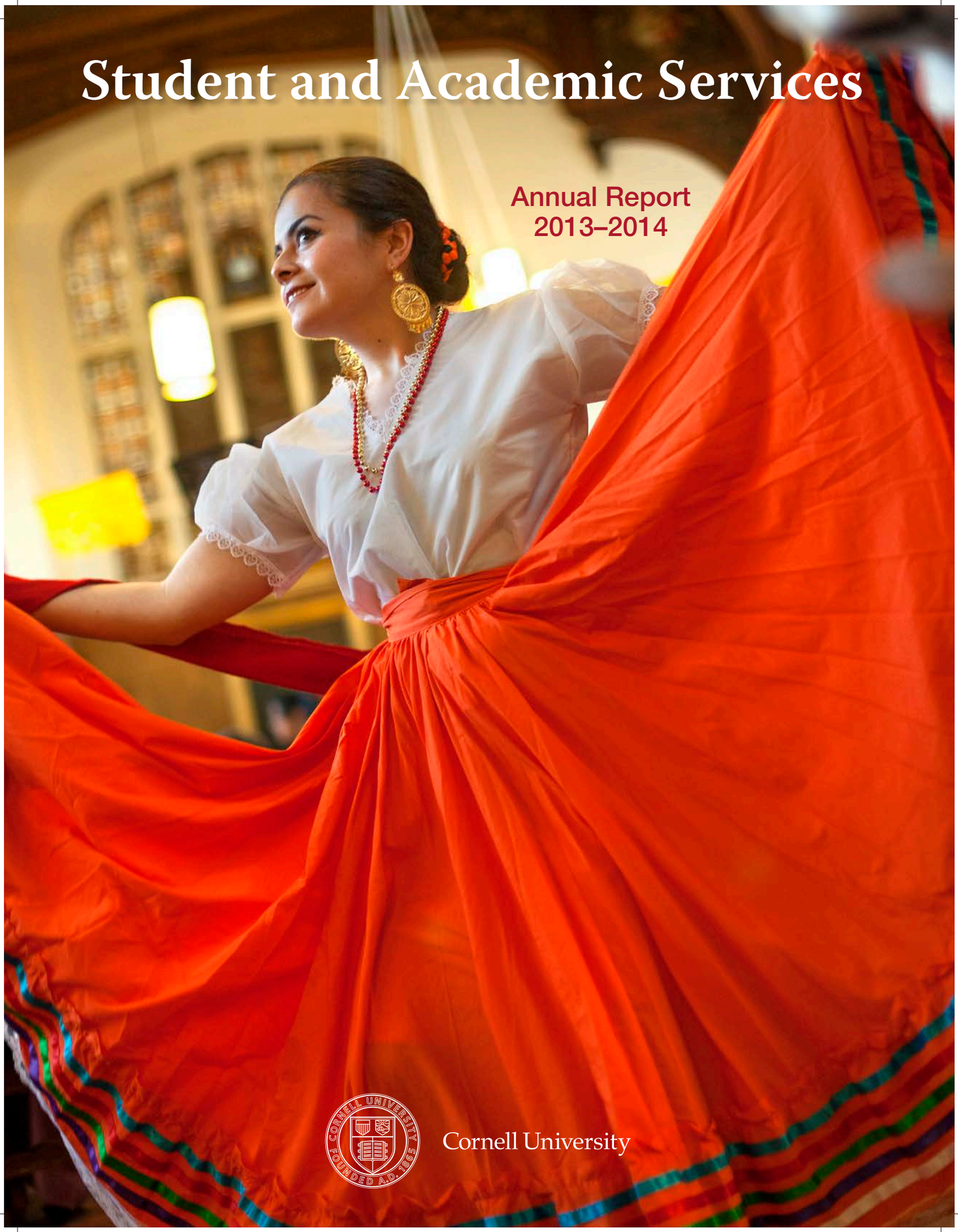
Student and Academic Services

Annual Report
2013–2014



Cornell University

2013–2014
Facts at a Glance

Academic and Career Services

Students visiting the Carol Tatkon Center (daily average)	750
Students using services at the International Students and Scholars Office	4,206
Students receiving services from Student Disability Services	1,184
Employers recruiting on campus through Career Services	405
Interviews held by recruiters	9,619
Student postgraduate activities	
Employed	58%
Graduate school	24%
Other	18%

Athletics and Physical Education

Students enrolled in physical education courses	11,464
Student memberships in Cornell Fitness Centers	11,520
Varsity athletes	1,075
Students participating in intramural sports	4,821
Students participating in Cornell Outdoor Education	4,079

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	17,598
Student encounters for services	81,367
Gannett's Counseling and Psychological Services	
Students receiving services	3,845
Student encounters for services	21,876
Students enrolled in the Student Health Insurance Plan (SHIP)	10,532

Housing and Dining

Undergraduates in university housing	6,280
Residents in graduate and professional student housing	
Single contract holders	530
Family group/domestic partner contract holders	277
Children in graduate and professional student housing	149
Students who are members of a fraternity	2,285
Members in fraternity housing	870
Students who are members of a sorority	2,327
Members in sorority housing	418
Students on university meal plans	10,231

Service and Philanthropy

Students participating in ongoing community service	5,638
Hours provided through ongoing community service	102,268
Students participating in one-time community service	2,042
Hours provided through one-time community service	13,402
Dollars raised through fraternity and sorority philanthropic activities	325,534

Find out more at now.cornell.edu/studentlife

On the cover: Dancers perform at the annual Dia de los Muertos dinner in Risley Hall. The holiday is celebrated in Mexico and other Latino regions and remembers family and friends who have died.

Our goal is simple: Help every student thrive

A Message from Susan H. Murphy

Susan H. Murphy '73, Ph.D. '94, vice president for Student and Academic Services, at the 2014 reception for the 20th anniversary of the Reis Tennis Center.

This past July marked my 20th anniversary of assuming the position of vice president for Student and Academic Services, a position I am honored to hold. A moment such as this affords me the opportunity to recognize and appreciate the faculty, staff, and students who create the caring community that it's my privilege to serve, and to reflect on all that has transpired in that time.

Over the years we have made great strides toward creating an environment where all students can thrive. We are helping students build resilience and social connectedness. We are teaching our students that their well-being is central to their success. Our student population is more diverse than ever before, and we are providing opportunities for students to engage across differences. Our students are joining us in making the campus a safer and more inclusive place for all. Faculty are partnering with us in our living-learning communities, our public engagement initiatives, and our student support programs.

All of this is not to say we have achieved all of our goals or attained the perfect environment for our students. We know there is much work to be done to eradicate sexual violence, hazing, and bias in all of its forms; to address the growing complexity of health issues our students present; and to join with our academic partners in extending Cornell's reach to serve communities across the globe. There still is much we want to accomplish, and competition for resources is a fact of our world.

This year, Student and Academic Services completed a new strategic plan to guide our work and our allocation of resources through 2017. In it, we identify the priorities for our division that we are united to advance. This annual report illustrates how we are working together toward our common vision: to create an environment where every student is challenged, encouraged, and supported in his or her pursuit of academic and personal growth.

The upcoming renovation and expansion of the University Health Services facility will be, for me, the physical embodiment of our commitment to support each student's success. Many already have stepped forward to support this project, and I thank all who have contributed so far. Reaching $18.3 million in pledges by December 2014 will be a major milestone toward approval to begin construction.

The rewards for our efforts truly are gratifying. In closing, I share one student success story that came to me from a swim instructor this April. A student who never believed she could pass the swim test wrote a thank-you letter to her teacher upon her successful completion, for "trust[ing] in me, believ[ing] that I could do it and cheer[ing] me up until the very last stroke!" The instructor's note was a simple statement: "Why we teach!" Enabling victories large and small, creating an environment where students can thrive, that is why we in Student and Academic Services do what we do.

In gratitude,

2014 Commencement Weekend (from left): Susan H. Murphy '73, Ph.D. '94, vice president for Student and Academic Services; Class of 2014 Campaign co-presidents Wei Yang and Ihsan Bashir Kabir; convocation chair Jennifer Lee; Jennifer Davis, assistant dean of students; and senior class president Robert Callahan.

Cornell student group Yamatai performs Japanese taiko drumming at Asia Night 2014, the largest annual showcase for the Asian and Asian American community on campus.

Connecting Creatively Across Differences

SAS Strategic Plan Objective: Develop and support a campus climate, programs, and services that foster diversity, inclusion, and learning among all members of the Cornell community.

Since its founding, Cornell University has encouraged a culture that provides for the full participation of all members of our campus community. SAS works in support of this institutional value to create an environment where diverse campus constituencies interact and develop multicultural competencies, both in academic endeavors and in extracurricular activities.

Above: Cornell's Hindu Student Council, an affiliate member of Cornell United Religious Work, sponsors an annual celebration of the ancient Hindu Holi Festival of Color.

Studying Cornell's Climate for Diversity

Cornell and SAS made significant strides this year in assessing the degree to which our students feel included, respected, and safe on campus. Early in the fall, Cornell's Institutional Research and Planning office completed an analysis of data collected through the PULSE (Perceptions of Undergraduate Life and Student Experiences) survey of undergraduate students and two other graduate student surveys.

Findings from that analysis informed the second stage of investigation, which moved beyond data to explore first-hand the experiences of specific groups of students. In October, diversity scholar and director of the Higher Education Research Institute Sylvia Hurtado and her team interviewed nearly 400 students in focus-group discussions for the study, "The Climate for Diversity at Cornell University: Student Experiences."

As a result of these investigations, key efforts to improve campus climate for students are launching or under continued expansion for 2014-15, and the diversity planning initiative, Toward New Destinations, has been revised to support opportunities to improve the climate for students.

Seeing the World Through Another's Eyes

Several SAS programs this year aimed to give participants an opportunity to view the world from the perspective of someone different from themselves and to find common ground on which to connect. One example is the Breaking Bread series, newly revived and offered four times this spring. In the February kickoff session a dozen members of Cornell Hillel and the Muslim Educational and Cultural Association shared a meal and conversation, facilitated by Renee Alexander '74, associate dean of students, and Kenneth Clarke, director of Cornell United Religious Work.

"Once we got the conversation rolling, I thought it was very meaningful and, to use a cliché, bridged the gap," says Nina Gershonowitz '16, chair of the cultural programming committee at Hillel. "It emphasized just how similar we are. At the end of the day, we're all students just trying to see where we're all coming from."

The SAS Diversity Council offered SAS staff and student employees the opportunity to consider new perspectives as well. A three-part video and discussion series, "Race: The Power of an Illusion," was offered across SAS in multiple

consecutive sessions of viewing followed by discussion. The film challenges common assumptions about race and raises awareness of social, economic, and political conditions that foster privilege and opportunity for majority groups.

Kimberlé Crenshaw '81, a leading authority on critical race theory, civil rights, black feminist legal theory, and racism and the law, visited campus in October. Her talk reflected on the impact of recent U.S. Supreme Court decisions impacting civil rights and critiqued colorblind approaches to racial equity issues.

As this year's Martin Luther King Jr. Commemoration Lecture speaker, author and National Public Radio host Michele Norris discussed the importance of honest dialogue about race and racism. Her book, *The Grace of Silence,* draws on her family's background to shed new light on the country's racial history. The lecture series is sponsored annually by Cornell United Religious Work.

Supporting Student Achievement and Community Building

Helping students find their community and feel a strong sense of belonging is key to their success in college. SAS staff mentor many student organizations whose programs support our diverse student population and create communities of support.

In September, the student group SWAG (Scholars Working Ambitiously to Graduate), whose focus is to support Cornell's black, Caribbean and African male students, partnered with the SAS Diversity Council to co-sponsor keynote speaker Jullien Gordon, author of "The Other 4.0." Gordon spoke on maximizing one's potential and knowing the value of your worth. SWAG leaders also worked closely with Cornell Career Services to create and deliver a career and professional-development "curriculum" for its members: the SWAG Academy.

The Asian & Asian American Center (A3C) supported student-led initiatives to foster Asian and Asian American community building on campus. In November, Cornell

Student theater troupe Ordinary People presents *Tapestry of Possibilities: Diversity at Cornell*, which invites all incoming undergraduates to participate in a dialogue about diverse norms, values, and belief systems.

Varsity men's soccer athlete Atticus DeProspo '15, shown speaking at the Soup and Hope speaker series, formed a Cornell chapter of Athlete Ally to foster tolerance, respect, and acceptance of LGBT individuals on campus.

Asian Pacific Student Union (CAPSU) hosted the Asian Leaders Presidential Summit, in which student leaders of Asian-interest organizations discussed Pan-Asian student group collaboration and community building. In March, CAPSU also sponsored "Asia Night," which drew more than 1,500 students – the highest turnout on record for this annual event – and featured more than 50 student groups' interactive booths and 20 performance groups. The Asian & Asian American Forum met throughout the year to discuss issues of well-being and support within the Asian and Asian American community and hosted annual successful "Fall into Relaxation" and "Spring into Relaxation" events at Noyes Community Center.

Fostering Diversity in All Aspects of Student Life

Student Disability Services (SDS) and Gannett Health Services partnered this year to develop resources to serve Cornell students with autism spectrum disorders. In October, SDS hosted Dr. Marisela Huerta, of the new Weill Cornell Center for Autism and the Developing Brain, who presented three programs attended by more than 80 staff, with every college represented. SDS – with the support of the College of Agriculture and Life Sciences, Residential Programs, and the Office of Academic Diversity Initiatives – also brought Ari Ne'eman, the co-founder and president of the Autistic Self Advocacy Network, to campus in February.

Pursuing Academic Partnerships

A host of academic programs facilitate diversity across campus, and SAS actively pursues partnerships with these efforts. This year, the Intergroup Dialogue Project (IDP), a structured, peer-facilitated course that seeks to raise awareness of social justice issues, received the 20th annual James A. Perkins Prize for Interracial Understanding and Harmony. Offered since fall 2012 as a collaboration between the Office of Academic Diversity Initiatives and SAS's Center for Intercultural Dialogue, IDP has provided an academic setting for more than 200 students to engage in constructive discussions about race, ethnicity, socio-economic status, gender, religion, and sexual orientation.

Profile: **Ihsan Kabir ’14**

At the end of his freshman year, Ihsan Kabir ’14 became involved in the drive to create a Muslim Cultural Center in Willard Straight Hall.

“The premise was simple – there’s no dedicated space for Muslim students on campus outside Anabel Taylor Hall,” Kabir explains. “We wanted a separate space, because Anabel Taylor caters to a demographic of Muslims who are very active in practicing their faith – and that percentage doesn’t encompass all Muslim students on campus.”

That dream was realized last fall, when Room 208 in Willard Straight Hall became totally theirs. Now known as the Muslim Center of Cornell, the space shares the second floor of Willard Straight with other groups such as the Empathy, Assistance & Referral Service (EARS), Cornell Minds Matter and the Women’s Resource Center. Sharing space fosters collaboration among the groups, Kabir observes.

Kabir also has been active on the Committee for the Advancement of Muslim Culture.

“We’ve done a lot of outreach events, including one with Sigma Phi fraternity that they want to make an annual event,” he says. “We wanted to show that we were serious about engaging with the rest of the Cornell community.”

Profile: **Thaddeus Talbot ’15**

SWAG (Scholars Working Ambitiously to Graduate), a mentorship program aimed at increasing retention and graduation rates among black men at Cornell, helped Thaddeus Talbot ’15 get his college career off to a fast start.

“As a freshman, I got to meet a lot of successful upperclassmen who were able to guide me,” he says. “Because of their help I was able to be successful my first semester, so I stuck with the program.”

By the end of his first year at Cornell, Talbot had become co-president of SWAG, and over the past two years, “we’ve seen an increase in graduation rates, an increase in percentage of black men who are on the Dean’s List out of our program, and we’ve see more people become a part of the program,” he says.

Last year, Talbot helped to launch the SWAG Academy, a 10-week curriculum for program members that included modules on stress management, money management, time management, and other career and life skills. He designed and taught many of the courses himself.

In March, Talbot led a group of SWAG students to the Clinton Global Initiative University Conference at Arizona State University, where student leaders from around the world met to discuss timely issues.

A Meinig Family Cornell National Scholar, Talbot plans to attend law school, then become a union organizer or go into the Peace Corps. “My end goal is to become a New York City Supreme Court Justice,” he says.

For his senior project, Justin Kondrat ’14 designed a gigantic living-art installation – 70 feet wide and 10 feet tall – that spelled out “ROOTED” on Libe Slope, encouraging viewers to reflect on what sustains them during tough times and keeps them rooted here at Cornell. The Department of Horticulture, Gannett Health Services, and the Grounds Department collaborated on the display, which included more than 50,000 flowers. “I wanted to show that flowers are not just pretty things, but living things that can also bring so much to the soul and help the students," he says. "It’s really critical to just stop and smell the flowers every once in a while.”

Promoting Emotional and Physical Resilience

SAS Strategic Plan Objective: Create and sustain an environment that promotes personal growth and discovery, the pursuit of healthy minds and bodies, and participation in Cornell's caring community.

Because many students undergo a tremendous transformation during their time in college, Sohee Rho '14 wanted to create a forum for them to share how Cornell has changed their hearts and minds. A Meinig Family Cornell National Scholar, Rho recruited more than two-dozen students to participate in "We Are Cornell," a series of short videos shared over CornellCast and social media throughout the spring semester.

Sohee Rho '14

Produced in conjunction with Cornell United Religious Work, Slope Media, and Ordinary People, the series celebrates individual journeys and unique experiences from a wide range of students, who talk about overcoming obstacles in their time at Cornell.

"We wanted to showcase our differences and similarities through stories, because stories are a very strong way to connect and engage with each other," Rho says.

In SAS, we provide support and resources for students to grow as caring, engaged, and self-aware young adults. By supporting efforts such as "We Are Cornell" – as well as through health services, fitness and wellness programs, dining and nutrition, crisis prevention and intervention, and more – SAS advances the university's holistic view of student and community health that fosters a campus-wide culture of self-care and caring for one another. In addition, through the expertise of SAS staff, Cornell is a national leader and partner in comprehensive, research-based programs that address major challenges to student well-being.

Affirming Cornell's commitment to supporting student health and well-being fully, President David J. Skorton says, "As a university president, physician, and parent, I know how important good health is to the achievement of both immediate and lifelong goals."

National Recognition from JedCampus

This year, Cornell's comprehensive approach to mental health earned the JedCampus seal, an honor awarded by The Jed Foundation, a national organization seeking to reduce suicide rates among college students. "Cornell stands out as a leader in campus-wide mental health programming," the foundation noted in its assessment.

Says Gregory Eells, director of Counseling and Psychological Services at Gannett Health Services: "Cornell takes mental health very seriously and has prioritized it for students for decades. Earning the JedCampus seal is an acknowledgment of that work."

Staff, faculty, and students across the university have come together to increase accessibility to care and reduce the perceived stigma of requesting help for emotional challenges. One example that serves as evidence of that work: visits to Cornell's counseling services have tripled since 1996.

Health and Well-Being Initiatives

Student and Academic Services fostered many health and well-being related initiatives during the past academic year.

- Cayuga's Watchers, a student-led peer intervention group, officially launched as an independent nonprofit organization in November. When invited by the party sponsor, the group sends teams of trained "watchers" to interact with partygoers and uses non-confrontational bystander intervention techniques to reduce the harms associated with high-risk drinking.
- EARS (Empathy, Assistance, & Referral Service) student volunteers provide over 50 hours a week of peer-to-peer counseling during the school year. New this year, Cornell students can connect with EARS counselors through an online counseling program hosted by Suicide Prevention and Crisis Services of Tompkins County.

- The Women's Resource Center sponsored a number of programs aimed at raising awareness around women's issues, including the annual production of *The Vagina Monologues*, which raised more than $10,000 for anti-gender-based violence charities. The "We Step Into The Light" program aimed to bring awareness to the issues of sexual assault, relationship violence, stalking and gender-based violence through artistic collaborations; the resulting projects were displayed at Mann Library and Flora Rose House in April and May.
- *Voices: Stories of Insight and Experience* was distributed to families of all incoming students. Written by faculty, staff, students, and alumni, this collection of articles helps families navigate the university and their evolving relationship with their new Cornellian.
- Cornell Minds Matter presented a photo exhibit designed to open conversation and reduce stigma around mental health concerns. "Faces of Mental Health" featured students, many who are recognized as leaders on campus, and depicted personal stories of their own struggles.

Success After Graduation

Building a solid foundation for success after graduation is the ultimate goal of SAS's health and well-being efforts. For Cornell Career Services (CCS) this means building students' confidence and ability to launch their careers, whether that is in the workplace, in postgraduate education, or in other endeavors. Certainly initial postgraduate outcome is important, but development of skills to manage a career over a lifetime is essential. CCS offers programs through which students develop networking skills, participate in job shadowing and experiential learning opportunities, identify and articulate personal strengths, and engage with experts from career fields of interest. The results have been impressive: this year nearly 18,000 students participated in 446 CCS-sponsored programs and workshops; 570 students shadowed 512 alumni and other friends in their jobs; and 15,500 students met with CCS staff in one-on-one advising sessions.

Ending Hazing

Cornell is a recognized national leader in hazing prevention, and the new Council on Hazing Prevention emphasizes an ongoing commitment to sustained action.

"It is important to realize that hazing is not just a concern in the Greek system; its prevention is the responsibility of all members of the campus community," says Tim Marchell '82, director of mental health initiatives at Gannett Health Services and council co-chair.

Through coordinated efforts by students, staff, faculty, and alumni leaders, and participation in the National Collaborative for Hazing Research and Prevention, the council will study best practices, develop new approaches, and implement comprehensive strategies to prevent and respond to hazing at Cornell.

Lawrence Goun '15 (right) accompanies Kent Hubbell '67, the Robert W. and Elizabeth C. Staley Dean of Students, pushing Student Assembly representative Juliana Batista '16 in a wheelchair during an event to demonstrate the need for more accessibility on campus. Kappy Fahey, director of Student Disability Services, follows behind.

Profile: **Lawrence Goun '15**

"Disability topics were always at the forefront in my family," says Lawrence Goun '15, president of the Cornell Union for Disabilities Awareness (CUDA).

"My mother, Cynthia Bernstein-Goun '74, is a special-needs attorney. From a young age, she instilled within me a sense of responsibility to fight against systems that discriminate against people with varying abilities."

After CUDA member David Tauber, ILR '16 suggested staging an event to highlight the need for more accessibility, CUDA organized a simulation event in November 2013 with campus leaders using crutches, wheelchairs or motorized scooters to demonstrate access – or lack thereof – to university facilities. Vice President Susan H. Murphy and President David J. Skorton were among the participants.

"CUDA members talked about how to respectfully convey that Cornell does a lot to promote accessibility and inclusion, but that there is much more that needs to be done," Goun says.

"We ultimately included all different types of campus leaders – students, professors, administrators, staff, members of the Ithaca community, alumni – to discuss the physical and social atmosphere these buildings project towards people with various disabilities," Goun says.

"The event was very successful because many of these campus leaders came to CUDA saying that they had ideas that they wanted to propose in their respective campus communities and wanted to continue partnering with CUDA to ensure that these plans get implemented. It is great to see that the event has spurred so much follow-up conversation."

Preventing and Responding to Sexual Assault

SHARE

Sexual Harassment and Assault—Response and Education

Get help. Get involved.
a caring community resource **share.cornell.edu**

We take seriously our responsibilities to prevent sexual violence in all its forms, provide support to those affected, facilitate reporting of crimes, and hold perpetrators accountable. We welcome the national dialogue that has increased awareness and prompted new laws, policies, and strategies that will increase both safety and civility on our campuses and in our community.

Last spring, the White House Task Force to Protect Students from Sexual Assault released clear and compelling recommendations to address sexual violence on college campuses. We are encouraged by the extent to which our current practices already meet or exceed many components detailed in the task force report. In April, Cornell's Council on Sexual Violence Prevention (CSVP) issued its latest recommendations, which reflect the extensive research and rich dialogue among its student, faculty, staff, and community members. The CSVP recommendations build upon those suggested by the White House task force and emphasize Cornell's priorities for creating a culture of zero tolerance, supporting victims, and effectively responding to complaints.

Ongoing actions include:

- Confidential, 24/7 access to phone hotlines and support for survivors of sexual assault
- Proactive education programs for all new students, staff, and faculty, and expansion of ongoing educational offerings, including bystander intervention programs
- Specially trained CORE RAs in our residence halls and many student groups that promote prevention and awareness messages
- A men's group, "Men Against Sexual Violence" (MASV), initiated by male staff
- A dedicated website (share.cornell.edu) with information about policies and services, and easy-to-read guides and flowcharts to help students, faculty, and staff who might wish to file a complaint
- Revisions of our policies and procedures to refine how complaints are addressed to protect the rights of all parties involved and to clarify who can provide confidential support to survivors
- Strong collaboration among key campus departments and leadership by the campus-wide Council on Sexual Violence Prevention, with interdisciplinary committees to develop targeted strategies
- Active participation in the national conversation, including attendance at forums with senators who are proposing new legislation in this area

"At Cornell, we act on our intensely held belief that sexual violence must not be tolerated. … Each of us and all of us are responsible for the change we want to see," President David J. Skorton said in a campus-wide message this spring. *"Preventing sexual violence requires insights, plans, and actions from across our community. … In particular, I call upon the men of our community to provide leadership in challenging sexual violence in all its forms."*

To better understand and meet diverse dietary needs, Cornell Dining staff embarked on a "5 Day Challenge," in which staff ate breakfast, lunch and dinner each day at campus eateries while adhering to one of six diets: vegetarian, vegan, kosher, dairy-free, gluten-free, and both dairy- and gluten-free. According to Gail Finan '69, director of dining services, "Adopting a special diet for a week helped us understand the unique preferences and challenges of many students, and enable (Cornell Dining) to meet their needs better."

A house campfire and social event at Ecology House, Cornell's program house for students who share an interest in preserving and protecting our natural environment.

Meaningful Connections Outside of Class

SAS Strategic Plan Objectives: Create and support learning communities filled with opportunities beyond the classroom for students and faculty to integrate and link those experiences with their learning from academic programs. Create opportunities for students, faculty, and staff to participate together in intellectual, spiritual, social, cultural, athletic, and service activities.

Through a variety of living-learning communities, SAS provides a broad range of educational activities outside of the formal classroom. This environment allows students to experience personal growth and faculty interaction within the living and social setting of residence halls, program houses, cooperative houses, the West Campus House System, graduate and professional student and family housing, the transfer student experience, and Collegetown residence halls.

Ethan Stephenson, associate director of North Campus Faculty Programs, says there are many benefits to living-learning situations in which faculty engage the students in informal settings.

"Undergraduates get to meet and interact in a very different way with faculty members, so they begin to understand faculty not as separate beings but as individuals," he says. "And that's very important – it gives the students confidence, helps them to think about their future, and their work."

The faculty benefit from the program on West Campus, as well. "They get to see the undergraduate experience in a fuller sense," Stephenson says. "And they get lots of opportunities to interact with faculty outside of their departments, which is something that faculty have repeatedly expressed great satisfaction with."

"It's one of those win-win scenarios where the students win, the faculty involved win and it makes everyone from all sides a lot stronger," says music professor Paul Merrill, who will be serving his second year as faculty-in-residence at Balch Hall after two years at Clara Dickson Hall.

Karaoke Night at the Latino Living Center is a popular social gathering.

Students enjoy free food and friends during the 2013 Picnic on the Plaza, a lunchtime event on Ho Plaza to mark the beginning of the school year.

A new initiative, "Learning Where You Live," seeks to deepen the living-learning experience and the connections between faculty and students through several one- and two-credit, pass/fail courses taught in an informal setting on North and West campuses by faculty involved in those residential communities. Examples include "Hit or Miss: Understanding the Television Drama," taught by Faculty in Residence Sahara Byrne, and "Fascinating Figures," taught by Merrill and Faculty in Residence Kit Umbach.

The number of community dinners has expanded as well. "On West, we have house dinners on Wednesdays – so on North we've borrowed that idea, and an increasing number of faculty and residents are having regular meals in Appel Commons with members of their community, which has been productive," Stephenson says.

"Research backs why these programs work," he adds, noting that undergraduate interactions with faculty outside of the classroom have been associated with greater civic engagement, enhanced cognitive development and moral reasoning, increases in student learning and educational attainment, and growth in job skills and informed career decisions.

"We've all found that these programs help the students to adjust, and if we can help the students, then we're solving so many problems before they even happen," Merrill adds.

Program Houses Thrive: Latino Living Center

North Campus is home to eight program houses – or themed residence halls – that offer students the chance to develop and immerse themselves in interests within an engaging community of residents and out-of-house members. These close-knit communities have a high level of involvement, with regular events, programming, and outreach opportunities, often in collaboration with related academic departments.

The Latino Living Center (LLC), which celebrates Latino heritage and culture, saw an increase in participation last year through a variety of collaborative events – not only with the Latino Studies Program, but also with other program houses such as Ujamaa Residential College and the Multicultural Living Learning Unit.

For example, the LLC's *Café con Leche* Friday night discussion series drew students and staff from beyond North Campus with topics such as examining gentrification in East Harlem and Latino students in science, technology, engineering, and mathematics (STEM) fields. The LLC also hosted events during the fall and spring breaks to provide a welcoming place for students who remained at school.

Residence Hall Director Angel Keen notes that the LLC's students and staff are "trying to educate our peers and colleagues that the LLC isn't just for Latino students. It's for anyone who's searching for a safe space but also wants to learn more about the Latino community and issues that affect it," she says.

House Engagement

Each West Campus house has its own way of engaging its residents to create an active, connected community and to sustain a continuous flow of upperclass student leaders who are invested in the mission of the house. Some houses refer to these engaged members as "active citizens." Last year, Flora Rose House on West Campus adopted a new academic credit-granting Residential Learning Program comprised of Rose Scholars and Rose Community Organizers. "Rose Scholars have the opportunity to get exposed to the kinds of ideas and conversations that they wouldn't necessarily get in a classroom, and Rose Community Organizers are people who want to be leaders within the community," explains Jarrett Anthony, house assistant dean for Rose House.

Students engaged in a variety of activities on and off campus, such as volunteering at Cornell Plantations, visiting the Johnson Museum of Art, touring local businesses and rebuilding trails at Robert H. Treman State Park.

Wednesday nights at Alice Cook House on West Campus are reserved for House Dinners for residents.

Jaime Johnson '14

Profile: Martin Zorrilla '14

Joining the Von Cramm Cooperative "completely changed my Cornell experience for the better," says Martin Zorrilla '14. "I was searching for a sense of home and community, and the co-op did that for me."

Zorrilla served as treasurer and president at Von Cramm, and helped shepherd improvements in the co-op's financial system and meal plan.

"It's a sense of ownership over the place you're living in and a sense of community, which is priceless," he says. "And it's also difficult – that's something we always have to acknowledge. Living in community isn't the easy option."

He notes that he honed a variety of life skills at Von Cramm, including conflict management, project management, leadership skills, and how to work with other people.

Zorrilla got a chance to apply many of those skills when he created the Intag Project, based in the mountainous Ecuador region in which he was raised. It started with a dinner at Von Cramm, which raised money to help children get to school.

"The kids who are very far from city centers did want to go to high school, but the government wasn't providing transportation, so they would've had to walk two or three hours to get to school, which is too far," he says. "So we were fundraising to pay for half of the transportation and split the cost with the parents."

After that success, Zorrilla created an International Agriculture and Rural Development class in which students traveled to Ecuador to work with local artisans and farmers for three weeks in December 2013.

"The idea was we wanted to create a partnership, not the sort of charity work where you go into a community and help them," he says. "We wanted to deepen what it meant to engage with a community."

Profile: **T.J. Wallin, Ph.D. student**

"It's been a blast," says T.J. Wallin, a third-year graduate student in Materials Science and Engineering, on his role as a Graduate Resident Fellow (GRF) in Alice Cook House, part of the West Campus House System. "I think I'd be on a much different track if I was just narrowly focused on my Ph.D. and didn't have this outlet."

As a GRF, Wallin has engaged his students in a diverse range of activities, from attending a live broadcast of the Metropolitan Opera's *Cosi Fan Tutti* to watching the series finale of *Breaking Bad* and major sporting events.

The GRFs serve a variety of roles in their houses. "Some of the students look to us as friends, which we encourage, and they'll talk to us about their social lives and their classes," Wallin says. "Some of them will look at us as mentors and will ask us about grad school and how to handle getting recommendations or internships. For the most part, they view us as peers, which is obviously something that we want them to do."

Serving as a GRF has enabled Wallin to increase his social circle.

"As a graduate student you are missing out on the undergrad life," he says. "Your community is much smaller and you tend to narrow your focus academically to a very specific topic. So this was a way to broaden my experience and engage in a vibrant community."

"It may be a time commitment, but I find that it recharges me. So after that, it's easier to go back into the lab for eight hours."

When heavy summer rains flooded the Tompkins Community Action Head Start building inside and out, Cornell students on a Pre-Orientation Service Trip (POST) helped clean the facility so they could resume operations. Here the group poses in the Head Start Kids playhouse. (Photo by Ruth Williams, Tompkins Community Action)

Champions of Community Engagement

SAS Strategic Plan Objective: Create an environment that fosters an awareness of responsibility for self and community, and a commitment to public service.

For two years, Kai Sam Ng '14 served as a tutor with REACH (Raising Education Attainment Challenge), a service-learning organization that focuses on tutoring and mentoring preK-12 students in and around Ithaca. The industrial and labor relations major acknowledges he never really felt like he was part of Cornell until his involvement with REACH and public service.

Kai Sam Ng '14

"I was sort of stuck in this academic limbo of thinking I wanted to go into economics or law, but it wasn't really connected to the real world," he says. "It didn't feel like it was something that was tangible. But after I started public service, it was something that's tangible, gets me outside of the bubble of Cornell, and it was something that I really enjoyed. It made me realize what it was that I wanted to do, and set my priorities straight."

By supporting and guiding students to discover how public engagement can change the world and open new opportunities, SAS gives them the chance to learn the value of participating in and working with off-campus communities to learn, reflect, and practice as they take their place as responsible and engaged world citizens.

Cornell students have numerous opportunities to engage in service to larger communities, through participation in structured service-learning programs sponsored by the Public Service Center; philanthropic actions and community service activities of fraternities, sororities, and athletic teams; involvement in Cornell Commitment programs; leadership and service through student government or independent student organizations advised and supported in SAS; and involvement in other activities coordinated in SAS.

Connecting with Community

SAS's commitment to public service plays a major role in advancing Cornell's public engagement mission. Through the Public Service Center, more than 8,000 students participated in community service or work-study projects totaling more than 157,000 hours during the 2013-14 school year.

"We are thankful to work with local, state, national, and international communities that embrace the talent and creativity of our students and value their time and contributions year after year," says Leonardo Vargas-Mendez, executive director of the Public Service Center. "At the core of our mission, we are committed to creating educational opportunities for our students that nurture reflective action as global citizens."

Cornell's public engagement mission is carried out by many SAS units beyond the Public Service Center. In 2013-14, Cornell Commitment students provided almost 63,000 hours of work and almost 94,000 hours of service, and about 200 students engaged in faculty-mentored undergraduate research, many fulfilling Cornell's land-grant mission. Members of fraternities, sororities, and

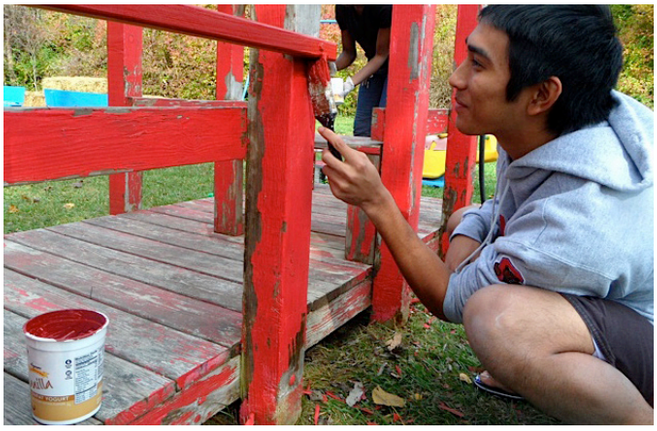
The 2013 Dump and Run sale raised $55,000 to benefit local charities while recycling an estimated 30 tons of goods, many donated by students departing residence halls the previous spring.

independent-living houses volunteered for more than 27,600 hours of public service and raised $325,534 in the process. Overall, Cornell athletes volunteered nearly 2,200 hours during the 2013-14 school year.

Fourteen Cornell athletic teams performed community service through activities ranging from Into the Streets to volunteering at the Cornell Child Care Center. The men's and women's hockey teams raised funds through an exhibition game for Franziska Racker Centers, which works with individuals with disabilities in the Ithaca community. The women's hockey team also partnered with the Do It For Daron organization to raise money for mental health awareness, and they joined the women's basketball team and Athlete Ally to promote inclusion for athletes of all races, sexuality and gender.

The impact these students have in the communities they serve is real. The Big Red Food Drive, an annual event sponsored by the Public Service Center and Cornell Students for Hunger Relief, donated more than 3,000 pounds of food to the Friendship Donations Network at the end of the spring semester. In the fall, responding to a local need, the group raised more than $3,500 to purchase 242 turkeys for Ithaca area food pantries.

"The students involved in the turkey drive made a profound impact in the lives of so many food pantry patrons," wrote Darlene Bachman, volunteer coordinator for the Food Bank of the Southern Tier. "All of our pantry volunteers want the best for our patrons, and we all feel so sad when we are unable to meet the needs of their holiday meals. Because of the Cornell students and their donation this year, all volunteers were moved with emotion. We feel so privileged and blessed to be associated with these Cornell students."



Provided

Evan de Luna '16 refinishes school playground equipment damaged in a recent storm during the two-day student-directed Into The Streets event. More than 1,300 students volunteered to work for 80 organizations this year, the most ever for an Into The Streets event.

Alumni also partner with our students to expand Cornell's impact in the world. Through the annual Cornell Cares Day event, more than 600 Cornell students and alumni worked together this year on service projects coordinated by the Public Service Center at 32 sites around the United States. Projects ranged from preparing packages for the Houston Food Bank to hosting an annual Big Brother/Big Sister Christmas party in Sarasota, Fla. Cornell Club of Sarasota-Manatee member Jean Emery says, "I do so love being able to give."

Recognition for Exemplary Service

Recognizing student public engagement efforts, creativity, dedication, and commitment to change encourages continued participation and can further worthy efforts. Each year, the Robinson Appel Humanitarian Awards provide grants to honor and support exemplary student-initiated community service projects. This year, three $1,500 grants were awarded. Jonathan Lowry '16 was recognized for the Food Recovery Network, which works to donate excess food from the university's dining halls to area food pantries; Ilana Beller '14 was recognized for Youth Outreach Undergraduates Reshaping Success, which seeks to instill in local youths a sense of community pride and awareness; Charles Sharkey '15 was recognized for Making the Most of Your Healthcare, a program that empowers elderly Ithaca patients to be effective advocates of their own health.

Leadership Foundations for Outreach

Giving students tools and skills to create effective public engagement projects was another progress area this year through an innovative new collaboration between Student Leadership, Engagement & Campus Activities; Cornell Outdoor Education (COE); the Public Service Center; and the Cornell Commitment. In fall 2013, more than 40 students participated in the new Student Leadership Practices Inventory (SLPI) program. The sponsoring departments created a three-part session that was used as a common beginning-point for each organization's leadership training programs. "The SLPI program is particularly oriented toward leadership in action, and could provide a really nice framework to guide students as they design and deliver their outreach projects," says Annie Socci, Academic & Long Term Programs coordinator at COE's Cornell Team & Leadership Center.

Amy Scheel

Profile: **Vanessa Rivera ’14**

Through a community partnership sponsored by the Public Service center, Vanessa Rivera ’14 has been a tutor since her freshman year with Upward Bound, which works with area high school students to prepare them for college.

“It was just getting off the ground here, so I’ve been able to grow with the program organically,” she says. “And now my time has been drawn to it, to where I put in 25 hours a week.”

Besides tutoring, Rivera also has taken kids on field trips around Central New York. “They’re meant to expand students’ horizons, get them out to learn what college access is and the opportunities that come with that,” she explains.

In November 2013, Rivera was chosen to attend the International Conference on Family Planning, in Addis Ababa, Ethiopia. This summer, she was chosen to be a program assistant for a pilot Global Health program in the Dominican Republic, leading a group of seven students to work as a community partner group with a doctor who practices holistic medicine.

A Cornell Tradition Fellow, Office of Academic Diversity Initiatives Research Scholar, a first-generation college student, and a first-generation American citizen, Rivera plans to join the Peace Corps in 2015.

“I really found my role here at Cornell through public engagement,” she says. “I went in for a tutoring job at Upward Bound, and that’s been the launching pad for everything else.”

Profile: **Rachel Harmon ’15**

As a teaching assistant with the Cornell Prison Education Program (CPEP), Rachel Harmon ’15 has worked with inmates in the maximum-security Auburn Correctional Facility for the past two years.

“We serve mainly a supporting role in the classroom in terms of instruction – grading assignments and conducting in-class writing workshops,” she says. “The important work we do, in addition to academic work, is just engaging the guys in our class as people, which is something that happens very rarely when you’re in a maximum-security prison.”

Her work with CPEP led to a research project last summer, which focused on linking incarceration rates to economic inequality.

She plans to continue her participation in CPEP during her senior year. “I can’t even imagine what a semester would be like without it,” she says. “It really is a very grounding experience for me, so I anticipate being able to do it again next year and hopefully work with some of the same students.”

A Hunter R. Rawlings III Cornell Presidential Research Scholar (RCPRS), Harmon credits the program for shaping her time at Cornell.

“It has been so supportive of everything I’ve done as a student since my first semester here,” she says, citing the faculty relationships she has built and financial aid she has received for completing a summer internship, attending a conference on mass incarceration, and conducting research during the academic year.

“(RCPRS) is just like a very generous mother who takes care of you all the time,” she says. “What I appreciate most is that it allows you to explore all these opportunities that other undergrads don’t get access to, either because they don’t know about them or they don’t have the resources to be able to take advantage of them."

Big Red Accolades

Cornell athletics continued to set a standard for excellence during the 2013-14 academic year. Nearly half of the Big Red's 36 varsity sports were ranked in the top 20 nationally during the season, six won Ivy League titles, and others won their equivalent championships.

The lightweight rowing team led the way, capturing its fourth national title in eight years as well as going undefeated during the regular season and winning an Ivy title. It earned an invitation to compete in the prestigious Henley Royal Regatta in July in Henley-on-Thames, England. Other Ivy titles went to wrestling (the program's 12th consecutive – a conference record for all sports), men's lacrosse (its 11th in the last 12 years), men's indoor and outdoor track and field (its 15th and 16th in the last 24 Heptagonal championship meets) and men's ice hockey (its record 21st title).

Other teams also made their mark. Women's ice hockey finished second in the ECAC Hockey and Ivy League regular seasons and won the league tournament title. Men's and women's polo both made appearances in the national semifinals, with the women advancing to the national championship game for the fourth year in a row. Both the men's and women's squash teams finished sixth nationally.

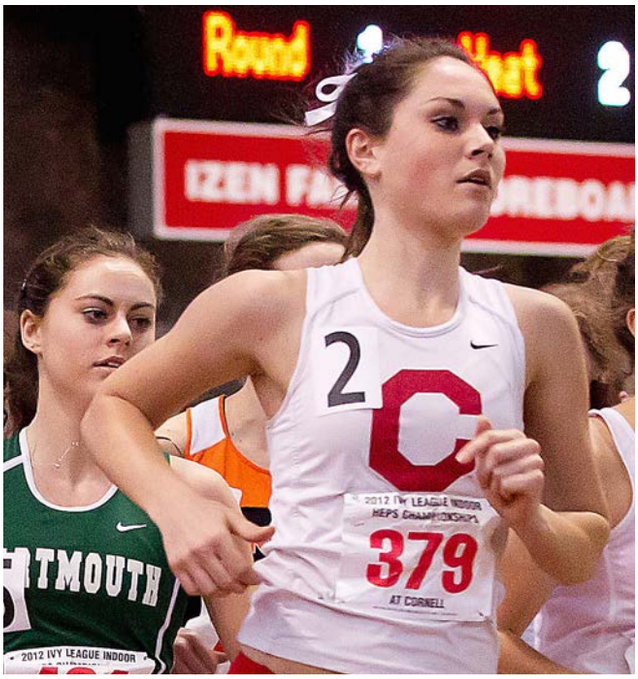
A number of individuals also were highly visible on the national stage as well. A total of 29 student-athletes earned All-America honors, nine were named Ivy League Player of the Year, and 77 captured first-team all-league honors.

Cornell's brawn on the field is matched only by its brains in the classroom.

Two women's cross country student-athletes, Samantha Olyha '14 and Emily Shearer '14, earned Marshall Scholarships. They became the 13th and 14th Cornellians to receive the renowned scholarships in the last 16 years. A third member of the team, Devin McMahon '14, earned the NCAA's Elite 89 Award for the highest grade point average among all competitors at the national championships. A fourth, multiple-time All-American Rachel Sorna '14, was one of 30 Cornellians named as an Academic All-Ivy League selection during the year. Nine more captured Capital One Academic All-District honors, and senior football player Grant Gellatly '14, who set school records for receiving yards in a season, captured Academic All-America honors. More than a hundred student-athletes were named to all-academic teams by their respective sports' coaches associations. The Big Red had 10 of its varsity sports recognized by the NCAA for finishing in the top 10 percent of all squads within their sport in the Academic Progress Rate.

Tim McKinney

Football All-American and Academic All-American Grant Gellatly '14 set records this year for receiving yards in a season.



Patrick Shanahan

Cross country's Emily Shearer '14 earned a Marshall Scholarship.

The Cornell Outdoor Education program, under the leadership of first-year director Marc Magnus-Sharpe, served more than 20,000 participants and provided more than 4,800 student leadership days – all while setting a program safety record.

The year also brought the opening of a new facility for the Big Red Bands, the Fischell Band Center, while the department also announced the addition of a 37th varsity sport, women's sailing, which will commence competition in the fall of 2014.

Even club and intramural teams jumped to the forefront. The men's water polo club team earned a spot at the national championship tournament at UC San Diego after claiming its second straight state title. It finished 12th nationally.

Building Close Bonds

In 2014, over one-third of the undergraduate student population, nearly 4,200 students, participated in 60 Greek organizations. The Greek community continued to carry out the recommendations of the Recruitment, Acceptance, Retention, and Education task force by completing the adjustment of the new member orientation period to the target duration of four weeks, down from six weeks in 2013. The shortened orientation period encourages students to focus their activities on welcoming the newest members and conveying the core values and essential information required to be a member of the organization.

"With the help of the previous new member educators, we were able to design a four-week program that consisted of 'getting to know you' games for the new pledge class, educational events, and fun house sisterhood bonding activities," says Anna Fasman '16 from Alpha Epsilon Phi sorority.

Chapters develop and submit written orientation plans in advance of the new member orientation period, and they articulate what they hope new members will gain from each activity planned. Staff help student leaders shape healthy team-building activities that promote close bonds between new members and current members.

Justin Shamoun '14 from Delta Phi fraternity says, "In our chapter, we found this incredibly helpful in identifying explicit goals and end products that we wanted to achieve through the program, and structur(ing) a program to meet these goals."

After experiencing their first year of the new system, students reported feeling overall success and meaning in the process. "By the time initiation rolled around, the new members participated in a ceremony with their lineages and felt very much like a part of our chapter. It was amazing to see how a group of strangers became our sisters in just four weeks," says Fasman.

Jordana Gilman '14, member of Kappa Delta sorority, Meinig Scholar, and recipient of the 2014 John S. Dyson Citizenship Award, used social media to solicit nominations for her photo exhibit "Women in the Big Picture," which celebrated 250 notable female Cornellians past and present.

Cornell's Greek community recognizes that learning does not stop after new member orientation and is not limited to new members. In the fall of 2014, fraternities and sororities will develop total member development plans that they will implement in the spring of 2015 to provide continuous learning opportunities for all members throughout their Greek experience.

Proivded

The Tau Chapter at Cornell of alpha Kappa Delta Phi Sorority, Inc., was recognized as National Chapter of the Year by its national organization.

alpha Kappa Delta Phi: 2014 Outstanding Sorority

The 30-member Tau Chapter at Cornell of alpha Kappa Delta Phi Sorority, Inc., founded at Cornell in 1997, raised funds this year for breast cancer research, hosted events to raise mental health awareness, and promoted varied ways to achieve good mental health. After winning seven honors including Outstanding Chapter at the 2014 Fraternity and Sorority Awards, as well as winning the top sorority placing at Greek Freak, they won National Chapter of Year, the highest honor given by their national organization for outstanding service, academics, organization, and communication. Winnie Tong '14 was recently elected to serve as North East Regional Governor on the National Board, assuming liaison and coordination responsibility for news, events, and activities for all alpha Kappa Delta Phi Chapters in the region.

University Health Services Center Expansion

An architect's rendering of the view from the south of the expanded health services facility. *(Courtesy of Chiang O'Brien Architects)*

In recognition of the crucial role good health plays in the lives of individuals and to the learning mission of the university, student health and well-being have been identified as priorities in the university's strategic plan. University Health Services provides services that are inclusive, accessible, integrated, responsive, and cost-effective; encourages healthy lifestyles through education and primary prevention; and fosters health-supporting environments throughout the campus community.

University Health Services Quick Facts:

- Provided individual care for 83% of students at least once in the 2013-14 academic year
- Delivered mental health services to 17% of students in the 2013-14 academic year
- Employs 14 full-time equivalent medical clinicians and 31 mental-health clinicians
- Logs 90,000-100,000 clinical visits per year
- Provides a large volume of non-visit clinical encounters, including after-hours on-call, secure online messaging, and consultations with campus health partners and parents
- Supports student health through proactive public health promotion efforts
- Mobilizes to respond to public health needs such as epidemic illness or student mental-health crises
- Partners with faculty, staff, and student groups throughout campus to cultivate a caring community

Since the current Gannett Health Center facility opened in 1956, the remarkable growth in services provided and the number of students using those services necessitates a major expansion and renovation of the facility. The expansion will:

- meet rapidly growing demand;
- update the existing space to current codes and standards;
- support current and future program needs; and
- facilitate priorities that include occupational medicine, public health, emergency response, wellness, and Weill Cornell Medical College medical student/resident training.

Renovation and expansion of the existing facility will preserve the central campus location, adjacent to Willard Straight Hall and the "student services corridor." The design for the project facilitates the staff's state-of-the art approach to collaborative care: Integrated Care Modules will support both medical and mental health services.

In order to move forward with the project, the university seeks commitments for philanthropic support by December 2014.

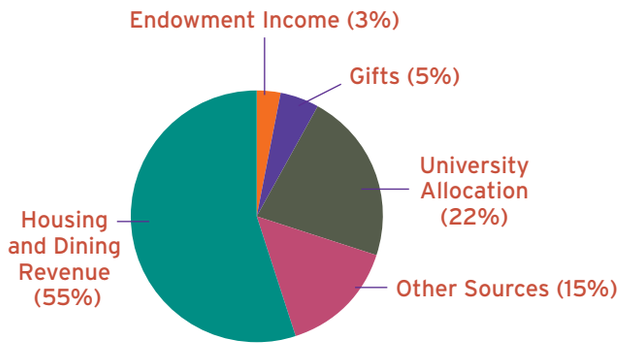
"Fostering the health and well-being of our students is the foundation for everything we do, and it is gratifying to see alumni and friends stepping forward to contribute to an effort that is so fundamental to the mission of the university."

– Susan H. Murphy '73, Ph.D. '94, vice president for Student and Academic Services

Division of Student and Academic Services Financial Report 2013–2014

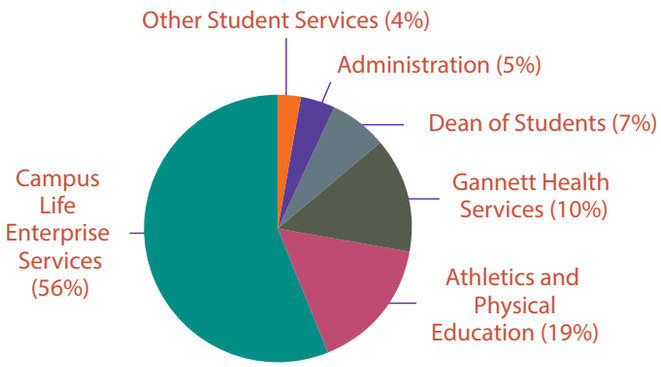
Income By Source (in thousands)	
Endowment Income	$6,406
Gifts	$11,739
Housing and Dining Revenues	$120,592
Other Sources	$34,075
University Allocation	$47,917
Total resources available	**$220,729**

Income by Source



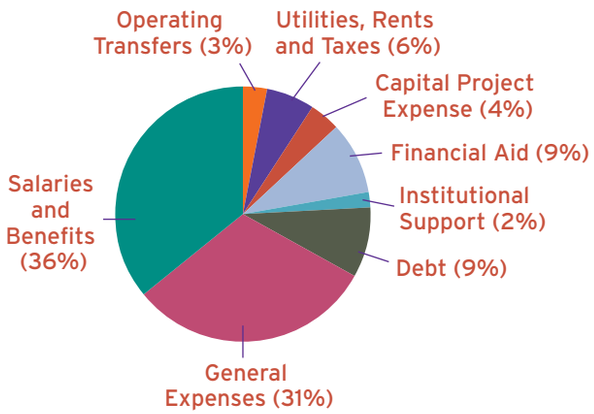
Expenditures by Unit (in thousands)	
Administration	$11,118
Athletics and Physical Education	$41,442
Campus Life Enterprise Services	$124,433
Dean of Students	$14,814
Gannett Health Services	$21,081
Other Student Services	$7,841
Total expenditures	**$220,729**

Expenditures by Unit



Expenditures by Type (in thousands)	
Capital project expense	$8,685
Debt	$19,120
Financial Aid	$19,315
General Expenses	$67,621
Institutional Support	$4,626
Operating Transfers	$7,116
Salaries and Benefits	$80,071
Utilities, Rents, and Taxes	$14,175
Total expenditures	**$220,729**

Expenditures by Type



Find out more at now.cornell.edu/studentlife

Alpha Chapter of La Unidad Latina, Lambda Upsilon Lambda Fraternity, Inc., performs at the 2014 Greek Freak: Salute, Step, Stroll! performance/competition. Historically black, Latin-based and Asian-interest fraternities and sororities from Cornell and the surrounding region participate in this annual event sponsored by Cornell's Multicultural Greek Letter Council.

Division of Student and Academic Services

Susan H. Murphy '73, Ph.D. '94, vice president

Athletics and Physical Education
- Intercollegiate Athletics
- Intramurals
- Cornell Outdoor Education
- Physical Education
- Recreation
- Wellness Programs for faculty and staff
- Cornell Fitness Centers

Campus Life Enterprise Services
- Community Center Operations
- Conference and Event Services
- Cornell Dining and Cornell Catering
- Cornell Housing

Cornell Career Services

Cornell Chimes

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

Dean of Students
- Cornell United Religious Work
- Fraternities and Sororities
- Cooperative Living
- Off-Campus Housing
- International Students and Scholars Office
- Center for Intercultural Dialogue
  - Asian/Asian American Center
  - Intercultural Programs
  - Lesbian, Gay, Bisexual, Transgender Resource Center
- New Student Programs
- Carol Tatkon Center
- Residential Programs
- Student Leadership, Engagement, and Campus Activities
- Student and Community Support

Gannett Health Services
- Counseling and Psychological Services
- Health Promotion
- General Medical Services
- Sports Medicine
- Occupational Medicine
- Physical Therapy
- Student Health Insurance
- Radiology and Laboratory Services
- Pharmacy

Merrill Presidential Scholars

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

Student Disability Services

University Registrar

Finance and Administration
- Business Service Center
- Communications
- Facilities
- Human Resources
- Information Technology
- Strategic Planning and Assessment

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