

1.2. GENERAL ORGANIZATION

Colleges and Schools

As a private university, Cornell operates four state-assisted “statutory” or “contract” colleges pursuant to the authority set forth in Article 115 of the New York Education Law: the College of Agriculture and Life Sciences, the College of Human Ecology, the School of Industrial and Labor Relations, and the College of Veterinary Medicine. The remaining units on the Ithaca campus are endowed: the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Engineering; the Graduate School; the School of Hotel Administration; Cornell Law School; and the Samuel Curtis Johnson Graduate School of Management. New York City is the location of two additional endowed units, the Joan and Sanford I. Weill Medical College and Graduate School of Medical Sciences of Cornell University. The statutory charter of the university delegates the administration of all schools and colleges – “contract” as well as “endowed” – to the Board of Trustees.

The Agricultural Experiment Station in Geneva, New York, the Cornell University Agricultural Experiment Station in Ithaca, and Cornell Cooperative Extension, administered from Ithaca but with a network of agents and offices throughout the state, are associated primarily with the Colleges of Agriculture and Life Sciences and Human Ecology. The School of Industrial and Labor Relations Extension Division has offices and training facilities in the major metropolitan areas of the state where instruction is offered in human resource management, labor relations, and related subjects to practitioners in the field. Finally, the university maintains regional field offices in some of the major metropolitan areas of the country to assist in activities related to recruiting and admission of students, alumni affairs, fund-raising, and development efforts.

The faculty of each college or school exercises jurisdiction over educational matters in that unit, subject to the authority of the University Faculty on matters affecting general educational policy. Each faculty determines entrance requirements, prescribes courses of study, defines requirements for degrees and certifies which students have satisfied them, and enacts rules for the academic guidance of students. Each school or college other than the Graduate School administers its own first degree. Those degree programs are also registered with and approved by the New York State Department of Education.

College or School Voting and Nonvoting Membership: University bylaws define the voting membership of a college or a school faculty as: the president of the university, the dean or director of the unit, and all professors, associate professors, and assistant professors in the departments under the charge of that faculty. Instructors, senior research

associates, senior extension associates, lecturers, senior lecturers, clinical professors, associate clinical professors, assistant clinical professors, research scientists, principal research scientists, and those bearing the adjunct title are nonvoting members, except as stated in the paragraph below, or unless given the right to vote by the particular faculty in circumstances defined by that faculty. Each college or school faculty may, in its discretion, grant voting or nonvoting membership to senior scholars, senior scientists, and other professional personnel for whom such membership is deemed appropriate by such faculty. Granting of such college or school faculty status will in no way affect other conditions of employment. No voting member of a college or school faculty may be a candidate for a degree administered by Cornell University.

Clinical professors of all ranks, lecturers and senior lecturers shall participate fully in those decisions that are directly related to their roles within the college or school, and the dean or director shall have the responsibility of identifying those issues. In units where the number of clinical professorial faculty, lecturers and senior lecturers is comparable to the number of professorial faculty, the provost may determine the appropriate level of participation by clinical professorial faculty, lecturers and senior lecturers in curricular decisions.

Individuals should consult with their college or school as to procedural rules on voting.

The Graduate School

The Graduate School is organized according to fields of graduate study and research, rather than being compartmentalized by departments, schools and colleges. Members of the university instruction and research staffs are designated members of the Graduate Faculty by the dean of the Graduate School, with the approval of the General Committee of the Graduate School, on the basis of recommendations made by representatives from the graduate fields of study. The president and the provost of the university and the deans of the schools and colleges—including the dean of the Graduate School—are also members of the Graduate Faculty.

The guiding principle for membership in the Graduate Faculty is the competence of, and the need for, the staff member to direct the studies and thesis research of graduate students. Technical expertise in an area may qualify a person who is not a member of the Graduate Faculty to be a consultant on theses. The university has uniquely flexible procedures for directing the work of research degree candidates. Each student selects a special committee composed of members of the Graduate Faculty representing the student's major and minor field(s). The Special Committee system makes possible individual programs of graduate study and research that are highly adapted to the objectives, talents, and interests of each student and faculty member. See also the Code of Legislation of the Graduate Faculty, linked under "Academics" at the Graduate School's website: <http://www.gradschool.cornell.edu>.

Departments

The formal position with its budgetary commitment for a university faculty member is usually assigned to a department in one of the schools or colleges. Academic departments are characterized by faculty of defined membership. That department and school or college are directly involved in the initial recruitment process and the recommendations of salary, reappointment, and promotion for the faculty member. Appointments can be split between colleges and between departments. Term appointments are also allowed in centers. It is expected that in most circumstances a professor appointed in a center also will hold an appointment in an academic department. The department chairperson (or the dean in the smaller units) is responsible, in mutual agreement with the faculty member, for performance reviews and for detailed coordination of specific teaching responsibilities, advising duties, service obligations, and scholarship expectations.

Department Voting and Nonvoting Membership: Voting membership in a department faculty is not defined in university legislation. Some departments have procedural rules that specify who may vote on various types of questions. In professorial promotion recommendations, a vote is required to be taken of all the department faculty members at or above the level at which the promotion is being considered.

University Bylaws state that clinical professors of all ranks, lecturers and senior lecturers shall participate fully in those decisions that are directly related to their roles within the department, and the department chair shall have the responsibility of identifying those issues. Within the department, those appointed to clinical professorial titles shall participate fully in hiring decisions of others of their rank or in lower clinical professor ranks; senior lecturers shall participate fully in hiring decisions of other senior lecturers and lecturers, and lecturers shall participate fully in the hiring decisions of other lecturers. In units where the number of clinical professorial faculty, lecturers and senior lecturers is comparable to the number of professorial faculty, the provost may determine the appropriate level of participation by clinical professorial faculty, lecturers and senior lecturers in curricular decisions.

Individuals should consult their department as to procedural rules on voting.

Academic Divisions

Academic divisions are administrative units established to integrate teaching, academic guidance, research, and extension programs that either are the concern of more than one college or school or fall outside the purview of individual colleges and schools. In cases of the first type, the director of the division works with the deans of the concerned

colleges or schools in determining budgets as well as faculty appointments and promotions.

Computing and Information Science

The Faculty of Computing and Information Science was regularized in 2002 as a college-level unit reporting to the Provost. It now has budgetary and programmatic responsibility for the Computer Science Department, the Information Science Program, the Department of Statistical Science, and the Program in Computer Graphics. It also sponsors Computational Biology in the Office of Undergraduate Biology. The mission of the Faculty of Computing and Information Science is to work across the undergraduate colleges and the professional schools to create and sustain undergraduate majors, concentrations, graduate fields, and professional degrees in the broad area of computing and information. It is founded on the recognition that every major scientific, engineering, and social problem now involves computing in its solution, and on the ambition that Cornell should create educational opportunities that allow all students to bring to bear on these problems the methods of computational thinking and the tools of computing and information technology.

Cornell Cooperative Extension

Cornell Cooperative Extension was established in 1911 as a key outreach system of Cornell University with a strong public mission and an extensive local presence that is responsive to the needs in New York communities. The nationwide network of Cooperative Extension was established by the Smith-Lever Act in 1914 as a partnership between local, state, and federal governments, and connects over 100 land-grant institutions across the country. A primary knowledge base for Cornell Cooperative Extension is the research and teaching expertise of the faculties in the Colleges of Agriculture and Life Sciences, Human Ecology, and Veterinary Medicine. Cornell Cooperative Extension also has program partnerships with other Cornell units on the Ithaca campus and at Weill Cornell Medical College in New York City. The local Cornell Cooperative Extension Associations and the New York City office provide 57 portals to Cornell University. Extension educators in these locations form powerful community-university partnerships with the Cornell campus, and involve local constituents to address the issues and concerns of New Yorkers. For more information about Cornell Cooperative Extension, visit www.cce.cornell.edu.

Cornell ILR Division of Extension and Public Service

Each year, the Cornell ILR Extension Division conducts more than 929 credit and non-credit educational programs for over 21,532 students from a variety of audiences: management in business and industry, nonprofit organizations, and government agencies; labor unions in both the private and public sectors; joint labor-management

groups and third-party neutrals; community organizations; and special constituencies, such as women and minorities, within those audiences. Applied research, technical assistance to organizations, and the publication of information are also among the activities of the extension faculty.

Division of Nutritional Sciences

The Division of Nutritional Sciences (DNS) was established by Cornell University in 1974 as an academic unit shared between the College of Human Ecology (CHE) and the College of Agriculture and Life Sciences (CALS). The Division of Nutritional Sciences draws its faculty members from CALS and CHE, although faculty are members of both colleges (as approved on March 14, 1974 by the Executive Committee of the Board of Trustees). DNS is a multi-disciplinary unit that integrates scientific knowledge across various dimensions of biological and social organization to support the missions of Cornell University through teaching, research, and outreach related to interactions among food, food systems, nutrition and health. In carrying out its mission, it supports and contributes to advancements in basic disciplines and promotes the health and well being of populations in the U.S. and globally through their integration and application. The DNS undergraduate program constitutes four majors. The Nutritional Sciences major is offered through CALS and CHE. The Human Biology, Health and Society major is offered through CHE; and the Biology Program of Study (POS) in Nutrition is offered through CALS and the College of Arts and Sciences. The Division of Nutritional Sciences also administers the minor in Global Health that is available to all Cornell undergraduate students.

ROTC

Military instruction began at Cornell University in 1868, under the provisions of the Morrill Act of 1862. Officer education was highlighted by the construction of Barton Hall in 1914, the establishment of the formal Reserve Officers Training Corps (ROTC) unit in 1916, and the evolution of programs that stressed the development of leadership and managerial skills. Such programs are now offered by the Departments of Aerospace Studies, Military Science, and Naval Science.

Students in the ROTC program must meet the same requirements for admission to Cornell as do other students and must fulfill the requirements for graduation from one or another of Cornell's schools and colleges in addition to satisfying the curricular requirements of the ROTC program. At completion of the program, they are commissioned in the active reserve force as ensigns in the United States Navy or as second lieutenants in the United States Army, Marine Corps or Air Force.

School of Continuing Education and Summer Sessions

The mission of the School of Continuing Education and Summer Sessions is to present the broadest possible range of credit and non-credit learning opportunities to all of Cornell's many constituencies. It does this in a variety of formats and time frames for persons of all ages and interest at any time and in many locations throughout the world. The School draws on the resources of all of Cornell's academic units, identifying needs and making available or developing educational offerings that most appropriately and effectively deploy Cornell's vast and varied, but, nonetheless, finite educational assets. Cornell faculty members are joined by leaders in industry, government, and the professions, along with distinguished scholars from other institutions, to present these educational offerings throughout the year. Some 7,500 traditional and non-traditional students register in more than 900 classes and programs that are offered both on and off campus, and via distance learning. (Thousands more are hosted in the popular free summer events series of lectures and concerts, and many of these visitors have never been on the Cornell campus before.) The school offers the university the means to respond to market needs with extraordinary flexibility and rapidity, and serves as an initiator and nurturer of the educational enterprise in novel and innovative ways. For more information about the following offerings, please visit the school website at <http://www.sce.cornell.edu>.

Cornell University Summer Session: (<http://www.summer.cornell.edu>)

Summer Session offers a wide variety of regular university classes during three-, six-, and eight-week sessions. In addition, students may take classes on and off campus and via distance learning. Generally, summer classes are small and feature personalized interaction with Cornell faculty members. These classes also provide students with the opportunity to accelerate their degree program, take classes not available during the fall and spring semesters, and delve into areas of special interest. Cornell employees and others who may not be enrolled in a formal degree program are invited to take classes to continue their education, further their career, or simply enjoy learning something new. A listing of classes usually offered each summer can be found in *Courses of Study*. Current listings can be found on the web beginning in November.

Special Programs: (<http://www.sce.cornell.edu/sp>)

Special programs are primarily for undergraduates who have a serious interest in a particular discipline or who would like to make the connection between college and careers. Through intensive seminars, site visits, and internships, students immediately apply what they learn in the classroom to professional settings in the real world. Students can enhance their current studies, explore new career possibilities, and develop professional competencies within focused, interactive environments. These programs are offered during the summer and winter sessions. Tuition rates, application procedures, and registration processes vary.

Extramural Study: (<http://www.sce.cornell.edu/exmu>)

Interested Cornell employees, undergraduate and graduate students, high school students, retirees, area residents, and corporate or distance learners may register in almost any regular Cornell class through Extramural Study. Classes may be taken for credit, or through the Visitor's Program, on a noncredit basis at a reduced rate.

Winter Session: (<http://www.sce.cornell.edu/ws/>)

Cornell undergraduate and graduate students, as well as employees and area residents, can earn up to four credits between the fall and spring semester by enrolling in Winter Session. This quiet time on campus allows students to enjoy generally smaller classes and to concentrate on intensive study. Winter-session students may enroll in scheduled classes on or off campus, design an individualized study class with a faculty member, or from wherever they are, take a distance learning class.

Cornell University Summer College: (<http://www.summercollege.cornell.edu>)

Cornell's awarding-winning Summer College programs introduce talented high school students from around the world to college life and learning. High school sophomores, juniors, and seniors earn Cornell credit while exploring academic and career options, working closely with internationally recognized faculty, and attending admissions workshops. Programs are offered during three- and six-week sessions on topics including architecture, art, business, engineering, law, science, veterinary medicine, and writing.

Cornell's Adult University (CAU): (<http://www.cau.cornell.edu>)

Cornell's Adult University (CAU) offers learning vacations on and off campus, as well as in the U.S. and abroad, for anyone of any age who enjoys exploring new ideas and new places. CAU also offers youth programs on campus during the summer for children up to age sixteen.

Distance Learning: (<http://www.sce.cornell.edu/dl>)

The School of Continuing Education and Summer Sessions offers a range of classes through distance learning. These courses feature web-based components or other technologies and related materials. Students interact with the instructor and other students primarily by e-mail. Most assignments and examinations are completed within a scheduled time frame, just as in on-campus classes, but students have the option of getting a head start on readings and lectures. Classes may be taken from home or elsewhere. Corporations, institutions, agencies, and other groups may arrange for programs and classes to be offered through distance learning if sufficient enrollment is assured.

Executive Education: (<http://www.sce.cornell.edu/exec/>)

Executive Education presents short, high-level professional updates, both on and off campus and in study tours, taught by Cornell faculty and senior research staff in many

fields. Programs can also be designed to respond to the specific needs and interests of corporations, professional societies, and other groups.

The Continuing Education Information Service:

This service provides free information and counseling to adults who have been out of school for several years and want to resume their studies. It also provides information about short courses, workshops, professional updates, and executive programs offered by the university to people inside and outside Cornell. For more information, call 607-255-4987 or e-mail cusce@cornell.edu.

Cornell in Washington: (<http://www.ciw.cornell.edu>)

Cornell in Washington offers undergraduates the opportunity to combine the strengths of Cornell with all of the best parts of living and learning in Washington, D.C. Students take classes for credit, work as externs, and complete substantial research projects while enjoying all of the rich opportunities available in the nation's capital.

Cornell CyberTower: (<http://www.cybertower.cornell.edu>)

Cornell's online CyberTower program is a great way to meet Cornell faculty and explore fascinating topics ranging from mastodons and wine appreciation to today's headline news, all at no cost. CyberTower features three online program series, with new offerings added every month:

- Study rooms contain video-streamed lectures, links to specially selected web sites, reading lists and discussion boards with Cornell faculty members and fellow CyberTower users.
- Forums are informal video-streamed conversations with leading faculty members. Discussion boards enable users to trade comments and questions with each month's featured guest.
- Views and reviews are brief, unabashedly opinionated commentaries by faculty members on books, films, articles, and topics in the news.

Summer Events: (<http://www.sce.cornell.edu/events>)

The School of Continuing Education and Summer Sessions sponsors free cultural events on campus each summer, including lectures and indoor and outdoor concerts.

Internal Transfer Division

The Internal Transfer Division (ITD) was authorized by the University Faculty and approved by the Board of Trustees to serve students who are considering transfer between schools or colleges within the university. ITD provides information, counseling, and advice about undergraduate programs and transfer application procedures. Under the auspices of the division, a student who wants to transfer from one academic unit to another but does not meet the criteria for direct transfer can, with approval of the target college, take a program of courses designed to facilitate transfer while enrolled in the Internal Transfer Division.

The division is not a degree-granting unit; it is an admitting unit only for students already enrolled at the university. Admission to the division is for one term; a second term is possible if satisfactory academic progress is being made, and if the target college requires an additional semester to meet transfer requirements. Tuition and fees for students sponsored in the division are the same as those of the sponsoring unit. The division is administered by a director (not necessarily a faculty member) in accordance with policies established by the Administrative Committee of the Internal Transfer Division. The division is under the jurisdiction of the University Faculty, which approves changes in structure, organization, responsibility, or objectives.

Cornell University Library

Cornell University Library advances the university's teaching and research programs by providing a rich array of reference and information services. It is one of the largest and most diverse research library systems in the world. Within its 20 units, the Library holds close to 8 million volumes in print, over 360,000 e-books, and about 88,000 print and electronic journals. The Division of Rare and Manuscript Collections holds a treasure trove of materials – from medieval manuscripts to hip hop and from ancient Chinese texts to comic books – that preserve the past and pave the way for future scholarship. The Library's physical collection grows at the rate of two miles of shelving every year, and more than 3.6 million people passed through the gates of a Cornell library last year.

Cornell University Library is a pioneer in the creation and management of digital resources. With 50,000 journals, newspaper, and other serials available online and an active delivery service, the Library brings information to the point and place of need for researchers. The newly redesigned website offers more streamlined access to the Library from any networked computer, day or night. Remote research is facilitated by CUL Labs: a collection of tools that make it easier to research and share information, such as Passkey, for off-campus access to licensed resources, and LibX, a browser plug-in for Google Scholar and remote catalog searches.

Its own team of experts – called Digital Consulting and Production Services, or DCAPS – plans, creates, organizes, and archives digital collections to support teaching and research. The Library also supports scholarly communication through eCommons@Cornell, a digital repository that serves as a place to capture, store, index, preserve, and redistribute materials in multiple digital formats. The Library is internationally recognized for its innovation and expertise in digital libraries, metadata, and digital preservation, and it has conducted pioneering studies in the application of digital imaging technologies for preservation and access.

But the Library is a great deal more than a repository of information. First and foremost, it is a vibrant scholarly resource for faculty, students, and researchers. Ask a

Librarian services makes reference help available 24 hours a day via instant message, and in-depth research help can be set up by appointment with research librarians who can work on projects of significant depth. Reference and information services are also available in all campus libraries by e-mail, telephone, and in person.

Cornell librarians are also increasing their presence in the classroom, offering a range of participation from one-stop workshops to full-semester classes. Instruction on research strategies, special collection resources, new information technologies, and other topics can be provided at the request of faculty members. Faculty can participate in a successful new library program, called the Undergraduate Information Competency Initiative, which addresses information literacy skills and can help professors redesign their research assignments throughout the year. Expanded multimedia capabilities, such as the Bissett Collaborative Learning Center in Mann Library, are opening up new possibilities for collaborative teaching and learning experiences.

The Library's website at <http://library.cornell.edu> provides a user-friendly gateway to the Library. Check online for information about each unit library, reserving classroom spaces, events and news, hours, and much more.

Other Academic Units

For administrative, teaching, and research programs, the university maintains a number of centers, institutes, programs, laboratories, and facilities. Each has a director, affiliated faculty members, and, in some cases, an executive or governing board.

Centers and Institutes

Centers and institutes are established principally to foster and administer interdisciplinary studies and research that extend across the boundaries of two or more colleges.

The Africana Studies and Research Center was created in 1969 in response to a need for a new approach to the African American experience in American education. Its faculty, through a director, is responsible directly to the provost of the university. Courses are approved for credit by the College of Arts and Sciences and lead to a degree granted by that college.

The Society for the Humanities was established at Cornell University in 1966 to support research and encourage imaginative teaching in the humanities. It is intended to be a research institute, a stimulus to educational innovation, and a continuing society of scholars. The Society's aim is to support and encourage creative research in the humanities, especially investigations that deal with essential humanistic concepts; stress the methods common to the several branches of the humanities; or explore the role that

the humanities may have in the solution of human problems. It encourages serious and sustained discussion between teachers and learners at all levels of maturity, and seeks to make the outcome of such discussion widely available through its seminars, conferences, lectures, and publications. The Society for the Humanities awards six to eight fellowships each year to scholars from outside Cornell, four fellowships to Cornell faculty members, and two fellowships to Cornell graduate students. Each Fellow must be working on some aspect of a general “focal theme,” which changes annually.

Programs

Programs organize coherent plans of study around some central focus and bring together faculty members with appropriate talents and interests.

Laboratories

Laboratories are organizations of faculty and staff members, often in a single college or school, which provide facilities for and administer rather large research programs.

Shoals Marine Laboratory (SML), a summer program operated jointly by Cornell University and the University of New Hampshire since 1966, offers 30 college-credit courses in introductory biology, marine science, ecology, behavior, archaeology, oceanography, botany, and zoology. These courses are open to qualified undergraduates at any university. SML courses fulfill specific degree requirements for many Cornell majors as well as distribution requirements for non-science majors. Annually, SML enrolls more undergraduates in courses than any other marine laboratory in North America. Many students rate SML a life-changing experience because of its “total immersion” approach to learning side-by-side with faculty. SML is situated on 95-acre Appledore Island, one of the Isles of Shoals in the southern Gulf of Maine, six miles off the Maine and New Hampshire coast. Its housing, teaching, and research facilities accommodate up to 100 students, faculty and staff members. SML also offers internship programs in field science, conservation, and sustainable engineering. Adult and family education programs, tours of Celia Thaxter’s historic garden, and partnerships with researchers ensure a rich and creative environment on Appledore Island.

Facilities

Facilities are formed when faculty members join together and find support for the establishment of sizeable arrays of research equipment, data or sample collections with broad applicability to families of research problems. The administration of a facility normally falls within a single college or division.

The Faculties and Academics

In 2008-09, the various faculties (excluding the medical faculties in New York City) numbered over 1,600. These numbers included full, part-time and acting professors, associate professors, and assistant professors, but excluded those with courtesy, visiting, adjunct, *emeritus*, or Reserve Officer Training Corps (ROTC) appointments. There were also over 3,000 other academic appointees—lecturers and instructors, scholars and scientists, teaching and postdoctoral associates, research and extension associates, and librarians (excluding the employees in the medical units in New York City).

The Students

A great stimulus to the creative work of the faculties at Cornell comes from the extraordinary diversity and intellectual vigor of the students. The number of full-time students (undergraduates and graduates) on the Ithaca campus in 2008-09 totaled over 20,273 (13,846 undergraduate, 6,427 graduate and professional). The extreme breadth and high quality of scholarly study attract students with a great variety of interests from all over the world. Admission to the colleges and schools is very selective. A comprehensive list of programs and services to support academic and non-academic activities can be found under Sections 6.0 and 7.0.

The Nonacademics

In 2008-09, the nonacademic employees working in the contract and endowed units of the university (excluding the medical units in New York City) totaled over 7,700.