, we are asking each of our colleges and schools to think purposefully about its business model for the future: how much it will be funded by tuition, and how much by new revenue sources we have not tapped into yet.

The latter include corporate and foundation

relationships. Universities have always worked with companies that benefit from their research and hire their graduates. Our deans are now tasked with seeking out appropriate partners and ensuring that the partnerships are meeting their schools' academic needs.

They are also expected to balance the needs of their schools with the needs of Cornell as a whole. President David Skorton and I firmly believe our senior leaders should work together as members of a team to achieve university goals. As College of Engineering Dean Lance Collins put it, "sometimes that requires that our vision extend beyond the boundaries of our respective colleges." For example, while Cornell Tech Dean Dan Huttenlocher is creating an entire new campus in New York City, he is also a member of an IT governance council advising Cornell Chief Information Officer Ted Dodds.

A dean typically serves for five to 10 years, so we are often looking for successors. These are rigorous searches, usually conducted internationally, so we have regular opportunities to assess the quality of academic leadership at many great institutions. Based on that, I can say that Cornell's deans are world-class, and unmatched in the quality of their work and leadership. I see daily evidence of their effectiveness and the great working relationships they build with each other, the president and vice presidents, and with external constituents – not just alumni but benefactors, collaborators and supporters around the world.

As this Ezra series concludes, I hope it has inspired you to stay connected to Cornell and the school or college you attended. I encourage you to get to know your school's dean; they are eager to meet their past, present and future students, to answer their questions, and to learn from them.

Kent Fuchs is Cornell University's provost.

GLENN ALTSCHULER



Above: Glenn Altschuler, dean of the School of Continuing Education and Summer Sessions, speaks at the Atkinson Center for a Sustainable Future in 2010. Opposite: Altschuler chats with attendees following a talk he gave to kick off a Jewish studies lecture series.

Q: WHAT'S UNIQUE ABOUT THE SCHOOL OF CONTINUING EDUCATION AND SUMMER SESSIONS?

Thanks to a splendid, small, creative, hardworking staff, the School of Continuing Education (SCE) and Summer Sessions is a leader in a number of fields. Our summer college program for high school students is one of the largest, and I believe among the best, in the country. Over the decades that I've been dean, [that program] has become more diverse, and more international, than Cornell is in the fall and spring [semesters]. Thanks to the support of alumni and friends, and two talented directors, Abby Eller and James Schechter, we are more able to bring academically talented students from economically disadvantaged families to Summer College than any other time in the history of that program.

SCE also boasts CAU, Cornell's Adult University; if it's not the oldest program of its kind in the U.S., it's pretty darn close; and one that is spectacularly successful. Again thanks to two directors – Ralph Janis '66 and Catherine Penner '68 – CAU has increased its offerings on campus and internationally. We now offer some 30 courses in the summer, and 15 or 20 domestic and international study tours each year. I believe they connect our alumni with our faculty more effectively, more deeply and more enduringly than any other program at Cornell.

One of the things I'm proudest of as dean is the stability of our staff, at CAU and Summer College, at Special Programs, in budget

and finance, in our registrar's office, media, accounting, and computing, and, most of all, in our associate dean, Charles Jermy, who has been the heart and soul of the operation for well over three decades. They have built programs that have stood the test of time and evolved.

SCE moved into the Internet age very early on and has offered courses to students in the summer and winter sessions online ... because our mission is to reach learners wherever they are. And we've taken that mission very seriously.

Q: CORNELL BEGAN ITS INAUGURAL SEMESTER OF MOOCs (MASSIVE OPEN ONLINE COURSES) THIS FEBRUARY. WHAT ARE MOOCs' GREATEST POTENTIAL AND CHALLENGE?

The greatest potential of MOOCs is to further democratize higher education. And that's a big deal. It means it's possible to reach hundreds of thousands and millions of people, and the only requirement is that they have a desire to learn and access to a computer. That can be transformational.

But there are concerns. Those concerns include making sure that MOOCs are educationally sound, that they provide what students need – and at the moment, completion rates for MOOCs suggest that they're not doing that. As with all technological innovations, we're going to need MOOCs 2.0 and 3.0 and 4.0 before they really begin to reach their potential.

MOOCs, if they're not handled well, can be second-rate substitutes for a face-to-face residential education whose virtues, I think, are many and varied. And certainly we at Cornell, and our colleagues elsewhere, would not want MOOCs to result in the kinds of cost savings that reduce the size of faculty overall. That would not be a good thing for this country or for higher education.

Q: YOU HAVE LONG SAID THAT YOUR TOP PRIORITY IS STUDENTS AND TEACHING. WHAT IS THE SECRET TO YOUR APPROACH?

I can only tell you what I try to do. I try very hard to listen to students; alas, I believe that listening is more and more a lost art. And I find that when students feel that they're in a place and a space where they're respected, where their views, their thoughts and feelings are solicited, where they're asked to express them – then, far more often than not, in the act of speaking, of giving voice to thoughts and feelings, students learn a lot about themselves. Often I'm just the bystander who plays a small role in making that happen.

Q: TELL ME ABOUT THE CORNELL HISTORY BOOK YOU ARE WRITING WITH PROFESSOR ISAAC KRAMNICK AND THE COURSE YOU TWO WILL TEACH DURING THE SESQUICENTENNIAL YEAR.

The title is "Cornell: A History, 1940-2015" (Cornell University Press, publication expected in October); it covers the second 75 years of Cornell's history, and in that sense it could be regarded as a sequel to Morris Bishop's "A History of Cornell."

But it's a very different kind of book. It reflects the methods and interests of two professional historians who have spent most of their adult lives at Cornell. It is essaylike in that each chapter has an overarching theme. It deals not only with internal matters (student life, faculty, administrative changes) but Cornell in a national and international context. There are chapters on the Cold War, on

Vietnam, on divestment from South Africa, on outreach to China and globalization generally.

[1940 and the onset of World War II] was not only a convenient, but an important date – it is the beginning of Cornell's second 75 years, but it also in fundamental ways marks the emergence of Cornell as a modern university. And that's an important theme in the book.



The course (Cornell's America and America's Cornell: The Big Red From World War II to 2015) will be a one-time offering to undergraduates in the fall, for the sesquicentennial ... it will track many of the themes articulated in the book.

I believe that students know precious little about higher education in general, what a university is and what it does. When students first come here, they know even less about Cornell, about its traditions and values. I mean that in a serious and substantive way.

If students understand what universities do, I think they're more likely to flourish in such universities, [to better understand] what they're in the midst of.

THE DEAN THE SCHOOL OF CONTINUING EDUCATION AND SUMMER SESSIONS

Glenn Altschuler, dean of SCE; he also is the Thomas and Dorothy Litwin Professor of American Studies.

Altschuler has been a faculty fellow at Hans Bethe House, vice president for university relations, recipient of a Stephen H. Weiss Presidential Fellowship and winner of numerous teaching and advising awards.

At Cornell since 1981, dean since 1991 (currently Cornell's longest-serving dean)

RESEARCH EXPERTISE AREAS: Popular culture, politics and higher education in the United States.

POPULATION: 479 faculty members; 5,637 credit and noncredit students from Cornell and beyond; 672 classes and programs (including 55 online classes). Figures include summer and winter sessions, summer college for high school students, Cornell in Washington, Cornell's Adult University and more.

SCE offers credit and noncredit courses in hundreds of subjects throughout the year in formats ranging from full-semester classes to one-day seminars, study-abroad options, online classes, international education trips and free summer events.



'A BIG PIECE OF OUR PROGRAM IS PUSHING OUR STUDENTS OUT OF THEIR COMFORT ZONE.'

Above: Dan Huttenlocher, dean of Cornell Tech, mingles with students at a 2013 financial engineering mixer at tech campus headquarters in New York City. Opposite: Huttenlocher gives an update on the campus to board of trustees members in Statler Hall in Ithaca in October 2013.

Q: WHAT HAS IMPRESSED YOU THE MOST DURING CORNELL TECH'S FIRST COUPLE OF SEMESTERS?

One of the things I learned in doing a startup in the commercial sector – and I definitely view this project as an educational startup – was not to have too many expectations about how things are going to play out, because in the early stages of something, almost any expectation you have is false. One of the things that was a very important part of the first semester was a lot of practice with the students – in storytelling, in pitching, things that you usually don't think of in a computer science program. I have always believed that these communication skills are very teachable and learnable, and the stereotypes that engineers and computer scientists just aren't good at this kind of stuff are false stereotypes. Starting to see the progress there was amazing, in one semester.

Q: IT'S SOMETHING YOU KNEW THEY WOULD HAVE TO GROW INTO?

A big piece of our program is pushing our students out of their comfort zone. And one piece of the comfort zone they really need to get outside of is around communication skills. But it's not just communication in the classic sense; design and storytelling, those are incredibly important skills, ones that we spend time exposing

our students to and getting them to spend time on.

Q: THE CORNELL TECH WEBSITE PROCLAIMS: "CONSIDER THE MOLD BROKEN." WHAT IS THE TECH CAMPUS CREATING IN ITS PLACE?

We have programmatically focused interactions with companies on the campus. There are people from companies on campus almost every single day interacting with the faculty, interacting with the students, as part of the academic programs – parts of the research, the student projects, the courses, the practicums. This is systemic and something we've built a lot of support and infrastructure to help make work, like having an entrepreneurial office and Greg Pass as our chief entrepreneurial officer. We have invested more in corporate and external engagement ... than you would see in most academic settings.

Another place where the traditional mold has definitely been broken is the nature of the curriculum. In [our first] computer science program, there are requirements for students to take business school courses, to do company projects each semester, to participate in the Friday practicum every week.

Instead of a student being some outlier who happens to have navigated the system to squeeze a couple of business school classes

into their curriculum, all of their cohort, all of their peers are engaging in this; and so it's a very different culture, a very different kind of daily interaction.

Q: HOW HAS CORNELL TECH KEPT ITS APPROACH AS AN ACADEMIC STARTUP?

You come to Cornell in Ithaca, you come to a particular college, and there's decades to centuries of precedent there. In a startup, it's really important to keep trying to articulate vision because of the lack of history and precedent, and because things change quickly. ... After the first beta semester we made big changes in the way classes were being offered to better achieve that vision of integrating academic and practical excellence. We're really trying to take advantage of the ability to experiment while we're still small.

We're experimenting with more block-based teaching, so instead of the traditional Monday-Wednesday-Friday class, we're looking at much more intensive teaching sessions that might last three or four hours. And we're looking at pedagogies that combine the sort of engineering/computer science kind of pedagogy (problem-set based, factual-material based) with things like design studio methodologies and more case-based teaching methods. You can mix together several different approaches to cover the same material in relatively different ways and that's very hard to try to do in a 50-minute class or three 50-minute classes taught over a week.

Q: CAN YOU DESCRIBE CORNELL TECH'S TEMPORARY CAMPUS IN CHelsea?

First I'd like to clear up a fundamental misconception that many people have: We're not in Google's offices. Google owns this 3 million-square-foot building. It's the headquarters of BarnesandNoble.com, of WebMD – of all kinds of companies. Google does occupy about a million square feet in this building, about a third of the building, but we're just one of the tenants in the building. We happen to be a tenant who's not paying rent thanks to Google's incredible generosity.

It's an awesome building – it was a Port Authority warehouse building, so it's stupendous space for the high-tech kind of environment where there are more open floor plans, more big collaboration spaces. We are taking advantage of that by having all



our faculty, staff, researchers and doctoral students sitting together in open areas, and having a reconfigurable "commons" to support a broad range of activities.

The space is also serving as a model for the design of the new campus on Roosevelt Island, under the direction of Vice President Cathy Dove and Director of Capital Projects and Planning Andrew Winters.

Q: WHAT KIND OF FACULTY HAVE YOU BEEN HIRING?

We are looking for a different profile of faculty in New York. It's the same kind of academic excellence that we know in Ithaca and the same kind of commitment to teaching, but it's faculty who really want to roll up their sleeves and directly engage outside the academic world. There are some faculty in Ithaca for whom that's true, but that's certainly not, for most programs and most faculty, a defining characteristic of their job. In this way we are building an environment where external engagement is expected along with research and teaching.

Q: TELL US ABOUT WORKING WITH THE TECHNION TO DEVELOP DUAL-DEGREE PROGRAMS?

It's almost unheard of for two high-caliber institutions – with their own views of curriculum, of research, of impact in the world – to collaborate at the level that we are. It's an unprecedented opportunity to design whole new degree programs, to have on the drawing board three dual Cornell/Technion degrees; to be piloting a new postdoc program to commercialize advanced research. It's exciting new territory to be exploring together.

THE DEAN

Dan Huttenlocher, vice provost and founding dean of Cornell Tech

At Cornell since 1988; Cornell Tech dean since 2012

AREAS OF EXPERTISE: social networks and online behavior, computer vision and image processing

CORNELL TECH

POPULATION: Currently 10 faculty and about 30 graduate students and postdocs.

AREAS OF GROWTH: All areas of the new campus, focused on digital technologies and the information economy.

CORNELL NOW CAMPAIGN GOAL: Cornell Tech will announce its own separate campaign in the future.

GARY KORETZKY '78



'THERE HAS NEVER BEEN A TIME LIKE NOW – SCIENCE AND MEDICINE HAVE NEVER BEEN CLOSER TOGETHER.'

Above: Dr. Gary Koretzky '78, dean of Weill Cornell Graduate School of Medical Sciences in New York City, chats with Dr. Randi Silver, left, professor of physiology and biophysics at Weill Cornell Medical College and associate dean of the graduate school, in his office. Opposite: Koretzky with his daughter, Maya '13, last May in Ithaca during Cornell's Commencement Weekend.

Q: WHAT BROUGHT YOU FROM THE UNIVERSITY OF PENNSYLVANIA TO WEILL CORNELL GRADUATE SCHOOL OF MEDICAL SCIENCES?

I moved to Weill Cornell because I found the dual roles of dean of the graduate school and senior associate dean for research at the medical college to be an absolutely unique opportunity. I thought the two positions just synergized perfectly. Weill Cornell is committed to advancing its scientific mission, and its world-class researchers, ample resources, ability to expand its scientific footprint on campus, and outstanding philanthropy provides us an outstanding opportunity for further development for graduate education. My charge is to think of ways to take graduate education to the next level. I've known Weill Cornell Dean Laurie Glimcher for 30 years. I know her values, and that my values are very similar. I knew we would work together as partners. I also do have this fondness for Cornell – I was an undergraduate (Arts & Sciences, Class of 1978, biology with a concentration in neurobiology and behavior) and remember those days well. More recently, our daughter, Maya, completed her undergraduate degree at Cornell (Arts and Sciences Class of 2013) and had an equally wonderful experience.

Q: TELL ME ABOUT THE WEILL CORNELL GRADUATE SCHOOL'S PARTNERSHIP WITH SLOAN KETTERING.

The Upper East Side of Manhattan is a unique place to do biomedical sciences. Weill Cornell Medical College is right across the street from Sloan Kettering, a world-class cancer institute. [We] have been equal partners in the graduate school for decades. Our close relationship gives our students the opportunity to participate in the most fundamental science across the board at Weill Cornell and in the cancer-focused research at Sloan Kettering.

Q: WHAT ARE OUR GREATEST HEALTH CARE CHALLENGES, AND WHAT IS WEILL CORNELL'S ROLE IN ADDRESSING THEM?

One of our greatest challenges is how to turn the new knowledge we are generating into new approaches to provide optimal care for our patients. So, it's taking discoveries we make in the laboratory and translating them into effective and efficient care delivered at the patient bedside.

How to accomplish this spans the spectrum from basic science to translational science to clinical discovery and then to public health policy implementation. The graduate school, between its Ph.D. and master's programs, has students interested in this entire range. We

have robust master's programs that address social and public health issues, as well as fundamental biologic programs that seek new ways to understand the underpinnings of disease and with that knowledge, developing new approaches to impact those diseases. The graduate school is a community of scholars – faculty and students – that really create the uniqueness of this institution.

Q: HOW WILL THE BELFER RESEARCH BUILDING AFFECT WEILL CORNELL RESEARCHERS?

The building will be thematic. Instead of the classic way research space is allocated (department by department), we are instead thinking of research themes that cross departmental lines. For example, we are developing a center for inflammatory diseases, a center for metabolic health, a center for cardiovascular diseases. Because many of the underlying mechanisms of these diseases overlap, these institutes will be juxtaposed in the new building, and faculty will be interspersed so that they can inform each other and develop synergistic projects. The labs are wide open; there are no walls. Programs will grow and contract as our faculty develop different areas of focus. This building is really built for the future.

Q: HOW WILL THE CORNELL TECH CAMPUS IMPACT RESEARCH AND TEACHING AT YOUR SCHOOL?

One of the huge challenges for research as it is applied to medicine involves how we handle enormous sets of data; and having colleagues who are expert in that – in Ithaca and also at the tech campus's future home on Roosevelt Island – will position us in an absolutely unique way. Our goal is to work with colleagues to develop approaches to analyze these data in a new way. For example, now that the human genome has been mapped, it will be a tremendous undertaking to understand what all these genomic sequences are telling us. We're just beginning to unravel that now.

Q: IS THIS AN EXCITING TIME TO CONDUCT BIOMEDICAL RESEARCH? WHAT DO YOU SEE AS ITS MOST PROMISING GROWTH AREAS?

There has never been a time like now – science and medicine have never been closer together. I think what's really on the horizon is our ability to understand disease at a much deeper level so that we can



Provided

use precision medicine to target therapies for individual patients.

When we see patients now with diabetes, we think about that disease as type I or type II diabetes. But in reality, people with diabetes have the same symptoms and signs as a result of multiple different underlying etiologic abnormalities. If we knew how to parse those out, instead of treating all diabetics with the same agents, we would stratify our patients based on different causes of their diabetes and tailor therapies to specifically target the cause on an individual basis.

We're already doing that with cancer. It is now possible to identify an individual who might have a particular cancer, and based on a genomic analysis of that tumor we can decide whether or not therapy X or therapy Y would be most beneficial. In the future, we will be able to subdivide many other diseases into their true etiologic basis that will give us the opportunity to individualize therapy. And that's going to be a sea change in how we care for patients.

Q: WHAT DO YOU DO OUTSIDE OF WORK?

We've never lived in New York City before, and my wife, Kim, and I have discovered that this is a wonderful city for walking, from neighborhood to neighborhood and through the parks, so that has really been fun. When home, we both enjoy cooking – however, my role is clearly as the sous-chef! We also like to travel. At the end of February, I'm going to be going to Qatar to visit the Weill Cornell Medical College campus there, and then to Weill Bugando, the medical college's outstanding clinical, research and education facility in Mwanza, Tanzania.

THE DEAN

THE WEILL CORNELL GRADUATE SCHOOL OF MEDICAL SCIENCES

Gary Koretzky '78, M.D., dean of the Weill Cornell Graduate School of Medical Sciences and senior associate dean for research for Weill Cornell Medical College since October 2013

AREAS OF EXPERTISE: Immunology, T cell signal transduction, hematopoietic cell development and function

POPULATION: 254 faculty members, 357 graduate students

MAJOR AREAS OF FUTURE EMPHASIS: To teach outstanding students the principles and practice of fundamental biomedical research and provide them the skill set needed to pursue careers as independent investigators.

Jonas Weil Entrepreneurial Fellowship

Launching new businesses when the time is right, but cash is tight

Jonas Weil '58, MBA '59, comes from a line of entrepreneurs. His grandfather, who immigrated to Kentucky from the Alsace region of France, built an empire around livestock, butchering and tobacco by seizing good opportunities at just the right time.

Weil's father took over this enterprise. By the time young Jonas Weil had earned his Cornell degree (from the then-School of Business and Public Administration), however, the family's assets had been liquidated, and his opportunity to take over the family business was gone.

"The timing was wrong," he said.

A successful entrepreneurial venture, Weil knows from experience, takes a good concept, a little luck and timing.

In the 1990s, Weil was ahead of the times when he founded Office Plus, a chain of temporary office spaces and services for traveling executives. Located near airports in strategic cities, including St. Louis, Minneapolis, and Boston, Office Plus offered telephone, printing and board room space for business people while they were on the road.

"This was before other people went into the same business," said David BenDaniel, the Don and Margi Berens Professor of Entrepreneurship at Johnson. He said Weil came up with a good concept in the era before cell phones and laptops; still, Office Plus, like any new business, had its problems.

"He was always cash strapped," said BenDaniel, who invited Weil to Ithaca to present his case in classes. For five years, students in BenDaniel's entrepreneurship classes worked on Office Plus as a real-life case study, coming up with ideas that helped the business grow.

When Weil sold the company in 1996, students gave him a standing ovation in the classroom.

He also made a major profit: On BenDaniel's recommendation, he sold Office Plus to a competitor for more than triple the price he'd originally estimated. "We did in fact cash out at the top of the market," Weil said. "The timing was right on."

Within a few years of that sale, the dot-com bubble burst, desktop publishing emerged, and executive road warriors started carrying their own mobile phones.

BenDaniel encouraged Weil to found a fellowship with



some of the profits to support future entrepreneurs. Since 1997, the Jonas Weil Fellowship has helped nearly 70 Johnson graduates pay off their school loans, allowing them to focus on starting new businesses. "We are the only school in the country that has such a fund," BenDaniel says.

The two years of business school can be an ideal time to start entrepreneurial ventures, said Brad Miller, MBA '06, M.D. '06, a Weil fellowship recipient, but finances can be tight. He founded Square6 Group, a consulting firm that helps the medical and health care industries use data, while his Johnson classmates were taking middle management jobs and drawing regular salaries. "That's a

hard gravity to get out of," Miller said.

A Weil fellowship gave Adam Tow, MBA '12, funds and encouragement to grow a project he started while still a student into a viable business. His company, Seraph Robotics, sells 3-D printers to biomedical researchers. His customers, most of them at universities, use such machines to lay groundwork. Some day, said Tow, they will "print" living body parts, such as heart valves, for transplants and implants.

Receiving Weil fellowships in 1997 and 1998 allowed

Steven Kropper, MBA '86, to take a risk on his startup Domania.com, which opened the way for automated consumer access to property databases through sites such as Zillow.com and Eppraisal.com. "Without that scholarship, public access to public information would have been delayed significantly," Kropper said.

Gaye Tomlinson, MBA '05, said the emotional and psychological impact of the Weil fellowship is huge. She received five Weil fellowships starting in 2009, just when she was working to launch Vaha Group, a California-based firm that works with businesses and homeowners to cut down on wasted energy, and to install sustainable energy sources, such as solar. She and her husband started the business in a recession year, when even their families doubted their plan.

"Getting the grant is a stamp of approval," she said.

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

**'WE DID IN FACT CASH OUT
AT THE TOP OF THE MARKET.
THE TIMING WAS RIGHT ON.'**

—JONAS WEIL '58, MBA '59

You don't have to be rich to give big

“Cornell is the best school for someone who is an explorer,” says Radha Narayan '05. Driven by intellectual wanderlust, she earned a double degree in philosophy and computer science while taking as many electives as possible – from Hindi to French, literature to art history, politics to creative writing.

“The thing that excites me is that I haven't exhausted the possibilities,” she adds.

Right after graduation, Narayan joined Google as a software engineer. In six years, she was promoted to technical program manager in charge of large projects – including the redesign and launch of Google Maps in 2013, which involved teams in the United States, Australia, Japan and Switzerland. Narayan loves her challenging job and enjoys the perks of a flexible work schedule as well as the ability to go on extended excursions like the monthlong trip she took in December 2011, when she roamed Iran, Egypt, Jordan and Israel, rode on horseback from the Dead Sea to the Red Sea and camped out in the desert.

“I was a woman on my own, conquering the Middle East before I turned 30,” she says, laughing.

At Cornell, Narayan blazed a different trail by establishing, in 2010, the Radha Narayan International Scholarship for Women in Engineering. “The lack of women in engineering majors is a problem, especially in computer science, which is my field. I can at least help ease the way financially for those



who choose engineering,” she explains.

For three years, she also ran Google's Computer Science Summer Institute – an all-expense-paid, three-week computer science “boot camp” for college-bound women and underrepresented minorities.

Born in India and migrating with her family to Iraq and then Saudi Arabia before settling in Canada, Narayan was herself an international scholar who benefited from Cornell's

need-based full-tuition scholarship and work-study grants.

“I felt like I should do something for other people,” she says. “Having my name attached to the university is important, and I like that another student might possibly know that I was there, too.”

The scholarship she established was facilitated through a challenge match campaign, which augmented gifts of at least \$75,000 (usually spread out over five years) with \$25,000 in Cornell funds.

“I thought that you had to be a multimillionaire before you could do something, but I was able to start this scholarship less than five years after I graduated. I thought that was pretty fantastic,” she says.

Also a published author of short fiction, Narayan is at work on a young adult novel featuring a rebellious 14-year-old girl growing up in Saudi Arabia and setting out on a long voyage of self-determination – a portrait with an uncanny resemblance to Narayan herself.

You can make it happen Spring 2014

Help build a new lab for undergraduates in biomedical engineering

The Department of Biomedical Engineering hopes to introduce an instrumentation and circuit design lab to educate students on instrumentation, electrophysiology and clinical applications relevant to biological systems and physiological measurements. Students will learn basic circuit theory and the fundamentals of measuring biosignals. Purchase all equipment: **\$20,000**

Support world's greatest debate team

The Cornell Forensics Society (the university's debate team) was ranked first in the world last year and is competing fiercely to retain that spot. More than 100 students of all ability levels and majors participate in the program. Teams compete in a series of six to eight debates, followed by an elimination round. Support their 2014 domestic and international travel budget: **\$1,000 to \$5,000**

Improve cutting-edge fabrics

Fiber Science & Apparel Design's Sonobond Ultrasonic Fusing Machine, which uses threadless technology to cut and fuse fabrics for fashion and functional applications, needs 25 additional pattern wheels to in-

crease the machine's versatility for a wider variety of fabrics and end-uses for teaching and research. **\$20,000**

Boots for Puss 'n' Boots

Help dogs and cats suffering from tenderness on the paw or lower leg. Faculty and trainees in the radiation therapy section of the Cornell University Hospital for Animals feel these boots are a lifesaver in reducing pain, infection and cost of replacement dressings. Shoe 25 animals: **\$500**

Digitize music department recordings

Make possible the transfer and preservation of old performances given by (or for) the department from cassette tape to stable and lasting digital recordings for posterity: **\$10,000**

Send a woman lacrosse player to the Emerald Isle and beyond

The team is planning a foreign tour this summer and will play in Ireland, Holland and Belgium. To fund this skill- and spirit-building trip, the team has run clinics, camps and fundraisers, and each player's family will make a contribution, as well. Any gift to the travel fund is welcome! Send one player: **\$3,500**

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

First person: Coming out, getting together



On the occasion of the upcoming inaugural Cornell University Gay and Lesbian Alumni (CUGALA) reunion (open to all), Ezra is publishing excerpts of some of the voices that make up the ongoing, and increasingly robust, conversation about LGBT rights, climate and life on campus and beyond. How much have things changed in the 35 years since CUGALA was founded, what do people remember, and where should we go from here?

ART LEONARD '74

One of the country's leading voices in employment law, AIDS law, and gay and lesbian law, Leonard is a New York Law School professor and founder and publisher of the most comprehensive journal of its kind, Lesbian/Gay Law Notes, which he has produced for 34 years.

I wasn't out at all when I was at Cornell. I hadn't come out even to myself. ... I was concerned one couldn't be a lawyer and be openly gay. And my instincts were correct. [It was only just] when I was at Cornell [that] the New York Court of Appeals issued the first decision that someone who was gay could be admitted to the bar. Because at that time, gay sex was illegal in New York; in fact it was illegal everywhere in the country except in a handful of states.

But Cornell was actually the second school in the U.S. to have a gay student organization. ... Cornell did not withhold recognition. (At many universities that was a battle.) In that sense, Cornell was advanced.

I came back in '79 for [my fifth] reunion. One of my gay classmates, Mark Schwartz, drove up with me to reunion. He said, "We should really start a gay alumni group." That's how we started CUGALA.

What is the function of specialized, identity alumni groups? One of them is to provide a continuing point of contact to the university. Because Cornell basically was not doing much in the way of gay issues, many of the gay alumni were disaffected from Cornell. Many had no formal connection to the university at all. We're bringing a segment of the alumni back into contact.

DALE BRODSKY BERNSTEIN '76

As an officer of the board of directors of PFLAG National (Parents, Family, and Friends of Lesbians and Gays), Bernstein speaks widely as a straight ally for LGBT people. She is vice chair of the President's Council of Cornell Women's Diversity and Inclusion Committee and is the founder of UnCommon Human Resources in New York City.

PFLAG was founded 41 years ago by a mother who didn't mean to start a national organization; she just meant to stand up for her son who was beaten up by police. She attended one of the early gay pride parades holding a sign that said something like "Love and support your gay children."



Above, from left: Art Leonard '74, Dale Brodsky Bernstein '76, Dana Beyer '74, David H. Steward '79, Carla Roland Guzman '94, Jadey Kartikawati Huray '14. Opposite: Participants in IvyQ, an annual Ivy League conference for LGBTQ-identified students, at Cornell's A.D. White Library in spring 2013. Photos provided except Bernstein and Kartikawati by Cornell University Photography.

Now we're fighting for more than mere acceptance. We're fighting for total and complete equality. The changes we've been able to see in the last few years are astounding. I was able to throw a wonderful wedding for our son and his husband. Even two and a half years ago, that wouldn't have been possible. No group in history has won equality and protections by fighting for it by themselves. If you take the gay population and multiply it by the families, friends and allies, then it's formidable.

One of the things I always make a point of telling [people whose children have just come out to them] is this: "Your child has been thinking about this for a long time, maybe years – trying to decide who they are and when to tell you. You can't expect yourself to instantly adjust. Talk to your child, hug them, then give yourself a break." It was never a question of would I love my child. ... Would he find someone to love? Could he get married? The answer is now "yes." You just get a different cake topping.

DANA BEYER '74

A retired eye surgeon, Beyer is the executive director of Gender Rights Maryland and chair of the board of Freedom to Work. She graduated Phi Beta Kappa from Cornell and has served on the rules committee of the National Democratic Party and was a candidate for the Maryland State Legislature in 2006, 2010 and again this year. If elected, she will be the first transgender person elected to statewide office in the United States.

My earliest memory was knowing I was a girl. I never had any question. No therapist, no psychiatrist was ever able to convince me I was someone other than who I was.

Being closeted limited me and constrained my growth as a human being in the most fundamental ways. ... I wanted to be a pediatric surgeon, but I couldn't allow myself to do it, because pediatrics was seen as a soft discipline in which the girls specialized and I was afraid people would question my sexuality. ... It's why I do my best to make sure the next generation of kids doesn't have to ever be in a closet and have their life choices constrained by fear of rejection.

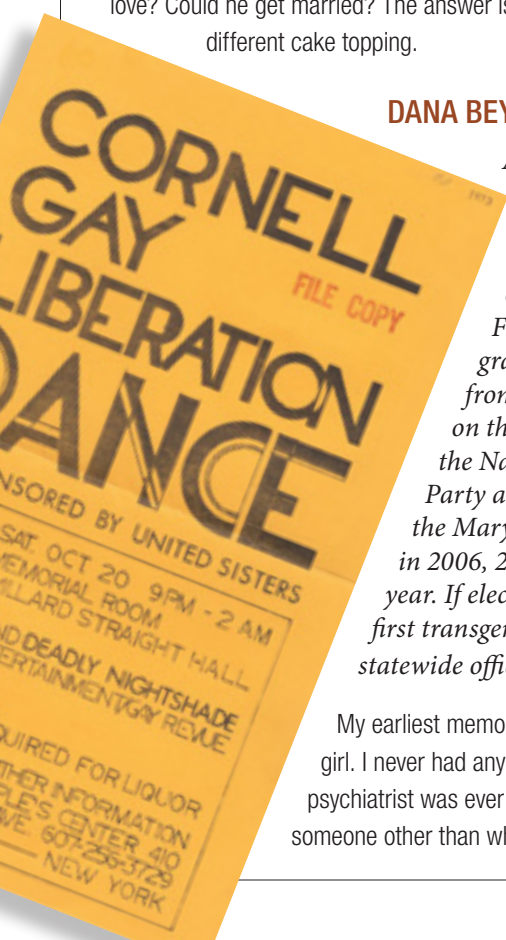
Once you realize that men and women are equal in the most fundamental sense, then it doesn't matter who you are sleeping with, how you change your body. My father said, "I have one question for you: Are you still a doctor?" It was kind of absurd. I told him, "I haven't had a brain transplant." But he also knew that as a woman, I would be treated differently, because he treated women differently. The most important benefit of male privilege is self-confidence.

DAVID H. STEWARD '79

CEO and president of Sherman's Travel Media, an online publisher of travel deals and destination advice, Steward is chair of CUGALA's Development Committee and has served as chair of the Point Foundation and co-chair of the board of GLAAD, a leading LGBT media advocacy organization.

I remember my freshman year in U Hall 3, which thankfully has been razed. Noyes Hall was right next door, and there was a gay dance there in October of my freshman year. I just thought that was the most wonderful and amazing thing: Less than 100 feet away. That, to me, was incredible, along with the fact that there was a Cornell Gay Liberation [Front] ... It said a lot to me about acceptance that an institution as notable as Cornell was supportive of on-campus gay activity. It was probably my first brush with that sort of institutional acceptance of being a gay person. And it was terribly, terribly meaningful. I actually came out October of my freshman year, 1975. There weren't many out people in those days, but I was one of them. You didn't talk about it all the time, but it was very liberating for me ... We had [LGBT] dances that attracted 400 or 500 people at a time, people from all over upstate New York. ... Ithaca was really a rallying point.

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Alex Cas Photography

The October 2013 wedding ceremony of David Franklin Davis and Daniel Patrick Meyer '87 – the first same-sex wedding celebrated in Sage Chapel on Cornell's Ithaca campus – was attended by hundreds and featured singing by the Cornell Glee Club. Student members of Meyer's fraternity, Phi Kappa Psi, served as ushers.

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REV. CARLA ROLAND GUZMAN '94

Rector, Episcopal Church of St. Matthew and St. Timothy, Manhattan; CUGALA officer; member, President's Council of Cornell Women.

My involvement [with LGBT issues at Cornell] began on the heels of an incident, in October 1992, just before Coming Out Day. Students had been going around chalking positive messages about coming out. All of those were defaced. That was my public coming-out catalyst.

... I saw something on the sidewalk that said "1-800-die-homo." I remember walking into the LGBT Coalition office and asking, "What are we going to do about this?" That was what began my activist career.

I think Cornell should be a place that is at the forefront of the conversation. Sometimes the progress that the university can make is in understanding its own history. When have the core values been best exemplified? Was it because student activism was valued? Was it because we valued the uncomfortableness that pushes us forward?

We are limited in how we can express ourselves, because we're afraid of seeming ignorant, ruffling feathers, being misunderstood. By having this prescribed way of speaking, we've lost opportunities to sit and learn a way to speak and know others' experience, to be able to openly and lovingly say, "I really don't know what term to use, I don't know your experience, but I want to learn."

JADEY KARTIKAWATI HURAY '14

Huray, a senior in the Charles H. Dyson School of Applied Economics and Management, is president of Haven: the LGBTQ Student Union. She is from Singapore.

To a lot of people, Haven is just another student group. But to me, it's a lifesaver. This organization shows that Cornell is dedicated to improving lives, dedicated to diversity, committed to providing a space

on this campus. It's not only a home away home, but it also helps us understand ourselves and our identity.

Last semester we had an event called a National Coming Out Day Café. ... One student [from the Middle East] got up there and told us his coming out story. He told us that coming to Cornell literally saved his life, because it made it possible for him to feel comfortable and safe. At the end of the event, he came up to me and thanked me for the program. This was one of those moments when I thought, "Wow, this is what we do this for."



TIMELINE: LGBTQ AT CORNELL

- **November 1967** Cornell Daily Sun article by Daniel M. Taubman: "Homophile League Chapter May Form Here," verifying that the Cornell administration wouldn't object.
- **1968** The Student Homophile League is founded at Cornell, becoming only the second group of its kind among U.S. universities.
- **1979** Alumni, including Art Leonard, found Cornell University Gay and Lesbian Alumni group (CUGALA), which now serves the entire LGBTQ community of alumni and is open to all. Today the group has 1,700 members.
- **1980** The Human Rights Campaign, a leading national gay-rights organization, is founded.
- **1988** The Human Sexuality Collection is established in the Rare and Manuscript Collections of Cornell University Library, thanks in part to the vision of Bruce Voeller and David Goodstein.
- **1994** LGBT Student Resource Center established.
- **1995** An undergraduate minor in a new Cornell program in LGBT studies (then called LGB studies) is first offered.
- **2004** The papers (history, correspondence, faxes, meeting minutes) of the Human Rights Campaign is donated to Cornell University Library.
- **2011** A rare group of 10,000 gay-themed photographs, dating to the 1860s, is donated to Cornell University Library by Harry Weintraub.
- **June 5-8, 2014** Cornell will throw its first-ever CUGALA Reunion to coincide with Reunion Weekend. Planned events include prominent speakers, a dinner and more.

Impromptu holiday: Cornell's spring day

Every generation of Cornellians has enjoyed an annual springtime celebration in some form, ranging from parades and carnivals to picnics and concerts. Due to changes in the university calendar, 2014 marks the first time in decades that Slope Day will be held the day after spring classes finish. But Slope Day itself is only the latest version of an event that dates to 1901.

That year, student leaders organized a benefit concert in late March to support the struggling Cornell Athletic Association. The concert of student music and theater groups was preceded by a promotional noontime “circus parade,” which included a dog painted with zebra stripes, a student costumed as a caged lion, and a pair of chickens labeled “dwarfed ostriches.” The benefit concert and parade, as well as a “frolic on the Quadrangle,” were repeated in April 1902, and by 1903, the event was officially dubbed “Spring Day.”

Much like Spring Day's successors, the impromptu holiday quickly attracted faculty concern. A 1904 faculty resolution called it “needless and unworthy.” Students responded, claiming: “It is the one feature of the college year which is distinctively Cornellian. ... It supplies the one time of the year when every man in the University may meet his friends in that spirit of good-fellowship.”

Spring Day was granted a reprieve, and the faculty suspended midday classes. The concert, parade and carnival continued until World War I canceled such frivolities in 1917 and 1918. After the war, a formal ball became a major feature of the weekend. The Medical College held its own Spring Day picnic in White Plains in 1921. But following “abuses and social excesses” that year, the faculty once again threatened to end the holiday.

Enthusiasm waned in the late 1920s, and Spring Day lost much of its grandeur during the Great Depression. The parade was discontinued in 1927, and the carnival was replaced in 1931 with the more somber dedication of the West Campus War Memorial. But 1933 returned Spring Day to its glory days, bringing a carnival and live duck race to Beebe Lake. A “beauty contest” of fraternity men in 1934 featured celebrity judges – prankster Hugh Troy '26 and cartoonist Theodor “Dr. Seuss” Geisel. A Roman theme in 1938 brought 12,000

spectators to the Schoellkopf Field “Circus Maximus.” By the 1940s, Spring Day was evolving into Spring Weekend. The carnival moved to Kite Hill, and entertainers like Jimmy Dorsey and Glenn Miller headlined Barton Hall dances.

From the late 1940s through 1957, makeshift boats did battle on Beebe Lake during Spring Weekend. In 1953, the University Band gave a concert on Libe Slope as part of the weekend, followed by jazz concerts on the Slope in subsequent years, foreshadowing the modern Slope Day tradition. Fraternity parties dominated Spring Weekend through the '50s, but the tumultuous '60s began the holiday's decline. “Student apathy” was blamed for the parade's cancellation in 1962. In 1966, the faculty questioned whether the traditional suspension of classes should be endorsed.

Although major concerts at Barton Hall continued to be a big part of Spring Weekend, with Janis Joplin, James Taylor and Mary Travers in '69, '70 and '71, free concerts on Libe Slope grew in popularity. The Cornell Concert Commission brought Seatrain, King Harvest and Aerosmith in May 1973. In 1977, the university branded the last-day-of-classes party on the Slope as Springfest, with a free chicken

barbecue and live music.

New York state's legal drinking age was raised to 19 in 1982 and 21 in 1985. Springfest '86 became a regulated event on North Campus, but a “Take Back the Slope” student campaign brought 4,500 students to the Slope instead. By 1990, “Slope Day” had entered the student lexicon. Safety remained a concern, with an alcohol-free Slope Fest carnival added in 1999 and a committee to evaluate the event assembled in 2001. A new era of Slope Day began in 2003, as fences were placed around the perimeter and a caterer was hired to serve beverages. Thanks to staff and student volunteers, the last decade has led to a safer spring celebration with such acts as Kanye West, Snoop Dogg, Ben Folds and Drake.

Whether you celebrated Spring Day, Springfest, Slope Day or simply a day of sunshine at the end of a long semester, Cornellians of all ages share this seasonal bond. The tradition and student body may change, but the joy and camaraderie felt by Cornellians each spring remains the same.

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



Division of Rare and Manuscript Collections

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 Cornell University Library – which was among the first college libraries to allow students to borrow books, to use electric lights, and to be open 24 hours a day. **Note:** The reference to "climbing 141 steps" to play the chimes is an error; today, as in 1940, it is 161 steps to the very top of the tower (146 steps if you count just to the chimes playing stand level).

Today, the library's collection – more than 8 million print volumes, nearly a million e-books and 5 million journal article downloads per year – covers diverse fields such as hip-hop and punk, East and Southeast Asia, labor, agriculture, hospitality and Liberian law.

Alumni: Essential champions of Cornell's diversity

I knew I had landed somewhere special in August 1974, when I learned as an incoming freshman that Cornell University was built on a foundation of inclusion, diversity and innovative thinking about education. Although I didn't fully understand Ezra Cornell's "any person, any study" concept, I was delighted that he had created that big campus experience I craved: a university with lots of students from different backgrounds offering a broad array of classes. After all, I grew up in a small town in New Jersey with no more than three dozen students of color in my high school.

As a psychology major, I took many classes at the Africana Center and co-wrote my senior thesis on student social movements with my roommate, Charlene (Moore) Hayes. I served on the North Campus Union Board and worked on task forces to rethink student government and minority student services. Most importantly, I launched my journalism career as the editor-in-chief of Eclipse magazine and the newspaper Umoja Sasa (Unity Now), both dedicated to giving alternative thinkers a voice on campus.

We published just about anything reflecting the concerns and outrage of college students in the 1970s: students' rights, divestment from South Africa, bias incidents on campus, financial aid and tuition hikes – all mixed in with inexpensive recipes and poetry from lovesick students.

What I remember most was the support of Cornell administrators and professors. President Dale Corson permitted me to use his solar eclipse photography on the masthead of Eclipse, even though our tagline was "Eclipse: The darker side of the Sun." Vice President for Campus Affairs William D. Gurowitz '53 and President Frank H.T. Rhodes spent hours tutoring me on how universities operate so I could grill other administrators about campus policies. Professor Bill Cross' Africana Center classes exposed me to a very different black American experience than did my suburban childhood. My adviser, Professor Wade Boykin, taught me theories of motivation and why people do what they do.

Whether in class, in an office or marching in front of Willard Straight, I created my own version of today's "engaged learning."

Cornell certainly has evolved since 1978. But like many forward-thinking universities determined to graduate 21st-century global leaders and scholars, the struggle for diversity and inclusion continues. For Cornell, the quest is embedded in Ezra Cornell's dream of educating any student, which now includes high-achieving, underrepresented minority and economically disadvantaged young people. Equally important



Sheryl Tucker '78, center, alumni-elected Cornell trustee and chair of Cornell Mosaic, chats with participants at the 2013 Cornell Alumni Leadership Conference in Boston.

is that their experience on campus be enjoyable and productive. This requires a diverse mix of administrators and professors experienced in meeting the needs of all students.

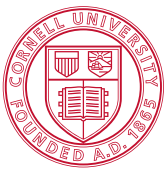
I am encouraged by the commitment of President David Skorton and his senior administrators to make the campuswide Toward New Destinations initiative and the Office of Academic Diversity Initiatives successful. I also applaud the work of the Center for Intercultural Dialogue that is helping students celebrate the rich cultural mix on campus and unite across differences.

But despite good intentions, diversity and inclusion plans and programs without a convincing, embraced strategy and champions throughout campus will not achieve our goals.

Today I serve Cornell as an alumni-elected trustee and chair of Cornell Mosaic, whose mission is to engage and encourage diverse alumni to have a lifelong relationship with their alma mater.

Diverse alumni give their time, talent and treasure to make our university stronger by supporting campus initiatives. We provide a powerful network for our graduates and a sounding board for our administrators, faculty and staff. Above all, we contribute a creative, energizing and often unique perspective and spirit for all things Cornell.

Sheryl Hilliard Tucker '78 continued her passion for journalism as an award-winning editor-in-chief of three national publications (Black Enterprise, Your Company and Essence) and capped her media career as executive editor of Time Inc. Tucker is director of development and marketing at AFS Intercultural Programs Inc., an international organization that places more than 14,000 exchange students and 40,000 volunteers in 110 countries.



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