Student and Academic Services Annual Report

2006–2007

2005–2006 Facts at a Glance

Academic and Career Services

Student tutorials provided	5,700
Students using services through supplemental instructional programs	1,700
Students visiting the Carol Tatkon Center (daily average)	1,000
Students using services at the International Students and Scholars Office	3,086
Students receiving services from Student Disability Services	774
Employers recruiting on campus through Career Services	347
Interviews held by recruiters	12,184
Student postgraduate activities	
Employed	52%
Graduate school	33%
Other	15%

Athletics and Physical Education

Students enrolled in physical education courses	9,543
Student memberships in Cornell Fitness Centers	10,744
Varsity athletes	981
Students participating in intramural sports	6,715
Students participating in Cornell Outdoor Education	2,286

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	14,671
Student visits for services	71,897
Gannett's Counseling and Psychological Services	
Students receiving services	2,519
Student visits for services	18,654
Students enrolled in the Student Health Insurance Plan (SHIP)	10,226

Housing and Dining

Undergraduates in university housing	5,702
Residents in graduate and professional student housing	1,281
Single contract holders	474
Family group/domestic partner contract holders	310
Children in graduate and professional student housing	178
Students who are members of a fraternity	2,065
Members in fraternity housing	878
Students who are members of a sorority	1,583
Members in sorority housing	365
Students on university meal plans	9,555

Service and Philanthropy

Students participating in ongoing community service	2,667
Hours provided through ongoing community service	193,536
Students participating in one-time community service	1,150
Hours provided through one-time community service	6,023
Hours of community service provided by fraternities and sororities	42,365
Dollars raised through fraternity and sorority philanthropic activities	$171,452

(Top) Kimberly Snowden '06 spoke at the Immigration Rights Rally on Ho Plaza in April; (bottom) the Cornell University Wind Ensemble performed with local school children during their trip to Costa Rica in January.

Cover: With McGraw Tower as a backdrop, students chalk an announcement on Ho Plaza promoting a benefit for the homeless.

Letter from Susan H. Murphy

Vice President for Student and Academic Services Susan Murphy assisted J. Andrew Noel, Meakem ◆ Smith Director of Athletics and Physical Education (left), and organizer Michael Raffe at the dedication ceremony for the new rugby field.

Among the great benefits of attending Cornell University are the myriad opportunities to develop leadership skills and to make a difference. Carl Becker's famous definition of the Cornell character—"The freedom to do what one chooses, responsibility for what it is that one chooses to do"—is as true today as it was in his time. One of the great pleasures of my job is watching each new class discover these qualities for themselves and put them into practice in their daily lives.

The 2005–2006 academic year provided plenty of occasions for students to take initiative on behalf of others. The fall semester was just under way when hurricanes Katrina and Rita devastated the Gulf Coast, destroying entire towns and cities and uprooting tens of thousands of people. These events took place 1,300 miles from Ithaca, but the Cornell community rallied to help in any way it could. When 200 students from Tulane and other affected colleges arrived to continue their studies here, division staff assisted them with registration, housing, and meal plans. Student organizations hosted receptions and dinners for them. Other Cornell students spent their spring break down south, working with displaced residents to secure relief benefits as well as doing the hard, dirty work of tearing down the houses that could not be restored. We are proud of their willingness to travel halfway across the country to lend their assistance to strangers.

Closer to home, our students continued to excel in other areas. Our student athletes earned a school-record nine Ivy League titles, as well as a national championship in men's lightweight crew. Cornell Outdoor Education built on its reputation for excellence by winning a national award for the outstanding quality of its program. The Interfraternity Council, Multicultural Greek Letter Council, and Panhellenic Association received Programming Excellence Awards from the Northeast Greek Leadership Association, which recognized the groups for outstanding performance in areas such as academic achievement, community service, and leadership.

It was a year of significant progress on the West Campus House System, with the opening of Carl L. Becker House and the start of construction on the third house—named after the late physicist Hans Bethe—and the new Noyes Community Recreation Center.

Accomplishments like these are a source of pride and inspiration for everyone in the Division of Student and Academic Services. They remind us of the importance of our mission: to create an environment where students can discover and develop their own capacity for leadership, service, and lifelong learning.

Susan H. Murphy '73, Ph.D. '94
Vice President for Student and Academic Services
Cornell University
June 30, 2006

Our Mission

The Division of Student and Academic Services exists to support and further the mission of the university by:

- developing, delivering, and advocating programs that unite and support students' academic and life pursuits;
- providing opportunities for our students to develop the qualities and competencies required for lifelong learning, leadership, service, and friendship;
- providing university-wide student and academic services directly and in collaboration with academic units and other offices;
- maintaining a responsible balance between the creation and delivery of these programs and services and available human and financial resources;
- contributing to a diverse living and learning environment that promotes students' intellectual, emotional, social, spiritual, civic, career, and physical development;
- providing and supporting programs and services that foster diversity, inclusion, and learning among all members of the Cornell community.

We acknowledge that it is our responsibility to encourage and foster student participation in our programs while respecting the responsibility of students to avail themselves of all learning opportunities—in the classroom and beyond, on campus and off. Each department within Student and Academic Services will perform its specific mission while working collectively and collaboratively with students, faculty, staff, and involved alumni to bring our vision to fulfillment. Through the efforts of all of us—students, faculty, staff, and alumni—we create a community where the values and responsibilities of the individual and the community are equally supported.

Douglas Mitarotonda

Few students have taken as much advantage of the opportunities at Cornell as Douglas Mitarotonda '02, M.Eng. '03. As an undergraduate and Cornell Tradition Fellow, Mitarotonda completed a triple major in computer science, mathematics, and Asian studies, lettered in varsity cross-country and track and field, and spent a semester in Nepal. As a Master of Engineering candidate, he was a founding member of the Cornell Solar Decathlon team, which placed second in a national competition to build a solar-powered house. Now a Ph.D. candidate in economics, he is a student representative to the university's Board of Trustees.

Mitarotonda came to Cornell as a math major and began branching out immediately. "Our course book is three inches thick, and when you look through that thing you think 'I want to be here for 20 years,'" he says. Mitarotonda took a required computer programming course, and liked it so much that his professor encouraged him to pursue a double major. As a College of Arts and Sciences student, Mitarotonda also had a language requirement, and was intrigued by the possibilities offered at Cornell. "I could learn French or Spanish anywhere, but this was the only time in my life when I would have an opportunity to learn Nepali." Learning the language led him to his third major, and study abroad in Nepal.

Mitarotonda gives much of the credit for his accomplishments to the faculty members who helped him along the way. "I've met professors who have taught me more than just how to be a good student—they taught me how to be a good person, and how to achieve, and how to be part

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SAS Played Many Roles in Cornell's Hurricane Relief Efforts

If ever there was a crisis that tested the division's ability to respond quickly and effectively across departments, it was the two hurricanes that ripped through the Gulf States in August 2005. Cornell president Hunter R. Rawlings III immediately invited students and faculty of affected universities to study and work at Cornell while their campuses recovered from hurricane damage. While the staff of Continuing Education and Summer Sessions worked with the colleges to create academic schedules for the students, Student and Academic Services worked collaboratively to help them get settled in Ithaca, and facilitated efforts on behalf of other storm victims in the Gulf region.

The displaced students began to arrive in early September. Staff from the Office of the Dean of Students and Campus Life set up a one-stop registration center where students could sign up for on-campus housing, meal plans, net-IDs, and bus passes. Students also could choose free and reduced-rent housing in fraternities and sororities, cooperative housing, and rooms in Ithaca homes. By the end of the week staff had processed 202 students from Tulane University, Dillard College, Xavier College, and the University of New Orleans.

Staff from New Student Programs and the Orientation Steering Committee offered a mini-orientation. The Office of the University Registrar and the Cornell Store set up a computer loan service. Gannett Health Services helped students fill prescriptions and sign up for the Student Health Insurance Plan, or assisted them with questions about their own private health insurance. Gannett staff also made sure they knew where to go for counseling to deal with the stress of experiencing a disaster in which many students sustained major losses.

The Student Assembly established a web site and scheduled fundraisers to assist the students at Cornell and support relief efforts back in the areas affected by the hurricanes. Fraternities and sororities did a great deal of the fundraising. Chi Phi fraternity and the Alpha Phi and Alpha Kappa Alpha sororities worked on one project together and raised more than $21,000: an example of chapters from three different councils working together to achieve a goal.

Members of other SAS organizations reached out to make the displaced students feel welcome at Cornell. The Faculty Fellows program hosted a reception for New Orleans students in the High Rises. The Faculty in Residence program held a dinner for Tulane students in the Noyes Community Center.

Many Cornell students traveled to Louisiana, Mississippi, and Alabama to help residents obtain government relief and to tear down buildings that could not be restored. One such effort was Katrina on the Ground, a spring break initiative developed by students from colleges and universities across the country. The Cornell contingent was led by Justin Davis '07 and Black Students United, an umbrella organization for African American student groups. Katrina on the Ground was so successful that a second trip was arranged for summer 2006.

Chilean author Antonio Skarmeta met with Cook House residents during his April visit to campus.

The Public Service Center's (PSC) Faculty Fellows-in-Service Program and the Office of the Vice President for Student and Academic Services provided partial funding for the Department of City and Regional Planning's (CRP) New Orleans Planning Initiative. Working with New Orleans community groups, CRP made a class exercise of the preservation of the historic St. Roch Market. The project also benefited from a larger volunteer effort over spring break, when 36 students, several CRP faculty members, and Historic Preservation and Planning alumni arrived to help with the restoration. Students from the Cornell Catholic Community joined another CRP effort in Biloxi, Mississippi, in January. Hillel sent a total of 19 students to do relief work in Gulfport, Mississippi, in January and March. A number of alumni and friends came forward with gifts to support the university's relief efforts.

Taken together, these activities provide heartening evidence of the continued vitality of Cornell's tradition of service and active engagement.

The Residential Initiative

The West Campus House System reached three milestones this year, with the opening of Carl L. Becker House, the naming of the third house after the late physicist Hans Bethe, and the appointment of Porus Olpadwala, former dean of Cornell's College of Architecture, Art, and Planning and a faculty member in the Department of City and Regional Planning, as Bethe House Dean. Also, the new Noyes Community Recreation Center is on schedule to

of society and think about things. It's so much more than just a classroom here."

For Mitarotonda, athletics provided a good balance to academics. "I was so proud to go to a race and put on the singlet that has the big red C on it. It's a great feeling to represent your university in that way."

His semester in Nepal included a project in which he and a local Nepali installed a solar panel and lighting system in a village school. "That was my first experience with renewable energy, and I thought it was really cool. The sun produces electricity, and you can light the lights in this remote village in the upper Himalayas." Mitarotonda got more involved with sustainability issues upon his return to Cornell. He met Vice President for Student and Academic Services Susan Murphy at a meeting on the subject. She later suggested that he run for student trustee. Graduate students don't often win, but Mitarotonda prevailed on his second try, in 2005.

Sustainability still informs his scholarship; Mitarotonda's thesis is on how to manage a deregulated electricity market to avoid the crisis that gripped California in 2001. He hopes he can apply his findings to countries where the infrastructure is still developing, to create reliable, efficient, and environmentally friendly grids.

"Cornell changed my life," Mitarotonda says. "If I hadn't come here, I might be a mathematician somewhere, and that could be fine, but I'm really happy with who I am right now, and what Cornell has given me the opportunity to do and become."

Raquel Corona

"I never thought I would join a sorority," says Raquel Corona '07. "I never knew Latino-based Greek organizations existed. Then I went to an information session in my freshman year, and I never felt so comfortable on campus; it was like I was home again. I joined to enhance my relationship with these women, and also do great things for the community."

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Greek life has become a significant component of Corona's Cornell experience. Past president of Lambda Pi Chi, president of the Multicultural Greek Letter Council, a member of the national honorary society the Order of Omega, and active in the Office of Fraternity and Sorority Affairs, she has taken on leadership roles in numerous community service projects, collecting books to send to prisoners, conducting college preparation and self-esteem programs at an area facility for female juvenile offenders, and raising money for the March of Dimes. "What binds us all together is that we are Greek, and part of this community, and we have similar values: the need to help the community, and the need to educate the community about Latino culture, sisterhood, and scholarship," says Corona.

An English major in the College of Arts and Sciences, Corona's non-Greek activities include a year as co-executive editor of the *Ethos* yearbook and a year as a member of the business department for the *Cornell Daily Sun*. She spent part of summer 2006 in Rome, participating in a Study Abroad program on creative writing. "Creative writing is what I really like about being an English major," says Corona.

She also has been the community service coordinator for the Office of Minority Educational Affairs (OMEA), a program assistant for the Pre-Freshman Program, and an Orientation supervisor. These assignments in particular have given her some ideas about what she'd like to do after she graduates. "I want to be an educator, not in the classroom, but helping students get adjusted to college," says Corona. "When I remember the people I met at Cornell, it won't only be the professors, it'll be the people I see on a daily basis, either at work or OMEA. If I had a problem, I knew I could go to them for help. Those are the people I would like to be like. That's why I continue to do Orientation: I really like helping people."

Corona recently became a Cornell Tradition fellow, which entails the expectation that she will take on leadership roles during her time at Cornell. Assuming responsibility comes naturally to her, but she didn't recognize that in herself until she came to Cornell. "My mother said she always thought of me as a leader because I had a lot of leadership roles in high school," says

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Animal behavior scientist and author Temple Grandin visited Becker House shortly after she was named a Frank H. T. Rhodes Class of '56 Professor.

open in January 2007. Bethe House will open in August 2007. Construction on the fourth house will begin in February 2007. Groundbreaking for the fifth and final house in the West Campus system is scheduled for June 2007, with completion of construction anticipated in August 2008.

The two houses that have already opened—Alice H. Cook House and Carl L. Becker House—had a busy year. Highlights included visits by outgoing Frank H. T. Rhodes Class of '56 Professor Bill Nye '77, a science writer; incoming Rhodes Professor Temple Grandin, author and animal scientist; and actor John Cleese, who was finishing an extended appointment as A. D. White Visiting Professor-at-Large and has since been named a Provost's Visiting Professor.

Both houses and the West Campus initiative as a whole are enjoying a high level of support among students and alumni. Neither house was able to accommodate all the residents who wanted to continue living there in 2006–2007. Additional votes of support came from alumnus Bill Kay '51, who made a generous gift for the continued development of the West Campus House System (a Court residence hall on North Campus will be named in his honor), and the Class of 1966, which established the Becker House Dean's Discretionary Fund, an endowment that pays for programs on west campus.

Creating Chapters of Excellence

Creating Chapters of Excellence (CCE), now in its third year, expanded to include five additional chapters, increasing total membership to fourteen. Two graduate students were hired to help manage the growing program.

Participating chapters coordinated fourteen educational, civic, and leadership related programs in 2005–2006. Sigma Pi fraternity hosted a visit by U.S. Poet Laureate Ted Kooser, who conducted a private discussion and reading at the chapter, participated in a dinner discussion at the Alice Cook House, joined interested faculty members at a luncheon, and concluded his stay with a lecture open to the entire Cornell community. CCE also brought sports writer, activist, and former NY Yankees baseball player Jim Bouton to campus.

The program is making headway in its mission to aid chapters in developing effective management procedures. The Interfraternity Council (IFC), Multicultural Greek Letter Council, and Panhellenic Association have been rewriting their social policy. Under the new guidelines, student event management educators provide training to chapters on event management and safety. CCE is providing guidance on facility management

issues with house manager and house parent roundtables, as well as *The Operations Scoop* newsletter. Other special projects include the "near peer mentor" program, in which recent graduates and graduate students work with participating chapters on health and safety initiatives.

The First Year Programs

The Carol Tatkon Center, also in its third year, is experiencing similar success as increasing numbers of first-year students attended its programs and services. Awareness of the center's offerings quickly spread during the first few weeks of the fall 2005 semester, leading to earlier, increased utilization of the center's resources than in previous fall semesters. More than 200 students attended a "Sleepless at Cornell" event, which featured a lecture by Professor James Maas and a Sleep Info Fair. A study skills workshop held by the Center for Learning and Teaching, "Academic Success: The First Few Weeks and Beyond," attracted an overflow crowd. Other programs ranged from a printmaking workshop to a well-attended panel of upper-class pre-med students, who described their experiences in applying to medical schools.

The number of support programs offered at the Tatkon Center on a weekly basis has grown to include Nutrition Study Hours, Biology 101 Review Sessions, and Math 112 Homework Study Group sessions. Students are also making use of walk-in opportunities such as Counseling and Psychological Services and the newly added financial aid counseling service.

The Tatkon Center benefited from the generosity of a number of Cornell alumni in 2005–2006, starting in August, when Jay Taylor '80 dedicated the Advising Office in honor of Joanie Reigle, a retired staff member in Campus Life who helped him ease into his first year at Cornell. In May, Charles Temel '75 and Judy Wesalo Temel '75 dedicated the director's office to the Wesalo and Temel families. In June, the Class of 1964 named the Orientation Steering Committee Office. Such gifts represent gratifying votes of support for the first-year student initiatives, and allow the division

Kent Hubbell '67, Nathaniel and Margaret Owings Distinguished Memorial Professor of Architecture, has been appointed to a second five-year term as the Robert W. and Elizabeth C. Staley Dean of Students. His goals for his new term include strengthening ties between student services and the academic objectives of the university; coordinating a suite of support services that meets the mental health needs of Cornell students; and increasing participation by graduate students and international students in the life of the university.

Corona. "I've just never been this secure in my leadership until I got to Cornell and actually understood what it meant."

Katherine Simmons

Katherine Simmons '08 has spent much of her time at Cornell playing midfield on the women's lacrosse team. This past year has been especially exciting, as the team finished the season as co-champions of the Ivy League—a first for the Big Red team. Simmons herself is one of the Ivy League's top scorers, a first team All-Ivy pick, and will be one of three co-captains in 2006–2007.

The coming academic year will bring excitement off the field as well. A human development major in the College of Human Ecology, Simmons will spend the fall semester in Ecuador, studying at the University of Guayaquil, living with an Ecuadoran family, and putting in 15 hours of community service a week. "I need to be working with people and learning from them," she says.

Simmons has been an active volunteer at Cornell, as a Meinig Family Cornell National Scholar, a member of the lacrosse team, and with her sorority, Pi Beta Phi. She also volunteers with the local chapter of GlamourGals. Founded by Rachel Doyle '05, GlamorGals provides complimentary facials and makeovers to women in nursing homes and assisted living centers. "You paint a woman's nails, and you can talk to her about her life, or your life," says Simmons. "I've had some pretty good experiences there."

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Simmons gives her coaches credit for helping her to balance sports with academics. "If we're away on weekends and we have some time, they'll say, 'All right guys, you have a couple hours to go back and do your work.' They stay on top of it. It's really important here; you have to keep a certain GPA, and you want to stay eligible to play." She has also found them to be very supportive of her study abroad plans. "They understand that going abroad isn't just getting away from everything, but to enhance your experience here.

"This team is so important to me," Simmons adds. "I've never been on a team like it, never had coaches like the ones I have. I've never known young women who were so willing to give up things they want to do to get better at lacrosse for next season. I'm part of something I've never been part of before."

She has great ambitions for the team. "Within the next two years I want us to make it to the Final Four and win the national championship," says Simmons. "It's within our ability. We're right up there with Duke and UVA, and this year we proved that we belong there."

Ji Gu

Ji Gu '06, an operations research and industrial engineering major from mainland China, will graduate from Cornell this December, having finished her undergraduate course requirements three semesters early. She packed a lot of activity in her two and a half years here, all the while maintaining a grade-point average that kept her on the Dean's List every semester.

Gu's most prominent role has been as president of the International Student Program Board (ISPB). The board provides funding for more than 50 cultural and

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Debra Nero, a teaching support specialist in molecular biology and genetics, got acquainted with residents over dinner at Cook House.

to continue its work in providing all students with a living-learning environment that enriches all aspects of their lives at Cornell.

Faculty Engagement

What is the best part about being involved in the Faculty Fellow/Dining Discussions Program? This question was asked of participating faculty in the annual survey—and overwhelmingly, the response was "the students!" Faculty members said they want to support and learn about students and be a resource for them, help students learn about themselves and each other, and combine educational, cultural, and social experiences in programming.

"Instead of having long lines at my office hours and still not satisfying students' desires to meet/talk, these discussions are very satisfying," wrote one respondent. "[T]hese discussions help [students] make connections, develop ideas, and generally link classroom experiences with other aspects of their lives."

The long list of meals and academic, cultural, and recreational activities during the 2005–2006 academic year included two Faculty in Residence events in the "Campus Life Abroad and at Home" series: a trip to the U.N.; and a panel discussion on post-graduate life. Response to the U.N. trip was so enthusiastic that a third bus was added, and there was still a waiting list. The second event brought together speakers from Cornell Career Services and the Cornell Graduate School to discuss graduate study and the domestic and international job markets.

Faculty Engagement in Residential Communities 2005-2006

Traditional residence halls and program houses:

- Faculty in Residence 11
- Faculty Fellows 77
- Dining Discussions Faculty Fellows 21

West Campus House System:

- House Professors and Deans 2
- House Fellows 59

Fraternity and sorority chapters:

- Faculty Fellows 26

Public Service

Hurricane relief was only one aspect of the public service activities at Cornell during the 2005–2006 academic year. Students devoted thousands of volunteer hours to a wide range of service work.

Student volunteers rode herd over the contestants in a 4-H duck race on Cascadilla Creek.

The Public Service Center (PSC) welcomed three new affiliates during the 2005–2006 academic year. Friends of Farmworkers provides trained student volunteers to tutor non-English-speaking farm workers; the program received a 2006 Robinson Appel Humanitarian Award. Operation D.E.E.P. co-sponsors a school in China where volunteers go each summer to give English lessons to students and train local teachers. Volunteers from YOURS/OURS, another 2006 Robinson Appel award recipient, provide mentoring, leadership, and enrichment activities for underserved children in Dryden, New York.

The PSC and Cornell Cooperative Extension (CCE) launched the Summer of Service Work Study Program in 2006. The program provides eight-week paid learning opportunities for students, public scholarship opportunities for faculty, and access to expertise and resources that help community agencies across the state fulfill their missions.

The 2005–2006 academic year saw another increase in student participation in Alternative Breaks Service Trips. A total of 118 students signed up for trips, with more than 100 students on a wait list. Forty-eight undergraduates worked with organizations such as the ACLU and the Harlem Children's Zone on programs for underserved youth and communities during the NYC-Urban Immersion Program. Seventy other students participated in Alternative Break trips to a shelter for homeless people with HIV/AIDS in Boston; a shelter for battered women in Welch,

Resident Eleanor Cunningham chatted with incoming freshman Josh Teitler when his group of student POST volunteers visited the Longview retirement community in August.

educational events every semester, including the Thai Fest, the Indonesia Festival, the Salsa Amigo Dance lesson, and Ukrainian egg painting. The ISPB also organizes the International Festival, which is held each spring and features food tasting, a speaker series, and a film festival held in collaboration with Cornell Cinema. This spring the board co-organized the first Cornell World's Fair, which attracted thousands of people.

"My years of studying abroad have exposed me to many different cultures and people. Yet, this experience has also shown me that many people are not aware of how interesting other cultures could be," says Gu. "Through these cultural events that bring together people from all countries, we are able to showcase the diversity here at Cornell and help people to develop interest in them." In recognition of its role in promoting diversity and interest in other cultures, the ISPB was a finalist for the 2006 James A. Perkins Prize, which is awarded to an individual or organization that promotes interracial understanding at Cornell.

Gu also has been active as a commissioner and publicist for CUTonight, a student-run organization that funds late-night, alcohol-free events on the Cornell campus. "CUTonight is important to me because it aims to provide an alternative for students to hanging out during weekends, which I believe will be good for students at Cornell in general, and it allows me to gain more insights into planning and organizing large events, which will be valuable and useful for my other leadership positions," she says.

How does she stay so active while maintaining excellent classroom performance? "I am interested in what I am doing, and that usually makes things much easier for me," says Gu. "I read random fantasy novels and comics online, hang out with friends, and attend social events pretty often. But when I am doing work, I make sure that I do everything in the most efficient way. Cornell provides me with great opportunities and a very supportive environment, which allows me to explore lots of different things while staying on top of my studies. I do not think I could achieve as much without such a supportive environment."

Former Cornell president Hunter R. Rawlings III (far left) with Don and Mibs Follett.

Don and Mibs Follett

The more Don '52 and Mibs '51 Follett learn about how Cornell enhances services for students and responds to their needs, the more impressed they are by the diversity of today's student body and the breadth and depth of programs.

"Through the Student and Academic Services Committee of the Cornell University Council, we've gotten an up-close and personal look," says Mibs. "Comprehensive physical and mental health services, the creation of living and learning communities, and the challenges of Asian students—these are just a few aspects of student life we've looked at in greater detail."

The Folletts decided this year to make a lasting difference in the quality of Cornell undergraduate student life by making an unrestricted planned gift to benefit the Division of Student and Academic Services.

"Cornell is a much more complex university than it was when we were students, and as a result it needs more complex services," says Don. "We feel strongly that although the academics are very important, there's another side to the education students receive at Cornell that's just as important—the maturity, values, and sense of responsibility they develop, and the cultural and extracurricular activities they participate in. The way students live and the way they are encouraged to live are vital to the whole Cornell experience."

Mibs cites the West Campus House System, with its in-residence deans and house faculty fellows, as an example of

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West Virginia; a youth correctional facility at Lake Placid; KWFR in Philadelphia; and a shelter for the homeless on Cape Cod.

Participating students continue to report successful experiences with Pre-Orientation Service Trips (POST). Designed to give first-year and transfer students hands-on experience with community service projects, POST also helps them become familiar with Ithaca and make friends at Cornell.

More than 500 students showed up at the annual Nonprofit and Government Career and Information Fair in March to discuss full-time positions, volunteer roles, internships, and summer jobs with representatives from 61 local, state, and national organizations. The fair, now in its fourth year, is co-sponsored by the PSC, Cornell Career Services, and the Cornell Urban Scholars Program.

Seventy disadvantaged high school students graduated from Let's Get Ready! (LGR), in 2006, a 133 percent increase from the year before. Participants receive free SAT preparation and college admissions/financial aid advising from Cornell students. Two LGR student leaders received Rosenzweig-Feingold Student Service Awards, a new honor made possible by a generous donation from PSC alumna Loren Feingold '93.

The Faculty Fellows-in-Service Program (FFIS), which serves as a funding source for service-learning courses and civic projects, allocated funds this year for new service-learning courses in engineering, computer science, history, government, city and regional planning, and an interdisciplinary program involving design and environmental analysis, horticulture, education, natural resources, and entomology—opening new opportunities for more students to experience the spirit of public service that is Cornell's enduring legacy.

Government professor Mary Katzenstein and Monroe Weber-Shirk, a senior lecturer in Civil and Environmental Engineering, received 2006 Kaplan Family Distinguished Faculty Fellowships in Service-Learning to support their public service initiatives. Katzenstein established a course on the penal system in which Cornell students will study alongside inmates at a local prison. Weber-Shirk's project sends Cornell students to Honduras to help set up small-scale community water treatment systems. The number of faculty applications for the Kaplan fellowships, which are designed to encourage greater civic engagement in higher education, nearly doubled in 2006.

Student Welfare

The 2005–2006 academic year saw another championship season for the Big Red, progress in areas such as mental health care and emergency planning, and, just as he stepped down as interim president, the naming of a prestigious scholarship for Hunter R. Rawlings III.

Cornell Athletics

The Big Red followed up last year's record-setting season by winning a record-breaking nine Ivy League titles. Cornell finished second in the Ivy title race for the third straight year, putting the program within two championships of surpassing Penn for third on the all-time list for most Ivy titles.

The men's lacrosse team (above) and the women's indoor track team (below) were among this year's Big Red Ivy League champions.

The lightweight crew team won a national team title, claiming the top spot with its win in the Intercollegiate Rowing Association (IRA) Regatta, the oldest collegiate rowing championship in the United States. The team then represented Cornell at the Henley Royal Regatta on the Thames, coming within half a length of winning the Temple Cup in a starting field of 38 teams from all over the world.

The Cornell football program celebrated the opening of Friends Hall, completing the eight-month renovation of Schoellkopf Hall. New features include a Tradition Room, where memorabilia commemorating 118 years of Cornell football are on display, and the Athletics Hall of Fame room. A renovation of famed Lynah Rink is also well under way and is expected to be nearly complete by the end of the year.

Cornell Outdoor Education (COE) won national recognition this year, earning the 2005 David Webb Program Excellence Award from the

National Title

Men's lightweight crew

Ivy League Championships

Men's lacrosse

Women's lacrosse

Men's lightweight crew

Men's indoor track and field

Women's indoor track and field

Men's outdoor track and field

Women's outdoor track and field

Women's volleyball

Men's wrestling

Second Place, Ivy League

Men's ice hockey

Women's softball

Third Place, Ivy League

Men's basketball

Non-Ivy League Honors

The men's and women's polo teams advanced to the national semifinals.

The equestrian team placed as the Region II Reserve High-Point team and placed second in the Ivy League Show.

The gymnastics team won the Ivy Classic and finished third at the USAG collegiate nationals, the highest finish ever at the meet by a non-scholarship school.

a "fantastic" new concept at Cornell. "Already, having a real living and learning setting for these students, with informal discussions, programs, and outside speakers, has produced positive results," she says.

As a student, Mibs held a role similar to today's resident advisors. Much more recently she was coordinator of parent programs at Lafayette College, a position that put her in touch with what students need for well-being. "It made me realize that sometimes we put too much emphasis on the academic and not enough on the individuals themselves."

Longtime alumni volunteer leaders, Don and Mibs are life members of the Cornell University Council, active in their respective classes, and foremost benefactors of the university. "Ever since we graduated our first priority in giving has been Cornell," says Mibs.

Getting to know Vice President Susan Murphy and her staff was another factor in their gift decision. "The leadership is second to none," says Don. "They are fantastic people and we trust their decision-making."

The Folletts have chosen to establish charitable remainder trusts for their gift, because they were able to donate assets to Cornell and still receive additional income during their retirement based on these assets, as well as tax benefits.

"We're firm believers in planned giving, and in our situation deferred giving makes a lot of sense," says Don. "And, the gift's unrestricted designation gives Student and Academic Services more flexibility as programs and priorities change."

Justin Davis

While millions of college students across the country hit the beaches and worked on their tans over spring break, Justin Davis '07 spent the week in New Orleans, gutting houses and persuading the displaced victims of Hurricane Katrina to return and rebuild their communities. Davis, a government major in the College of Arts and Sciences at Cornell, was one of the founders of Katrina on the Ground, a national effort to rally college students to spend their 2006 spring break helping the overextended relief agencies in Alabama, Mississippi, and Louisiana. About 900 students participated, doing demolition work and, just as important, helping residents through a maze of bureaucracy to obtain the insurance compensation and government assistance they were entitled to.

"Post Katrina was a hard pill to swallow," says Davis. "To see the devastation at its worst seven months after the actual hurricane hit was hard for most people."

Leadership comes naturally to the Atlanta, Georgia, native: Davis is president of Black Students United, an umbrella organization for student activities; co-chair of the Campus Life Student Advisory Committee, which responds to student concerns and coordinates campus-wide events; student liaison to the Cornell Board of Trustees Committee on Alumni Affairs and Development; and a member of the board's Minority Alumni Initiatives Implementation Committee. As a resident advisor (RA) for the Multi-Cultural Living Learning Unit (MCLLU), a culturally diverse community located in Clara Dickson Hall, Davis coordinated the efforts of his fellow RAs on Move-In Day, greatly reducing the stress of checking 500 new students into a building with one elevator.

continued on next page

Association for Outdoor Recreation and Education. The annual award honors an outstanding non-profit outdoor program for providing dynamic and innovative services, demonstrating professionalism and high standards of conduct, and contributing to the outdoor community at large by sharing information and assisting other programs. In the nominating statement, COE was described as "a shining example of what can be accomplished by the work of dedicated professionals and students."

Healthy Minds, Healthy Bodies

Gannett Health Services has made the medical needs of the international student population at Cornell one of its priorities in recent years, looking at ways to support international students as they adjust to an unfamiliar climate, culture, health care system, and testing and inoculation requirements. Targeted outreach efforts this year included an informational open house in the fall that was well attended by students and area health care providers.

Efforts are being made to ensure that international students have access to adequate psychological services as well. The university has made promoting good mental health among all students a priority, creating the Council on Mental Health and Welfare to focus ongoing attention on the issue.

The specific needs of Asian and Asian American students were outlined in two talks in April by Dr. Henry Chung '84, assistant vice president for student health at NYU. Chung said Asian American/Asian students are under unique pressures to meet high expectations of parents by succeeding in demanding careers such as medicine and engineering. He said Asian and Asian American communities tend to downplay quality-of-life issues and attach a heavy stigma to seeking help from mental health professionals. Chung commended Cornell and other universities that frame services for Asian American/Asian students in ways that don't threaten their cultural identity, for example, by hiring a therapist who speaks Mandarin Chinese at Gannett's Counseling and Psychological Services (CAPS).

The graduate and professional student population represents another group whose needs differ from those of most undergraduates. Many have families, or travel around the world for their studies and need preventative services and treatment for diseases that aren't common in the U.S. Gannett has a successful partnership with the Cornell Graduate School, especially with regard to the Student Health Insurance Plan, but getting health messages to graduate students is a challenge. Graduate Housing has been a good partner in this regard, posting information in the graduate student residences and training staff to be health advocates.

Graduate and professional students also make greater use of counseling services than undergraduates, representing 34 percent of total CAPS clients even though they only make up a quarter of the total student population. Their counseling needs also are significantly different, as they are juggling their studies and lab time with teaching duties and, often, a family. CAPS has responded in part by offering drop-in hours at the Graduate School and, because nearly half of the older population are

international students, at the International Students and Scholars Office.

In the interest of creating a healthier environment for all students, Empathy, Assistance, and Referral Service (EARS) counselors teamed up with CAPS and Community Based Services staff this year to offer resident assistants pre-service training on mental health issues. The program was so successful that EARS and CAPS started weekly drop-in counseling hours on west campus.

The year also saw the launch of Cornell Minds Matter (CMM), a student-initiated and -run mental health awareness and advocacy organization in the Office of the Dean of Students. Over the course of the year, CMM hosted panel discussions with certified professionals, workshops on stress and anxiety, depression screenings, and lectures on a wide variety of mental illnesses.

Student Support and Activities

From Welcome Weekend events to career counseling, from providing daily meals to facilitating student research, SAS contributes to the Cornell experience for all students, whether they are incoming freshmen or doctoral candidates.

The university's Board of Trustees chose a Cornell Commitment scholarship program as a means of expressing their gratitude for two terms of service by interim president Hunter Rawlings III by renaming it in his honor. Created with an anonymous gift to the university in 1996, the Hunter R. Rawlings III Cornell Presidential Research Scholars program provides significant research support over four years for undergraduates demonstrating superior academic potential and intellectual curiosity. In renaming the program, trustees described Rawlings as "a master bridge builder" and praised him for achievements such as stewardship of strategic initiatives for the university, serving as a Cook House fellow, and aiding hurricane relief efforts.

Cornell Career Services (CSS) has been working closely with the Graduate School to encourage older students to use existing services, and has devised new programming that addresses their specific needs as well as those of undergraduates. Popular offerings this year included a two-day job preparation program where graduate students made up a third of the audience; a job-hunting skills program co-sponsored by ISSO and the Graduate School and geared for international students; and a retreat specifically for older students that focused on networking and job research. CSS is doing more counseling aimed at graduate and professional students as well. Word is getting out: there's been a marked increase in graduate and professional students who avail themselves of CSS resources.

The Center for Learning and Teaching received assistance for two of its vital academic support programs. The Learning Strategies Center received a $12,000 award from the Hatfield Fund to create an interactive learning system for use in tutoring undergraduate economics students. The system includes tablet laptop computers and video conferencing capabilities that will allow tutors and students to interact from remote locations around campus. The International Teaching Assistant

He also organized Faith@Cornell, a panel discussion on the differences and similarities among religions. "Religion is one of the top five issues people argue about," Davis explains. "Creating a forum for people who identify with a particular faith and allowing them to talk about it was the best way people would be able to learn about religions and still be able to enjoy their own." The panelists represented Baha'i, Christian, Islamic, Jewish, atheist, Korean Christian, Catholic, pagan, and Buddhist viewpoints.

"Leaders are a result of their environment," says Davis. "Being at Cornell, seeing the challenges we face, the opportunities available, I could not sit back. It has allowed me to find my niche and my passion, and most leaders act on what they are most passionate about."

Charles and Judy Temel

When the Temel family traveled to Ithaca for Commencement Weekend this year, it was to celebrate two important occasions: the graduation of daughter Erica Temel '06, and the dedication of the director's office in the Carol Tatkon Center. Both events exemplified the family's enduring relationship with Cornell University.

Charles Temel '75 and Judy Wesalo Temel '75 have both served on the Cornell University Council, a group of selected alumni and friends who act in an advisory capacity to the university. As a member of the council's Student and Academic Services Committee, Charles has closely followed projects such as the move of all first-year students to north campus and the West Campus Initiative. He and Judy were especially impressed with the Carol Tatkon Center.

"The challenges at Cornell are hard enough that to have something like a Carol Tatkon Center, where kids can go for

continued on next page

all kinds of help—whether it's academic or emotional or just to hang out—increases the probability that they'll have a terrific Cornell experience," says Charles.

"It struck me as such a smart thing to do," adds Judy. "If you're going to have all the freshmen on north campus, it seemed like a perfect opportunity to have a centralized place for students to come to study together, to have tutoring, review classes. It's an incredibly practical way to ease the transition from high school to college."

In endowing the director's office, the Temels are also honoring their mothers and late fathers, who can count eight Cornellians from two generations between them. "It's a remarkable achievement for them, and we thought that should be commemorated as well," says Charles.

The Temels will return for another Commencement Weekend in three years, along with son Daniel, when their other daughter, Laura Temel '09, graduates.

In the meantime, Charles and Judy will continue their work on behalf of Cornell. Judy chairs the Cornell Alumni Network, which organizes dinners for alumni and upper-class students focusing on the transition from college to careers. "We discuss things like how to get a job, how to get an apartment, work-family balance, how to live in the city once you graduate," she says. "Not only do the students love it, the alums love it." Charles is the Class of 1975 president.

For Judy and Charles, endowing the director's office has been a way of recognizing Cornell as a source of ongoing inspiration. "What drew me here was the ability of all kinds of people, from all economic levels, to come to this amazing institution and get a wonderful education," says Judy.

"We're very grateful for the opportunity to do this," adds Charles. "Cornell is a very special place; kids come out of here having learned how to change the world. That's very important to us."

The Temel family (L-R): Judy, Dan, Laura, Charles, and Erica.

Development Program (ITADP) received a Cornell Faculty Innovation in Teaching Grant, which will provide technical services, software, and equipment to aid ITADP in its mission to help international teaching assistants improve their communication and teaching skills.

Welcome Weekend, a relatively new event that provides student-designed, on-campus alternatives to the off-campus party scene at the beginning of the fall semester, is attracting larger crowds each year. The gatherings ranged in size from hundreds at Casino Night to a thousand at Club Fest, where 250 student organizations showcased their activities. Ho Plaza was transformed into a street fair where thousands of students turned out to enjoy funnel cakes, face painting, palm reading, jugglers, and karaoke. Welcome Weekend events provide new students with an opportunity to explore the campus, acquaint themselves with Cornell traditions, and find a place for themselves in the campus community.

The first annual Cornell World's Fair, a daylong student-organized event dedicated to celebrating cultural diversity on campus, was held in April. More than 60 campus organizations participated in the fair, which was attended by more than 3,000 students. Activities included an international fair in Barton Hall, where student organizations set up booths to showcase different cultures; musical and dance performances; an international food tasting, with instructions on mealtime etiquette in various cultures; and an international film festival hosted by Cornell Cinema.

The inaugural Building Bridges As We Walk conference was held at Cornell in November. The conference was sponsored by Haven, the umbrella group for lesbian, gay, bisexual, and transgender (LGBT) student organizations, and coordinated by Mosaic, the organization for LGBT students of color. The regional conference covered the skills and knowledge LGBT students of color need to make an impact in campus, state, and regional affairs and to connect them to regional and national resources.

The spring 2006 semester saw the revival of JASPER, a social support group for Asian and Asian American students. The group, co-facilitated by the Office of Student Support and Campus Life, provides a weekly gathering space for Asian and Asian American students to discuss and share their experiences of being Asian in America and at Cornell.

Cornell students made their usual good showing in the competition for academic awards. Seventeen Cornellians were selected for Fulbright Scholarships, and there were two Goldwater winners, three Udall Scholars, and three Humanity in Action fellows.

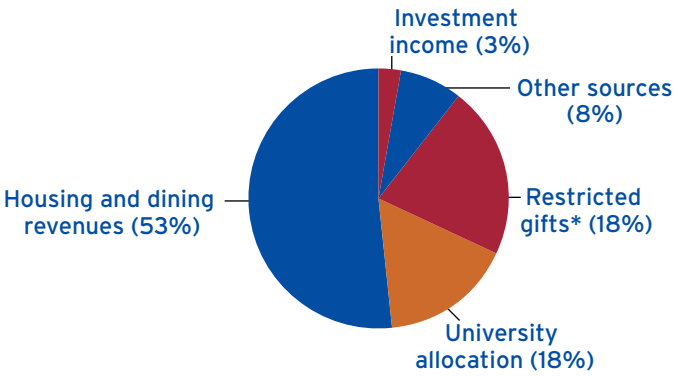
From dealing with the aftermath of hurricanes that affected thousands of people to creating services that treat each student as an individual, the Division of Student and Academic Services has had another eventful year. Reflecting on the success with which we met those challenges brings its own satisfaction—and the confidence that we are well-prepared for the year ahead.

Division of Student and Academic Services Financial Report 2005–2006

Income (in thousands)	
University allocation	$ 27,774
Investment income	4,358
Unrestricted gifts	324
Restricted gifts*	28,707*
Housing and dining revenues	84,959
Other sources	13,242
Total resources available	**$159,364**

* Restricted gifts in 2005–2006 were predominantly for the construction of the West Campus House System

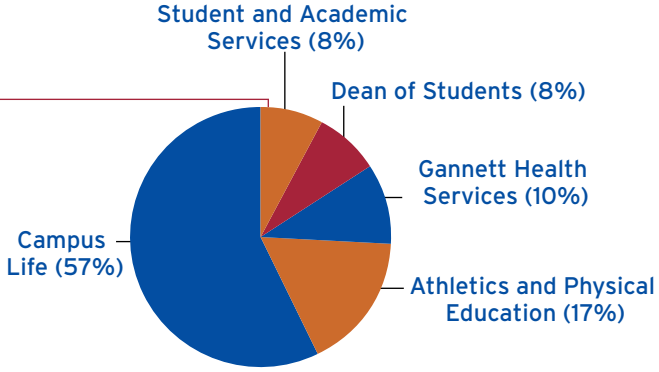
Income by Sources



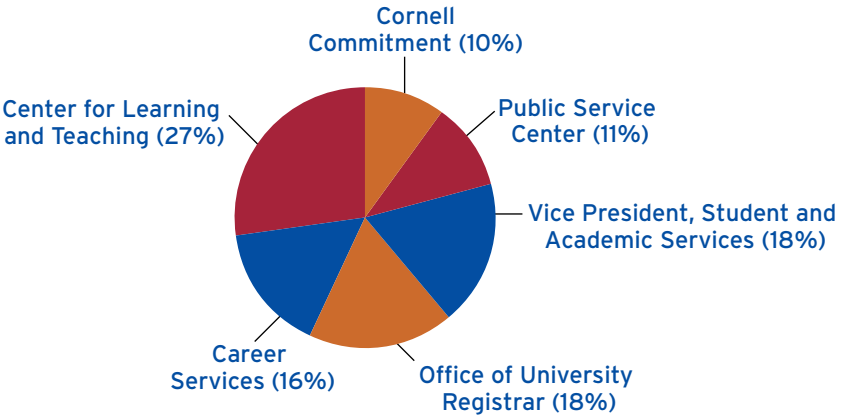
Expenditures by Unit (in thousands)	
Athletics and Physical Education	$ 22,723
Campus Life	76,504
Dean of Students	10,340
Gannett Health Services	12,882
Student and Academic Services	10,904
Total expenditures**	**$133,353**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services



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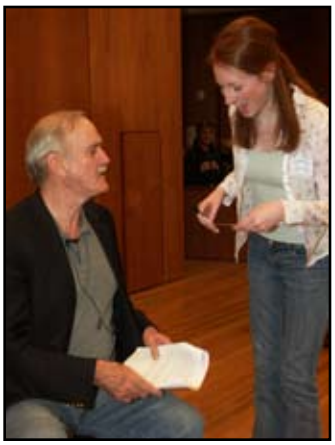
(Above and below) Provost's Visiting Professor John Cleese met with Becker House residents for a small-group discussion during his stay there.

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

Residential Initiative