Student and Academic Services Annual Report 2007–2008

The Division of Student and Academic Services touches the lives of every student on campus and in more ways than one. The individual stories in this year's annual report exemplify the variety of experiences and depth of commitment that define our work in academic support and student life. Whether you are a member of our division whose work makes these stories possible or you are a friend whose generosity supports our efforts, I thank you. You make our students' experiences rich and memorable.

A Story in Numbers: Facts from Across the Division of Student and Academic Services

Average number of students who daily visit the **Carol Tatkon Center** on north campus **750**

Interviews held by job recruiters through **Cornell Career Services** **13,353**

Number of **international students and scholars** on campus 4,534

Number of flu shots given by **Gannett Health Services** 10,816

Kosher meals served at 104 West! 19,353

Weight of biodegradable food and paper waste composted by **Campus Life's Cornell Dining** 515 tons

Number of student organizations registered in the **Dean of Students' Office** 700

Hours of community service by student volunteers provided through the **Public Service Center** and fraternities and sororities 224,045

Student memberships in **Cornell fitness centers** **10,048**

Network Theory: An International Student Plugs In

Luis-Francois de Lencquesaing is executive vice-president, senior editor, and a cofounder of *Cornell International Affairs Review*.

In Paris, where he prepped for college, Luis-Francois de Lencquesaing knew from accounts from the Cornell grads among his grandparents and parents, the university's reputation for being über-international. He was expecting a kind of U.N. on Cayuga, a place for "bringing together perspectives of students from different countries and majors, undergraduates and graduates, with the wisdom of professors and the vision of policy makers" for lively debates on foreign policy.

"My first semester, I was kind of lost," de Lencquesaing admits, wondering how best to connect with other international students.

Not one for idle musing, the international-liaison representative to the Student Assembly, polo player, and A&S College Scholar (who built a curriculum in government and economics) began building a social network. The nucleus of this network is a fledgling undergraduate journal, *Cornell International Affairs Review* (*CIAR*), of which he is executive vice-president, senior editor, and a cofounder.

In the editor's note, de Lencquesaing makes the point about "bringing together perspectives . . ." and explains that *CIAR* takes an "international, interdisciplinary, intergenerational" approach to world affairs. Describing the journal, he underscores the intergenerational aspect.

The journal aims to be an ongoing social network for everyone—engineers, scientists, classics scholars, government majors—to cultivate a lifelong, globe-girdling interest in foreign affairs.

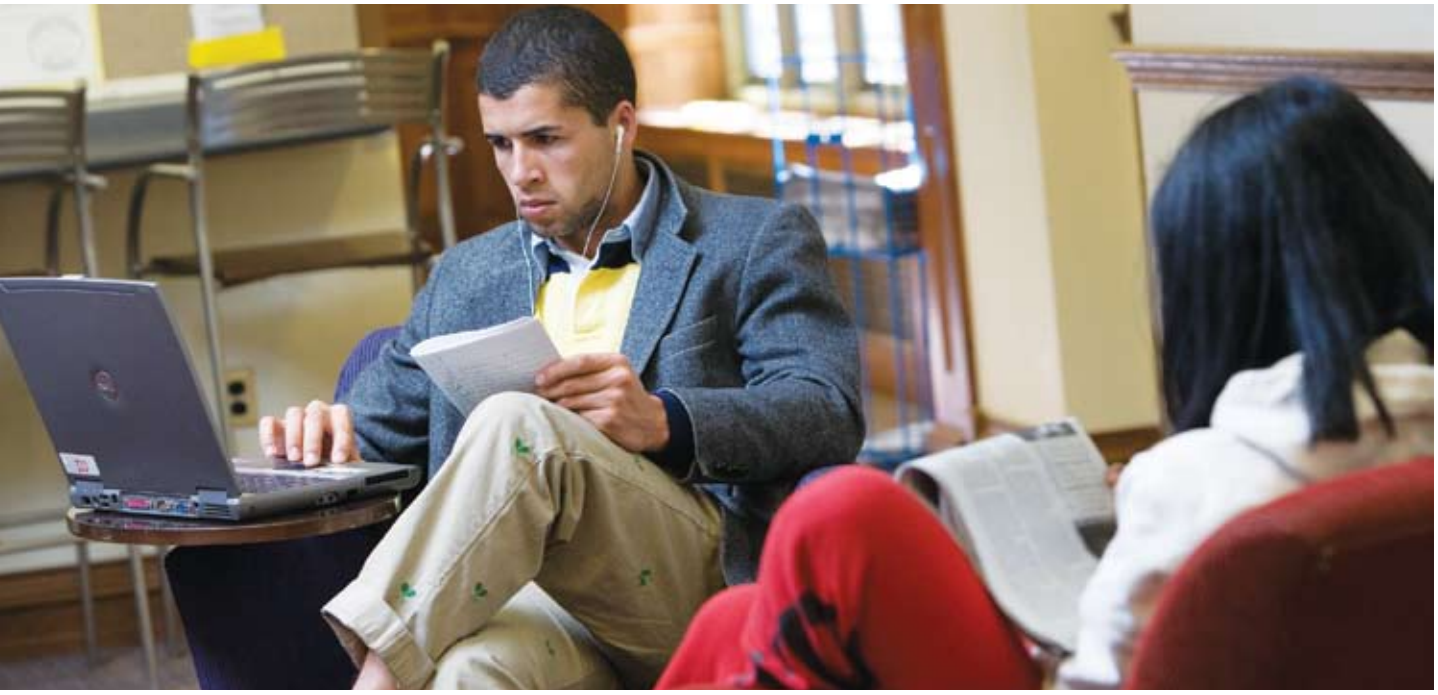
Looking ahead, the undergraduate foresees another advantage to the social network he helped create: "Whatever we become later in life—doctors, scientists, writers, business people—we can reach out to share our resources. As we travel, we can be more than tourists when we stay with Cornellians."

De Lencquesaing has learned the Cornell way to network around ideas, around sports teams, and around leadership opportunities. At Cornell, any student activity is an opportunity to plug into Cornell for life.

Welcome to the United Nations of Cornell: The International Students and Scholars Office

More than 16 percent of students at Cornell are international, coming from 120 different countries. An additional 1,257 international academic staff members (researchers and professors) from eighty-two countries help to create our diverse campus.

The International Students and Scholars Office (ISSO) aims to assist all international students and academic staff members by advising them about U.S. immigration, tax, and labor regulations, and by counseling them and their families on academic, cultural, and personal matters. The office fosters cross-cultural awareness throughout the Cornell community and promotes the benefits of international educational exchange.



Joshua Edgerton in the Carol Tatkon Center.

First-Year Experience:
Living Up to Cornell's Expectations

Prospective students who preview campus life during Cornell Days are often delighted to discover the Carol Tatkon Center. Staffed by knowledgeable upper-level students, the center offers north campus residents an array of intellectual and cultural programming, academic support services, cappuccino in Carol's Café, and a convenient place to make new friends among the faculty and student body in the ivied ambiance of Balch Hall.

All that was a surprise to Joshua Edgerton, ILR '11, who first set foot on the Cornell campus in August 2007 (after a high school semester in Spain that made college visits impossible). Looking back on a successful first year, from a comfy seat in the Tatkon library, Edgerton admits to some initial concerns.

"I felt totally underqualified," Edgerton recalls. "Cornell seemed so difficult—I was sure I'd be hammered and drop out the first year—unless I developed a better work ethic."

Before long, though, he discovered many friendly and helpful faces at the Tatkon Center. For starters, there is the Writing Walk-In Service, where tutors from the Knight Institute for Writing in the Disciplines keep nighttime hours. There are also meetings with TAs (teaching assistants), with professors (in Coffee Houses in the Majors), and with ILR classmates (in student-convened study groups).

The simplest things—like the laptop-loaner program, which saved Edgerton the trouble of lugging his own on rainy days, the fitness center in nearby Helen Newman Hall, and insider advice from students at the front desk—helped the first-year student thrive.

"Now I love this place! The people; the professors who know your name, even in large classes; the astounding resources for students; the trees, the trails, the architecture I'm seeing in my phys-ed class (Outdoor Education 1605: Day Hiking); but especially the people, with so many broad interests." Says Edgerton: "I'm blown away!"

"And I think I'm starting to live up to Cornell's expectations for me."

A Major Milestone

A new System for Tracking Administrative Records for Students (STARS) went live in March 2008 converting student records, student financial aid, and self-service systems to the university's Oracle PeopleSoft administrative computer system. What does this mean? More than 20 separate homegrown computer systems across student services have been replaced by a single database allowing for increased efficiency and fewer errors. For students, this means improved collection and delivery of data to allow them to make informed decisions about courses and finances. Students will also receive alerts about things they need to do. Since December 2005, well over 150 people across the colleges and administrative departments have been hard at work on this implementation. We will continue to work out the kinks and build capabilities around this powerful system.

Rawlings Cornell Research Scholar Influences Lives of Refugee Children in Kenya

Bethany Ojalehto in Kenya.

Working at Kenya's Kakuma refugee camp, Rawlings Cornell Presidential Research Scholar Bethany Ojalehto '08 discovered ninety kids from four countries (Sudan, Ethiopia, Somalia, and Rwanda) with one thing in common: "They are told every single day in their lives that they are refugees. That they have no power. And no rights. They just get food from the U.N.—that's the basis of their existence—but no one ever works with these children to define what things mean, and how their relationship with the world actually could be realized in a different way."

In the College of Human Ecology, Ojalehto was studying social cognition, law, and the policy of forced displacement. She never expected to spend six months of a fall semester and the following summer at a refugee camp. Then again, she hadn't planned on being named a Hunter R. Rawlings III Cornell Presidential Research Scholar, one of the prestigious awards designated by the Cornell Commitment program. "Maybe Cornell looked at research I had done with Tibetan Buddhist refugees, exiled to New York City, in a pre-college program at Barnard College," she speculates.

Whatever happened, Ojalehto figured out one thing in a hurry. Research scholars need to do research. Her course work offered plenty of theoretical background. Human development faculty members like Qi Wang, Steve Ceci, and Gary Evans gave encouragement. The Rawlings Presidential Research Scholars program covered travel expenses. The U.N. High Commission for Refugees provided logistical support.

So her bags were packed for Kenya.

"The opportunity to do research of my own design—as an undergraduate—was very significant, because it furthered an academic theory that could help children to develop their own meaningful ways to understand the world of forced displacement," Ojalehto explains. "And this led to an alternative way to define the legal obligations of the international community toward refugee human rights."

Of course, researchers (even the undergraduate kind) are expected to write and try to publish, and Ojalehto succeeded on both counts. Her paper, "Children's Spiritual Development in Forced Displacement: A Human Rights Perspective," appeared in the May 2008 issue of the *International Journal of Children's Spirituality*. Then the mail brought good news: a Fulbright Scholarship that allowed Ojalehto to return to Kenya after graduation.

The Rawlings Presidential Research Scholars award, Ojalehto says, "gave me a chance to do independent research, to link academic theory directly to the reality of children's lives."

Background image: Kakuma refugee camp, courtesy of Windle Trust Kenya, ©2007

On the Cover of *Rolling Stone* (Not)

Parents who'd grown up with *Rolling Stone* magazine felt a twinge of nostalgia, last August, when they spied the cover of the New Student Orientation Guide 2007.

Incoming students might have mistaken the motley crew of characters, photographed in trademark *Rolling Stone* cover style, for a must-see band. The Orientation Xpress, perhaps.

For sure, the National Orientation Directors Association (NODA) found the Cornell effort to be worthy of two awards: "Outstanding General Handbook" for the ersatz magazine, and "Outstanding Use of Theme" for associated materials, including the "ALL ACCESS" passes worn at orientation.

In reality it was the first-year students (some 3,050 of them in the Class of 2011) who got full access to all the university has to offer—thanks to the annual Big Red welcome by Cornell students, faculty, and staff members.

West Campus House Fellows, Energized Students, and a Changing Dynamic: Of Course It's Okay

Muawia Barazangi, professor and associate director of INSTOC and professor of earth and atmospheric sciences, with students during a house dinner in Hans Bethe House.

Early planners of the West Campus House System had the vision to know that having thirty faculty members affliated with each residence would have a huge impact on the lives of students. Thanks to continued alumni support, the result has been the creation of an energized and dynamic environment on west campus—one that draws faculty involvement beyond even the dreams of the planners.

Jefferson Cowie, professor of history at the School of Industrial and Labor Relations, was named House Professor and Dean for William Keeton House. Keeton House opens in September of 2008.

In the 2007–2008 academic year, at least one hundred faculty members, other academic and alumni guests, and Cornell senior staff members engaged students in the Cook, Becker, and Bethe Houses. Despite never having personally experienced this type of transformed living and learning environment, alumni leaders understand its importance and have eagerly supported the leadership of the House Professors and Deans and House Fellows (faculty) in achieving a new Cornell model for residential programming.

Certainly, nothing like this kind of faculty involvement was happening in residences when Harold Tanner '52 and Larry Salameno '69 were students. Recent gifts from Tanner (to endow the Hunter R. Rawlings III House Fellows) and from Salameno (to support programming in the West Campus House System) will keep west campus student and faculty interaction vibrant.

Many Rawlings Fellows and other visiting faculty members do stick to their disciplines, more or less, in venues such as Café Scientifique (in the Becker apartment of House Professor and Dean Cindy Hazan) and Cook House Teas (in the apartment of House Professor and Dean Ross Brann). Astronomer Jim Bell likes to share celestial views at Fuertes Observatory, for instance, when he isn't team-teaching a service-learning course at Becker. A visiting former attorney general, John Ashcroft, talked about—what else?—justice. Cornell's Gussman Director of Jazz Ensembles, Paul Merrill, brings along his jazz trio. Plant geneticist Steve Kresovich leads seniors on tours of local vineyards.

Gessika Mathieu '09, left, and Brandi Jackson '10 in front of the new Study Abroad posters, featuring artwork from the Johnson Art Museum collection, in the hallway in Hans Bethe House.

But formalizing the house fellows and programming hasn't stopped west campus's increasingly creative students from injecting a little spontaneity into the system. Becker House Professor and Dean Hazan realized that students in the West Campus House System were beginning to take initiative when one ventured: "I have a professor I'd like to ask to dinner, but she's not a house fellow—is that okay?"

Of course it's okay.

Already, students had challenged Bill Nye '77 in a pie-eating contest on Pi Day. Food scientist Joe Regenstein's publicized opinion—that "locavores" risk nutritional deficiency by restricting diets to locally grown foods—earned the prof an invite to Becker students' Sustainability Dinner. Regenstein continued to call the locavore lifestyle "indulgent" and "hedonistic." The students called his bluff, passed another plate of delectably *al dente* veggies, and nothing was settled except well-filled stomachs.

In this lively environment, all is open for discussion. A student-organized event titled "Everything You Ever Wanted to Know About Islam But Were Afraid to Ask" prompted this fearless query: "What's with those seventy-two virgins that reward suicide bombers in heaven?" The House Professor and Dean and House Fellows may have been surprised, but none showed it.

Salameno marveled over how far student-generated activities have come since he was student chairman of the 1960s-era Scheduling Coordination and Activities Review Board. Announcing the Rawlings Fellows program, Board of Trustees Chairman Emeritus Tanner said the West Campus House System "has changed the dynamic of residential housing at Cornell."

Those dynamic west campus students—inspired and energized by the Rawlings Fellows and other guests they see at tea, at brunch, and in the hallway—are doing some changing of their own.

Leaps of Faith

There's no lack of advice for college-bound students who, like Jeomi "J" Maduka '09 Biology and Society, excel in academics, athletics, and the arts.

- Concentrate on your studies if you want be a doctor, her parents cautioned.
- You mustn't waste time on basketball if we recruit you for track, certain other universities warned.
- Practice, practice, practice, the prize-winning violinist was told.
- If you think you can self-manage your time at Cornell—to participate in basketball, track-and-field, and a very demanding pre-med program—we'll back you all the way.

Maduka ignored the third piece of advice, leaving her violin at home in Texas. She told other schools, "No thanks," and her parents, "Please wait and see."

She took to heart the fourth admonition, from Rich Bowman, assistant coach of Cornell women's track-and-field. His faith, and that of women's basketball coach Dayna Smith, helped Maduka to become the first-ever women's track All American and NCAA tournament basketball player in the same season.

Regarded as one of the most gifted athletes in Cornell history, Maduka can pack for Olympic trials with one hand and mail medical-school applications with the other. Included in the applications is a recommendation from Coach Bowman, who adds: If "J" Maduka has confidence in her ability to accomplish something, she will.

"I was recruited by other Ivies," Maduka recalls, "but only at Cornell could I do two sports without being chastised. I've been given so much freedom here to make my own decisions, so I never doubted I could handle sports and academics."

Already a member of the Nigerian Students Association and the Student-Athlete Advisory Council, Maduka is about to add another title to her résumé: Resident Advisor. Cornell expects its RAs to be peer counselors, community builders, programmers, administrators, and more.

No doubt, RA "J" will be a storyteller, with tales of Ivy Championships, NCAA Tournaments, and 2008 Olympic trials. And a coach, too, with this advice: "If you know in your heart that you can, you will."

Maduka drives against U-Conn.

Cornell's Athletic Accolades for 2007–2008

National Titles (3): Jordan Leen (157 pounds class, wrestling); Muhammad Halim (triple jump, men's outdoor track and field); Men's Lightweight Rowing

Ivy League Champions (8): men's basketball, women's basketball, men's lacrosse, lightweight rowing, men's indoor track and field, men's outdoor track and field, women's outdoor track and field, wrestling

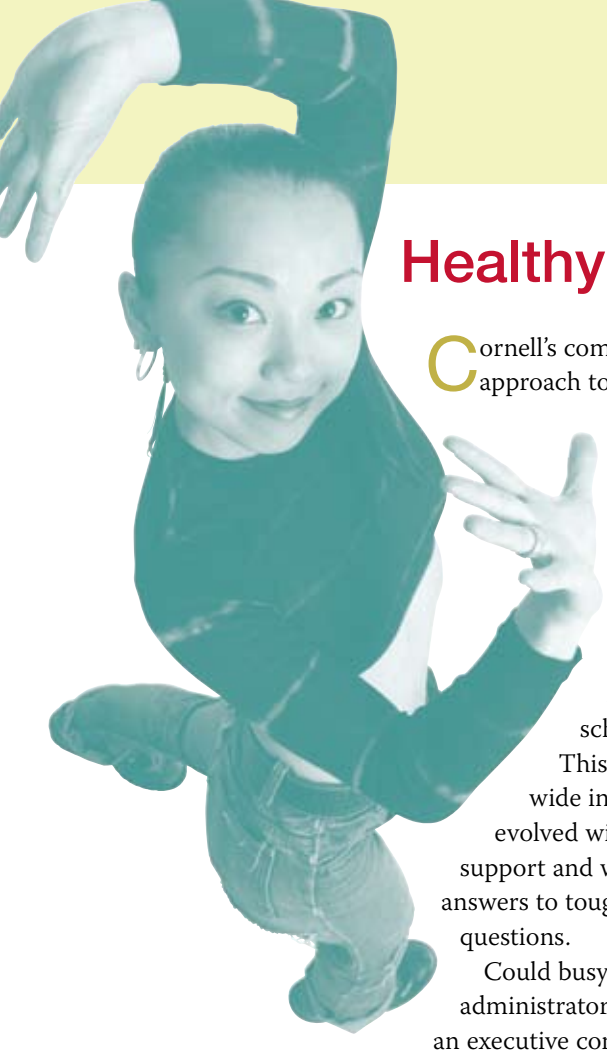
Second Place, Ivy League (5): men's cross-country, equestrian, field hockey, women's lacrosse, softball

Third Place, Ivy League (2): men's ice hockey, women's indoor track and field

Non–Ivy League Honors: men's polo (regional champion, national runner-up), women's polo (regional runner-up), equestrian (reserve regional champions), gymnastics (USAG meet runner-up), lightweight rowing (invited to compete at the Henley Royal Regatta)

Ivy Players of the Year: Louis Dale, men's basketball; Muhammad Halim, men's indoor track and field; Jeomi Meduka, women's basketball, women's indoor track and field, women's outdoor track and field; Adam Seabrook, men's outdoor track and field

It's Everybody's



Healthy Minds . . .

Cornell's comprehensive approach to the mental-health care of all students has attracted national media attention and become an integrated public-health model for other schools to emulate. This bold, campus-wide initiative has evolved with important support and with affirmative answers to tough administrative questions.

Could busy senior administrators, establishing an executive committee on campus health and safety, provide oversight, policy guidance, and strategy on the mental health of a sprawling campus? What about the Council on Mental Health and Welfare, with its faculty, staff, and student leaders? Or another student–faculty–staff body, the President's Council on Alcohol and Other Drugs—could they help develop prevention and intervention strategies?

Indeed, they could, propelled by unequivocal leadership statements, including President David Skorton's call for Cornell to be an "even more caring community." That's when Cornellians doing research (including Meinig Family National Scholars gauging the extent of student stress) knew someone was listening. As did everyone providing the so-called "environmental support" (the residential initiatives that wove safety nets for students, for instance, and the diversity initiatives to foster inclusiveness). And the university-wide Alert Team (meeting weekly, before situations reach crisis stage), not to mention the on-call Crisis Managers and the post-crisis Community Support Team.

Educational strategies have, for a long time, included gatekeeper education, so that faculty and staff members and students learn how to identify, reach out to, and refer students in distress. Online self-assessment and stress-management materials help students decide whether they need help—so do the "Let's Talk" drop-in hours with Counseling and Psychological Services (CAPS) staff members at ten locations across campus.

Some of the most compassionate (and numerous) participants were students volunteering for "Cornell Minds Matter," an organization dedicated to campus-wide awareness and advancement of mental health. Since its founding in 2004, Cornell Minds Matter had grown to more than 500 actively engaged volunteers. Furthermore, EARS (Empathy Assistance and Referral Service) continued to excel, providing student-to-student opportunities to talk.

But the university's professional health educators knew that virtually all members of the Cornell community were willing to share the care when they heard about the residence-hall custodian, Sue Welch, who made sure that a student got help with her eating disorder. As the *Wall Street Journal* put it:

> Ms. Welch noticed during a recent semester that she was repeatedly having to clean up after a particular student's apparent bouts of nausea, and told her supervisor she feared the young woman had an eating disorder. Her supervisor told the residence-hall director, who encouraged the student to go to the university health center. Counselors there arranged for her to get treatment for bulimia nervosa. Ms. Welch credits the training sessions that she and other custodians attended on how to spot students with mental-health problems.

Marcus Loo '77, M.D. and Katherine Taylor '67 have joined a loyal group of other alumni and friends who have helped along the way. Gifts received in 2007–2008 will help Cornell expand its mental health education initiatives by funding the development of handbooks, online resources, and communications to all members of this extended-definition Cornell "family." The aim is to teach everyone how to recognize and refer students in distress, and by doing so create an entire community highly educated around mental health.

In a big-hearted academic family that values and celebrates the life of the mind, attending to the health of the mind is everyone's business.

THE WALL STREET JOURNAL.

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Bucking Privacy Concerns, Cornell Acts as Watchdog

Staff Trained to Spot Students in Distress; Campus Suicides Drop

By Elizabeth Bernstein

ITHACA, N.Y. -- For 19 years as a custodian at Cornell University, Sue Welch has been taking out the garbage and mopping the floors of residence halls. Recently, she added a new responsibility: trying to prevent student suicide.

and killed 32 people, set off alarms about whether schools were overemphasizing the privacy of students at the expense of their health and safety. Watching over students and keeping parents in the loop may seem like obvious approaches, but many schools decline to share information about their students either inter-

"When parents send their sons and daughters off to college, there's an expectation -- and I think it's understandable -- that there will be people looking out for them," says Timothy Marchell, an associate director of health services at Cornell who holds an unusual additional title, director of mental-

Business

and Healthy Bodies

It's hard to imagine how Cornell students find time to attend to their physical beings—what with challenging classes, compelling projects, multiple activities, and a few REM–sleep Zs that psychology professor James Maas insists all humans need.

Yet there they are, by the thousands: working out in campus fitness centers, logging laps in the pools, managing stress in tai chi classes, or just plain having a blast in some of the thirty-five different intramural sports offered by Cornell Recreational Services.

Students exercise in Noyes Community Recreation Center.

The fitness facilities (in Appel Commons, Helen Newman Hall, the Noyes Community Recreation Center, and Teagle Hall) and seventy-five weekly classes (everything from step and spinning to water aerobics and kickboxing) recorded nearly 400,000 "turnstile" visits last year. Some 68 percent of first-year students and 54 percent, overall, of Cornell's undergraduates register for Recreational Services programs, which also offer one-on-one fitness and nutritional counseling. About 40 percent of Cornell students play one or more intramural sports—in one of the nation's longest running, most varied intramural programs.

Scientific research, it seems, has finally caught up to what Cornell students knew all along: that any kind of physical activity affects brain function—boosting intellectual capacity, enhancing mood, and stimulating creative processes—and that more exercise, within reason, is even better.

Recreational Services' professional staff members and many of the 200 trained student workers might talk about "establishing pathways for lifelong physical and mental health and well-being." In their really serious moments, they'll dispense latest findings on medical-health benefits—how regular exercise can forestall everything from cancer and diabetes to heart disease and beyond.

Fitness-minded Cornell students will take in all that info, nodding politely. Then they pose a couple follow-up questions: What's now? What's next? And why can't we play dodgeball here?

And now they can. Dodgeball, that guilty pleasure everyone thought they'd left behind in junior high, is among the intramural sports recently added, at the students' recommendation. Disc golf is another.

So maybe a half-dozen delayed-development geeks play dodgeball in college? Hardly. Try thirty-two teams' worth. That's how many ready-for-anything Cornell students signed up for dodgeball. Outdoors. In the snow.

Cornell Intramural Sports

Fall 2007

Cross Country
Disc Golf
Flag Football
Golf Meet
Greek Hockey
No-tap Bowling
Outdoor Soccer
Sand Volleyball
Squash
Tennis Doubles
3-on-3 Basketball
Volleyball

Spring 2008

Badminton Doubles
Basketball
Bowling
CoRec Volleyball
Dodgeball
Floor Hockey
4-on-4 Flag Football
Home Run Derby
Horseshoes
Ice Hockey
Indoor Soccer
Inner-tube Water Polo
Skiing/Snowboarding
Softball
Table Tennis
Tennis Singles
Wrestling

And This from the National Media . . .

At Cornell, if troubled students won't come to treatment, then treatment will meet them halfway: the university has strategically placed ten drop-in centers so students it wants to reach can't miss them.

If students don't drop into the first safety net, there is a second, called Community Consultation and Intervention. Its two clinicians devote their days to advising professors, resident advisers, and anyone else who alerts them to a student in trouble. The two help 300 or so students a year, most of whom they never meet; they solve their practical problems behind the scenes.

From an April 20, 2008, *New York Times* article, "The Expanding Safety Net"

About halfway through each semester, professors in some of Cornell's seven undergraduate colleges are asked to report students who have bad grades, seem disconnected, or are failing to come to class.

"That kind of checking out is a very serious thing," says Alan Mathios, . . . dean of the College of Human Ecology. "So, waiting for the end of the semester to come is often too late." Two psychologists work full-time just consulting with professors and staff when they have concerns about students.

From a December 30, 2007, *Wall Street Journal* article, "Bucking Privacy Concerns"

Soup and Hope Series Speakers, 2008

- Cal Walker: Grassroots community organizer, cofounder and executive director of Village at Ithaca, Cornell's first official liaison to the Ithaca City School District.
- Kathy Luz Herrera: Advocate for literacy and livable wages, Tompkins County Legislator (District 5), "Ithaca's Best Hero" (in the Ithaca Times "Best of Ithaca" survey).
- Marty Luster: Advocate for legislative reform, peace and social justice, migrant workers, environmental issues; N.Y.S. Assembly (1988–2002); co-editor, *Positive News.*
- Carol Kalafatic: Advocate for human rights, self-determination, and arts of Indigenous Peoples worldwide; associate director, Cornell American Indian Program.

Spirit, Intellect, Hope (and Soup)

Cornell United Religious Work (CURW), organizers of the new "Soup and Hope" series, aimed to attract a few Cornell faculty and staff members in from the winter chill to a cozy Sage Chapel, with four lunchtime Thursday sessions leading up to the February 19 Martin Luther King Jr. Commemorative Lecture. Inspired by the life story of the 2008 MLK lecturer, civil rights worker Vincent Harding, the "Soup and Hope" organizers chose speakers from the Ithaca community (see list, at left) who strive to serve at the vanguard of social change.

The soup and fresh-baked bread was provided by Cornell Dining Services. All the audience needed to bring were empty soup mugs, open minds, and plenty of how-and-why questions for the inspiring speakers.

But it was the makeup of the Soup and Hope drop-in audience that surprised organizers: not just faculty and staff members, but scores of students, eager for discourse in what was an extraordinary year at the intersection of spirituality and intellect, religion, and politics.

That was the gist of a timely, well-attended seminar organized in response to Democratic candidate Barack Obama's delivery of a landmark speech on an incendiary topic. "America's Original Sin: Obama, Race, Religion, and Politics" covered all those bases and more. One invited speaker was Cornell's first-ever Muslim chaplain, Omer Bajwa, with this advice: Rather than distancing himself from what critics were calling "radical Islam," Barack Obama ought to decry "violent extremists," Chaplain Bajwa said in the March 27 discussion that was broadcast throughout the region. At a time when some Americans' attention spans have dropped from forty-five minutes to forty-five seconds, the race–religion–politics audience stayed for the full ninety minutes—then exited through the carved-wood doors of Sage Chapel, still debating newly discovered perspectives.

Discussing the issues: *(left to right)* Margaret Washington, professor of history; Ken Clarke, director of CURW; Omer Bajwa, interim Muslim chaplain 2007–08; Nick Salvatore, Maurice and Hinda Neufeld Founders Professor in Industrial and Labor Relations.

Another first for CURW was a format change and time shift for Sage Chapel's traditional Sunday morning interfaith services. The Sunday afternoon vespers services matched provocative speakers with delightfully appropriate musical presentations. Presenters were as different as Samite of Uganda, poet–chemist Roald Hoffmann, political scientist Asma Barlas, and visual artist Lynn Aldrich.

The last vespers service of the academic year featured University Provost Biddy Martin—reflecting amidst swirling rumors that she would be the next chancellor of University of Wisconsin at Madison. Ends can also be beginnings, Martin said, and new beginnings help those with the right mindset "to focus on what matters to us, to test our use of time against our principles and priorities."

Amy, Enongo, and Dan outside Willard Straight Hall.

Questions Out of a Bus

Enongo Lumumba-Kasongo had a lot of questions as her organization, Black Students United (BSU), and Cornell Hillel planned a joint Katrina Initiative to New Orleans, August 8–15, 2007.

Would students still care enough to lend a hand, two years after Hurricane Katrina? Would funds be hard to raise? Was there even a need? And, ultimately, could a busload of Jewish and Black students survive a twenty-six hour trip together?

"I had some concerns," says Lumumba-Kasongo, BSU's senior copresident. "And I imagine that Amy Pearlman and Daniel Baer (the co-organizers at Hillel's Jewish Student Union) were wondering, too."

Not to worry: Twenty eager volunteers signed up for the trip. The Public Service Center helped student organizers write fund-raising letters. There was plenty of relief work to be done.

"The people were so grateful, so welcoming, so kind," Lumumba-Kasongo says—remembering how racial, ethnic, religious, and socio-economic barriers melted in the Southern heat.

About that bus ride through history that turned out to make a difference back in Ithaca: Video monitors on the bus showed "Mississippi Burning," the 1964 story of murdered civil-rights workers Michael Schwerner, Andrew Goodman, and James Chaney—two Jews and a Black man, memorialized in stained glass at Sage Chapel (at right).

Joint activism—for common goals, by diverse peoples with parallel histories of persecution and shared values—has worthy precedents, the bus riders agreed. They joined in a game called "Questions Out of a Hat," taking turns responding to anonymous questions that others were too embarrassed to ask.

As the bus neared the New York border, they vowed to keep Katrina's neediest on the radar for all Cornell students—planning a fund-raising concert, Arts Quad display, and a Katrina anniversary vigil.

"We wanted," the BSU leader said, "to share our appreciation of diversity." Questions Out of a Hat, expanded to students of all races and cultures in the fall '07 semester, was too good not to share.

When the 2008 James A. Perkins Prize for International Understanding and Harmony was announced, the winner was . . . Questions Out of a Hat.

Lauren Marie Wein (front, right) and co-workers taking a break.

Students scrub the sidewalk and seating area of the Seneca Street TCAT bus stop as part of the annual Into the Streets Day of Service.

Street Smarts: "Public Service Rocks!"

"I grew up doing public service," says Lauren Marie Wein, ILR '09. "When I came to Cornell, I was just hoping for a chance to volunteer for something, and to learn leadership and organizational skills."

And there she was, in the fall of 2007 in Barton Hall—just three years into her Cornell experience—the leader and organizer of more than 1,200 chanting ("Public service rocks!") students who were about to help dozens of nonprofit agencies in the sixteenth (and biggest ever) Into the Streets Day, a program of the Public Service Center.

Already there had been problems—albeit nice problems to have—for Wein and the 2007 Into the Streets board of student organizers. First, too many Cornell undergraduates had volunteered, and not enough agencies were asking for help. So Wein and her associates went to the Ithaca Common Council and the Tompkins County Legislature—asking for help placing student teams where the needs were greatest.

"We had so many volunteers, we had to move the kick-off ceremony to Barton Hall," Wein recalls. "But we hadn't lined up a public-address system. Fortunately, R.O.T.C. let us borrow their sound equipment. Unfortunately, halfway through the kick-off, we blew out their speakers."

Fortunately, an unplugged Susan Murphy, vice president for student and academic services, had a strong voice that rainy October morning as she told the eager volunteers: "You are at a university that treasures its connection to the local community, and to the world community."

And off they went—to plant gardens, clean buses, repair daycare centers—and to scores of other tasks that, as the Public Service Center's Leonardo Vargas-Mendez noted, "would not be happening for these agencies, were it not for this entirely student-organized event."

Stepping back in awe of the students' energy and enthusiasm, one city resident said: "They have no reason to be here except for their heart—it's just fabulous."

Wein still treasures one volunteer's evaluation, handed in as the mops and rakes and brushes were being stowed for the next Into the Streets Day. It read: "How can I do this every weekend?"

Abilities, Learning Styles, and the Ever-fashionable Book

Sometimes the path to understanding disabilities, in oneself or others, leads through a good book.

A student who struggled through high school with dyslexia finally reaches Cornell, worried about coping in a new learning environment . . . A faculty member needs to learn more about Asperger Syndrome in one of her students . . . Another student, recovering from a life-changing injury, longs to move forward.

That's the idea behind the new Student Disability Services (SDS) lending library: "You'll find some great ideas in this book. Please read it, then come back and we'll talk again," a staff member at SDS might say. Just as often, though, students discover books for themselves while browsing through the small-but-growing collection in the waiting area of the SDS office.

The library's creation came by way of a gift from Rhonda Carniol '79 to honor her late mother Diane Carniol, a teacher with a knack for nurturing potential in all her students—not just those at the top of the class.

Some of the most sought-after books in the new library are by Temple Grandin, the Frank H. D. Rhodes Class of '56

Leg-up Legacy: Learning to Lead from Peers who Do

When Tony Cashen '57, M.B.A. '58, was president of his Cornell fraternity (Delta Upsilon), he learned to go to chapter alumni for advice.

"I was fortunate that our chapter always had a strong and involved alumni base, so I learned whom to call on for help," Cashen says. "Almost every chapter goes through cycles of strength and weakness. The ones that survive and thrive, both here at Cornell and at other schools, have a strong history of alumni engagement and/or institutional help."

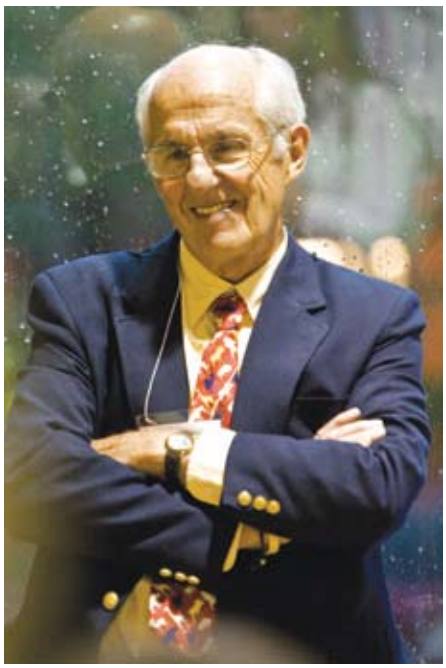
Beginning in 1993, when Cashen led a landmark reevaluation of Cornell's relationship to its greek system, to the present as he continues to lead the Fraternity and Sorority Advisory Council, Cashen has come to believe three things:

- institutional support of student leaders can't be so heavy-handed that independence suffers;
- alumni concern is more important than ever; and
- experienced peers make the best advisors.

Not so coincidentally, that's also the philosophy behind Cornell's Chapters of Excellence and the Greek Fellows Mentoring Program. The university's Office of Fraternity and Sorority Affairs and engaged greek alumni/ae worked together to pilot the Creating Chapters of Excellence program and quickly recognized that the help of the graduate-student mentors (or "near peers") was exactly the right kind of institutional support of student leaders.

Recognizing this key to success and also Tony Cashen's leadership, an anonymous donor from the greek community stepped up to challenge others to join him in support of the program. This $1 million challenge match renames the mentor program the Anthony B. Cashen Greek Fellows Mentoring Program and offers others the opportunity to fund and name individual endowments for each Cashen Mentor.

Today, Tony Cashen looks back on a distinguished career in business leadership, appreciating the motivational skills he was helped to develop as a leader of students.



Thanks to an anonymous donor, the Greek Fellows Mentoring Program has been named after Tony Cashen.

Says he: "If you learn be a successful leader where you don't sign the pay check, you'll have a 'leg up' when that opportunity comes along."

If the Cashen Greek Fellows Mentoring Program gets the support it deserves, Cashen predicts a leg-up legacy for the next generation of leaders. And the next.

Professor (*Thinking in Pictures: My Life with Autism*, for example). Grandin, in her popular lectures at Cornell, urges students and teachers alike to look beyond disabilities and work with each individual's ability.

With that in mind, the Student Disability Services Advisory Board gave the first Cornell Faculty Award for Universal Instructional Design to an educational innovator who teaches BIOBM 330 to more than 500 individuals who need to learn biochemistry and molecular biology. The award-winning Jim Blankenship incorporates plenty of computer graphics and other high-tech tools in his autotutorial courses.

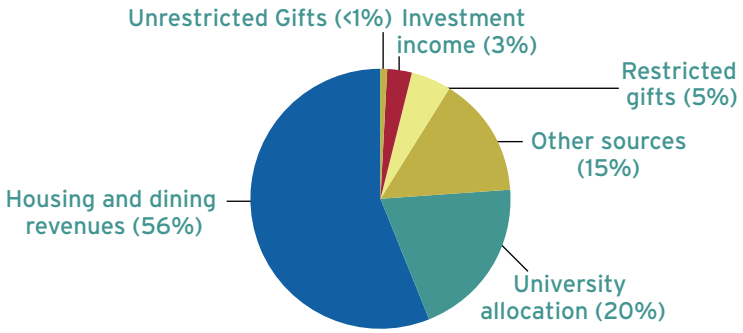
To enhance accessibility and ease of use for students with different learning styles—the principle behind Universal Instructional Design—Blankenship offers traditional lectures, one-on-one tutoring, and several assessment formats in which to demonstrate mastery of the course material, as well as office hours at all hours.

Then there's the biochemistry learning tool that never goes out of style—books.

Division of Student and Academic Services Financial Report 2007–2008

Income (in thousands)	
University allocation	$ 31,151
Investment income	5,383
Unrestricted gifts	651
Restricted gifts	7,098
Housing and dining revenues	86,628
Other sources	23,230
Total resources available	**$154,141**

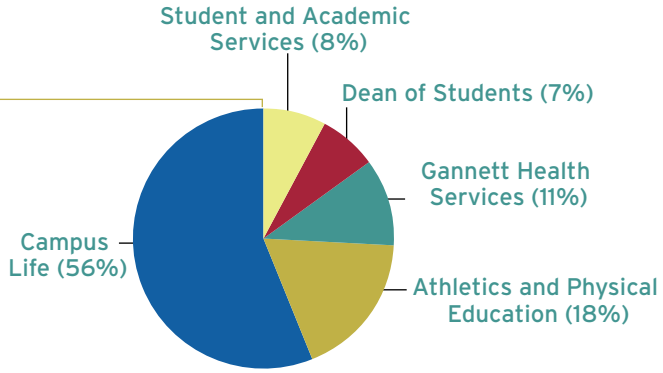
Income by Sources



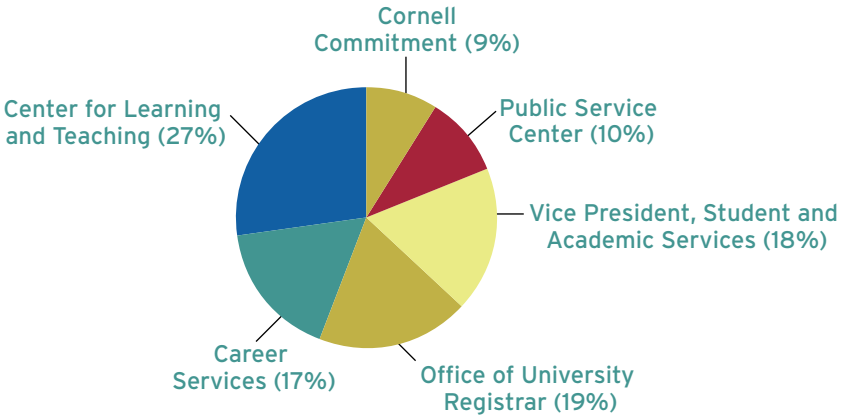
Expenditures by Unit (in thousands)	
Athletics and Physical Education	$26,807
Campus Life	82,347
Dean of Students	10,537
Gannett Health Services	15,236
Student and Academic Services	11,686
Total expenditures**	**$ 146,613**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services Expenditures



Division of Student and Academic Services

Academic Support
Center for Learning and Teaching
- International Teaching Assistant Development Program
- Learning Strategies Center
- Instructional Support
- Student Disability Services
- Teaching Assistant Development Program

Cornell Career Services
Cornell Commitment
- Hunter R. Rawlings III Cornell Presidential Research Scholars
- Cornell Tradition
- Meinig Family Cornell National Scholars

Internal Transfer Division

Athletics and Physical Education
Intercollegiate Athletics
Intramurals
Outdoor Education
Physical Education
Recreational Services

Campus Life
Community Centers
Conference and Event Services
Cornell Dining
Cornell Housing
Residential Programs

Cornell Chimes

Dean of Students
Cornell United Religious Work
Fraternity and Sorority Affairs
International Student and Scholars Office
Lesbian, Gay, Bisexual, Transgender Resource Center
New Student Programs
Student Activities
Student Support

Gannett Health Services
Counseling and Psychological Services
Health Promotion
Medical Services
Physical Therapy
Student Health Insurance

Office of the University Registrar

Public Service Center
Community and K–12 Outreach Programs
Faculty Engagement and Public Scholarship
Student Leadership Development

Division of Student and Academic Services Administration

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Executive Director, Gannett Health Services

Edna R. Dugan
Assistant Vice President

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Director of Finance and Administration

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