Student and Academic Services Annual Report 2010–2011

A Message from Susan Murphy

Susan H. Murphy '73, PhD '94, vice president for student and academic services, poses with senior women's hockey team players Amber Overguard '11, Katie Wilson '11, Karlee Overguard '11, and Hayley Hughes '11.

As the school year drew to a close last May, we were treated to a tribute to Cornell by two Cornell seniors, Alex Silver and Jon Tai. Their video captured the special nature of this campus and community and showed, through their eyes, the impact Cornell can have on its students. That same sense permeated Schoellkopf Stadium that glorious Sunday morning in May. With more than 6,000 students assembled to receive their degrees, we celebrated those who achieved degrees for the first time in their family, as well as those who did so for the fourth or fifth generation. We also celebrated extraordinary accomplishments by our students receiving national and international recognition, in addition to the many victories of our athletes, within the Ivy League, the eastern region, and nationally.

We hope to capture some of that excitement and sense of accomplishment in this report. It always is a challenge to choose which areas to highlight, and we have tried to focus on those that align with our strategic priorities in health and well-being, diversity, civic engagement, and excellence in all that our students do.

We look back on the year, basking in the glory of all that was achieved and mourning all that was lost. Sadly, a number of students died during their student days here, reminding us again just how precious each and every day, and each and every person, is.

As we present our highlights of 2010–11, I extend my deep appreciation and continued gratitude for all that my colleagues do on behalf of Cornell and our students. Their compassion, expertise, and professionalism allow us to do what we can to make a difference in the lives of students. My appreciation extends to our student employees, without whom we simply could not accomplish all that needs to be done. Finally, thank you for all you do to support us with your time and talent and treasures. You truly make a difference.

We live and work in inspiring times that hold limitless possibilities. Thank you for being a part of Cornell's Caring Community.

Front cover: Two students take part in "Dangle Duo," a course designed to reduce stress and encourage teamwork, using the Hoffman Barton Hall Challenge Course. Each year, thousands of students participate in Cornell Outdoor Education's "stress buster" courses, which include team and leadership training, physical education, and orientation programs.

Bridging cultures, faiths

The new baroque organ in Anabel Taylor Chapel re-creates the sound and visual design of historic German instruments of 300 years ago. The organ, completed in fall 2010, is the culmination of years of research and more than two years of work by 21st-century craftsmen, who applied 17th- and early 18th-century methods to assemble thousands of parts into a thing of beauty.

Perkins Prize goes to group advancing Muslim culture

The Committee for the Advancement of Muslim Culture was this year's recipient of the annual James A. Perkins Prize for Interracial Harmony and Understanding.

Comprised of 50 Muslims and non-Muslims, the committee, a student assembly–funded organization, has made it their mission to advocate for a space on campus "where students can come together to network, socialize, and discuss the challenges Muslim Americans face in the post 9/11 world" . . . where "the word 'Muslim' is synonymous with 'terrorist' and 'extremist' in the minds of many Americans," president and founder Sara Rahman '12 noted in the committee's Perkins Prize application.

"I am delighted to see this prize honor multicultural community building at Cornell—to recognize those who, one could argue, are today's marginalized students," says trustee emeritus Thomas W. Jones '69. "You could just see the excitement on the faces of these students who felt what they were doing was winning them recognition in the Cornell community, how the prize helps them to feel their presence is legitimized." Jones, one of 23 African Americans to join a Cornell campus in 1965 with fewer than 20 other African Americans in the entire undergraduate and graduate student body, established the Perkins Prize in 1995.

Interfaith Youth Core partners with CURW and Cornell Hillel

Cornell joined the White House multifaith initiative, led in part by Eboo Patel, who came to campus in February as the Martin Luther King, Jr. Commemorative Lecturer. Cornell United Religious Work (CURW) and Cornell Hillel worked together to establish a campus chapter of the Interfaith Youth Core (IFYC) and committed to participate in the President's Interfaith and Community Service Campus Challenge in 2011–12.

Patel is founder and executive director of the IFYC, a Chicago-based institution building the global youth movement. Patel holds a doctorate in the sociology of religion from Oxford University, where he studied on a Rhodes scholarship, and is the author of the award-winning book *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation.*

The goal of the partnership is to develop student multifaith ambassadors to integrate sustainable interfaith action projects within existing student-life activities. In his MLK lecture in Sage Chapel, Patel stressed the need for tolerance and interfaith cooperation—stating that IFYC's focus is not to convert people but to get religious and nonreligious people to cooperate—and explained that interfaith cooperation and shared values are the backbone for unity.

Funding is provided from Cornell Hillel and the Einhorn Family Charitable Trust, established by Cheryl and David Einhorn '91.

Thomas W. Jones '69, who established the Perkins Prize under the leadership of the Office of the Dean of Students in 1995 to honor former Cornell President James A. Perkins, with Sara Rahman '12, president and founder of the Committee for the Advancement of Muslim Culture, at the award presentation.

Amundam Mancho '13 and Ali Barger '13 brought school supplies and sports equipment to Cameroon as part of a public service project.

Tradition fellows **make contributions in Africa**

"It is not only important to do public service in your local community, but it is important to do service everywhere," says Amundam Mancho '13. "Not everyone is lucky to have simple amenities, like water or heat or even a simple soccer ball to play with."

Mancho and classmate Ali Barger '13, both Cornell Tradition fellows, traveled to Cameroon during winter break to donate school supplies and sports equipment to local children. For Mancho, the trip was the culmination of many years' work and a return to her roots. As the child of immigrants from Cameroon, she has first-hand knowledge of the obstacles many African schoolchildren face and has

been collecting school supplies to take there since her high school years. For Barger, the trip opened her eyes to the harsh conditions of living and growing up in a poverty-stricken community.

"Seeing the limited resources in African schools and the number of children that cannot afford to attend made me more grateful for the opportunities and resources I have," Barger shares. "When Amundam and I handed each student a pencil, their excitement was touching. The students' faces lit up when we gave them the small gift. It was such a rewarding feeling to bring happiness to these children."

Their trip was possible through funding from the Cornell Tradition program, which is part of the Cornell Commitment. The program fosters learning and leadership through service, work, and scholarships. Its fellows are given financial assistance to perform service projects, such as Mancho and Barger's trip to Africa.

While in Cameroon, the pair, who are pre-med students, also participated in research at the Bamenda Regional Hospital AIDS Center. They interviewed 22 HIV-positive patients about their socioeconomic status, diagnosis and duration of the disease, support groups, and the effect of the disease on family relations.

"The lessons learned and the emotions experienced on this trip were so moving to Ali and me," says Mancho. "We intend to do a follow-up trip after we graduate."

Public Service Center helps university gain national recognition

Cornell was designated as an "institution of community engagement" this year by the Carnegie Foundation for the Advancement of Teaching and placed on the 2010 President's Higher Education Community Service Honor Roll "for exemplary, innovative and effective community service programs." The Cornell Public Service Center functions as the university's primary hub for student community service and service learning, involving more than 7,000 students and 150 faculty members in civic programs annually.

"This (classification) demonstrates the strength and range of Cornell's relationships, with groups from nonprofit organizations to local governments," says Susan H. Murphy '73, PhD '94, vice president for student and academic services.

Student United Way wins national award

Co-chairs Nathaniel Houghton '11 (middle) and Jessica Zhao '12 led this year's Cornell Student United Way Campaign's fundraising efforts, which resulted in more than $32,000 in donations to the United Way of Tompkins County and a national award—the United Way Worldwide Student United Way Campus Organization of the Year. The award recognizes student campus organizations that are working to advance the common good of their local communities through giving, advocating, and volunteering in the areas of education, income, and health. They are joined by newly appointed co-chair Alan Workman '13.

"It has been rewarding to help students remember that we're part of a much larger community," says Houghton, who completed an Alternative Spring Break in March 2011 by collecting and donating books to Groton Elementary School. A highlight of the week was reading to the elementary school students from the donated collection.

LGBTQ community keeps **getting better**

Left: In February 2011, 1,300 students filled Willard Straight Hall for Filthy/Gorgeous, the LGBTQ community's premier cultural event. Proceeds from the event benefit the Ali Forney Center, which provides housing and support services for homeless LGBT youth in New York City. Right: John Connelly '03, MS '06, PhD '11, at the LGBTQ Lavender Graduation in the spring.

When John Connelly arrived on campus in the fall of 1999, gatherings of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students were quiet affairs held discreetly on the margins of campus life. Not so today.

From an online mentoring service to a yearly raucous dance party that attracts students from all over campus, the LGBTQ community is more a part of the mainstream than ever.

More than a little credit goes to Connelly '03, MS '06, PhD '11, who came to campus with a dual fascination for biology and physics and stayed right through to complete a doctorate in a field that's the perfect marriage of the two—bioengineering. During these dozen years while Connelly acquired the knowledge to become an expert in biosensors, he held senior leadership positions in the various organizations that serve LGBTQ students, giving a voice to their desires for emerging visibility on campus.

Connelly was instrumental in creating Haven as it is today—a student assembly–funded union for the LGBTQ community that sponsors events of its members' own choosing—and in creating faQ online, a student-to-student mentoring service set up to answer emailers' questions about sexual orientation, same-sex feelings, and LGBTQ life at Cornell University.

Under Connelly's leadership, the alliance and the LGBT Resource Center also launched the Safe Place Project in which participants prominently displayed cards (or wore lapel pins) showing their support for LGBTQ awareness and thereby providing a sanctuary where sexual discrimination could be discussed and challenged. The first year nearly 2,000 people from the Ithaca campus, Shoals Marine Lab in Maine, and the Arecibo Observatory in Puerto Rico signed up, making it one of the largest safe place projects on an American college campus. And this past year, the LGBTQ Student Union joined in the worldwide It Gets Better Project and pledge to help make life better by producing Cornell's *It Gets Better* video.

Five years ago Filthy/Gorgeous emerged as the most outspoken blend of the community's two goals—to have fun and to teach others about urban queer culture. "People are more likely to learn about gay people in a gay environment," Connelly says. "If someone has never met a gay person before they could go to Filthy/Gorgeous, they see this is a bunch of students having a party and that we can all have fun together."

Almost 70 students squeezed themselves into the living room of Jefferson Cowie's apartment this year to meet news pundit Keith Olberman '79.

West Campus Sparks Intellectual Curiosity

As the house professor-dean of William Keeton House, Cowie leads one of the five houses that comprise the West Campus House System, an undergraduate housing program for upper-level students that is designed to facilitate informal student and faculty interaction. Students regularly meet with him, faculty, and special guests—artists, intellectuals, media figures, and scientists—to listen, learn, and share ideas.

Not only is it rewarding for students to converse with experts in their fields, but it also gives them the opportunity to make beneficial connections. House activities, including dinners, conversations, and house-oriented courses, have had surprising results from internship opportunities in Mayor Bloomberg's office to students changing their majors because of what they encountered in their interactions at Keeton House. "West Campus has proven to be a remarkable success. Some nights the students are packed into my apartment for no reason besides their own intellectual curiosity. Whether they come to hear a mathematician, an historian, a politician, a chemist, or a celebrity, the students walk away enriched and engaged," says Cowie.

This year, residents enjoyed fireside chats with composer Kenneth Froelich, a discussion on feminism with house fellow Laura Weiss, and a series on American Islam with professors Thomas Pepinsky (Government) and Shawkat Toorawa (Near Eastern Studies). The Model United Nations also debated the topic, "Should the UN intervene in the Ivory Coast and dislodge President Gbaaba?"

Language House residents "live the languages"

In the Language House, newly appointed director Astrid Jirka guides 55 students as they interact with the house's six native speakers, as well as faculty and guests. For students, these interactions are both intellectually and socially rewarding.

With conversation hours, and cultural activities that include dining together, music, dance, and literature as well as topical political dialogues, students not only get a chance to immerse themselves in a culture, but also to form friendships with students from other disciplines. The Language House, a part of Alice Cook House and the West Campus House System, encourages residents and visitors to "live the languages" and become comfortably fluent in Arabic, French, Japanese, Mandarin Chinese, or Spanish.

As Jirka begins her first full year at the Language House, she is excited about the programming possibilities. Her plan, she says, is to create a set of events to establish community and personal connections while encouraging language acquisition.

Shawkat Toorawa at his popular lecture "dr. T projecT: A cornell hiTchhiker's guide To culTure."

Connecting faculty and students

Tatkon Center creates opportunities for enjoyable learning

Every week Near Eastern Studies professor Shawkat Toorawa sips tea, nibbles on shortbread, and elucidates on three seemingly unrelated items of culture. Thirty minutes later, the three items and myriad associated facts are irrevocably ingrained within the listener's memory.

Playfully known as "The dr. T projecT: A cornell hiTchhiker's guide To culTure," every Tuesday evening, Toorawa takes listeners on a warp speed tour of the topics he thinks students, and anyone who attends, might want to know. Since his weekly informal lectures began at the Carol Tatkon Center last fall, Toorawa's subjects have ranged from personalities Frank Lloyd Wright to Fairuz and words such as mocha to autarky.

An intellectual, cultural, and drop-in center for first-year students, the Tatkon Center's programming, like The Dr. T. Project, connects the academic core of Cornell with the residential center of first-year life—North Campus. Informal faculty-sponsored series also include Coffee Houses in the Majors, a program where first-year students can drop by Carol's Cafe for a cup of java, learn about areas of study, and connect with faculty. According to Laurie Fuller, associate director of the Carol Tatkon Center and North Campus faculty programs, these connections help students form relationships with faculty as well as upper-level students.

Regular hitchhikers like Ryan O'Neil '11, a biology and engineering major, and Elizabeth Onyango '11, an economics major, are just two of the upper-level students who mix with first-year students every Tuesday. A Ugandan, Onyango says she is often surprised by what she learns of Western and non-Western culture. O'Neil enjoys learning about topics he never covers in his biology or engineering classes, and first-year students benefit from the two students' knowledge of Cornell.

The Tatkon Center also hosts art exhibits, LGBTQ drop-in hours, and is home to many academic support services and workshops—the goal is to make students' transitions into life at Cornell as smooth as possible. And since the center is steps away from first-year residential life, the "Tat," as it has become known, is a well-used resource.

"When you have informal programs close to where they live, they will come," Fuller says.

The Dr. T. Project, in particular, found a large audience this year.

"It's become a bit more pervasive than I thought," Toorawa says of the series' success. The idea for the program took root in his introduction to Near Eastern civilization class. As students read, Toorawa would elaborate on unfamiliar subjects. When he jokingly told them he should teach a class called, "Everything Professor T. Thinks You Should Know, but You Don't," he started to get calls asking when the class would start.

On August 24, after 50 students attended his first session at the Carol Tatkon Center, Toorawa began to think the concept would work.

As Toorawa notes, "It never hurts to learn about items of cultural interest. And there's free shortbread, too."

Rawlings scholars inquire and discover

Eva Drago '12 and Chong "Desmond" Hui '11 are two of approximately 200 students who receive funding for research support during their undergraduate years through the Hunter R. Rawlings III Cornell Presidential Research Scholars (RCPRS) program.

Part of the Cornell Commitment, the research scholars program allowed Drago and Hui to explore their intellectual and academic passions with faculty, increasing each student's confidence, self-motivation, and independence. Between 35 and 40 percent of RCPRS scholars also receive additional financial aid.

"RCPRS gives me the opportunity to shift my research interests to align with my developing academic, extracurricular, and professional interests," says Drago, who worked with Ronald Ehrenberg, the Ronald Gordon Irving M. Ives Professor of Industrial and Labor Relations and Economics, to discover a strong correlation between the number of female faculty and the retention rates of undergraduate women in science, technology, engineering, and mathematics. Now she is researching whether there is a correlation between college success and those students who take a gap year.

"The entire university is supportive, and this program is a mini-permutation of that," says Hui, a physics and economics double major who graduated in May. He used the scholars program to pursue multiple areas of interest. His final physics research project described how particles flow in fluid and he also utilized his economics background to study the role that human behavior plays in economic decisions and whether, if given the opportunity, people will "pay it forward."

RCPRS continued to excel in undergraduate research:

- 52 conducted full-time research during the summer of 2011
- 29 attended and presented at eight different conferences
- at least 11 had work published
- 24 presented at the National Conference on Undergraduate Research held this year at Ithaca College (in addition to two Cornell Tradition students and a Meinig Scholar)

RCPRS students were awarded two Goldwater Scholarships, a Luce Scholarship, the SUNY Chancellor's Award for Academic Excellence, and an honorable mention for the Udall Scholarship.

Greek community amendment encourages **values-based recruitment**

Fraternities and sororities align with New York's underage drinking laws

Former Panhellenic president Nora Allen '11 in her sorority house.

The Cornell University Board of Trustees approved an amendment to the Recognition Policy for Fraternities and Sororities at its October 2010 meeting that will change the alcohol policy at the Greek community's recruitment and new member education events—and encourage values-based recruitment and programming.

"For many, this is welcome and will benefit the Greek system while creating a safe environment for students," says former Panhellenic Council president Nora Allen '11, a member of the sorority Delta Delta Delta, who worked tirelessly, alongside others in the Greek community, to build consensus in support of the amendment. "At its heart, the social aspect of the Greek system is about values and finding a brotherhood and sisterhood outside the main campus."

Leaders of the Tri-Council—which is made up of the executive boards of the Panhellenic Council, the Interfraternity Council, and the Multicultural Greek Letter Council—worked collaboratively with representatives from the university and the fraternity and sorority advisory council to develop a plan for implementation that will be adopted in the coming year. The amendment aligns the Greek system with New York state laws and national policies that apply to the local chapters of fraternities and sororities regarding the use of alcohol and hazing. As a result, hazing, in any form, will not be tolerated. And alcohol may not be served during the recruitment of new members or during the new member education process, including initiation or intake. In the coming year, even more attention will be given to changes in the new member education process.

Student Assembly Committee: Informal student gathering place needed on campus

"Just as students need air to breathe and water to drink they also need a social outlet to de-stress from class—to close out a hard work week by sitting around a table and enjoying each others' company," says Student Assembly president Vincent Andrews '11 of the rationale behind creating the Cornell University Student Assembly Late-Night Programming Ad Hoc Committee.

Andrews says that while single-event programming abounds at Cornell, there is no permanent location on campus where students can go on any given Thursday, Friday, or Saturday between 10:00 p.m. and 1:00 a.m. to get something to eat and drink, listen to music, or enjoy other student organization–sponsored events.

The committee's report, released in November 2010, recommends establishing such a venue. The executive summary of the report concludes: "Overall this venue would serve to strengthen the ties between Cornell students, offer a safe, controlled late-night environment, and encourage programmatic collaboration between student leaders."

Cornell's senior leaders are examining the committee's recommendation and considering viable options for an informal student gathering place.

A response is expected in the near future.

Big Red Athletics has **outstanding season**

Cornell athletics had yet another outstanding season on the athletic fields, continuing to rank among the best overall athletic departments in the country in terms of success in competition and in the classroom.

The wrestling team again took center stage, winning its ninth straight Ivy League title, its fifth consecutive EIWA crown, and its fourth straight top 10 NCAA finish in 2010–11. For the second season in a row, the Big Red placed second at the NCAA championships and Kyle Dake '13 won a national title. Dake's second consecutive national crown led five All-Americans.

Women's ice hockey wasn't far behind, sweeping the Ivy League and ECAC regular season and ECAC tournament championships for the second straight year. The Big Red advanced to the Frozen Four for the second consecutive year and set a program record—men's or women's—with its 31–3–1 record.

The men's lacrosse team captured its ninth straight Ivy title and became the first-ever program to go 8–0 against Ancient Eight foes (including the Ivy League tournament) as part of a 14–3 campaign. The Big Red advanced to the NCAA quarterfinals for the fourth time in five seasons. Rob Pannell '12 was one of five finalists for the Tewaaraton Trophy as the national player of the year.

Women's polo continued its dominance, claiming the program's 13th national title with a perfect 21–0 campaign that included an 18–12 victory over Virginia in the national finals at Cornell's Oxley Equestrian Center. The men won their ninth straight regional crown and advanced to the national finals for the third time in the last four seasons.

Men's tennis captured its first Ivy League title since the conference was formed in 1956 by completing a perfect regular season under head coach Tony Bresky. Cornell advanced to the NCAA tournament, falling to Louisville in the first round.

Plenty of other teams represented the Big Red at a very high level throughout the year. The equestrian team won its first-ever Zone 2, Region 1 championship and softball claimed the Ivy League South Division title. In men's squash, Nick Sachvie '13 advanced to the national championship match and was named All-American and Ivy League Rookie of the Year. The women's lacrosse team topped No. 2 Florida, the highest-ranked opponent defeated by a Big Red team all season. Gymnastics won its first-ever ECAC tournament and had a pair of gymnasts—Melanie Standridge '12 (beam) and Melanie Jorgensen '14 (bars)—each win USAG national titles on their respective events. Field hockey placed second in the Ancient Eight in 2010, the third time in four seasons it was the conference's runner-up.

Richie Moran Awards recognize service-minded student-athletes

Gymnast Maddie Pearsall '11—co-captain of the gymnastics team for two years, a six-time USAG All-American, and a member of the 400 Club for student-athletes who achieve at least one semester GPA of 4.0—helped lead her team to win the ECAC championship in 2011, the team's first one, while volunteering with the Big Brother-Big Sister program at the Ithaca Youth Bureau.

Mack Lewnes '11—co-president of the Red Key honor society, a member of the Quill and Dagger, and a three-time NCAA All-American and four-time Eastern Intercollegiate Wrestling Association champion—leads wrestling clinics at the Finger Lakes Wrestling Center, volunteers with the Adam Frey Foundation, the Franziska Racker Centers, and supports the Hospice Challenge.

Learning to ask for **help**

New pilot programs teach incoming students how to help themselves—and others—so everyone can thrive

"Figuring out how to ask for help was a big challenge to me," says resident advisor Laura Santacrose '11, in *Real Students, Reel Stories*, a film shown to incoming undergraduate students just three days after they arrive on campus. "We all like to put on a show that we're doing great and can handle everything. Sometimes we can't."

In the two-part, 21-minute video, 11 recent grads and upper-level students share what life was like for them during those early days at Cornell—feeling lost, homesick, terrified of failure, stunned by a first C, stung by bias—and the strategies they used to get through, especially the most stressed-out times.

They told how times got better when they sought out others: faculty, academic advisors, friends, resident advisors, Gannett Health Center counselors, and more. The scariest prospects are put right out there to see and discuss later. Even President David Skorton, the only speaker over the age of 25 in the film, admits that he failed a class during his college years when the distress caused by a parent's illness got the best of him.

Reginald Severe '11, another resident advisor in the film, jokes that his mom back in Haiti attributed his receding hairline to the stress of college life while acknowledging he had a tough first couple years.

"A key thing for me is to talk about the personal struggles I've had so others can look at me now and see that I'm fine, that I'm on my two feet," says Severe. "It's not that things are perfect now but to show that life goes on after these hard times."

The sheer number of incoming students—3,800 freshmen and transfers—makes it tough to convey shared messages, explains Sarah Jones, assistant dean of the Office of New Student Programs. "We wanted all students to know that Cornell is a caring community in which they can be successful, that through their own decisions they can take control over what happens to them during the next four years."

Surveys show that students turn to their friends first when they feel sad, anxious, or depressed. To help students learn effective ways they can best help a friend who is struggling, another new program called Notice and Respond: Friend 2 Friend was created. This interactive workshop uses a short, filmed scenario about three good friends who respond—in different, but realistic ways—to their mutual friend who's struggling emotionally. The program was developed as a collaborative venture between the College of Engineering, Cornell Interactive Theatre Ensemble, and Gannett Health Services. It was first piloted with 770 first-year engineering students, and later shared with 700 upper-level students in various leadership roles.

Janis Talbot, a health educator at Gannett Health Services, has two goals when facilitating the discussion. The first: if you see someone in distress, say or do something to reach out to that person. The second: to help students know and use the many resources on campus for support, for either themselves or for others.

"Through a guided discussion, students identify the signs of distress, discuss what you can do to help a friend, and name some of the barriers—worries, fears, concerns—that often prevent us from extending ourselves to others," says Talbot.

Jonathan Bar '13 participated in the program as part of his training as a wilderness survival instructor with Cornell Outdoor Education.

"Most people are afraid they'll say the wrong thing so a lot of the time they say nothing at all," Bar explains. "The program gives you confidence, it gives you the right questions to ask, the signs to look for to evaluate how serious the situation is."

The funding to create Notice and Respond: Friend 2 Friend was given by the family of William Wilson '62 in his memory.

Reginald Severe '11

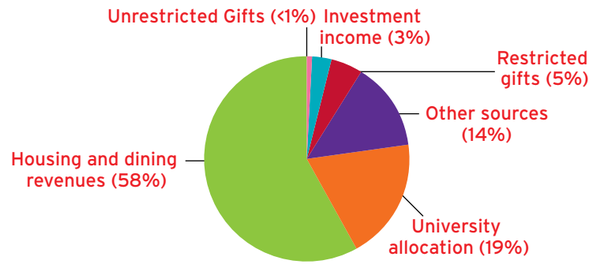
Jonathan Bar '13

"Engineers go through a lot of stress—it was hard for me to get through the first two years—so I think it's important for all engineers to do this program," says Jessica Schmidt '12, a peer advisor in the College of Engineering who was so impressed by Notice and Respond: Friend 2 Friend when it was first presented in her college that she suggested it be offered to biological engineers in the College of Agriculture and Life Sciences as well.

Division of Student and Academic Services Financial Report 2010–11

Income (in thousands)	
University allocation	$33,862
Investment income	5,161
Unrestricted gifts	1,149
Restricted gifts	8,373
Housing and dining revenues	102,086
Other sources	25,199
Total resources available	**$175,830**

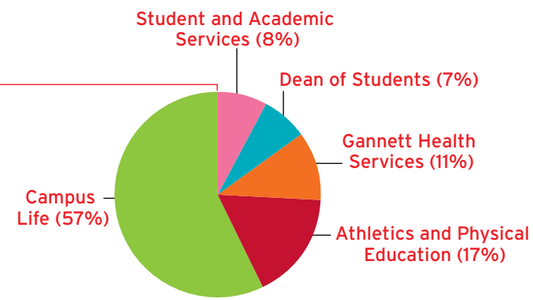
Income by Sources



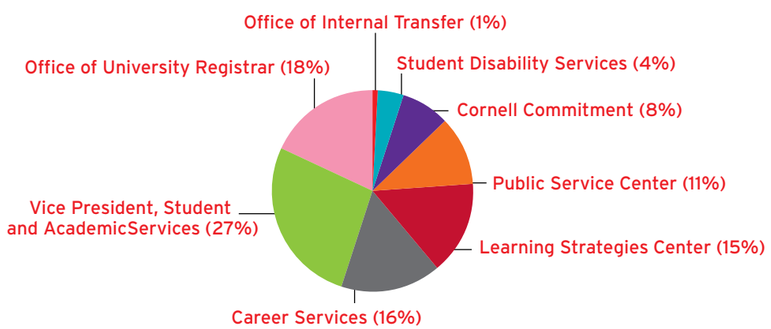
Expenditures by Unit (in thousands)	
Campus Life	$90,996
Athletics and Physical Education	27,713
Gannett Health Services	16,616
Student and Academic Services	12,300
Dean of Students	11,317
Total expenditures**	**$158,942**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services Expenditures



2010–11 Facts at a Glance

Academic and Career Services

Students using tutorial services	10,132
Students using services through supplemental instructional services	1,490
Students visiting the Carol Tatkon Center (daily average)	750
Students using services at the International Students and Scholars Office	3,667
Students receiving services from Student Disability Services	832
Employers recruiting on campus through Career Services	336
Interviews held by recruiters	10,961
Student postgraduate activities	
Employed	51%
Graduate school	32%
Other	17%

Athletics and Physical Education

Students enrolled in physical education courses	10,341
Student memberships in Cornell Fitness Centers	10,754
Varsity athletes	1,089
Students participating in intramural sports	5,190
Students participating in Cornell Outdoor Education	3,211

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	17,011
Student visits for services	76,105
Gannett's Counseling and Psychological Services	
Students receiving services	3,114
Student visits for services	22,708
Students enrolled in the Student Health Insurance Plan (SHIP)	10,784

Housing and Dining

Undergraduates in university housing	6,244
Residents in graduate and professional student housing	
Single contract holders	512
Family group/domestic partner contract holders	281
Children in graduate and professional student housing	130
Students who are members of a fraternity	1,979
Members in fraternity housing	872
Students who are members of a sorority	1,668
Members in sorority housing	388
Students on university meal plans	9,630

Service and Philanthropy

Students participating in ongoing community service	3,381
Hours provided through ongoing community service	153,901
Students participating in one-time community service	2,164
Hours provided through one-time community service	12,556
Hours of community service provided by fraternities and sororities	41,390
Dollars raised through fraternity and sorority philanthropic activities	169,608

Division of Student and Academic Services

Academic Support
Learning Strategies Center
Office of Internal Transfer
Student Disability Services
Cornell Career Services
Cornell Commitment
Hunter R. Rawlings III Cornell Presidential Research Scholars
Cornell Tradition
Meinig Family Cornell National Scholars

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

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

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
Residential Programs
Student Activities
Student Support and Diversity Education

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

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