Student and Academic Services Annual Report

2006–2007

Dear Friends,

What a strong and genuine signal of support and belonging.

That was my thought when I learned in the summer of 2006 that our new president David Skorton and spouse Professor Robin Davisson were to start their Cornell careers by moving into north campus to live with the freshman class. Every year has a flavor, and 2006–07 was a year in which those thoughts of support and belonging turned over in my mind with frequency.

Our purpose in Student and Academic Services is to support the university by creating the optimal environment in which students can become scholars and citizens. The first-year experience on north campus, the house system on west campus, and faculty engagement across both residential campuses and in the Greek system help create Cornell's transformational living and learning environment.

The concept of living and learning is of utmost importance to the university moving forward and thus informs many of the critical components of our part of the university's comprehensive $4 billion campaign.

But living and learning initiatives form only part of our vast network of programs and services. Though not all are as high profile, a matrix of services promoting health and well-being-from Gannett Health Services to recreation programming across campus-—is firmly in place and creates a fabric of support for the student community. This support allows our community not only to produce a world-class athlete such as Rayon Taylor (see page 3), but also to withstand shock waves such as were cast by the tragedy at Virginia Tech.

I hope you will note, threaded throughout this report, the ways in which our activities create a healthy and engaging campus—one in which students can excel at being students and can reach beyond themselves to impact their local and global communities through professional and civic service. To engage with others and to care for others as we go about our daily work is to create belonging. I look forward to long years of your belonging to our Cornell community and supporting Student and Academic Services.

Susan H. Murphy '73, Ph.D. '94
Vice President for Student and Academic Services
Cornell University
June 30, 2007

Cover: Student jugglers on the Arts Quad in front of Goldwin Smith Hall.

2006–2007 Facts at a Glance

Academic and Career Services

Student tutorials provided	5,900
Students using services through supplemental instructional programs	3,087
Students visiting the Carol Tatkon Center (daily average)	700
Students using services at the International Students and Scholars Office	3,224
Students receiving services from Student Disability Services	779
Employers recruiting on campus through Career Services	441
Interviews held by recruiters	12,885
Student postgraduate activities	
Employed	45%
Graduate school	27%
Other	4%

Athletics and Physical Education

Students enrolled in physical education courses	9,478
Student memberships in Cornell Fitness Centers	10,971
Varsity athletes	905
Students participating in intramural sports	7,761
Students participating in Cornell Outdoor Education	2,392

Gannett Health Services

Gannett Health Services utilization	
Students receiving services	14,881
Student visits for services	74,381
Gannett's Counseling and Psychological Services	
Students receiving services	2,757
Student visits for services	20,149
Students enrolled in the Student Health Insurance Plan (SHIP)	10,450

Housing and Dining

Undergraduates in university housing	5,839
Residents in graduate and professional student housing	1,279
Single contract holders	409
Family group/domestic partner contract holders	356
Children in graduate and professional student housing	154
Students who are members of a fraternity	2,208
Members in fraternity housing	982
Students who are members of a sorority	1,527
Members in sorority housing	417
Students on university meal plans	9,540

Service and Philanthropy

Students participating in ongoing community service	2,883
Hours provided through ongoing community service	119,171
Students participating in one-time community service	1,645
Hours provided through one-time community service	11,679
Hours of community service provided by fraternities and sororities	43,000
Dollars raised through fraternity and sorority philanthropic activities	$214,000

Pulitzer Prize winning journalist Nicholas Kristof of the New York Times presented "Report from Darfur: The First Genocide of the 21st Century" to a packed house on April 25, 2007 as the Kaplan Family Distinguished Lecturer in Public Service.

Sobrique "Sorby" Grant, College of Arts and Sciences '07, Government and American Studies. Grant, who says she was 'raised' through work at the Cornell Public Service Center, has dreams of advocating for urban communities.

It's Not About Me

The ROTC cadets who slogged through the debris to help victims of flooding in nearby Broome County, New York, didn't ask: "What's in it for me?" Neither did the Cornell students who spent part of winter break home-delivering meals to people with HIV/AIDS in Boston. Or the volunteers who shouldered 50-pound bags of books and construction supplies for Ocotal, Nicaragua.

Cornell students and faculty and staff members gave thousands of hours last year in projects facilitated by the Cornell Public Service Center—to help others halfway around the world and across town.

For 40 local agencies, the thousand-plus students who supplied their minds and muscles in the fifteenth annual Into the Streets (ITS) Saturday last October made an impact. And leadership is part of the package. Cornell students organized as many as 130 teams of volunteers who headed downtown to agencies like the Ithaca Breast Cancer Alliance and the Southside Community Center for ITS Saturday.

Cornell Cares Day matches Cornellians home on winter break with nearby Cornell Clubs for public service. The event is eagerly anticipated by agencies across the country and beyond. From two participating Cornell Cares cities in 2001 (Boston and New York City), the winter break tradition now encompasses 24—including one of last year's sites, Shanghai.

The innovative Cornell Civic Leaders Fellowship Program recognized people like Marcie Roe Bishop, principal of the Spencer–Van Etten (New York) middle school, and Alan (Fe) Nunn, founder and CEO of Ithaca's Community Unity Music Education Program, by joining them to the Cornell community of scholars for one academic year. Fellows teach and learn while working on projects that address community-identified needs. Our thanks go to John Alexander '74, MBA '76, and Elaine Alexander '77 for their support of the Civic Leaders Fellowship Program.

Opportunities abound for Cornell students who want to share—the Alternative Breaks program, which placed nearly 150 students in communities from Boston to rural West Virginia during spring break 2007, for instance, or the ESL (English as a Second Language) program called Friends of Farmworkers. Students give and students gain. For many, the gain is a newfound understanding of critical needs and issues, priceless understanding that comes from experience beyond textbooks and classroom lectures.

Alumni Support Keeps Careers on Track

Whether students interact with Cornell Career Services at its office in Barnes Hall, in the undergraduate colleges, or the Graduate School, the promise is the same: We will help you take control of your future. Career-minded alumni are eager to help, too.

Alumni are engaged in the winter term Externship Program and the spring term FRESH Program, the Senior–Junior Women's Dinners, career panels, employer site visits, and the Cornell Alumni Career Contact Network.

Alumni financial support has helped fund travel grants for students interested in business careers—but who otherwise would not have been able to participate in the Externship Program. Supporters of the Urban Scholars Program helped make possible the annual Nonprofit and Government Career Fair, attended last year by more than 700 Cornell students, and representatives of nearly 60 organizations.

More dedicated Cornell alumni are coming through the pipeline, if the 2006–2007 list of prestigious fellowship winners is any indication. Andrew Ng (A&S '07) was named a Carnegie Junior Fellow. Three students won the Goldwater Scholarship: Michael Barany (A&S '08), Alexandra Denby (CALS '08), and Alisa Mo (A&S '08). Ding Kong (CALS '08) was named a Udall Scholar; Sachin Desai (M.Eng. '07) was named a Luce Scholar; Elisabeth Becker (A&S '06) won a Marshall Scholarship; and Genevieve Quist (ILR '05) won a Rhodes Scholarship.

Nearly 20 percent of Cornell students who enter the workforce after graduation are engaged in the nonprofit sector—thanks in part to contacts they made at the annual Nonprofit and Government Career Fair.

Willard Straight Hall: Venerable Building, Vital Center

Finding a place to be digitally creative at three in the morning got easier when the Dean of Students Office and CIT (Cornell Information Technologies) converted Willard Straight's former darkroom into a round-the-clock computer lab—with an emphasis on the fine and performing arts. A gift from the family of Robert '57 and Elizabeth '60 Staley supported the second floor renovation project.

Second-floor renovations have created new space for the Office of Student Support—an office at Cornell that provides support and advocacy, training and educational programs, outreach and community building, and volunteer service and leadership development opportunities to students, through professional support as well as student-to-student programs.

Willard Straight has also become the new home of the Off-Campus Housing Office. The university guarantees campus housing for first-year students, sophomores, and transfer students. But a portion of the student population still opts for life off campus. The Off-Campus Housing Office, under the direction of Kimberly Fezza (below), maintains an interactive database of rentals in the Ithaca area, and provides education and resources to help students navigate the often-bewildering residential marketplace, and to promote safety and a high quality of life for students living off campus.

These recent improvements are steps in a series of renovations over the past few years at Willard Straight, including the renovation of the pottery studio, redesign of the game room into a reception/dance rehearsal space, and the renovation and reopening of the library. Through this renovation and evolution, the venerable Willard Straight Hall stays vital to student life.

Student Profile: V. Chisara Ezie

Born and raised in Buffalo, V. Chisara Ezie says Cornell "was my first real introduction to other Nigerian students my age who were not my relatives." She also discovered the Nigerian Students Association (NSA), became involved, and in her sophomore year, was elected president.

That was the easy part. Then came the more demanding task of building the group's membership and persuading class-weary students to attend yet another educational seminar or documentary film on weighty topics like AIDS or the child soldiers of northern Uganda. "So we supplement the educational side with more light-hearted fun activities, such as our Independence Day (October 1) party, mixers, soccer tournaments and our annual banquet," Ezie reports.

Student organizations like NSA exemplify the university's rich diversity while promoting unity, according to Ezie: "For me and so many other students, participating in organizations is an empowering and comforting experience—to find such a fundamental commonality as the unity of heritage with other individuals."

Then there's "home," which is what Ezie and her suitemates call Alice Cook House—a place where "the in-house professors take time to get to know all the residents and they genuinely care about our well being." Of course not every home hosts such distinguished guests. Recent Alice Cook House visitors—including NAACP Chairman Julian Bond, State Supreme Court Justice Debra A. James '78, and civil rights leader Robert Parris Moses—were inspirational for Ezie, who plans to follow law school with a career focused on human rights on a global scale.

All-Sports Excellence in 2006–07

The spectacular year for all sports in 2006–07 placed Cornell at the top of the Ivy League in the U.S. Sports Academy Directors' Cup standings. Awarded each spring by the National Association of Collegiate Directors of Athletics (together with the academy and the newspaper, *USA Today*), the Directors' Cup recognizes across-the-board success in athletics programs. Cornell had the winningest athletics program in the Ivy League—with Princeton and Harvard a distant second and third.

The year-to-remember for Big Red sports began in the fall with successful seasons in volleyball (the Ivy championship), wrestling, and men's and women's indoor track and field. In spring '07, men's lacrosse captured the Ivy League championship and ascended to the NCAA semifinals. The Cornell women's track-and-field squad put together an historic team performance to win the outdoor Heptagonals, dominating in ten out of twenty-three events for a sixth straight outdoor team title.

Sophomore runner Jeomi Maduka won two events and medaled in two others at the women's outdoor Heps and won the Outstanding Performer of the Meet award—the same honor she achieved at the indoor Heps.

Additions to Lynah Rink were completed in 2006, supported by gifts from the Lynah faithful.

Rayon Taylor ILR '07 has an NCAA championship in triple jump to his credit and the 2008 Olympics in sight.

Jeomi also was a standout on the women's basketball team.

At the NCAA Track and Field Championship at Sacramento State, Cornell ILR senior Rayon Taylor reached 53 feet, 8 1/2 inches in the triple jump, becoming the first Big Red athlete to win a national track title since 1951.

Taylor wasn't yet born when the previous Cornell national track champ, Charles H. Moore Jr., won the NCAA 220-yard hurdles in 1951. But the Cornell legend is an inspiration. Taylor was jumping 42 feet when he arrived at Cornell and credits the "absolutely top-class coaching" of Nathan Taylor (no relation) for his consistent improvement. Consistent improvement, indeed. Cornell athletes and coaches across all sports continue to surpass the mark.

Athletics Accolades

National Titles

Lightweight Men's Rowing

Rayon Taylor, Triple Jump in Men's Outdoor Track and Field

Ivy League Championships

Volleyball

Women's Indoor Track and Field

Women's Outdoor Track and Field

Men's Outdoor Track and Field

Wrestling

Men's Lacrosse

Second Place Ivy League

Field Hockey

Men's Indoor Track and Field

Softball

Third Place Ivy League

Women's Cross Country

Men's Basketball

Women's Basketball

Men's Ice Hockey

Non–Ivy League Honors

Sprint Football–Perfect Season, CSFL Title

Men's Swimming–Eastern Intercollegiate Swim League Champions–Regular Season

Men's Squash–9th Nationally

Women's Squash–9th Nationally

Fencing–7th in IFA, 24th in NCCAA Championships

Gymnastics–5th in USA Gymnastics National Championships

Lightweight Rowing–IRA National Championship

Men's Polo–2nd at Eastern Intercollegiate Championships

Women's Polo–2nd at Eastern Intercollegiate Championships

Internships Increase Impact of the Cornell Commitment

Daniel Macaya Eng. '08, majoring in Materials Science and Engineering, works with George Malliaras on enzymatic-based biosensors.

The reviews are in, and by all accounts, students completing internships through Cornell Commitment programs are a smash hit.

A total of 173 students from the Cornell Tradition, the Meinig Family Cornell National Scholars, and the Hunter R. Rawlings III Cornell Presidential Research Scholars carried the Cornell banner throughout the United States and around the world, including Kenya; Belfast, Northern Ireland; Octal, Nicaragua; Singapore; Basel, Switzerland; Fairbanks, Alaska; Austin, Texas; East Biloxi, Mississippi; Washington, D.C.; and Candor, New York. Some students even remained in Ithaca, like Yu Tao Zhao, who worked in Cornell's Laboratory of Plasma Studies.

Leyla Davis CALS '07 studied skin peptides in the red-eyed tree frog in Costa Rica and Panama.

During the regular school year, of course, all Cornell Commitment scholars—including the 545 Cornell Tradition students last year, the 200 Meinig Family Cornell National Scholars, and the 200 Hunter R. Rawlings III Cornell Presidential Research Scholars—are expected to share their talents, knowledge, and "elbow grease" with the Cornell and Ithaca communities.

"Very capable at mastering new techniques."

Cornell Commitment students always exceed expectations—like Richelle Cariño, winner of the Jennifer Loren Herskowitz '88 Cornell Tradition Points of Light Award and one of the most accomplished volunteers the Cornell Alumni Association Ambassadors Network has ever seen. Daniel Macaya, a Rawlings Cornell Presidential Research Scholar, saw his name listed as the first author on a published report. When Joanna Kyriazis yanked out an invasive species and planted native species to stop erosion on Australia' s Stockton Beach, local television, radio, and newspaper reporters covered the Cornell intern's effort.

While awards and citations fortify the résumés, Commitment internship and research experiences also change lives. A chance to help refugee children left Lindsey Mancuso thinking: "They were still so full of hope, even after the ordeals they had been through. Hearing each family's story has made me want to pursue a career that helps people."

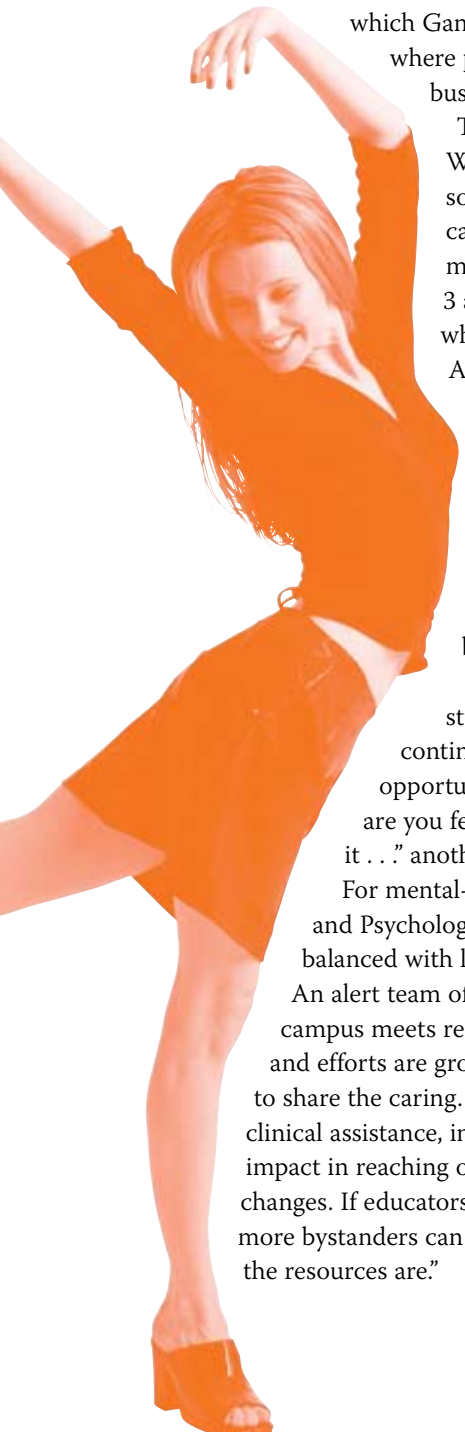
"Highly motivated."

Smile, You're a Research Subject

Science laboratories aren't the only place for research, or so some National Scholars discovered in their first-year project. The entire campus was the lab for a study called "Stress@Cornell: Perception or Reality?" After surveying hundreds of fellow students and analyzing the results, the myth-busters reached a conclusion: Yes, Cornell can be a stressful place for students who don't use all the resources available. But it's not as bad as an exaggerated reputation suggests. In other words, helpful coaches and resilient safety nets create a healthful environment in which to exceed one's own expectations on the high wire.

Who Loves Ya, Baby? Integrated Health Care for the Whole Person

When a student is ill or in distress, even the best-intentioned classmate or friend can't give the kind of care that is available from the dedicated team of professionals at Cornell's Gannett Health Services. The Gannett facility saw more than 94,000 visits this year. But it is outreach and a whole-person approach to prevention, intervention, healing, and education that makes Gannett special. Satellite services like the "Let's Talk" drop-in spots, and collaboration with all possible Cornell stakeholders (in student–faculty–staff councils like Alcohol and Other Drugs and Mental Health and Welfare) are the many avenues with which Gannett Health Services builds a caring community where physical and mental good health is everyone's business.



There are simple things like the "Know Someone Who Needs Help?" wallet cards listing two dozen sources of help, sticky-noted on the cover of each campus directory last year. There are refrigerator magnets, door hangers, and "You can call us at 3 a.m. on a Sunday" posters. There are the students who volunteer through REACH (Real Education About Cornell Health). For the Internet-inclined, confidential self-assessment screenings cover everything from depression and eating disorders to post-traumatic anxiety and marijuana dependence. Other online resources and residence-hall sessions tell how to act on one's concerns for others—beginning with knowing the signs of distress and where to turn—without becoming too stressed-out oneself.

Seeking "entry points" for sometimes-reluctant students to seek available services, Gannett staffers continue to use immunization clinics and other opportunities to ask another whole-health question: "How are you feeling?" When the answer is, "Now that you mention it . . ." another door to better health opens.

For mental-health professionals in Gannett's Counseling and Psychological Services unit, issues of privacy and trust are balanced with legal mandates to act in the face of imminent risk. An alert team of staff members from key departments across campus meets regularly to help at-risk students get appropriate help, and efforts are growing to teach everyone in the Cornell community to share the caring. While not being expected to give medical or clinical assistance, individuals in positions of authority can make a big impact in reaching out to students who feel isolated or whose behavior changes. If educators at Gannett Health Services have done their job, more bystanders can truthfully say: "I know what to do. I know where the resources are."

Student Profile: June Hu

When phones ring at three in the morning, volunteers in the Translator-Interpreter Program (TIP) answer eagerly. Carefully trained in program protocols and confidentiality, the 70-some volunteers of the Cornell Public Service Center-based program have more than two dozen languages in their collective portfolio. They're ready, 24/7, to translate for others in any medical or legal emergency.

Coordinating the assignments and training the volunteers is a daunting task for Junmei "June" Hu, a senior in the College of Human Ecology. Somehow she finds time and energy in the midst of pre-med studies to run what would be almost anywhere else a professionally staffed agency.

"Other than Stanford, which has an interpreter program for medical issues," she says, "we are absolutely unique."

But not for long. Thanks to a Robinson-Appel Humanitarian Award and a grant from Cornell's Community Partnership Board, TIP is about to go national. There will be training manuals to distribute, workshops to give, and lots of wisdom to share from a program that started at Cornell in 2000.

So June Hu, serving a second term as TIP coordinator, now must find the time to do even more.

When she wonders, "Why am I doing all this?" she recalls the program's genesis: A 1999 fire. A house filled with Mandarin speakers. And no one ready to communicate with them.

Mandarin is June Hu's language. She wants to be ready the next time.

The First Year . . .

Look who's moving in

New Professor Robin Davisson and her spouse Cornell President David Skorton started life at Cornell by being ensconced with freshmen on north campus, spending a week as residents in Mary Donlon Hall.

In joining the first-year experience, the first couple was taking it seriously by taking it light. They share our commitment to community building and a first-year orientation that connects and bonds students through joint activities, a unique focus on reading project themes, and living together in one neighborhood.

Tatkon Roarin'

The first-year reading project book, *The Great Gatsby,* and American culture in the Jazz Age provided thematic opportunities for the Tatkon Center to further one of its key missions—promoting intellectual curiosity and the arts to first-year students. The center was host to special guest Eleanor Lanahan, the granddaughter of F. Scott and Zelda Fitzgerald, whose talk on her famous family drew students and staff members from across campus. The center's art gallery hosted an exhibition entitled "Zelda by Herself: The Art of Zelda Fitzgerald."

Reaching beyond the Fitzgeralds, the center offered "Harlem: The Vision of Morgan and Marvin Smith," an exhibition surveying the works of Harlem's premier photographers from the '30s through the '50s. In "Voices of the Harlem Renaissance," students performed works of celebrated figures of the Harlem Renaissance, emceed by Vice Provost for Diversity and Faculty Development Robert L. Harris. Programming also explored political and religious controversies through discussions on the Scopes Monkey Trial of 1925 and the Dover Area School District Case of 2005.

The Carol Tatkon Center makes a huge impact on first-year students who avail themselves of opportunities to interact informally with faculty members, to learn from older students, and to explore academic opportunities. Review sessions, "Let's Talk" counseling hours, and coffee hours exploring majors and careers with professors and upper-level students are all part of the activities that keep the Tatkon Center humming.

University Librarian Lance Heidig and Dean of Students Kent Hubbell '67 join students at the Tatkon Center for a celebration of the Jazz Age—part of first-year activities connected to the Freshman Reading Project.

Moving Students from In Line to Online

Campus Life partnered with StarRez to design a full online housing solution that enables students to fill out applications, search for roommates, select rooms, sign contracts, and request room changes from any Internet-connected computer. Time saver? You bet! Prior to this online approach, 3,000 students spent 9,000 hours in line (approximately three hours per student) at a central location to select a room. This year students spent 500 hours online (approximately 10 minutes per student) to accomplish the same task.

The student theatrical troupe, Ordinary People, gave 19 performances of "Tapestry of Possibilities: Diversity at Cornell 2006." The ground-breaking group won the Perkins Prize for Interracial Harmony and Understanding.

Snapshot of a Cornell First-Year Experience

"Welcome to Cornell. Let me help make you uncomfortable."

These are not typical words of welcome during orientation. On the contrary, first-year students are warmly welcomed by staff members and through programming designed to make the first year one in which students feel at home, they explore and discover, and create a community. The first-year experience has long included a program that explores campus diversity. In 2006–07, a series of sketches by a Cornell student theatrical troupe was performed 19 times for a total audience of close to 3,000 first-year and transfer students. The provocative program proved that a strong community can be built, in part, by working together through discomfort.

Some were moved to tears by the poignancy of the scenes and the group discussions that followed. Some were moved to shift uncomfortably in their seats. We expect to find diversity in race and ethnicity at a big place like Cornell University, but who knew there were so many differences in nationality and sexuality, privilege and background, physical appearance and learning abilities?

"I should try to be myself around everybody," one student said. "Don't try to change yourself just to fit in." "Being yourself is hard," another student replied, "because there are so many stereotypes . . . "

At the outset, actors promised audience members their comfort levels would be challenged. They delivered. Moments of embarrassed silence. Two speakers wondering, "What will the other think?" Dozens of first-year students marveled, "What a difference the first six weeks of college makes!"

First-year students enjoyed Mardi Gras on north campus.

Thank You!

A gift from Penny Haitkin '65 will name the second-level terrace at Appel Commons after Glenn Altschuler, the Thomas and Dorothy Litwin Professor of American Studies, and will support first-year student programming at the Carol Tatkon Center.

At reunion this year, several friends and alumni were seen with buttons reading, "Join Me at the Tanner Lounge in Appel." What is this? Just a little fun to celebrate Harold '52 and Nikki Tanner, who have given a gift to name the fireplace lounge in Appel Commons. Their support helps fund development of the houses on the west campus.

. . . And Beyond

West Campus Houses: The Transformation Continues

Twenty-five years from now, when students on west campus think back, what will they remember about 2006–07? Will it be moving into Bethe House? With a midyear time frame for opening, Hans Bethe House was the site of an impressive move-in day. Campus Life staff members, together with Big Red Shipping and Storage, proved themselves logistical wizards when they transferred the belongings of more than 300 students from the Class of '18 and '26 residence halls into their Bethe House quarters during winter break. House Dean and Professor Porus Olpadwala, Assistant Dean Thomas Noel, and all of us look forward to the opening of Bethe House as a complete house program in the fall of 2007.

Distinguished visitors to West Campus Houses included columnist and former White House bureau chief Helen Thomas, and State Supreme Court Justice Debra A. James '75, '78 (pictured above).

Perhaps seeds of memories will grow from the chance to chat over coffee with notable visitors. In 2006–07, Julian Bond, Helen Thomas, and Jonathan Kozol each made visits. Notable houseguests just down the hall also included Rhodes Professor and "Science Guy" Bill Nye, Temple Grandin, and visiting artists like Wenda Gu and Sally Gall.

Graduate fellows-in-residence continued to share their wider vision of the Cornell experience while giving evening tutorials in their fields of expertise. House deans and professors worked with student leaders to design other activities that enhanced the educational experience—things like a Plantations picnic with Cook House Dean Ross Brann and backstage theater privileges with House Fellow Bruce Levitt. Becker House Faculty Fellow Jim "Postcards from Mars" Bell co-taught a service course bringing forensic science to Ithaca school kids, including making ice cream with liquid nitrogen.

Senior citizen Louise Cassaniti and Graduate Resident Fellow Nick Robertson navigate the buffet line during a CUBS (Cornell University Becker in Service) event.

Perhaps students will remember the dust and clamor as the last of the Class Halls fell and houses four and five rose. In the spring, President Skorton announced to the trustees that house four would be named for Professor William T. Keeton, beloved professor in biology. Keeton taught at Cornell for twenty-two years, from 1958 until his death at age 47. Construction on Keeton House and house five will be completed in 2008.

With students in residence at Bethe House, Cornell is now past the halfway mark for implementation of the West Campus House System. While the transformation of the physical campus on west campus takes steps towards completion, the incredible impact of the transformed student living and learning experience continues to grow.

Five Generations of Noyes Family Support

Stepping into the new Noyes Community Recreation Center (NCRC), one can appreciate the impact that the Noyes family has had on Cornell—an impact that has spanned five generations.

Patriarch Frederick Noyes was a member of the Cornell Class of 1876. His two sons, Nicholas '05 and Jansen '10, established a rich legacy of service to and generous support for Cornell that continues to this day.

Jansen Noyes's son, Jansen "Jan" Jr. '39, continued the family's service to Cornell as a member of the Board of Trustees, including a term as Board Chairman. During Cornell's Centennial Campaign and with encouragement from Jan, Jansen Noyes Sr. '10 and his wife, Agnes, gave a gift to build the first Noyes Center on west campus and to provide a substantial endowment for its maintenance and operation, and to support Jansen's dining hall (named in honor of Jan '39).

Fast forward to today! In cooperation with Jansen "Jay" Noyes III '69 and Jansen Noyes IV '04 (shown with Susan Murphy, *right*), the family name now adorns the new Noyes Community Recreation Center (NCRC), where father and son have made a gift to support the center's convenience store, Jansen's Market. Jay and Jansen have also commissioned a portrait of Jan Noyes, Jr. '39 to be hung in Jansen's dining facilities' new home in Hans Bethe House, located on west campus.

The Noyes family has been an integral part of Cornell's tradition of commitment to students, and we are grateful for their involvement throughout the university's history.

New Noyes Community Recreation Center

The all-new Noyes Community Recreation Center (NCRC) is helping Cornell meet the high demand for recreational, social, and fitness activities across the west campus. The center serves house residents, as well as students who live in the surrounding neighborhood, including the area's cooperative living houses, fraternities, and sororities. Features include a gymnasium, fitness center, multipurpose room, climbing wall, wireless Internet, and more. A facility director develops programming in response to student interests.

A crowd of students eagerly awaited the cutting of the ribbon and opening of the doors of the NCRC in January, 2007. University trustees and friends joined the Noyes family in celebrating the new building in March.

The NCRC has quickly become an anchor for the entire west campus community. All fitness centers on campus experience high use, and Noyes is no exception. Activity at Noyes in the first month of operations exceeded expectations and proved the incredible importance students and staff members place on fitness and recreation in their lives.

Celebrating Faculty Involvement

Since the early 1980s, faculty members have been a feature in residence-hall life through the Faculty-In-Residence Program (faculty members live in residential apartments at residence halls), the Faculty Fellows Program (faculty members live off-campus but join in residence-hall activities), and the Dining Discussion Faculty Fellows program. Today, faculty members are involved also in the Greek community and are the vital center of the West Campus House System. Cornell celebrated twenty-five years of faculty programs in residential communities last October and named John Belina as the first-ever Rosenblatt Faculty Fellow. The Rosenblatt Faculty Fellow Endowment was established by Walter C. Johnsen '73 to honor the memory of Frank Rosenblatt. Rosenblatt was a visionary computer scientist who enjoyed interacting with undergraduates both in and out of the classroom.

"Interacting with undergraduates both in and out of the classroom" has made a quantum leap at Cornell with the introduction of the West Campus House System. When then-president Hunter R. Rawlings III first articulated the residential initiative in 1997, few truly understood the transformational impact that faculty involvement in student life would have on students on west campus. Students enjoy the benefits of personal interaction with distinguished guests, in-house courses, in-house governance, live-in faculty members, and dining faculty house fellows. Faculty-led and student-driven, west campus houses produce an unparalleled intellectual intimacy.

Faculty Engagement in Residential Communities 2006–2007

Traditional residence halls and program houses:

- Faculty in Residence 9
- Faculty Fellows 75
- Dining Discussions Faculty Fellows 26

West Campus House System:

- House Professors and Deans 3
- House Fellows 64

Fraternity and sorority chapters:

- Faculty Fellows 35

Three presidents and the vice president for student and academic services celebrate faculty program. From left: Frank H. T. Rhodes, Hunter R. Rawlings III, Belina, David Skorton, Susan Murphy.

House Dean and Professor Cynthia Hazan is joined by University Trustee Emerita Ronay Menschel '64 at Carl Becker House.

Greek Excellence Step by Step

If Cornell were to extend the residential initiative into the Greek community, what would it look like?

How do we teach sorority and fraternity leaders the business of running a chapter when that leadership changes from year to year? How do the activities contained within a Greek house support and sustain a healthy membership and well-maintained physical facility?

How can the university support but not stand in the way of Greek self-governance?

These are some of the questions prompting the Creating Chapters of Excellence program.

Starting with just nine chapters, the program has grown slowly but deliberately to 15, as representatives from the chapters formed a programming council, delegated responsibilities, and allocated funds.

Activities designed to cultivate diversity, enhance appreciation of arts and music, connect students with faculty members, and encourage civic responsibility—all were conceived by chapter members, implemented by leaders who could look to the Near Peers and Faculty Fellows for guidance, and were noticed by other chapters around campus.

As the Office of Fraternity and Sorority Affairs moves beyond the pilot phase of a program that is attracting attention far beyond the Cornell campus—toward a five-year goal of enrolling all 68 chapters—the comprehensive expansion will take additional funding support and continued involvement by Greek alumni. But the early word is that Near Peer graduate students are having a big impact as effective mentors. They provide a key component by sharing best practices across groups while understanding in each case the unique qualities and needs of the individual Greek organization. Near Peers also report a growing sense of neighborhood amongst the Greeks—an un–looked for benefit of strengthening individual chapters.

Student Profile: Jonathan Feldman

Leading by example and rallying others are skills that improve with practice, according to Jonathan Feldman, who gets plenty of that.

The Class of '08 government major is president of the Interfraternity Council. As a member of the Student Assembly, he helped develop the new Off-Campus Housing Office. A board member of Big Red Relief, he worked on behalf of the victims of Darfur. He led eight Greek chapters organizing a charity concert for the St. Jude Children's Research Hospital. Feldman was the first undergraduate on the executive cabinet of the Cornell United Way campaign.

His tactic for engaging fellow students in community service comes down to just one word: *citizenship*. "As members of a community—be it this nation, this state, this town, or the campus—we have a duty to improve that which we inhabit."

Feldman's citizenship comes from a place of self-awareness and thankfulness. "I am aware that not everyone had the same opportunities I have had." Those opportunities include admission to Cornell, where Feldman was named a Meinig Family Cornell National Scholar and where he earned election to the Quill and Dagger Senior Honor Society. He witnessed government in the making as an intern in the office of U.S. Senator Robert Menendez (D–N.J.).

But just saying "thanks" is not enough, according to Feldman. "As the stewards of the present, it is our duty to ensure that more members of future generations have the resources to receive an education. We can leave the community with more promise, and even more opportunities, than when we arrived. That's the real meaning of public service."

Janet Vertesi: A Graduate Leader Builds a Community

Retired GPSA president Janet Vertesi will write the dissertation for her Ph.D. in science and technology studies while finding time for musical performances as a jazz harpist and singer.

Shall we dance? That's how it all began, with a quaint social event, a graduate student ball. The dance was one step in a series that ultimately led to a milestone in the universisty's improved relationship with its graduate and professional students—the well-received "Graduate Community Initiative" vision statement.

When Janet Vertesi, the 2006–2007 president of the Graduate and Professional Students Assembly (GPSA), was first elected to membership, she found a group still recovering from a failed attempt to unionize a few years before. "Why do we [graduate students] always have to react, and usually negatively, to university initiatives?" she asked. "Can't we do something positive? How can we represent our constituency if they stay hidden in the labs and libraries? Don't we have things to celebrate in graduate school?"

The inspiration for a grad ball came from Vertesi's year as a masters' student at Cambridge University, where traditional May Ball celebrations light up the entire town. The first Cornell grad ball drew 200 students. The next year, 350. In 2007, 500 advance tickets sold out immediately.

Encouraged by success at social leadership, Vertesi next tackled a long-standing political issue: Why doesn't one of Cornell's close to 6,000 graduate and professional students have a seat on the university's Board of Trustees? While two seats on the board are open to students, these were held by undergraduates until the last two years, when graduate students ran for both seats—and won. It took what Vertesi calls "collaboration" with stakeholders who could easily have felt they had something to lose: the undergraduate president of the Student Assembly and the student-elected trustees. But now the voice of graduate and professional students is represented.

The most gratifying achievement for Vertesi is the university administration's welcoming reaction in March of 2007 to the Graduate Community Initiative. Two key recommendations in the 20-page document—more near-campus housing and a bigger, better grad student center to supplement the crowded Big Red Barn—are already in the university's Master Plan. GPSA continues to work for other things, like comprehensive job-placement services for grad students, and for trailing spouses and partners.

The initiative represents hundreds of hours of work by an energized core of GPSA members—plus everyone else who cared to raise some issues. It "is not a ransom note," Vertesi emphasizes. "It is our gift to the university. The best part is that grad students are finally behind something positive and powerful. They read the initiative and say, 'Oh yeah, that's exactly it!'"

At Cornell, graduate students were a fragmented and disparate constituency. Vertesi demonstrates that sometimes leaders have to build or rebuild a community in order to lead it.

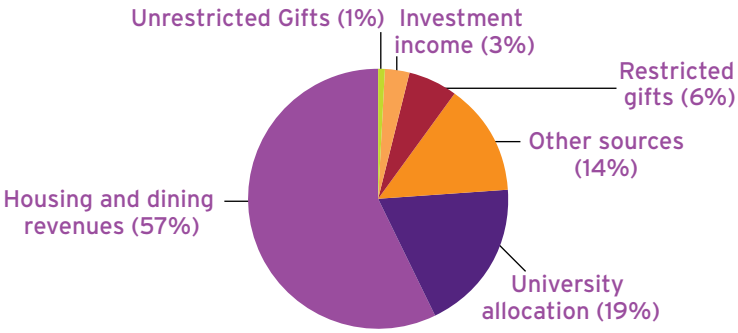
"Know that there are a zillion paths to success, if not more, and that defining success on your own terms is far more important in the long haul than how much money you make."

Journalist Soledad O'Brien, Class of 2007 convocation speaker

Division of Student and Academic Services Financial Report 2006–2007

Income (in thousands)	
University allocation	$ 29,004
Investment income	4,686
Unrestricted gifts	841
Restricted gifts	9,199
Housing and dining revenues	84,166
Other sources	21,303
Total resources available	**$149,199**

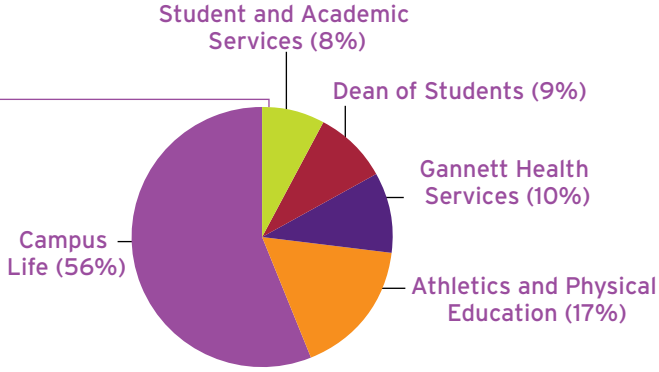
Income by Sources



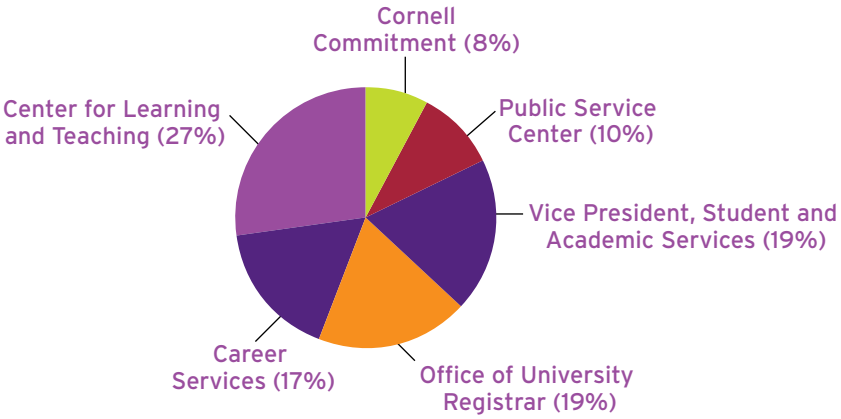
Expenditures by Unit (in thousands)	
Athletics and Physical Education	$ 24,587
Campus Life	78,044
Dean of Students	12,299
Gannett Health Services	14,163
Student and Academic Services	11,146
Total expenditures**	**$140,239**

**Excluding transfers to construction accounts

Expenditures by Unit



Student and Academic Services



Division of Student and Academic Services

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

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

Internal Transfer Division

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

Campus Life
Community Centers
Conference and Event Services
Cornell Dining
Cornell Housing
Residential Programs

Cornell Chimes

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

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

Office of the University Registrar

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

Residential Initiative

Division of Student and Academic Services Administration

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