Student and Academic Services Annual Report 2009–2010

Letter from Susan Murphy

The quality of the year . . . Each year we try to capture the quality of the year in our annual report for Student and Academic Services. As we do so, we wish to share with you both the character of the year that has just passed and the points of excellence found within the scope of that year.

The 2009–2010 academic year was unlike any I have experienced in my 32 years at Cornell. We began in July 2009 expressing good wishes to colleagues who took the option to retire from Cornell, wondering how we would cope without them and their combined years of experience and institutional memory. In the summer, we focused on "Reimagining Cornell" while also beginning to wrestle with the impact of the H1N1 virus on campus. This became the character of the year . . . working to set a new direction for our future, address real budget pressures, and cope with incredible health challenges and losses. At the same time, we basked in the glory of incredible success athletically and the many honors won by our students in academic competitions as well. It truly was a year of "the best of times, the worst of times."

Through all of this, the highs and the lows, the character of Cornell prevailed. I am profoundly grateful for what I personally and professionally received this past year—a confirmation of the care and concern Cornellians have for one another. In the midst of change and heartbreak, I see a solid and unchanging vision of Cornell as a place of support and commitment, excellence and opportunity, spirit and welcome. This report will share just a glimpse of this quality of Cornell through reflection on the 80th year of Cornell United Religious Work, a summary of our outstanding athletics success, news about the growing adoption of our printed materials to raise awareness of student mental health, and a celebration of our research scholarship.

Thank you for being a part of our Cornell community. I am grateful to you.

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

Meghan Hess

Cover photo and above: Hundreds celebrated life and community at a "Lift Your Spirits" rally on the arts quad in March 2010.

Cover photo by Matt Hintsa

Students flourish in undergraduate research program

How do autistic children best learn?

Research done by Grace Chen '10, a Hunter R. Rawlings III Cornell Presidential Research Scholar (RCPRS) and a psychology major in the College of Arts and Sciences, may help answer that question.

While therapists currently encourage autistic children to focus their attention on a particular task, studies show that focusing directly on someone's face, for example, is so stressful for these children that it activates the fear part of their brains, according to Chen, who is investigating the effectiveness of therapies for autistic children who cannot speak.

"What we found is that there is a negative correlation between autistic children's success rate and their engaged attention," Chen says. "In our study, children weren't paying attention to the therapist but were still able to answer the simple math questions correctly."

The opportunity to engage in meaningful, long-term research such as Chen's during their undergraduate years is a major advantage for students in the RCPRS program.

"Most of our students are accepted to their first-choice grad schools and many say the opportunity to do research at this level is what opened up those doors for them," says Kristin Ramsay '88, RCPRS program coordinator. "The depth of mentoring that takes place and the level of research they accomplish is highly unusual."

As is the fact that many RCPRS scholars publish in peer-reviewed journals before they receive their bachelor's degrees.

RCPRS scholars engage in all disciplines. A sample of other research topics includes: the consequences of obesity on breast-feeding; the use of prints and open-source programs to produce functional 3-D objects for everyday use; the development and validation of mouse models for the study of osteoporosis; the influence of hotel operators in the flow of aid to Sub-Saharan Africa; the potential of black walnut allelopathy for weed control; and low-power circuits to reduce parasitic load effect.

"This is truly turning out to be one of the highlights of my Cornell experience," says Shelby Rajkovich '10, a student in the College of Agriculture and Life Sciences majoring in international agriculture and rural development.

Founded in 1996, the program, which continues to be supported through funds raised by *Far Above ... The Campaign for Cornell*, assists 50 undergraduates per class year with a $8,000 grant toward their research expenses. Eligible students can also receive an additional $4,000 per year in financial aid. Between 35 and 40 percent of the RCPS scholars are awarded this additional support.

RCPRS seniors win Churchill, Marshall scholarships

Two RCPRS seniors garnered well-deserved accolades for their impressive academic work and research, receiving the prestigious Churchill and Marshall scholarships.

Stephen Linderman '10, a biological and environmental engineering major with a minor in biomedical engineering was awarded a Churchill Scholarship, which sends him to Cambridge University for a year of graduate study. Linderman will pursue a master's degree in translational medicine and therapeutics. The degree will involve coursework in bench-to-bedside medicine and drug design, as well as a research project. He hopes to focus his research upon tissue engineering and to pursue an MD/PhD when he completes his master's degree.

Dorian Komanoff Bandy '10, won a Marshall Scholarship, which provides two years of support at a British university for study in any field. Bandy studied musicology and comparative literature in the College of Arts and Sciences and will study Baroque violin at the Royal Academy of Music in London. His honors thesis was "Music and Poetry in the Lieder of Franz Schubert and Robert Schumann."

Linderman was one of 14 Churchill awardees nationwide and the 19th Cornell senior to receive the award since 1975. Including Bandy, Cornell has produced 29 Marshall scholars.

Ask us anything

Tatkon Center student workers ease transition for first-years

Energetic, friendly, positive, spirited, resourceful, enthusiastic, approachable, gregarious is how the student staff members at the Carol Tatkon Center define the culture of "Tatitude."

The Carol Tatkon Center student staff are crucial in recruiting and selecting new student staff members. When interviewing applicants, the most important question they pose is: Why do you want to work here?

"Applicants can tell us about their leadership and service and everything they've done in the past but that's not what we're listening for. We all work here because we really want to be here. We really want to help first-years, to be part of a staff that has 'Tatitude,'" says civil engineering major Nanditha Ramachandran '10, who started working at the center in the fall of her sophomore year.

The 18 or so young men and women who work at the center leave their fingerprints everywhere and tend to stay for two years, sometimes even three, according to associate director Laurie Fuller. They created *The Life Cycle of the First-Year Student,* a staff guide based on the accumulated wisdom of all the students who have worked at the center. The guide helps current staff understand the questions and the emotions that crop up month by month for first-year students.

Human development major Erika Schonman '11 remembers how nervous she was as a new student and thought that working at the center would give her an opportunity "to help students transition, to ease that nervousness a little bit in a really fun atmosphere—it's a win-win."

"The students are the face of the center, creating a warm and welcoming environment," explains Carol Grumbach '78, JD '87, the Jack and Rilla Neafsey Director. "They play a crucial role helping the professional staff develop intellectual programs and support services that will appeal to and meet the needs of first-year students."

This aspect of working at the Tatkon Center appeals most to Tim Wickham '10, a newly minted MBA through the applied economics and management dual degree program.

"I realized from personal frustration and watching the frustrations of other students that we could work with the registrar to help deliver information on CoursEnroll," Wickham recalls. "We ran with it, came up with some materials and a bulletin board display. The [informational] fliers go like hot cakes, we can't keep enough at the desk."

Another very successful program that has resulted from the Tatkon Center's student worker brain trust, according to Grumbach, is the Coffee Houses in the Majors series.

"It was a student staff member who came up with the idea of inviting faculty and upper-level students to the café lounge, to chat informally with students over coffee about courses, research opportunities, requirements for majors, and faculty experiences in their field," she says.

Big Red Athletics soars again

In what has become a bit of a broken record, Cornell athletics, again, had a season for the ages on the athletic field. The success of the Big Red was seen on a local, regional and national level, and brought the entire Cornell community a sense of pride, accomplishment, and togetherness.

Men's basketball earned unprecedented national acclaim after making its first NCAA Sweet 16 appearance in program history. The Big Red reached new heights in 2009–10, winning the program's third straight conference crown en route to an Ivy League-record 29 wins, including its first-ever postseason victories. Cornell finished the year ranked No. 17 nationally, the program's first national ranking in 59 years.

Almost simultaneously, the women's ice hockey team, just three years removed from a four-win season, won Ivy League and ECAC crowns, advanced to its first NCAA tournament, and went all the way to the national championship game before losing in triple overtime. Meanwhile, in Omaha, Neb., freshman Kyle Dake won the NCAA title at 141 pounds in wrestling and teammate Mack Lewnes finished as national runner-up at 174 pounds. As a team, the Big Red wrestlers finished second at NCAAs, the best finish in program history.

Plenty of other teams had great success. For the third time in four seasons, men's lacrosse advanced to the Final Four after winning the Ivy title. Softball won its second consecutive Ancient Eight crown and made it to the NCAA tournament. The men's outdoor track team won its eighth straight Heptagonal title, while the women claimed its eighth crown in the last nine years.

Cornell Athletic Communications

2009–10 standouts

8 Ivy League Player of the Year

2 Ivy League Rookie of the Year

1 Ivy League Pitcher of the Year (softball)

1 Ivy League Defensive Player of the Year (men's basketball)

4 First-Team All-America

4 NCAA Wrestling All-American

1 Lowe's Senior CLASS Award

1 USILA Jack Turnbull Award (Attackman of the Year, men's lacrosse)

1 EIWA Freshman of the Year (wrestling)

Senior class standouts were honored at the annual senior athletics banquet. Alyson Intihar '10, Troy Nickerson '10, and Ryan Wittman '10 were recipients of the Charles H. Moore Outstanding Senior Varsity Athlete Award. Kerry Quinn '10 and Liz Zorn'10 both earned the Ronald P. Lynch Senior Spirit Award, given to student-athletes whose leadership on and off the field models the ideals of the Big Red athletics department. Colin Greening '10 was recognized with the Mario St. George Boiardi '04 Leadership Award for most embodying leadership, athleticism, and a strong work ethic.

First West Campus house professor-deans make way for successors

Remarkably, this year brings the retirement of two of the five original West Campus house professor-deans—Ross Brann and Porus Olpadwala.

Ross Brann, the Milton R. Konvitz Professor of Judeo-Islamic Studies and an early advocate of the house system, was the first faculty member to open the doors of a West Campus house—Alice Cook House—six years ago. Three years later, Porus Olpadwala, a professor of city and regional planning, did so at Hans Bethe House. Brann and Olpadwala presided over the intellectual, cultural, and social life of the houses in which they—and their families—lived amidst hundreds of undergraduates.

They will be passing the leadership of these vibrant communities to André Dhondt, the Edwin H. Morgens Professor of Ornithology, and Scott MacDonald, PhD '86, the Norma K. Regan Professor in Christian Studies. Dhondt and MacDonald will be serving as the house professor-deans for the Alice Cook House and the Hans Bethe House, respectively.

"I'll bet if you put all the residents in Cook House in the dining room Professor Brann would know 95 percent of their names," says Tracey Alperin '10, a nutritional sciences major who lived in Cook House for two years. "He really made an effort to get to know you as a person—what you wanted to do with your life, what he could learn from you, how he could help you succeed. It wasn't one sided, it became a friendship."

Cara Rader '10 an economics major, saw Olpadwala as a

"We wanted to tear off the 4:30 p.m. curtain after which supposedly no learning, discourse, or culture took place," says Ross Brann (left), who is retiring as house professor-dean of the Alice Cook House this year, of the role he and Porus Olpadwala (right) hoped to play in shaping the West Campus House System. "We wanted to provide an environment and leadership to foster these where students live."

Tracy Alperin '10

Cara Rader '10

mentor whose words of wisdom and encouragement helped her get through times when she felt overwhelmed by assignments and schoolwork. "He really enriched our intellectual and social experiences here whether it was by informally coming over in the dining room to check in and see how we students were doing, or by hosting job hunting sessions, or scheduling excellent guest speakers and lectures."

For his part, Olpadwala says, when asked if there were any surprises in the experience: "The only surprise was that it was vastly more pleasurable than I had expected, which is saying something. My expectations were high!"

These first house professor-deans have fleshed out a vision for the West Campus House System that was shared by many. They leave their mark in the customs, traditions, and programming that will live on—from Friday afternoon teas in their apartments where students could mingle in an informal atmosphere with distinguished visitors and faculty to the West Campus Cup, coveted by winners of quiz-type shows and sports competitions alike.

"One of the most gratifying things I can take away from this experience is that many of the things we imagined but could not do ourselves students created in their own way, in their own time," says Brann.

Alperin thinks the foundation that Brann and Olpadwala have laid is a strong one. "I would recommend living there to anybody," she says.

Hans Bethe House professor-deanship endowed

In his last year, Porus Olpadwala served as the first endowed house professor-dean of the West Campus House System, thanks to a $2 million gift from university trustee Robert Harrison '76, who named the position in honor of Cornell's eighth president, Dale R. Corson.

Olpadwala says he felt "very lucky" to have been in a post named for Corson, especially since it was Hans Bethe, the namesake of the house he serves, who recruited Corson to Cornell's engineering faculty.

Harrison, who was a student trustee and speaker of the now-defunct University Senate when he was an undergraduate, said those roles enabled him to get to know Corson, whom he described as "the model university president."

"I learned a tremendous amount about how large, complicated institutions are run from Dale Corson," says Harrison, now CEO of the Clinton Global Initiative. "He had a very calm, thoughtful, moderate demeanor. He was a great listener. He was able to muster support for important initiatives and … balance the interests of different constituencies extremely well," Harrison added. "And there were some difficult issues at that time."

Community rallies to provide

Beginning June 2009, when the World Health Organization first announced an H1N1 flu pandemic, departments across campus came together to develop strategies to protect the

Cornell community. The year went on to become one of the most difficult years in recent memory in terms of illness and loss, including and beyond the impact of the H1N1 virus. Coming together to protect the community became modus operandi as the campus built upon existing tools and strategies, devised new ones, and reached out for help.

The first cases of influenza-like illnesses appeared on campus during the summer months, but as students arrived for fall semester, cases increased dramatically.

"People quickly realized that a pandemic requires a community-wide effort to protect and support the health of its individual members," says Sharon Dittman, associate director for community relations at Gannett Health Services.

One of most effective strategies—facilitating self-isolation of sick individuals—required coordinated efforts across Student and Academic Services (SAS). Staff and volunteers assembled and distributed flu kits with educational materials, basic medical supplies, and light foods; they prepared sick trays and took them to students in their rooms; and phoned them daily to assess their progress and support their recovery.

The faculty did their part by creating flexible class attendance policies, work deadlines, make-up exams, and remote learning opportunities.

Students took care of each other by running errands, sharing class notes, and taking sick trays to rooms and apartments. And they lined up by the thousands to be vaccinated—recognizing that to do so not only protected themselves but others as well. In an unprecedented step, the Inter-Fraternity Council cancelled parties on a number of what are traditionally highly social fall weekends.

Communication played a big role in assisting the sick and helping the healthy to stay that way. Volunteers answered questions and accepted suggestions through the Cornell Flu Line and a dedicated email box. A newly developed You & the Flu website also saw a great deal of traffic from students, parents, and staff, and indeed, across New York State.

In any given year, the campus community grapples with the same vast spectrum of health issues that challenges any "city" of over 20,000 people. But the entire community was deeply affected last year by the student deaths to accidents, to H1N1 and other illness, and to suicide; and the sudden deaths of two faculty members who were active as teachers. A desire to respond with even more effort led to several action items, including:

- the creation of "Notice and Respond/Caring Community," a new website that builds on previous good work, including the faculty handbook, *Recognizing and Responding to Students in Distress*.
- more campus and outside constituencies were given access to the video and educational module "Notice and Respond," expanding the outreach effort to include a supportive group of off-campus landlords.
- Counseling and Psychological Services (CAPS) expanded their hours, thanks to staff increases in counseling.

Meanwhile, the Faculty Senate called for increased support in academic advising and the Dean of the Faculty launched a review of the academic calendar. SAS Vice President Susan Murphy directed annual unrestricted dollars from the Parents Annual Fund to the development of "Real People, Reel Stories," an orientation video that

If you learn anything at Cornell, please l

care and support

includes advice from President David J. Skorton, upperclass students, and alumni about coping with stress. Key student groups EARS (Empathy Assistance and Referral Service) and Cornell Minds Matter (mental health advocacy) contributed to greater awareness on campus and consulted in the creation of the "Lift Your Spirits" event in mid-March—an event on the Arts Quad that drew the campus together to celebrate life and community.

Cornell also asked for help from national consultants who advised on the importance of restricting the means of committing suicide at high-profile locations. In partnership with the City of Ithaca, campus officials worked to create immediate-term, short-term and long-term solutions while continuing to engage the campus in dialogue and action. Alumni asked, "How can we help?" and then responded with financial support to increase counseling staff and also returned to campus to advise on suicide clusters and institutional response.

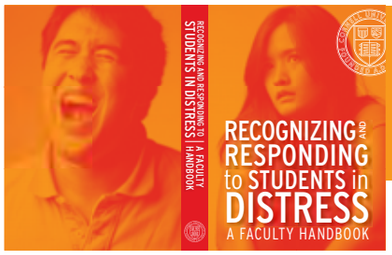
As Cornell moves forward into the next academic year, this impressive array of campus and community partnerships will also carry forward, along with a hearty Cornell spirit to do well together as a community.

Steal this idea

The You & the Flu website was not the only Cornell resource tapped by other agencies and educational institutions concerned about promoting public health. Since its release last September, nationwide response to the Cornell publication, *Recognizing and Responding to Students in Distress: A Faculty Handbook*, has been overwhelmingly positive. The University of Pennsylvania, Stanford, and Tufts are among a growing list of institutions showing strong interest in making the content of the handbook their own. And its value has been recognized at conferences and in academic journals, including the Chronicle of Higher Education.

The handbook presents the accumulated wisdom of years of experience building a multifaceted network of student support from spur-of-the-moment walk-in counseling available at locations across campus to a rapid response team of crisis management professionals. It was this network and the handbook based upon it that Alison K. Malmon, executive director of Active Minds, had in mind when she told reporter Sara Lipka of the *Chronicle of Higher Education*: "If every school were doing what Cornell is doing, we'd be in a much better place."

Update:



Recognizing and Responding to Students in Distress: A Faculty Handbook is available online in a customizable format that can be downloaded at no charge at http://dos.cornell.edu/dos/cms/upload/Total-Book-2.pdf.

e learn to ask for help. It is a sign of wisdom and strength.

—President David J. Skorton

Sustainable Ithaca:
A service-learning class at William Keeton House

New course offered by West Campus House System puts Cornell on the 'cutting edge'

Animal science major and Keeton House resident Margaret Dunn '10 knows a lot about sustainability, from the perspective of agriculture that is.

"But I knew there was a lot about this topic that I didn't know," says Dunn, explaining why she jumped at the chance to take a course about it, especially since those two credits were offered right at home.

Describing herself as Keeton-proud, Dunn, who has been involved in a lot of activities during the two years she's lived at the Keeton House, says this opportunity was special—it gave students a way to put what they learn about sustainability into action, to test how you go about making change.

"And I felt that would be excellent," says Dunn, who misses her former days as a 4-H volunteer.

"Sustainable Ithaca: A Service-Learning Class at William Keeton House" was taught this past fall by house professor-dean Jefferson Cowie, an associate professor in ILR, with help from assistant dean Ethan Stephenson and graduate resident fellow Jill Cohen, a PhD candidate in natural resources.

"As we conceptualized the class we saw it as embodying the mission of West Campus—to broaden the intellectual landscape of students in the place where they live—while also addressing the divide that always exists between higher-education institutions and the communities in which they are located," Stephenson explains.

In putting the course together, Cowie sought guidance from the Public Service Center and he brought in outside speakers.

The first topic concentrated on "What is Sustainability?" and was followed by another that focused on Cornell's actions in this area. And there were field trips. One to the farmers market was led by house fellow Jennifer Wilkins, a locavore expert with Cornell Cooperative Extension. On another, students took a tour of Cayuga Lake with house fellow Cliff Kraft, an aquatic biodiversity specialist in the Department of Natural Resources who is evaluating the effects of Lake Source Cooling.

Since one of the course's goals was to develop each student's "civic capacity," they were required to create a project that addressed some issue of local environmental sustainability.

Each student presented their project to the class in a format much as they would at a scholarly conference. Dunn found that the practical information she learned in these presentations was a valuable counterpoint to the broader overview she gained through the lectures and field trips.

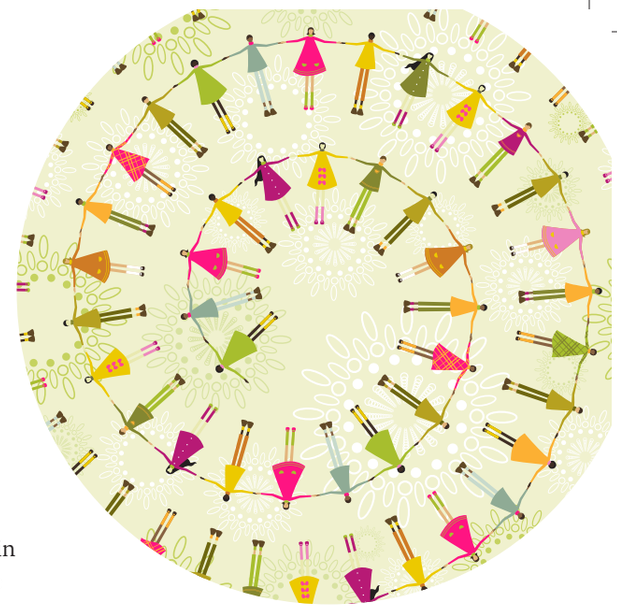
Dunn set out to bring locally raised beef to the Keeton House dining room. "It was a huge learning curve tracking down who gives permission for such a thing and the regulations involved," says Dunn. "One of the barriers was the amount of liability insurance required of the farmers."

And then, suddenly, all the pieces fit together. Through the course, Dunn met key individuals who, along with one of her animal science professors and a Cornell Cooperative Extension agent, invited her to become involved in Cornell Dining's new program to serve natural, locally raised beef.

"I've been very excited being part of this," says Dunn. "Cornell is the first university to pull off anything of this scale! We're on the cutting edge."

That's exactly where Cowie, Stephenson, and Cohen want their students to be. And themselves, too.

As Stephenson put it: "Teaching the course was a great test case that opened our eyes to the academic possibilities of what we could do next on West Campus."



Elizabeth C. Staley Center: **Making a difference . . . together**

At the dedication last October of the Elizabeth Chapman Staley Center for Student Support and Diversity Education, Claire Barbour '10 thanked the Staley family "for giving this beautiful space—welcoming, warm, and bright—a space that's mine."

Barbour went on to say that after she started spending time at the Women's Resource Center, surrounded as it is by six like-minded organizations, "Cornell seemed like a different place, a friendlier and more exciting place, full of possibilities . . . I felt like a different person: confident, outgoing, and full of potential. I felt more like myself."

Barbour is not the only student who feels that way. From 4 until 11 p.m., the center is bustling with young men and women of every description who are drawn to the seven student-run organizations that have been brought together in the newly renovated space on the second floor of Willard Straight Hall.

"We often find that there's a very personal reason that brings students here," says Tanni Hall '76, associate dean of students for student support and diversity education. "They are very passionate and our job is to help them fulfill these passions in a way that enhances their own personal growth and development while at the same time making a difference in the broader Cornell community."

Proximity is a very powerful force. At the center, students have a home where they can let their hair down with people they might not ordinarily meet. And then go ahead and create programs together. The Women's Resource Center, ALANA (the African, Latino, Asian, and Native American Program), and the Ordinary People Theatre Troupe frequently create opportunities to look at issues that are historically difficult to address. With the guidance from the assistant deans in charge of each group—and their special training in human relations and educational programming—students learn how to have hard conversations in an atmosphere of respect.

The center provided a home to the new Asian and Asian American Center and its first-ever director, Patricia Nguyen, in its flagship year.

"This is the largest students-of-color community on campus," says Hall. "The (Asian and Asian American) center collaborates with more than 75 student organizations and will look at the particular needs of U.S. and international students."

"The combination of feeling really comfortable and safe with people who are like themselves and at the same time finding others who are really different, all within a common atmosphere of trust and inclusion—that's a very formative experience for students," Hall says. "Bob Staley knew right away what it would mean to get us all together on one floor."

Students in the Staley Center

"In the 20 years of my life as a religious affairs professional, the perennial question for me is how do we show what religion has to contribute to the academic mission and intellectual life of the institution," says Reverend Dr. Kenneth I. Clarke, Sr., CURW's director. "It's the question that we're always seeking to address."

CURW: Fostering a multifaith community since 1929

An interview with CURW director Kenneth I. Clarke, Sr.

Richard Edwards, the founding director of what would later become Cornell United Religious Work (CURW), had a breathtakingly radical idea for 1919: to foster an ecumenical relationship amongst the pastors of local Christian churches who came up the hill to serve students. A decade later, leaders from the Roman Catholic and Jewish communities followed and, not long after, the Unitarians, and the Quakers.

"So that by 1934," notes Reverend Dr. Kenneth I. Clarke, Sr., CURW's seventh director, "Cornell had the first intentionally multifaith organization on a major U.S. campus at a time when denominational identities were so definitive that cooperating without friction in this way was truly revolutionary."

The welcoming of divergent faiths continued. The Muslim Educational Cultural Association (MECA) established in 1966, is one of the oldest U.S. organization serving Muslim students. In the 1990s, evangelical Christian churches increasingly affiliated with CURW and, in 2000, it welcomed one of the first chaplains from the Tibetan Buddhist community. Today, there are 30 religious and spiritual organizations whose leaders provide students, faculty, staff, and Ithacans opportunities for worship, study, community service, social justice advocacy and engagement, and personal guidance along their spiritual journey and, especially, during times of struggle and crisis.

Q: What does a multifaith community mean in the 21st century?

It means two things: having a variety of chaplains and organizations that are reflective of the larger society. Beyond diversity, we want to be about the process of fostering pluralism by creating opportunities for engagement between persons of different traditions. The intent is to go beyond the superficial, to step into each other's spaces, to learn from each other, to learn how we coexist and work together and live together.

Sage Chapel

Q: What does it mean to serve the spiritual needs of students?

Meaning-of-life issues are big for students so CURW is planning a program with Cornell Minds Matter (a student mental health advocacy group) to engage students in conversations on the meaning of life.

When students talk about matters of faith, they often understand themselves as being spiritual but not religious. They tend to think of religion as something rigid and fixed whereas being spiritual seems to connote being on a journey, a process some don't equate with the institution. So we want to probe what that means for them, to have a dialogue that creates teachable moments that go both ways so we can learn from each other.

Q: What questions are students asking these days?

Students appreciate an opportunity to talk about values and ethics.

They realize that they must do more than just prepare for a career—that college is more than just a means to becoming well-off. So there's a yearning for something more than just careerism, something more than simply the intellectual pursuit alone. Through our programming and one-on-one interactions, we seek to illustrate how the spirit and intellect can coexist.

Q: Is CURW as relevant today as was in the past?

I believe it is. Religion has not, as some social scientists have thought it would, devolved into irrelevance, as some felt 40 years ago. It continues to be relevant and a vital force in people's lives.

In the geopolitical reality we now live in, we cannot be oblivious to religion and its impact. What does religion have to say, particularly, in relation to its prophetic dimensions, American's role in global affairs, our on-going problems of racism, sexism, and homophobia, and sexual orientation? What does religion have to say regarding our current financial crisis and issues of financial justice implicated by that crisis?

Q: In an age with a 24/7 news cycle, an age when we are overloaded with information, what's the role of the religious voice?

The religious voice has to help us wade through all the data we are swamped with to get true information. The religious voice can move us to increased levels of religious literacy and to highlight the importance of prophetic engagement—the work of personal and social transformation—and to provide a moral, ethical, intellectual, and spiritual interpretation of our times.

Jesse Winter

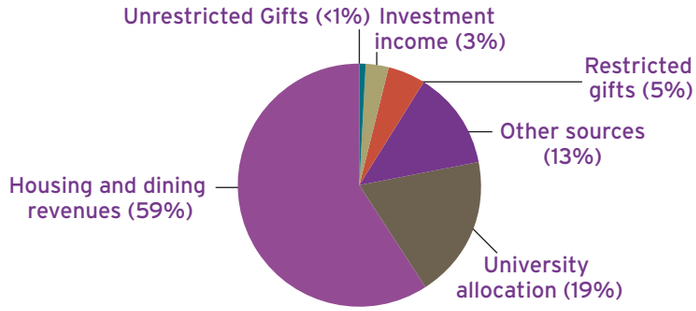
80 years: The interfaith dialogue continues

To mark CURW's 80th anniversary, alumni, staff, and friends gathered in New York City on May 11, 2010 at The Cathedral NYC to hear a panel discussion about religion and public life. Provost Kent Fuchs and President David J. Skorton were joined by panelists Greg Epstein, secular humanist chaplain, Harvard University; Alan Flam, rabbi, associate chaplain, and senior fellow, Swearer Public Service Center, Brown University; Ingrid Mattson, professor and president, Islamic Society of North America; and Jan Willis '69, a professor of religion and East Asian Studies, Wesleyan University.

Division of Student and Academic Services Financial Report 2009–2010

Income (in thousands)	
University allocation	$31,355
Investment income	5,824
Unrestricted gifts	942
Restricted gifts	7,870
Housing and dining revenues	98,191
Other sources	21,357
Total resources available	**$165,539**

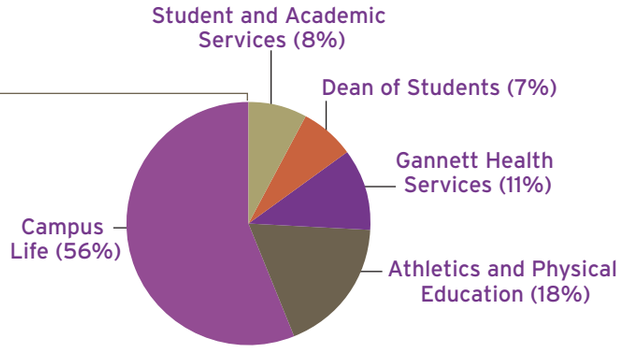
Income by Sources



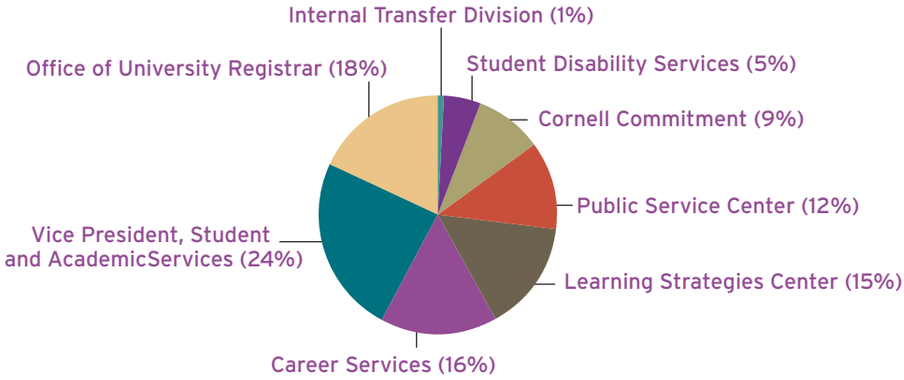
Expenditures by Unit (in thousands)	
Campus Life	$83,409
Athletics and Physical Education	26,478
Gannett Health Services	16,153
Student and Academic Services	11,030
Dean of Students	10,841
Total expenditures**	**$147,911**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services Expenditures



2009–10 Facts at a Glance

Academic and Career Services

Students using tutorial services	12,455
Students using services through supplemental instructional services	1,320
Students visiting the Carol Tatkon Center (daily average)	750
Students using services at the International Students and Scholars Office	3,430
Students receiving services from Student Disability Services	798
Employers recruiting on campus through Career Services	298
Interviews held by recruiters	9,521
Student postgraduate activities	
Employed	50%
Graduate school	34%
Other	16%

Athletics and Physical Education

Students enrolled in physical education courses	10,739
Student memberships in Cornell Fitness Centers	10,386
Varsity athletes	1,046
Students participating in intramural sports	6,088
Students participating in Cornell Outdoor Education	3,110

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	15,221
Student visits for services	78,575
Gannett's Counseling and Psychological Services	
Students receiving services	2,787
Student visits for services	20,659
Students enrolled in the Student Health Insurance Plan (SHIP)	10,574

Housing and Dining

Undergraduates in university housing	6,204
Residents in graduate and professional student housing	
Single contract holders	419
Family group/domestic partner contract holders	309
Children in graduate and professional student housing	137
Students who are members of a fraternity	2,215
Members in fraternity housing	915
Students who are members of a sorority	1,607
Members in sorority housing	419
Students on university meal plans	9,750

Service and Philanthropy

Students participating in ongoing community service	2,920
Hours provided through ongoing community service	127,367
Students participating in one-time community service	2,460
Hours provided through one-time community service	14,908
Hours of community service provided by fraternities and sororities	48,479
Dollars raised through fraternity and sorority philanthropic activities	171,330

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

Division of Student and Academic Services Administration

Susan H. Murphy ’73, PhD ’94
Vice President

Janet L. Corson-Rikert, M.D.
Executive Director, Gannett Health Services

Kellie A. Page
Director of Finance and Administration

Kent L. Hubbell ’67
Robert W. and Elizabeth C. Staley Dean of Students and Nathaniel and Margaret Owings Distinguished Memorial Professor in Architecture

J. Andrew Noel, Jr.
Meakem◆Smith Director of Athletics and Physical Education

Laura Hunsinger
Director of External Relations

Marty Rauker
Interim Assistant Vice President, Campus Life

Leonardo J. Vargas-Mendez
Executive Director, Public Service Center

Cassie Dembosky
Interim University Registrar

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