Student and Academic Services Annual Report

2004–2005

Cornell University

2004–2005 Facts at a Glance

Academic and Career Services

Students using tutorial services	6,355
Students using services through supplemental instructional programs	1,203
Students visiting the Carol Tatkon Center (daily average)	1,000
Students using services at the International Students and Scholars Office	3,109
Students receiving services from Student Disability Services	907
Employers recruiting on campus through Career Services	501
Interviews held by recruiters	8,044
Student postgraduate activities	
Employed	50.6%
Graduate school	31.7%
Other	17.7%

Athletics and Physical Education

Students enrolled in physical education courses	9,318
Student memberships in Cornell Fitness Centers	9,417
Varsity athletes	1,182
Students participating in intramural sports	6,700
Students participating in Cornell Outdoor Education	1,944

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	13,993
Student visits for services	67,972
Gannett's Counseling and Psychological Services	
Students receiving services	2,363
Student visits for services	16,837
Students enrolled in the Student Health Insurance Plan (SHIP)	9,934

Housing and Dining

Undergraduates in university housing	5,451
Residents in graduate and professional student housing	1,395
Single contract holders	553
Family group/domestic partner contract holders	325
Children in graduate and professional student housing	178
Students who are members of a fraternity	1,926
Members in fraternity housing	907
Students who are members of a sorority	1,468
Members in sorority housing	398
Students on university meal plans	9,384

Service and Philanthropy

Students participating in ongoing community service	3,006
Hours provided through ongoing community service	173,437
Students participating in one-time community service	799
Hours provided through one-time community service	3,517
Hours of community service provided by fraternities and sororities	26,400
Dollars raised through fraternity and sorority philanthropic activities	$162,000

(Top) Crew members practice on the inlet; (bottom) rappellers climb down the side of Schoellkopf Stadium.

Cover: Refinished woodwork, custom-designed chandeliers, and mirrored walls turned Willard Straight Hall's fifth-floor game room into a handsome place for meetings, receptions, and dance rehearsals.

Letter from Susan H. Murphy

Vice President for Student and Academic Services Susan H. Murphy and Fatima Iqbal '05, who emceed the post-Ramadan dinner at Alice H. Cook House last November.

The 2004–2005 academic year has been productive and challenging for Student and Academic Services. Our division can look back with pride on several high points, starting last August when Alice H. Cook House opened on West Campus. The Cook House community quickly set the pace for the house system at Cornell, with a series of programs and a long list of distinguished visitors that included Iranian human rights advocate and Nobel Peace Prize winner Shirin Ebadi, who was on campus to deliver the Kaplan Family Distinguished Lecture in Public Service. The second West Campus house, named for famed Cornell historian Carl L. Becker, will open on schedule this August.

Our athletic teams brought home eight Ivy League championships (a school record) and a national title. Cornell students and alumni also competed successfully for prestigious academic awards—winners included a Rhodes Scholar, a Mellon Fellow, a Marshall Scholar, and Truman, Goldwater, and Beinecke scholars. The Idealist on Campus program presented three units in our division—Cornell Career Services, the Cornell Public Service Center, and the Cornell Commitment Office—with its annual award for dedication to civic engagement.

We made a number of interior renovations to Willard Straight Hall, such as remodeling the fifth floor game room as an event area and rehearsal space. The Off-Campus Housing Task Force delivered its report, with recommendations on how to make off-campus living simpler and safer for students.

We accomplished a great deal in a short time. The credit goes to our talented and dedicated administrators and staff, and the faculty and students with whom we work. They provide the programs and services that prepare students for their time at Cornell and then life beyond. Our connections with students inspire and energize us, and provide us with the satisfaction of knowing we are achieving our mission to the fullest extent possible.

Susan H. Murphy '73, Ph.D. '94
Vice President for Student and Academic Services
Cornell University
June 30, 2005

Our Mission

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

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

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

The staff of Carl L. Becker House: (back, left to right) Siray Koroma, Jordan Peterson, Lucian Leahu; (middle, left to right): Carina Ray, Lauren Beckles, House Professor and Dean Cindy Hazan; (front, left to right): Assistant House Dean Jeffrey Ellens, Nick Robertson.

Human Ecology Professor to Lead Becker House

A professor of human development in the College of Human Ecology, Cindy Hazan has always had undergraduate assistants in her research lab and for her large class, Human Bonding. She has been active in the college's Partnership Program, which pairs a faculty mentor with a small group of underrepresented minority freshmen, and as a Faculty Fellow. Now, as the first House Professor and Dean of Carl L. Becker House, she'll have even more opportunity to do what she likes to do best: spend time with young people.

"Mentoring students has always been the most enjoyable aspect of my job as a faculty member. I feel a strong sense of responsibility to do whatever I can to help students achieve their full potential," explains Professor Hazan. "I also believe that getting to know students outside the classroom makes me more effective inside the classroom. Besides, spending time with bright, curious, enthusiastic, and interesting young people is a true pleasure!"

Professor Hazan thinks Becker House will evolve its own distinctive style and tone over time. "Its 'personality' will emerge naturally from the personalities of the undergraduate residents and house staff." As for herself, she says, serving as House Professor and Dean of Carl L. Becker House "will allow me to continue what I've been doing—and enjoying—with the potential to have a positive impact on the lives of many more students."

The Residential Initiative

The West Campus House System became a reality in August 2004, when 372 residents, House Professor and Dean Ross Brann, and Associate Dean Jean Reese moved into Alice H. Cook House. As the first of the five new houses comprising the west campus system, Cook House is setting standards for creating a sense of community. It also has provided useful insights into the components required to support the programming needs and interests of the residents and the approximately 35 House Fellows who interact regularly with the students. This information is being used in planning for the rest of the houses, which are scheduled for completion over the next five years. Carl L. Becker House will open this August, with 360 student residents, six graduate resident fellows, three undergraduate student advisers, House Professor and Dean Cindy Hazan, Associate Dean Jeffrey Ellens '98, and approximately 30 House Fellows.

One of the functions of the house system is to provide students with an opportunity to meet and converse with distinguished campus visitors. Inaugural year guests at Cook House included CNN's Aaron Brown (who also attended a reception with the fraternity/sorority consortium Chapters of Excellence), author Oliver Sachs, former U.S. Attorney General Janet Reno '60, radio host Amy Goodman, writer Laura Flanders, journalists Nicholas Kristoff and Sheryl WuDunn '81, science writer Bill Nye '77, and 2003 Nobel Peace Prize winner Shirin Ebadi. When they're not entertaining guests, fellows and residents come together once a week for a family-style "house" dinner and other activities aimed at building a sense of community and shared purpose.

The First-Year Experience

The first class to start Cornell together on north campus graduated in May and the Carol Tatkon Center has celebrated its second year of operations. The First-Year Experience has become an established feature of life at Cornell.

The Tatkon Center has become the epicenter of first-year programs and

The Tatkon Center has become a popular first-year student destination for socializing and study (below: Carol's Cafe; right: the center's library, which features books and materials related to Cornell).

Iranian human rights advocate Shirin Ebadi (right), winner of the 2003 Nobel Peace Prize, delivered the Kaplan Family Distinguished Lecture in Public Service in May. During her visit, Ebadi had lunch at Alice H. Cook House with members of the Iranian Students Association.

services. One of its most important functions is providing space for academic programs such as the first-year writing seminars, one-credit courses like Agriculture and Life Sciences 101 and the Industrial and Labor Relations colloquium, and supplemental classes for introductory biology, chemistry, economics, engineering, and math. Teaching assistants hold office hours for introductory chemistry and psychology at the center. Counseling and Psychological Services and writing tutors use its offices for walk-in consultations. Participation in many of these classes and services rose when they were offered at the Tatkon Center, with a corresponding increase in demand for classroom and office space.

The center is a popular meeting place for project teams and study groups, as well. Students can borrow laptop computers and, thanks to equipment purchased with an anonymous gift, print out their work when they are finished.

The Office of New Student Programs (NSP) addresses the developmental needs of first-year students with programs such as the series held during the first six weeks of the fall semester. With help from Community Development, the community centers, and the staff at Helen Newman Hall, the NSP organized talks and discussions on topics such as maintaining long-distance relationships and transferring from one college to another within Cornell. Next year's series will include courses on safety and a presentation on volunteer opportunities at the Public Service Center. NSP staff also work with Fraternity and Sorority Affairs on their New Member Education Program, which covers topics such as balancing academics while joining a fraternity or sorority.

Some programs are designed to introduce newcomers to upper-level students, as happened this year when the health careers adviser brought in seniors who had just gone through the medical school application process. Other events are designed to introduce first-year students to the array of extracurricular activities at Cornell, such as the Women's World Info Fair, funded by the President's Council of Cornell Women, which provided information and exhibits from women's organizations on campus.

Cultural activities at the Tatkon Center include exhibits of artwork by faculty and students. There also are educational displays, such as the Women's History Month presentation Early Black Women at Cornell: Part and Apart. An upcoming exhibit by a student in the College of Agriculture and Life Sciences, Engineers for a Sustainable World, and faculty from the Department of Design

Cornell Graduate Comes Home to West Campus

"This has been a great homecoming for me," says Jeffrey Ellens '98. The years since he graduated from Cornell were spent 3,000 miles away, at the University of California at Santa Barbara (UCSB), working on a Ph.D. in clinical counseling and school psychology.

"Becker House is actually where my career has been shifting since I got to grad school," Ellens explains. Working with patients of all ages at the UCSB clinic, he was drawn to the college students. "It was a population I found very rewarding to work with," he says. "The skills I received in counseling college students are going to lend themselves well to this group."

Ellens played varsity basketball at Cornell and is still a sports and outdoor enthusiast, qualities he hopes to promote to members of Carl L. Becker House. "I want to help students develop a balanced approach to life."

He is excited about his student house team, who represent a wide range of academic fields and cultural backgrounds. Ellens also looks forward to working closely with House Dean Cindy Hazan, citing her willingness to spend time with students outside of class. "A lot of students find it difficult to make one-on-one connections with faculty members," says Ellens. "We're creating more opportunities for informal interactions. Cornell is becoming a living-learning community, and it is great to be a part of that."

Science writer Bill Nye '77 delivered the Frank H. T. Rhodes Class of '56 Professorship talk in April. During his visit, Nye was a guest at Alice H. Cook House.

Tiffany Brutus '07 received the 2005 Outstanding New Member Award from Assistant Dean for Fraternity and Sorority Affairs Brian Stahine '01 at this spring's Greek Awards.

Sorority Leader Is Busier than She Expected

"I'm doing more than I thought I would when I got here," says Tiffany Brutus '07. "I thought I would just be studying, but I've managed to get involved in different aspects of Cornell outside of academics."

Most of her time is spent on issues related to Cornell's fraternity and sorority system. Brutus is president of the Multicultural Greek Letter Council (MGLC, one of three governing bodies for the Greek system at Cornell) and, as a member of Omega Phi Beta sorority, does volunteer work for local youth programs. Past activities include membership on the executive board of the African, Latino, Asian, and Native American program board (ALANA) and a term as vice president of her sorority.

MGLC provides a support system for minority fraternities and sororities on campus. "We're very small in number, so we all help each other out and provide support, not only for our own organizations, but for other organizations on campus that serve minority interests," Brutus explains. "We don't just serve Greek members, we serve the greater Cornell community."

She expects to be even busier next year, when she will begin pursuing a double major, history and government, in the College of Arts and Sciences.

"I'm looking at going to law school, so it provides a good solid foundation," Brutus says. "History is very interesting because it shows how things from the past correlate to the present, and government is interesting because it lets you go behind the scenes and understand everything that's taking place and why." Asked to characterize her experience at Cornell in a word, Brutus supplies three: "Interesting; challenging; and worthwhile."

Bringing faculty into student living areas creates opportunities for learning in a casual, residential environment. House Professor and Dean Ross Brann (left) compared notes with Stephen H. Weiss Presidential Fellow David Feldshuh (right), artistic director for the Schwartz Center for the Performing Arts, when the latter visited Alice H. Cook House in May to discuss Cornell Theatre's production of The Merchant of Venice.

and Environmental Analysis will provide information on environmental stewardship initiatives at Cornell. There also are live performances, such as poetry readings hosted by the English department and Music at Tat, a showcase for first-year students who play instruments ranging from guitar to harp.

A current goal is raising the funds for an endowment for the Carol Tatkon Center. This would make it possible to continue offering the programs and services that are quickly becoming mainstays of a student's first year at Cornell.

Faculty Engagement

Programs that promote faculty interaction with students outside the classroom continue to thrive. Along with the ongoing residentially-based faculty activities, there were three special faculty-student dinners in the dining halls, where 272 faculty and administrators and their partners shared food and conversation with 3,763 students. The meals were held at the Robert Purcell Marketplace Eatery, Appel's North Star Dining, and Jansen's Dining in Noyes.

Faculty Engagement in Residential Communities 2004–2005

Traditional residence halls and program houses:	
Faculty in Residence	14
Faculty Fellows	110
Dining Discussions Faculty Fellows	18
West Campus House System:	
House Professor and Dean	1
House Fellows	35
Fraternity and sorority chapters with Faculty Fellows	23

Non-residential programs also enjoyed high levels of faculty participation. More than 155 faculty members led small discussion groups on Kafka's *The Trial* as part of new student orientation. Efforts to increase faculty involvement in fraternities and sororities have been very successful, as the Creating Chapters of Excellence (CCE) initiative works toward one of its key objectives. During 2004–2005 six of the nine CCE chapters successfully recruited Faculty Fellows. Expansion of the CCE chapters will occur in 2005–2006 with five additional chapters entering the initiative. Plans for faculty involvement with the fraternity and sorority system are evolving as more faculty and students interact and suggest new and different ways to make the interaction positive and meaningful.

In addition to these special programs, there are thousands of informal contacts between faculty and students at Cornell each year. A recent survey of 1,800 Cornell faculty members found that eight out of ten are engaged in some sort of out-of-class interaction with undergraduates. Most took the form of

advising, research, and supervising teaching assistants, but one in four faculty members also reported working with student clubs, organizations, and sports teams, or simply meeting with students for coffee or a quick meal after class. Many remarked that they benefited as much from these experiences as their students did; that their out-of-classroom encounters with students increase their understanding of those students and undergraduates in general, enrich their lives, and strengthen their own ties to the Cornell community. One respondent called the experience "one of the best parts of being a faculty member."

Public Service

Cornell's long-standing commitment to civic engagement gained national recognition this year in the form of an award from Idealist on Campus. The organization cited the Cornell Public Service Center, the Cornell Commitment, Cornell Career Services, and the Nonprofit and Government Career and Information Fair for their efforts in public service and service-learning.

Cornell students continued that commitment to service in dozens of ways in 2004–2005. For example, thanks to a grant from the Heckscher Foundation for Children, the Urban Immersion Program/Alternative Spring Breaks—an exploratory service-learning experience for students in their first or second year of college—placed 43 students with community agencies in New York City in the spring of 2005. The Urban Scholars Program placed an additional 34 upper-division undergraduates and graduate students in eight-week paid internships with some of the city's most innovative non-profit organizations and government agencies in the summer of 2004. Both programs expose students to the social, economic, political, and cultural challenges confronting New York City's low-income residents in hopes of producing a new generation of public scholars and advocates.

The Public Service Center International Service Learning Trips Program (PSC-ISP) sent 15 students and their advisers to a small Dominican Republic community to build a library and develop an organic produce garden over the 2005 winter break. PSC-ISP volunteers have worked with the Dominican Republic Education and Mentoring (DREAM) Project for the past two years on projects designed to increase educational opportunities in that country.

Into the Streets (ITS) had another successful year, as more than 400 students participated in a day of service in the fall of 2004. The young volunteers performed more than 2,000 hours of direct service to more than 40 human service and government agencies in Tompkins County.

The third annual Nonprofit and Government Career and Information Fair, cosponsored by Cornell Career Services, the Public Service Center, and the Urban Scholars program, was held in March 2005. Sixty organizations and 626 students attended the event, making student participation at this fair the highest in the northeastern United States.

Other efforts focused on improving the delivery of services. Seventeen faculty members from a wide range of disciplines attended the first Faculty Fellows In Service year-long seminar on service-learning theory and practice. The program focused

Guests honor student volunteers at the annual Public Service Awards dinner.

For Danielle Inwald '05, athletics and academics complemented each other. "Gymnastics practice offered me a break from academic pressures and actually helped me to stay focused during my study time."

Pre-Med Scores High: In Service Work, in the Gym, and in the Classroom

The December 2004 tsunami took place a world away from upstate New York, but the disaster evoked a strong desire to help in Cornell students like Danielle Inwald '05. "I was shocked and saddened by the media images, and I felt that it was possible for Cornell as a community to work together to raise funds for tsunami relief," says Inwald. Like-minded student leaders from organizations all over the Cornell campus quickly formed the CU Tsunami Relief committee. The result was the Big Red Relief Benefit Concert in April, with performances by 18 student organizations. Inwald performed twice: once with the a cappella singing group The Chordials and once in an exhibition with the gymnastics team. The event raised $10,000.

Organizing a benefit concert is an enormous undertaking, but Inwald is accustomed to meeting high expectations. A gymnast since age 5, she was a starter on balance beam and floor exercises for the Cornell varsity gymnastics team, co-president of the Red Key Club athletic honor society, and a member of the Quill and Dagger honor society, which recognizes seniors who have demonstrated the highest level of leadership, service, and character. She graduated in May with a double major in psychology and Spanish literature from the College of Arts and Sciences.

How did she do it all, and do it so well? "I have been an athlete for my entire life. I had to learn time management skills," says Inwald. She credits Cornell with helping her to refine those skills and develop the team-oriented approach that has been so successful in projects like the benefit concert—and that will serve her well in her career goal of becoming a doctor.

Professor Emerita Lee C. Lee's gift to Gannett Health Services will assist students who have unexpected health care needs. "All my life, a lot of strangers have been good to me," she says. "This is like payback."

Retired Professor Is Still Active in Support of Students

Throughout her life, Professor Emerita Lee C. Lee benefited from the kindness of many people who helped her, including coming to America to attend college. Her research focused on the development of interpersonal competence from infancy through early childhood. In the late 1980s she developed an interest in Asian American issues and began to teach in that area. The Psycho-Social Issues of Asian American Identity was a popular course. Professor Lee founded the Asian American Studies Program at Cornell. Later she went to Hong Kong as a Distinguished Fulbright Scholar to help launch the Hong Kong America Center, which promotes understanding and academic exchanges between the two cultures.

Having come so far on the generosity of others, Professor Lee has always made a point of helping people whenever she could. A past member of the Cornell Board on University Health, she was moved by the story of a student who canceled his health insurance policy to save money when he returned to Southeast Asia to collect data for his dissertation. While there, he was diagnosed with cancer. When she retired, Professor Lee decided to give the profits from the sale of her house to Cornell to create an emergency fund that helps students meet health care expenses, and "to let students know that I thank them for all the joy they gave me" as a teacher, researcher, faculty fellow, and faculty-in-residence.

Professor Lee is still a faculty fellow, and an active member of several professional associations. After a short stay in San Francisco, she has returned to Ithaca, having found something about the place that feels like home. "I've lived here for thirty-some years," Professor Lee explains. "It's the longest I've ever stayed anywhere."

on the pedagogy of service learning and highlighted its academic potential in developing and undertaking curricular, research, and outreach practices. The seminar also explored the factors that hinder faculty involvement in service learning.

The PSC offered a service-learning class for its student leaders for the first time in 2004–2005: a two-credit seminar designed to train them to be effective leaders through a combination of action, reflection, and scholarship. A dozen students registered for the course in its first semester.

Student Welfare

The 2004–2005 academic year brought progress in a number of areas that directly impact students, including physical and mental health services and off-campus housing. It also was a championship year for Big Red sports teams, and a year of renewal for a beloved campus landmark.

Gannett Health Services

Gannett Health Services continued its move toward integrated health care services, working within and outside the health care community to find ways of meeting the needs of Cornell students of all ages. In addition to physical and mental health care, the integrated approach embraces prevention, fitness, and the specific developmental and health concerns of the college-age group, including problems that stem from self-image issues such as eating disorders, sexual identity and activity, and alcohol use. Among the partnerships formed to address those issues, Gannett has turned to Community Development and the Dean of Students Office for help with developmental issues, and Graduate and Professional Student Housing to help residents identify and locate social outlets, medical care, and support groups.

Gannett is in the third and final year of a three-year renovation project that has turned the clinic into a construction zone during summers and winter break. The improvements are designed to enhance visitor comfort and confidentiality and emergency preparedness. Gannett also has refurbished its web site, presenting information in a more user-friendly and comprehensive manner and including a new section on hazing. A joint effort with the Dean of Students Office, the hazing site reflects Cornell's commitment to finding alternatives for groups that want to preserve a tradition of bonding activities.

Council on Mental Health and Welfare

The Council on Mental Health and Welfare, commissioned in 2004, is responsible for studying the campus environment in order to identify opportunities for reducing risks and increasing support for members of the Cornell community facing mental health challenges. The council spent the year developing a comprehensive, community-based process that engages people and systems throughout the university. Faculty, staff, and students are trained to function as the council's "eyes and ears," spotting the early signs of students in distress and showing them where to go for help. The council is creating links between the colleges, schools, residence halls, and other university units so that when a student starts cutting classes, or seems to spend a lot of time alone in his or her room, the situation is more likely to be noticed and addressed.

"These efforts support the academic mission of the university. Our students cannot succeed academically without a sense of physical and emotional

Cornell Presidential Research Scholars explain their projects at the annual Senior Poster Session.

well being," says Provost Carolyn (Biddy) Martin, one of three Cornell administrators with direct oversight of council activities. "At the same time, academic difficulties can be an early warning sign that a student may have health problems that deserve attention. We want to create connections with the colleges and schools so academic problems can, when appropriate, be treated as possible signs that a student has physical or emotional difficulties that could be addressed with early intervention, before his or her academic career is damaged."

Off-Campus Housing

After several off-campus incidents last fall, Vice President Susan H. Murphy convened a task force composed of Cornell students, staff, and administrators and representatives of the city of Ithaca to explore issues relating to off-campus security, support, and resources. The Off-Campus Housing Task Force completed its final report in May.

The task force recommended that the university develop an in-house computer system to facilitate exchange of property information between the Off-Campus Housing Office (OCHO), the City of Ithaca Rental Housing Advisory Commission, and the Landlords Association. The group also advised the university to collaborate with the city's building commissioner to create a database of rental properties, landlord information, and complaints on file; increase paid staffing at the OCHO; develop a program of standards and goals and promote the properties of landlords who subscribe to them with a special symbol; and provide at least five hours a week of legal advice and guidance to student renters. Developing a plan to implement these recommendations will be a priority in the coming year.

Cornell Athletics: It Was a Very Good Year

The Big Red athletic teams had stellar seasons, winning a school-record eight Ivy League titles, finishing second in the Ivy title race for the second straight year, and moving Cornell into fourth place on the all-time list for most Ivy titles. In addition, the men's polo team brought home a national title, and the women's polo team finished second in the nation.

The Academic All-Ivy list includes 30 Cornell student-athletes, and dozens more earned academic honors from their respective coaches' associations. Sixty-eight student-athletes were inducted into Cornell's 400 Club, which requires

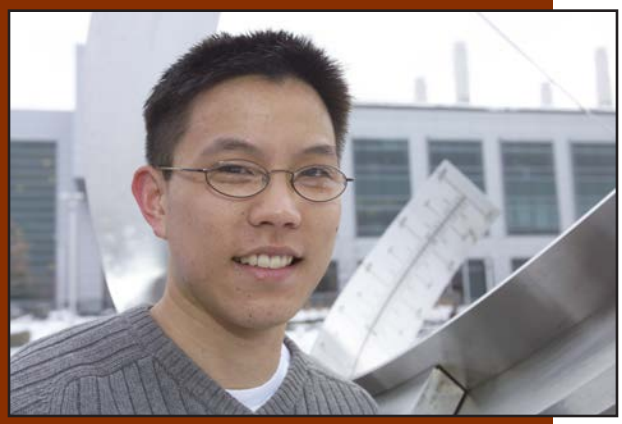
Inner Beauty: Willard Straight Hall Renovations

Built in 1925, Willard Straight Hall shows few outward signs of its age. A closer look, however, reveals some of the challenges of operating a twenty-first century student union in an early-twentieth-century facility. Robert W. and Elizabeth C. Staley Dean of Students Kent Hubbell '67, a Straight tenant and an architect by training, took up the challenge of modernizing the building's interior with a series of improvement projects begun during the 2004–2005 academic year.

Most of the projects were designed to put new life into existing spaces. For example, the former game room on the fifth floor was cleaned and its woodwork refinished. A local blacksmith fabricated eight wrought-iron chandeliers. Mirrors were installed along one wall for dance rehearsals. The result: an attractive "mini Memorial Room" suitable for formal receptions as well as meetings. The first-floor ceramics studio was completely overhauled, its south wall opened to daylight and its ventilation system updated, creating a healthier, more pleasant working environment. New lighting and reorganization turned the browsing library into an inviting place where students can eat and talk and, once a week, listen to live music.

Upcoming projects include construction of a new media studio housing a dozen high-end computers loaded with the latest software for the fine, applied, and performing arts. "You might expect architects to be there, video people, David Borden doing electronic music composition," says Dean Hubbell. "It will become a real nexus for the new media arts." Construction is slated for this fall. Other future projects include renovating second floor space in the west wing as offices for student support organizations and health services, and restoring the Little Theatre as a live performance space as well as the main venue for Cornell Cinema.

Minor changes to the floor plan and better lighting have turned the Willard Straight Hall browsing library into an inviting place for socializing and study.



As a Materials Science and Engineering major focusing on nanotechnology, Kevin Huang '06 is learning a lot about the little things—and making a name for himself as an undergraduate researcher.

Presidential Research Scholar Has a Passion for Problem Solving

Kevin Huang '06 has been doing research in nanotechnology since his first semester at Cornell. He hopes his work may lead to the development of computers with components made of photonic crystals instead of silicon, that transfer and store data in the form of light rather than electricity for faster, more energy-efficient networks.

In the course of one project, Huang discovered a new photonic crystal structure and will be listed as first author on a paper for a peer-reviewed journal this fall. Another assignment involved developing an instructional lab kit for photolithography. "Usually photolithography has to be done in a clean room: free of dust and stuff like that; but this was supposed to be for a classroom environment," Huang explains. His method was a success: "It's now used in one or two Intro to Engineering classes."

A Cornell Presidential Research Scholar, Huang receives funding for activities such as traveling to a conference where he may present his paper. He is also a Barry M. Goldwater Scholar and a member of three honor societies, as well as a born teacher who assists other engineering students through the college's peer tutoring programs. Huang belongs to the Cornell Undergraduate Research Board, Engineering Ambassadors, the Cornell Materials Society, and Engineers for a Sustainable World (an engineering-focused effort similar to Doctors Without Frontiers), and is president of the Engineering Student Council. His plans include graduate school, experience in the industrial sector and, eventually, life as a professor. "Getting paid to do research!" Huang says enthusiastically. "What could be better than that?"

a 4.0 grade point average for at least one semester. Cornell student-athletes volunteered hundreds of hours doing everything from working for Habitat for Humanity to reading to local school children and running free sports clinics.

Renovations to athletic facilities, funded in part through the recent Cornell Victorious campaign, will be completed in August. Individual projects include construction of Friends Hall, a new building with locker rooms for the varsity football team and coaches, offices for the athletics department and the football program, and a new athletic hall of fame. The old hall of fame in Schoellkopf Hall was returned to its original state, with an open-air balcony.

Playing for a varsity team is just one way for students to be physically active at Cornell. With 180 classes to choose from, including new offerings such as Latin and Israeli dance and trail running, 9,318 students enrolled in physical education courses during the 2004–2005 academic year. There were 6,700 student participants in 33 intramural sports during the same period.

Ivy League Championships

Men's ice hockey
Men's indoor track
Women's indoor track
Men's lacrosse
Men's outdoor track
Women's outdoor track
Volleyball
Wrestling

Second Place, Ivy League

Baseball
Men's basketball
Golf
Softball

Third Place, Ivy League

Football
Women's lacrosse
Lightweight rowing
Men's squash
Men's swimming and diving

Non-Ivy League Titles

Equestrian team: Region II reserve high-point champion
Gymnastics team: Second at the Ivy Classic; sixth place at the USA Gymnastics Collegiate Nationals
Men's polo: National champions
Women's polo: National runners-up
Sprint football: Tied for second place in the Collegiate Sprint Football League

Looking Ahead

This report provides just a sample of Student and Academic Services activities in the past year, and it provides some insight into the scope of the division's role in supporting Cornell's educational mission. Much of the credit for the breadth and depth of our programming goes to our generous alumni and friends. With their support as a strong foundation, we look forward with great confidence to the coming year in expectation of continued progress in all of our efforts to provide a collegiate experience that addresses the whole student, in mind, body, and spirit.

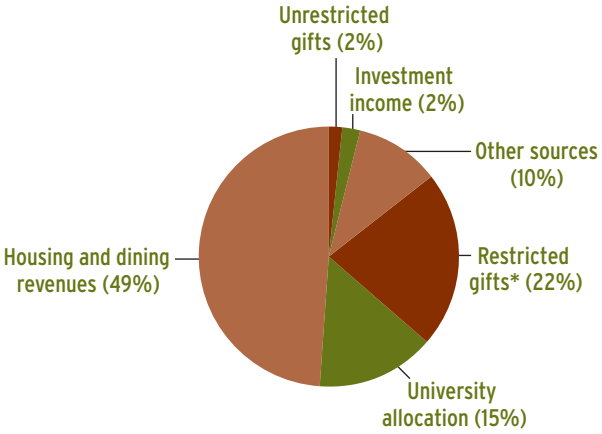
Division of Student and Academic Services Financial Report 2004–2005

Income (in thousands)

University allocation	$ 24,300
Investment income	3, 791
Unrestricted gifts	406
Restricted gifts*	38, 617*
Housing and dining revenues	74, 417
Other sources	24,355
Total resources available	**$165,886**

*Restricted gifts in 2004–2005 were predominantly for the construction of the West Campus House System.

Income by Sources

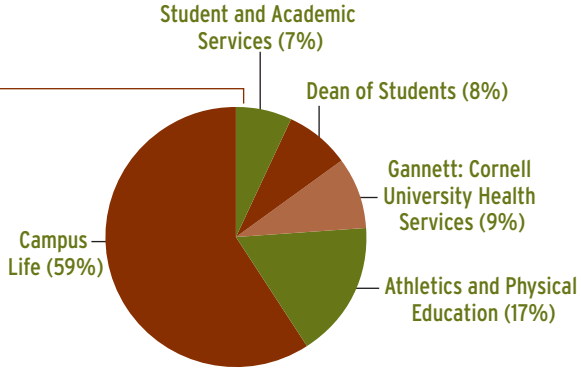


Expenditures by Unit (in thousands)

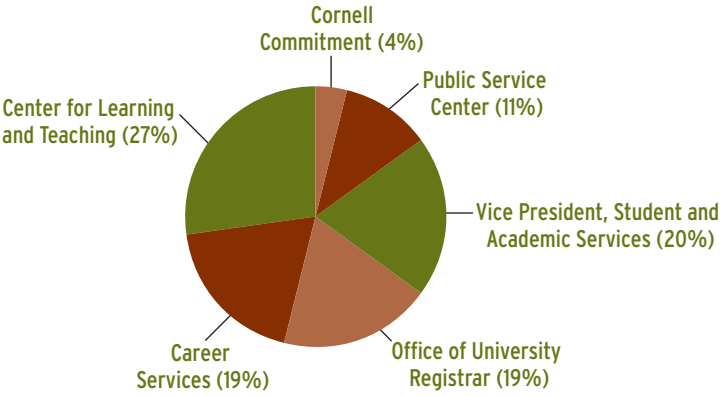
Athletics and Physical Education	$ 21,454
Campus Life	74,498
Dean of Students	10,003
Gannett Health Services	11,925
Student and Academic Services	10, 751
Total expenditures**	**$128,631**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services



Division of Student and Academic Services Administration

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Vice President

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

Kristine M. Deluca-Beach
Executive Director, Cornell Commitment

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Assistant Vice President

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

Michael MacAnanny
Residential Initiative Project Manager

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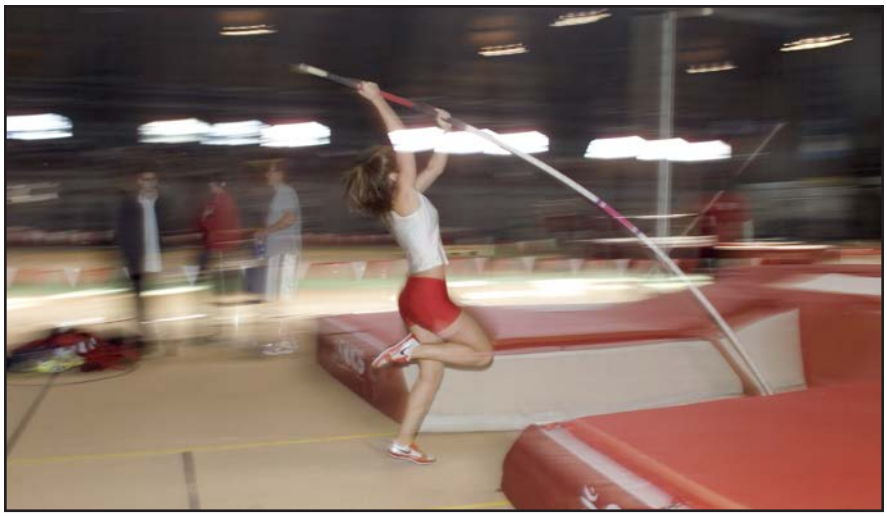
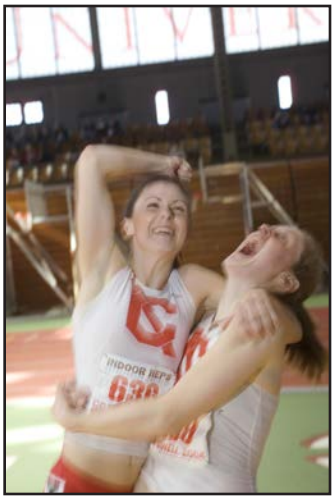


A Big Red women's indoor track team member essays the pole vault at the Cornell-Army-Yale meet.

Division of Student and Academic Services

Academic Support
Center for Learning and Teaching
- International Teaching Assistant Development Program
- Learning Strategies Center
- Office of Instructional Support
- Student Disability Services
- Teaching Assistant Development Program

Cornell Career Services
Internal Transfer Division



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

Campus Life
Community Centers
Community Development
Conference Services
Cornell Dining
Housing Services/Off-Campus Housing

Cornell Chimes

Cornell Commitment
Cornell Presidential Research Scholars
Cornell Tradition
Meinig Family Cornell National Scholars

Dean of Students
Cornell United Religious Work
Fraternity and Sorority Affairs
International Student and Scholars Office
Lesbian, Gay, Bisexual, Transgender Resource Center
New Student Programs
Student Activities
Student Support

Gannett Health Services
Counseling and Psychological Services
Health Promotion
Medical Services
Student Health Insurance Program

Office of the University Registrar

Public Service Center

Residential Initiative