Student and Academic Services Annual Report 2008–2009

Letter from Susan Murphy

The establishment, by an anonymous donor, of the Susan H. Murphy Cornell Tradition Fellowship is announced, September 2008.

So much comes together at Cornell. The staff and faculty in the Division of Student and Academic Services and across this campus, the students who bring to us their incredible thirst for all Cornell has to offer, and the alumni, parents, and friends who are our steady partners; all of us connect to support each other on behalf of Cornell.

In the Division of Student and Academic Services, we strive to make those connections full of purpose and to make every interaction filled with respect and caring for the individual so that academic and personal discovery can flourish. And, flourish it does thanks to the many hands within this division. I thank our staff and faculty as well as the alumni, parents, and friends who also gave gifts to Cornell so that students could continue to have access to our special Cornell experience. You might think yours is just one gesture, one interaction, one gift, but it is much, much more. Stay with us and enjoy the enclosed stories of our shared success.

Susan H. Murphy '73, PhD '94
Vice President for
Student and Academic Services

2008–09 Facts at a Glance

Academic and Career Services

Students using tutorial services	10,549
Students using services through supplemental instructional services	1,238
Students visiting the Carol Tatkon Center (daily average)	750
Students using services at the International Students and Scholars Office	3,277
Students receiving services from Student Disability Services	824
Employers recruiting on campus through Career Services	362
Interviews held by recruiters	9,771
Student postgraduate activities	
Employed	55.2%
Graduate school	32.0%
Other	12.8%

Athletics and Physical Education

Students enrolled in physical education courses	9,456
Student memberships in Cornell Fitness Centers	10,106
Varsity athletes	1,077
Students participating in intramural sports	6,507
Students participating in Cornell Outdoor Education	3,038

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	15,665
Student visits for services	78,902
Gannett's Counseling and Psychological Services	
Students receiving services	2,813
Student visits for services	21,479
Students enrolled in the Student Health Insurance Plan (SHIP)	10,407

Housing and Dining

Undergraduates in university housing	6,125
Residents in graduate and professional student housing	1,066
Single contract holders	365
Family group/domestic partner contract holders	296
Children in graduate and professional student housing	132
Students who are members of a fraternity	2,328
Members in fraternity housing	898
Students who are members of a sorority	1,610
Members in sorority housing	354
Students on university meal plans	9,814

Service and Philanthropy

Students participating in ongoing community service	3,370
Hours provided through ongoing community service	123,127
Students participating in one-time community service	2,079
Hours provided through one-time community service	111,170
Hours of community service provided by fraternities and sororities	53,740
Dollars raised through fraternity and sorority philanthropic activities	$199,503

Connecting students and alumni

Among the stellar programs of Cornell Career Services are those that facilitate student interaction with alumni. "We always promote networking as a powerful career development tool, but especially so in these times," says Cornell Career Services director Rebecca Sparrow MILR '86. "It's wonderful for our students that we have a long list of alumni volunteers willing to give their time."

Take Douglas H. Calby '81 (right), the managing director of US Systems Integration and Technology for Accenture, a global management consulting, technology services, and outsourcing company. Calby, who is soon to take early retirement, relishes the opportunity to spend more time on campus where he holds office hours as an Executive-in-Residence. With 25 years of experience as a recruiter, he brings a much-respected dose of the real world.

"Cornell students are still getting jobs because employers know Cornell students are highly qualified and very skillful."

"Just 30 minutes with a second-semester junior or first-semester senior—giving them honest feedback—can significantly raise the odds of success when they go out into the job market," says Calby. "We put together the ingredients they bring—their skills, courses, internships—in a way that tells a story to a prospective employer that the employer will care about."

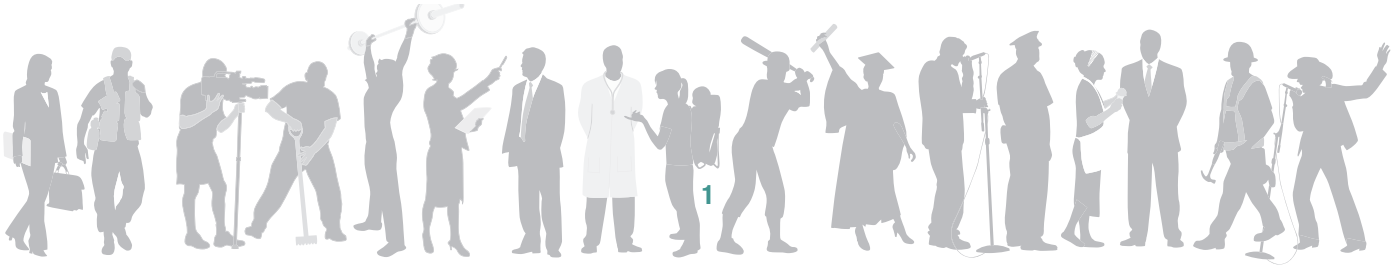
There are lots of other things alumni can do—and Career Services has made two improvements this year that make getting involved easier than ever. The first is an online mentoring system that promotes a closer match between alumni and students and opens the door to online (and even, face-to-face) conversations, ranging from how to get their foot in the door of a particular company to setting up an internship or a job-shadowing opportunity. Currently, more than 4,500 alumni—employed in the public as well as private sectors—make themselves available to students through this system.

The second is a special alumni web page "Helping in Turbulent Times: You Can Make the Big Red Difference" that offers quick links to five ways alums can help, including the online mentoring system.

"We know people have limited time so this allows them to jump in quickly," Sparrow explains.

Helping in Turbulent Times

www.career.cornell.edu/alumni/WaystoHelp.html



Lessons you can't learn from a book

Undergraduates choose to spend their spring vacations in direct public service designed to heighten their social awareness, enhance personal growth, and promote a lifelong commitment to community engagement.

The first year that communications major Micah Bell '10 spent her spring vacation with the Alternative Breaks Program, she was exposed to the stark realities of police brutality. The second year, she was challenged with creating affordable housing. During the third, she learned the transformative power that comes with access to a quality education.

"We had no set expectations, just to completely devote ourselves to whatever we could do to help," says Bell, who spent a week in Florida working as an aid in two elementary school classrooms as part of the Tangelo Park Pilot Program. Founded by Harris Rosen '61, the program offers a free college education within the Florida state system for all students in the working-class neighborhood of Tangelo Park who graduate from high school. In the evenings, she met parents and other members of the Tangelo Park Advisory Board and talked with high school students about college life and college admissions.

"I really came to love the people I met—the students and their teachers," says Bell. "We did so many different things but it didn't feel like work at all.

Bell has developed an equally deep affection for the Alternative Breaks Program itself. "The program brings together students from across the university who care about bettering the world," she says. "It's added so much value to my Cornell career to network with others interested in [public] service."

Florida native Micah Bell '10 returned to her home state last March as the trip leader for seven students who spent their spring break mentoring disadvantaged children as part of the Tangelo Park Pilot Program. Founded by Harris Rosen '61 15 years ago, the program has helped more than 400 students from the formerly drug-and crime-ridden neighborhood of Tangelo Park outside Orlando.

Agricultural sciences major Kristen Kennedy '10 has been a committed volunteer since high school. Her first trip with Alternative Breaks was to the S.A.F.E. (Stop Abusive Family Environments) shelter in Welch, West Virginia, the site of the first alternative breaks trip in 1989.

"I thought that I was pretty well-rounded, that I'd seen a lot of real life, but this trip was a reality check," says Kennedy. "You can spend hours in class or in the library studying about domestic violence and think you understand it, but through working at the shelter I came to no longer seeing it as a community with an issue but as real people with real problems."

Kennedy's sophomore year break focused on environmental issues affecting American cities and this year she led six students on a much-anticipated week at Mountain Lake Academy in Lake Placid, New York, a residential treatment facility for adolescent boys ages 12 to 18.

"It's a seven-year tradition," Kennedy explains. "The guys can count on Cornell students coming for this one week to offer recreational activities that change up their very ordered routine. At first some won't even talk to you but by the end of the week they're glued to your side, asking about college, thinking about options they've never considered before."

Kristen Kennedy '10, who will continue as the president of the Public Service Center Alternative Breaks Program in her senior year, is an enthusiastic advocate—quick to point out that participants are unanimous in giving positive feedback about their experiences across the program's 12 locations.

Advancing a caring community

Cornell police have already participated; so have the College of Human Ecology's directors of undergraduate studies, staff members from residential programs, and a dozen other groups across campus. All give high marks to Notice and Respond—a workshop on how to talk with students in distress.

"I wonder if you've been thinking of suicide?" is one of the questions a faculty member asks a highly distraught student in a video vignette shown during the workshop.

"Participants always say watching is particularly helpful because many people worry that asking about suicide will put the idea in someone's mind, which isn't true," says Timothy Marchell '82, director of mental health initiatives with Gannett Health Services, who leads the post-viewing discussion. "There is a reservoir of caring on this campus and we designed the workshop to show how to overcome the barriers that prevent people from taking action to help distressed students."

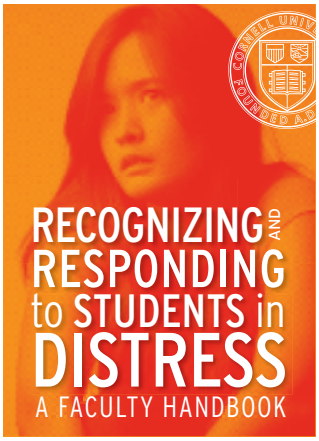
The program helps faculty members learn how to approach conversations with individuals who are struggling, whether the underlying issue is relatively minor or something more serious. The two-hour facilitated workshop was produced in collaboration with Cornell Interactive Theatre Ensemble (CITE). It includes a DVD segment featuring CITE actors, which was produced with funding from the Triad Foundation.

"Every time we do one of these presentations I feel that we are tightening up the safety net for our students that much more," Marchell notes.

Similarly, the Office of the Dean of Students (with funding help from Catharine B. Taylor '67) has developed a handbook for faculty members entitled "Recognizing and Responding to Students in Distress—A Faculty Handbook." The guide is written in recognition of the crucial role faculty members play in creating a supportive atmosphere for young people who are, by definition, engaged in a stressful endeavor at a developmentally critical time in their lives. It contains suggestions on how to create a supportive classroom environment, as well as teaching strategies, and faculty advising practices deemed most helpful to students.

The recommendations were gleaned from Cornell students themselves and from faculty members who shared their best practices in panel discussions held this past year. The handbook includes sections on how to recognize students in difficulty, what to do once a student in trouble has been identified, and ends with a general information section on a range of mental health issues, such as mental illness and post-traumatic stress disorder. It will be distributed campuswide in 2009–10—to come are similar resources for other specific groups including staff members, students, and their parents.

Straight from the handbook: students who feel connected to their professors experience less distress.



"We don't expect faculty members to act like therapists but rather to be compassionate individuals who recognize what they can do within their comfort zone," Marchell explains. "Instead of dealing with the student directly, that might mean telling someone else. And that's fine, too."

Photo: Jon Reis

The West Campus House System; Alice Cook House, Carl Becker House, Hans Bethe House, William Keeton House, Flora Rose House; is home to 1,800 students. Inset: Faculty Night dinner at Alice Cook House.

Cultivating scholars

Everybody living in Alice Cook House knows that Ross Brann can be found in his office in the afternoons. Sometimes nobody stops by. Other days there's a continuous stream of students who bring their worries, joys, and questions—academic and personal—to Brann, the first House Professor-Dean in the West Campus House System. Take the student who was astonished that Cornell was the only Ivy League school without a UNICEF group and sought Brann's advice on starting one herself.

"This young woman wasn't a student I knew, but because this is where she lives and the fact that my door is always open, she felt comfortable coming to me," says Brann, the Milton R. Konvitz Professor of Judeo-Islamic Studies and acting chair of the Department of Near Eastern Studies.

With other students, Brann often acts as a liaison between them and the 30 faculty fellows affiliated with the house. When an unhappy sophomore engineering major confided that she was considering transferring, he introduced her to Marjolein CH van der Meulen, a professor in the Sibley School of Mechanical and Aerospace Engineering.

"That introduction led to conversations with Marjolein that began to turn her Cornell experience around," Brann says. "She graduated happily, successful as a female engineer."

While formal, faculty-run programs are important, putting students and faculty together in different, often informal, ways is what Brann (one of three faculty members who served on the committee that first put the vision of a house system at Cornell on paper 14 years ago) sees as most transformative about the house system.

In the beginning, some believed that there wouldn't be 150 faculty members willing to make themselves available to students in the evenings, sometimes on the weekends. As it turns out, though, hundreds have given their time in large and small ways over the past five years. (And there's an impressive applicant pool for Brann's position when he steps down next spring after six years of living with students.)

Bruce Levitt, a professor in the Department of Theatre, Film, and Dance, has been a house fellow since Becker House opened four years ago. Levitt participates in a program called Café Conversations with students in the apartment of House Professor-Dean Cindy Hazan, organizes pre-show discussions for his department's productions, and brings artists in to perform. And he almost never misses a Wednesday night House Dinner. It is the convivial atmosphere, he says, that draws him.

"I go every week because I enjoy the students and the conversations with other faculty members," Levitt explains. "Cindy and her husband Rick Canfield [senior research associate in the Division of Nutritional Sciences], executive chef Eileen Hughes, and assistant dean Amanda Carreiro have created a community that I feel compelled to belong to. I think this is great."

Creating a community—a community of each other as well as a community of ideas—was the vision of the original proponents of the house system, notes Edna Dugan, who as assistant vice president for Student and Academic Services, was a driving force behind seeing that the $225 million project came in on-budget and on-time. Dugan, who was a house fellow at Cook House when it opened and then moved to Becker the next year, had anticipated going on to each new house in turn, but found she couldn't leave the students a second time. Why? Because continuity matters.

"You become someone outside their families who takes an interest in them and becomes engaged in their maturation," Dugan explains. "Students gain a powerful perspective that's very confidence building when they spend a number of years with adults who model success in their fields and the discipline and drive to follow something through."

From left: Shirley Samuels, Jefferson Cowie, Ross Brann, Porus Olpadwala, and Cindy Hazan are the first faculty members to have served in the prestigious role of House Professor-Dean in the new West Campus House System.

Shirley R. Samuels, professor of English and American Studies and chair of the Department of History of Art and Visual Studies, has been named the House Professor-Dean of the Flora Rose House. As a historian of the lives of women in the United States, Samuels says she is "particularly interested in the career of Flora Rose, one of the first women to become a full professor at Cornell and a lifelong advocate of fine teaching and innovative research in nutrition."

Silly Putty® and an endowment: Molding

Since its opening more than six years ago, the Carol Tatkon Center has been instrumental in helping first-year students navigate the unchartered waters of university life.

"The idea is to create a safe, friendly environment that supports, challenges and inspires students—a place where they can thrive, take risks, and use their imagination," says Carol Grumbach '78, JD '87, whose position as director is now endowed, thanks to the generous support of Jack '65 and Rilla Neafsey. "University life can be hard the first year. We are committed to creating a good foundation and supporting students so they can flourish—our intellectual programming is meant to take students outside their comfort zone and explore all the possibilities available to them."

One of the main goals of the center is to create or host programming that provides first-year students opportunities to stretch their minds in ways they might not have previously—kind of like the Silly Putty that students created at the Materials Science Expo hosted by the Tatkon Center this past year.

The brainchild of the Department of Materials Science and Engineering, the well-attended expo is indicative of the growing number of partnerships forming between the center and faculty members across campus. The center also frequently partners with the Learning Strategies Center, the John S. Knight Institute, Cornell University Library, Gannett Health Services, Campus Life, and the seven undergraduate colleges.

The professional and eighteen upper-level student staff members also develop programming. Highlights from this past year include a reading of the Gettysburg Address by President Skorton and presidential election "get inspired and get registered" activities—which were part of the center's New Student Reading Project programming, a partnership with the Vice Provost for Undergraduate Education. (The book for this past year was "Lincoln at Gettysburg" by Gary Wills.)

Staff members have worked hard since the beginning to create a friendly and informal sanctuary that inspires and supports—a place where first-year students can find academic support and develop their intellectual muscle.

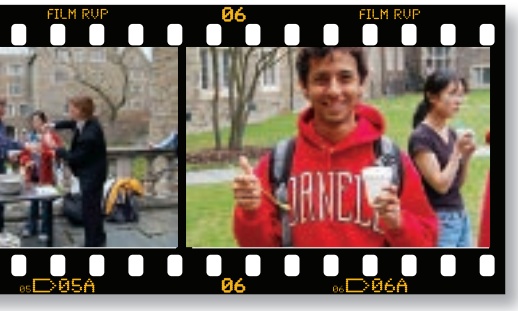
In addition to Carol's Café, a library, and a laptop loan program, students visit the Tatkon Center in Balch Hall for all sorts of reasons. Some times it might be to ask a simple question like how to catch a bus somewhere. Other times

Photos in strips provided by the Department of Materials Science and Engineering

Students made silly putty and ice cream at the Materials Science Expo hosted at the Carol Tatkon Center this past year. The well-attended expo is indicative of the growing number of partnership forming between the center and faculty members across campus.

a first-year experience

it might be to take advantage of the chance to chat casually with faculty members when they're still deciding on a major. Or they just might want to attend a study skills session, peruse an art exhibit that's on display, attend TA hours, or get help at the Writing Walk In Service. The center is famous for its student staff—they serve as the proverbial friendly faces at the front desk and their motto is "ask me anything."



The New Student Reading Project and national election sparked "get inspired and get registered" activities.

Carol Grumbach '78, JD '87, center, with students at the Carol Tatkon Center. Grumbach's position as director was recently endowed, thanks to the generous support of Jack '65 and Rilla Neafsey.

Kwame Amponsah '06, MEng '08, PhD '12, who spent most of his teenage years in Takoradi, Ghana, moved into Hans Bethe House when the doors first opened and he began a graduate program in electrical and computer engineering. He'd like to stay until his PhD is finished since he enjoys being in an "environment in which I can help people out."

Christina Sanon '08, MHA '09 is responsible for advising five chapters in the Alpha Neighborhood—all of whom are participants in the Office of Fraternity and Sorority Affairs program Creating Chapters of Excellence. Thanks to Sanon's leadership, they worked together this past fall to organize a bowling tournament at Helen Newman Hall where members donated more than 40 books and toys to Toys for Tots. In the spring, she arranged an etiquette dinner conducted by Hotel School etiquette expert Barbara Lang.

Graduate students serve as leaders, mentors

"I don't like to see people stressed out," says graduate resident fellow Kwame Amponsah. "When I see students stressed out I empathize and try to do something to help them."

Sometimes, he's the neutral party whose presence can diffuse conflicts. Then again, he's the tutor who takes the pressure off by working side-by-side with undergraduates during weekly study sessions. (Amponsah's field is micro-electronics.) For sure, he's fun to be with: coaching the house ping pong team to victory and arranging early evening tea socials in the Bethe House common room.

Amponsah is one of 29 Graduate Resident Fellows (GRFs) in the West Campus House System. From the inception, designers of the West Campus House System knew the in-residence graduate students would be vital to the undergraduate community. Through the GRF role, these older students could fill in advising, mentoring, and tutoring; as well by creating a welcoming community and modeling successful academic behavior.

And as a research scientist, Amponsah is a role model of living a life dedicated to scholarship. He's pursuing a PhD degree in Electrical and Computer Engineering with a focus on Complementary Metal Oxide Semiconductor (CMOS) technology and Micro-Electro-Mechanical-System (MEMS) integration.

Like Amponsah, Christina Sanon '08, MHA '09 has much to offer undergraduates. Sanon is one of three graduate students serving in the Anthony B. Cashen Greek Fellows Mentoring Program. The program is tailored to reflect how Greek residences differ from the West Campus House System. The fellows do not reside in a chapter but work with a neighborhood. And, they work within a framework that respects individual governance within chapters knowing that strong individual chapters contribute to a strong overall Greek system.

This past year she's shared her real-world knowledge (and lent a listening ear) with the members of five chapters in the Greek system—two sororities and three fraternities—collectively known as the Alpha Neighborhood. One example of her effectiveness is a presentation she gave on alcohol abuse.

"There was a different impact when, as a peer advisor close in age, I said: 'Hey I was in a sorority last semester, I may run into you at Slope Day or in Collegetown, so I'm not preaching at you but want to show how to be smart and realistic in handling alcohol-related situations,' " explains Sanon, whose was trained by professionals at the Gannett Health Center in the science behind alcohol use and safe practices. "This kind of message is taken much better from a grad fellow than from someone on the staff."

Rawlings Cornell Research Scholars are committed to inquiry and discovery

Each year close to 200 students receive up to $8,000 in research support and $4,000 in loan replacement through the Hunter R. Rawlings III Cornell Presidential Research Scholars program, a part of the Cornell Commitment. Dorian Bandy '10 and Angie Wolfgang '09 are two of them.

The first piece of printed material that Dorian Bandy '10 owned was a libretto for "Don Giovanni," his mother's favorite piece of music.

"I listened to LPs of it so much that by the time I was five, I could sing along in Italian even though I didn't know what the words meant," says Bandy, who developed a wealth of ideas about how to stage it after "growing up watching productions year after year that I thought really missed the point."

With funding from the Hunter R. Rawlings III Cornell Presidential Research Scholars program and the support of three faculty members—Mozart scholars Neal Zaslaw and James Webster and music historian Rebecca Harris-Warrick—Bandy set out to stage the opera in a fashion true to Mozart's time, and not just in playing style.

His research included reading 60 baroque treaties on acting written between 1625 and 1810 so that even the singers' every gesture was just right. Bandy, who performs frequently in Europe and the United States, brought together a 30-member orchestra and cast of student and professional opera singers.

Thanks to the Hunter R. Rawlings III Cornell Presidential Research Scholars program, Dorian Bandy '10 staged the opera "Don Giovanni" in a fashion true to Mozart's time. The program serves students of wide ranging interests. On average, 38 percent of the students in the program conduct research projects in the humanities and the social sciences while 62 percent of the projects are in the life and physical sciences.

While most students are identified into the program before arriving as freshmen, Angie Wolfgang '09, was recommend for entry into the Hunter R. Rawlings III Cornell Presidential Research Scholars program by her sophomore research advisor, physicist Itai Cohen.

"We got great reactions—everybody said, 'Take it on the road!'" notes Bandy. He'd love to, of course, but instead will use his senior year and his remaining funds to bring the orchestra back for performances celebrating the Haydn bicentennial.

Physics major Angie Wolfgang '09 always liked astronomy, particularly the science behind astronomy. Thanks to her research scholarship, she has spent the last three semesters writing all of the code needed to calculate the radial velocity of the 112 members of the Ruprecht 147 star cluster.

"Ruprecht 147 is a particularly important cluster to study because few old clusters are close to us; however it has largely been ignored because its member stars are difficult to distinguish from background stars," explains Wolfgang, whose calculations demonstrated which stars belong to it. Once she and Jason Wright, a former postdoc in James Lloyd's laboratory, finish determining the age of the cluster and its distance from earth, they'll be ready to publish their findings.

Wolfgang credits the Rawlings Cornell Presidential Research Scholars program with her start in the Department of Astronomy, where there is limited research funding for the many undergraduates eager to study astronomy outside of the classroom. She also credits the program with her attendance at a career-changing American Astronomical Society conference.

"Being there changed my entire outlook on what I want to do; it energized me to go on to graduate school," Wolfgang explains. In the fall, she's headed off to a Ph.D. program in astrophysics at the University of California, Santa Cruz, where she'll be studying exoplanets, planets outside our solar system.

"This field will explode in the next decade and I want to be involved in that!"

In addition to her duties as an undergraduate student supervisor, Dana Goldense '11 played her heart out on the staff softball team; her team won this year's Intramural Co-Rec Softball Championship.

Josh Price, PhD '10, got the chance to focus his competitive spirit beyond the bounds of Cornell when his intramural team earned a second seed position going into the final round of the Northeast Regional Flag Football Tournament, which has been hosted here for the past two years.

Cornell Intramural Sports:
It's a great way to take a study break

This year 7,000 students participated in Cornell's Intramural Sports Program—one of the first in the county, with records dating back to 1946. With more than 30 leagues and tournaments in co-recreational, fraternity, men's, sorority, and women's divisions, it's one of the largest in the Ivy League.

Soon after her arrival on campus, American studies major Dana Goldense '11 happened to walk past a table advertising for referees (125 are needed each year) for Cornell's Intramural Sports Program. She signed right up.

"Playing sports was a major part of my life in high school so I wanted to stay involved when I got to college," explains Goldense who ended up officiating at soccer, volleyball, basketball, and softball games that first year. She handled herself so well that she was nominated to become a student supervisor when she returned as a sophomore. Now, with a year's experience of being one of the 14 undergraduates in charge of "maintaining civility" on the field, Goldense is more committed than ever, spending many additional hours training up-and-coming student officials.

"We work really hard to be sure the experience is as competitive and fun as it can be while remaining open to everyone who wants to play," she says.

Self-styled "sports addict" Josh Price, PhD '10, for one, appreciates a well-organized environment in which to vent pent-up frustrations when his research isn't going as he'd like. The program provides a fun and safe way for members of the Cornell community to blow-off steam and return to their work refreshed.

"When there's good officiating it's different than playing pick-up games in the gym; there's an increase in adrenalin almost as if you're back in high school playing varsity sports," says Price, who prefers the competitive division in which his rivals in flag football, basketball, and softball (and a few in soccer and volleyball, too) have become his friends during the four years he's been in grad school here.

Speaking for teammates and competitors alike, Price notes: "We're quite sad when there are rain-outs because we look forward to playing so much!"

Max Seibald '09 has been honored with four national awards—the 2009 Tewaaraton Trophy, the premier award in collegiate lacrosse, the USILA Lt. Raymond J. Enners Award for Outstanding DI Player of the Year, the USILA Lt. Donald MacLaughlin Jr. Award for Outstanding Midfielder of the Year, and the Lowe's Senior CLASS Award. Seibald also became the first player in the history of the Ivy League to earn first-team honors four times during a lacrosse career.

A fair share and more for **Cornell Big Red Athletics**

Cornell athletics was redder than ever, posting seven Ivy League Championships, garnering several Ivy athlete-of-the-year awards, and earning NCAA playoff recognition in the 2008–09 season.

Wrestling, men's basketball, softball, men's lacrosse, men's indoor and outdoor track and field, and women's indoor track and field were Ivy Champs; and women's gymnastics were USAG champions, the first non-scholarship program ever to win the USAG Collegiate National team championship.

Ivy Players of the year were: Jeomi Maduka '09, women's outdoor track and field, Duane Teixeira '10, men's outdoor track and field, Alyson Intihar '09, softball, and Mack Lewnes '11, wrestling. Additionally, Troy Nickerson '10 won an individual NCAA championship in wrestling at 125 pounds.

Facilities for intercollegiate athletes and for physical education athletes took a big leap forward with the dedication in September of Marsha Dodson Field, a new competition and practice field for the field hockey program, and the dedication in May of the Merrill Family Sailing Center.

Fans were thrilled to follow men's lacrosse through its NCAA battle and proud to be saluted by the Big Red

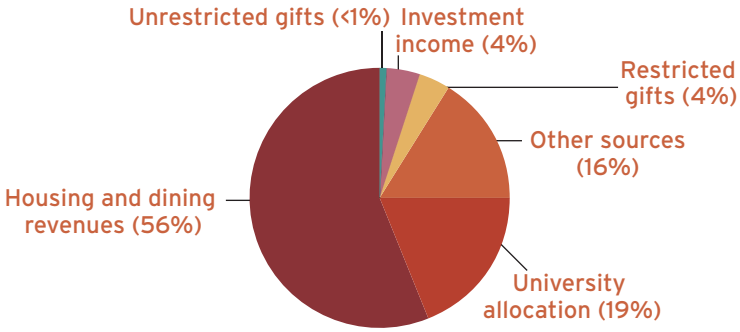
at the close of their 10-9 overtime loss in the Division I championship game against Syracuse. After its fair share of Ivy and other awards, Big Red sports teams proved again and again the sportsmanship and aplomb expected of the finest amateur athletes.

www.cornellbigred.com

Division of Student and Academic Services Financial Report 2008–2009

Income (in thousands)	
University allocation	$ 32,200
Investment income	6,636
Unrestricted gifts	815
Restricted gifts	6,408
Housing and dining revenues	94,459
Other sources	27,484
Total resources available	**$168,002**

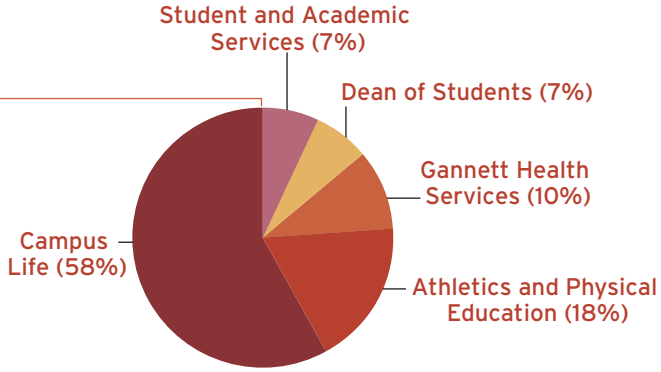
Income by Sources



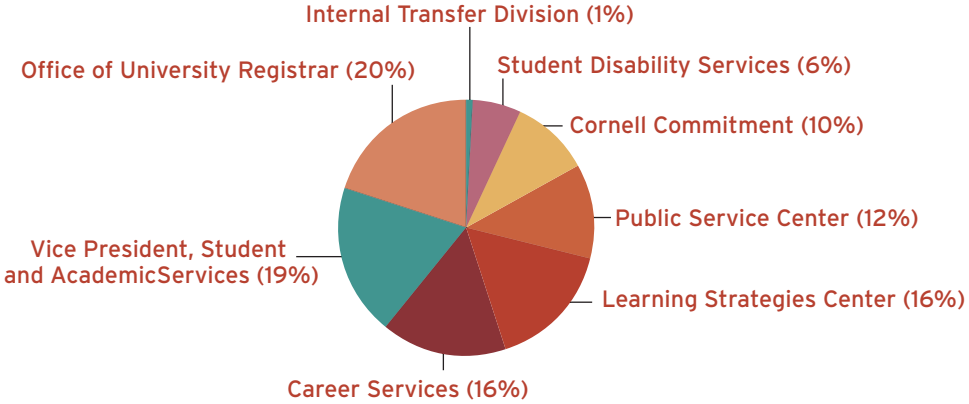
Expenditures by Unit (in thousands)	
Campus Life	$91,307
Athletics and Physical Education	27,970
Gannett Health Services	16,293
Student and Academic Services	11,860
Dean of Students	11,196
Total expenditures**	**$ 158,626**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services Expenditures



CORNELL

Division of Student and Academic Services

Academic Support
Learning Strategies Center
Student Disability Services
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 Students and Scholars Office
Lesbian, Gay, Bisexual, Transgender Resource Center
New Student Programs
Student Activities
Student Support and Diversity Education

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

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