

1.0 HISTORY, GENERAL ORGANIZATION AND GOVERNANCE STRUCTURE

NOTE: In many cases, policies governing the Joan and Sanford I. Weill Medical College and Graduate School of Medical Sciences of Cornell University differ from policies governing Cornell's Ithaca campus. Faculty at the Medical College and Graduate School of Medical Sciences should consult with the Office of the Provost for Medical Affairs for the relevant policies.

1.1 HISTORY

To best understand the unique character of Cornell University, one must know something of its origins. Ezra Cornell and Andrew Dickson White were both members of the New York State Senate when the Morrill Act, the "Land Grant Act," was adopted by Congress. Cornell, a farm-bred mechanic who lived in Ithaca, had seen a career spent in various unsuccessful enterprises suddenly transformed by great wealth when the scattered telegraph lines he had built were consolidated to form the Western Union Company. He wanted to provide training in the practical arts and sciences for sons and daughters of the laboring classes. White was a gentleman and a cosmopolitan, a scholar impatient to offer vigorous and progressive intellectual education as an alternative to the fusty drills in the classics so typical of the academies of his day.

At first, the backgrounds and the visions of Cornell and White seemed hopelessly incompatible, and they opposed each other as the legislature sought to find the best use for New York's share of the federal land scrip provided by the Morrill Act. Happily, both eventually were inspired by the idea of uniting their separate ambitions in a single university and from that moment worked together to create "an institution where any person can find instruction in any study."

Cornell pledged his farm for a campus and five hundred thousand dollars for endowment on the understanding that the legislature would commit the proceeds of the land grant to the new university. Thus the university, by an act of the legislature, was created as an institution endowed with both public and private funds. It received its charter in 1865 and graduated its first class in 1869.

In 1896, the following academic units were designated as part of a reorganization of the university: the College of Agriculture; the College of Architecture; the Department of Arts and Sciences (also known as the Academic Department); the College of Civil Engineering; the Graduate Department; the College of Law; the Sibley College of Mechanical Engineering; and the Veterinary College. Special faculties were set up for all of the divisions except the Graduate Department, which was administered by the University Faculty.

In 1898, the Cornell Summer School, which had been established in 1893 with a dean and a faculty, was renamed the Summer Session. Also in 1898, the Medical College was established in New York City. In 1903, the Department of Arts and Sciences was renamed the College of Arts and Sciences, and in 1909, the Graduate Department became the Graduate School. The College of Engineering was created in 1920 by amalgamating three independent units: the School of Civil Engineering, the School of Electrical Engineering, and the Sibley School of Mechanical Engineering.

The College of Human Ecology had its origins in the Department of Home Economics in the College of Agriculture. In 1925, it became the College of Home Economics and in 1969, acquired its present name. In 1925, the College of Law was renamed the Cornell Law School. In 1935, the division of Extra Mural Courses was established, which in 1958, merged with the Summer Session to form the Division of Summer Session, Extramural Courses, and Part-time Study. It subsequently changed its title over the years and is now the School of Continuing Education and Summer Sessions. The School of Nutrition, established in 1941, became the Graduate School of Nutrition in 1956, and in 1974, it combined with the Department of Human Nutrition and Food to form the Division of Nutritional Sciences, under the College of Agriculture and Life Sciences and the College of Human Ecology.

The School of Nursing was established jointly with the New York Hospital in 1942 but was terminated in 1979. The School of Business and Public Administration was authorized in 1942 but did not become operative until after the end of WWII. In 1955, its name was changed to the Graduate School of Business and Public Administration; in 1983, to the Graduate School of Management; and in 1984, to the Samuel Curtis Johnson Graduate School of Management.

The School of Industrial and Labor Relations was authorized by the state legislature in 1944 and admitted its first students in 1945. From 1922 until 1950, courses in hotel administration were offered through a department of the College of Home Economics; and in 1950 that department became the School of Hotel Administration. The Graduate School of Medical Sciences was established in New York City in 1952; its two divisions include faculty members of the Medical College and staff members of the Sloan-Kettering Institute.

The Division of Biological Sciences was created in 1965, and dissolved in 1999, with its sections becoming departments in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Veterinary Medicine. In 1967, the College of Architecture became the College of Architecture, Art, and Planning. The College of Agriculture was renamed the College of Agriculture and Life Sciences in 1971, and in 1975, the Veterinary College was renamed the College of Veterinary Medicine.

In addition to the division, school, college, and department faculties, there are faculty groups associated with the many university centers, institutes, laboratories, programs, and special facilities. These include the Africana Studies and Research Center, established in 1969; and the Women's Studies Program, which was accepted into the College of Arts and Sciences in 1972, and subsequently renamed the Feminist, Gender and Sexuality Studies Program in 2002.

The University Library was designated an academic division of the university in 1975. The university librarian and the associate and assistant librarians hold academic appointments.

The interdisciplinary unit of Faculty of Computing and Information Science (FCI) was established in 2000.

The history and structure of the university foster respect for differences, freedom of thought and expression, devotion to the unprejudiced search for knowledge, and a civil, rational approach to solving problems. On April 27, 1940, on the occasion of the seventy-fifth anniversary of the signing of the university charter, Carl L. Becker, the John Wendell Anderson Professor of Modern History *Emeritus* and Historian of the University, recognized this when he stated in his address ["The Cornell Tradition: Freedom and Responsibility", Cornell University: Founders and the Founding, Cornell University Press, 1943]:

It seems to me appropriate on this memorial occasion to recall the salient qualities which have given Cornell University its peculiar character and its high distinction; and...to express the hope that Cornell in the future, whatever its gains, whatever its losses, may hold fast to its ancient tradition of freedom and responsibility – freedom for the scholar to perform his proper function, restrained and guided by the only thing that makes such freedom worthwhile, the scholar's intellectual integrity, the scholar's devotion to the truth of things as they are and to good will and humane dealing among men.

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.

1.3 GOVERNANCE STRUCTURE

Cornell University came into being with the signing of its charter by Governor Reuben E. Fenton of the State of New York on April 27, 1865. From the beginning, the charter was implemented by state legislation that has been, over the years, subject to amendment, consolidation, addition, and repeal. The charter stipulates how the Board of Trustees shall be constituted, and assumes the presence of faculties but does not describe their functions or vest them with power. In recent years, the charter has been set forth in Article 115 of the New York State Education Law, copies of which are available from the secretary of the corporation, in the Office of the University Counsel.

Board of Trustees

The responsibility for overseeing all aspects of the university is vested in the Board of Trustees, which meets in regular session four times each year, normally three times in Ithaca and once in New York City. Much of its work is accomplished through its standing committees: the Executive Committee, the Investment Committee, the Finance Committee, the Committee on Alumni Affairs and Development, the Audit Committee, the Buildings and Properties Committee, the Committee on Board Membership, the Committee on Government Relations, the Committee on Academic Affairs, and the Committee on Student Life. Nontrustees may be invited to attend meetings on an *ad hoc* basis or to serve as non-voting “advisor” members of some of these committees.

Cornell was the first American institution of higher education to have faculty representatives on its Board of Trustees. This practice began in 1916, at the urging of Jacob Gould Schurman, then president of the university.

The structure of the Board of Trustees has changed several times. Currently, the board has sixty-four members: four *ex officio* members (the governor of the state, the president pro tem of the state senate, the speaker of the state assembly, and the president of the university); one life member (the eldest lineal descendent of Ezra Cornell); three

members appointed by the governor; forty-three members-at-large, elected by the board, including two each from the fields of agriculture, business, and labor in New York State; eight members elected from and by the alumni of the university; two faculty members elected by the University Faculty; two students elected by the students of the university; and one nonacademic employee elected by the nonacademic employees of the university.

The Board of Trustees has defined the functions of its executive officers, committees, and of the faculties it has established. Basic board legislation is included in the bylaws of the university, which are subject to frequent amendments or additions adopted by the board, sometimes in response to a recommendation from the University Faculty. A copy of the latest edition of the university bylaws is available from the secretary of the corporation in the Office of the University Counsel or may be found on the Office of the Board of Trustees website at www.cornell.edu/trustees. Questions with regard to the proceedings of the Board of Trustees should be directed to the secretary of the corporation.

The University Faculty

According to the bylaws of the university, the "...functions of the University Faculty shall be to consider questions of educational policy which concern more than one college, school or separate academic unit, or are general in nature; and to recommend to the Board of Trustees, with the approval of the appropriate college or school faculty, the establishment, modification, or discontinuance of degrees." In addition to the functions of the University Faculty described earlier in the paragraph, the bylaws specify the voting and nonvoting members of the University Faculty; the University Faculty, however, may grant to any group of nonvoting members the right to vote on any question deemed by the faculty to be of interest to that group.

For more than a century, the University Faculty conducted its business by meeting periodically as a legislative body. These meetings of the whole were attended by a highly variable but normally small fraction of the membership. In September 1969, the University Faculty adopted the report, *The Academic Responsibilities of the Faculty*. This report, written by seven of its members, expressed the faculty findings for the division of responsibility for the operation of the university among itself, the students, and the administration. This statement is reproduced in appendix one.

In 1971, after three years of preparation, the University Faculty approved the *Organization and Procedures of the University Faculty (OPUF)*, delegating its historic legislative role to a representative body, the Faculty Council of Representatives (FCR). In October 1995, the FCR was superseded by the Faculty Senate. The University Faculty as a whole continues to have and exercise power to: (a) determine its own membership; (b) elect faculty trustees; (c) participate in the selection of the dean of the faculty; (d)

select its officers, other than the president and the dean; (e) postpone or nullify any action of the Senate; (f) require or request reports from its officers and committees, from the Senate, and from others in the university community or elsewhere, as may be authorized or appropriate; (g) express its views concerning any matter within its responsibilities or reasonably related thereto, at a meeting of the Faculty or in such other manner as may be appropriate; and (h) amend its organization and procedures. *OPUF* (see appendix two or the University Faculty website (<https://blogs.cornell.edu/deanoffaculty/files/2016/05/OPUFREVISED04.08-11800og.pdf>) has been accepted as charter and bylaws of both the University Faculty and the Faculty Senate.

Legislation adopted by the University Faculty, the FCR, and the Faculty Senate is recorded in the minutes of the meetings. Unless amended or repealed subsequent to the formalization of the University Faculty bylaws in *OPUF*, any legislation previously passed by these bodies remains in force. Copies of proceedings are preserved in the Office of the University Faculty; that office also maintains a record of faculty legislation.

University Faculty Voting Membership: Voting members of the University Faculty include the president of the university, *emeritus* professors, university professors, professors-at-large in residence, and all professors, associate professors, and assistant professors of the several colleges, schools and separate academic units at Ithaca and Geneva, including those with courtesy appointments as authorized by the bylaws and *ex officio* members authorized by the Board of Trustees upon recommendation of the faculty. (They do not include faculty of the Medical College.)

Ex officio membership, with voting privileges, in the University Faculty is accorded to presidents emeriti; the provost; the vice president and CFO; vice presidents and vice provosts; the dean of the University Faculty; the deans of the schools and colleges at Ithaca; the dean of the School of Continuing Education and Summer Sessions; the university librarian and associate and assistant university librarians; the university counsel; the registrar; the directors of cooperative extension for the Colleges of Agriculture and Life Sciences and Human Ecology, the directors of the agricultural experiment stations at Ithaca and Geneva, and the directors of university health services, athletics and physical education, and Cornell United Religious Work.

University Faculty Nonvoting Membership: The nonvoting members of the University Faculty include the university professors, professors, associate professors, and assistant professors in the Medical College and those bearing the adjunct, visiting, or acting title. The University Faculty may grant to any group of nonvoting members the right to vote on any question deemed by the faculty to be of interest to such group. Other persons may be elected to membership in the University Faculty by the Board of Trustees upon recommendation of the faculty.

Candidate for Degree Administered by Cornell. In 1893, the University Faculty voted that “it is not in accordance with the policy of this Faculty to grant degrees to members of their own body.” This principle, although questioned several times, has always been reaffirmed. It has been, since at least 1955, a part of the university bylaws that states that, “No member of the University Faculty may be a candidate for a degree administered by Cornell University.” The bylaws also define membership in college and school faculties and add, “No voting member of a college or school faculty may be a candidate for a degree administered by Cornell University.” **(See change below).

**Resolution to Amend the University Bylaws to Allow Cornell Faculty to Earn a Graduate Professional Degree from Cornell University was passed on 10/12/11: <http://blogs.cornell.edu/deanoffaculty/faculty-senate/current2-draft/resolution-90-resolution-to-amend-the-university-bylaws-to-allow-cornell-faculty-to-earn-a-graduate-professional-degree-from-cornell-university/>. This was approved by the Board of Trustee in January 2012.

University Faculty Meetings: Meetings can be called by the dean (a) upon request of the Board of Trustees, the Executive Committee of the Board of Trustees, or the president; (b) upon request of the Senate; (c) upon request of the University Faculty Committee; (d) upon written petition to the dean of voting members of the faculty, equal in number to one-half of the required quorum for such meeting; (e) upon call of the dean to consider a proposal to postpone or nullify an action of the Senate; and (f) upon call of the dean to act in an emergency. Nonvoting members of the faculty may attend and participate in debates, but may not vote.

Dean of the University Faculty

The dean of the University Faculty is the University Faculty’s chief administrative officer and its liaison on all matters in which the concerns of the faculty relate to the president, the trustees, or other segments of the university community. The dean, however, is not a member of the university administration.

The dean shall: (1) represent and advocate the interests of the faculty to the president, the trustees, and the university community; (2) advise the president and central administration on matters of university policy and seek the president’s advice on matters of concern to the faculty; (3) assist the faculty and the Senate in formulating judgments on questions of concern to the faculty; (4) be available for consultation and advice to members of the faculty, to students, and to members of the university community on matters within the jurisdiction of the faculty; (5) assist in resolving problems for individual faculty members in their relationships with other members of the faculty, with academic or administrative officers, with committees, with students, or other segments of the university community; (6) oversee the work of all committees of the University Faculty or the Senate; (7) serve as an *ex officio* member on each University Faculty and Senate committee; (8) call meetings of the University Faculty and the Senate and prepare and distribute the agenda for those meetings; (9) maintain a file of records

of actions, reports of committees, and other records as necessary; (10) prepare reports as deemed appropriate; (11) meet with the Board of Trustees and its Executive Committee in discussions of questions of educational policy; and (12) perform such other functions as determined by the University Faculty or the Senate.

The dean is selected from among the tenured voting members of the faculty. Three months before the deanship becomes vacant, the Committee on Nominations and Elections canvasses the faculty; prepares a slate of three or more candidates for Faculty Senate approval; and circulates a mail ballot, using the Hare system (where voters are asked to rank order their preference), to all voting members of the University Faculty. Subject to confirmation by the Board of Trustees, the candidate receiving a majority of the votes cast shall be appointed dean for a term of three years. This term may be extended for a further period of not more than two years by the Faculty Senate.

Associate Dean and Secretary of the University Faculty

The associate dean and secretary of the University Faculty (1) assists the dean in carrying out duties as assigned, and serves as acting dean on appropriate occasions; (2) chairs the Nominations and Elections Committee; (3) serves as an *ex officio* member on each University Faculty and Senate committee; (4) supervises the maintenance of minutes of meetings and all records of the University Faculty and Senate; and (5) supervises publications made in the name of the University Faculty. The associate dean and secretary also serves as secretary and as an *ex officio* voting member of the Senate.

In electing the associate dean and secretary, the Committee on Nominations and Elections canvasses the faculty, prepares a slate of candidates for Faculty Senate approval, and circulates a mail ballot, using the Hare system, to all voting members of the University Faculty. The candidate receiving a majority of the votes cast shall serve a three-year term, with the possibility of reappointment by the Senate, for a further period of not more than three years.

The terms of the dean, and the associate dean and secretary, shall be staggered so that only one of these officers shall be elected in any one year.

Faculty Trustees

Under the terms of the 1984 amendment to the university charter, there are two faculty trustee positions on the Board of Trustees.

A faculty member who has served as faculty representative on the Board of Trustees or as faculty trustee for more than one calendar year shall not be eligible for nomination for the office of faculty trustee for a term commencing less than two years after the expiration of the former term. While professors *emeritus*, if resident in Ithaca, and

members of the faculty serving as university administrators, deans, or directors are eligible for nomination, preference shall be given to active members of the faculty who do not hold such offices.

When acting as faculty trustees, faculty members are privileged to express their independent opinions and judgments. However, in view of the fact that the faculty, when it wishes to inform the Board of Trustees of its views, does so either by requesting the president to transmit them to the board or by establishing a special faculty committee to confer with a trustee committee appointed by the board, faculty trustees shall not assume to speak for the faculty, unless expressly authorized by the faculty to do so in particular cases. They may, however, state their opinion as to the probable faculty reaction to any proposal affecting academic or educational policy.

Ithaca-based faculty trustees shall be *ex officio* voting members of the Faculty Senate.

The Committee on Nominations and Elections canvasses the faculty; prepares a slate of trustee candidates for Faculty Senate approval; and circulates a mail ballot, using the Hare system, to all voting members of the University Faculty. The candidate receiving the majority of votes is elected for a four-year term. The results of the election are reported to the president.

University Faculty Standing Elected Committees

The *University Faculty Committee (UFC)* consists of nine members of the Faculty Senate elected at-large by the faculty for staggered three-year terms. The dean of the faculty serves as chair.

The *Nominations and Elections Committee (N&E)* consists of nine members of the University Faculty, six of whom are elected at large by the faculty and three who are nominated by the Nominations and Elections Committee and appointed by the Faculty Senate, for staggered three-year terms. The secretary of the faculty serves as chair.

Both of the above committees are also committees of the Faculty Senate. For a description of their duties, please refer to pages 19-20.

University Faculty Standing Appointed Committees

The *Institutional Review Board for Human Participants (IRB)* reviews and approves proposals for research involving human participants, thereby protecting their rights and welfare.

The *Committee on University Lectures* approves proposals and administers funds in support of lectures endorsed by multiple departments, including the prestigious Messenger lecture series.

The *University Faculty Library Board* consults with the university librarian on library policies, and keeps the librarian informed of the needs and concerns of the faculty and students.

The *Committee on Music* concerns itself with the university musical offerings, arranging schedules and securing performances of musical groups.

The *Professor-at-large Selection Committee* annually reviews nominations and selects new Professors-at-Large, i.e. men and women of outstanding international distinction for non-resident Faculty membership.

The *Committee on University-ROTC Relationships* acts for the ROTC program in a manner analogous to an educational policy committee of a college or school, and participates in review committees for instructional appointments, disenrollment hearing boards, scholarship review boards and other *ad hoc* committees related to the ROTC program.

Faculty Senate

Except for the powers reserved to the University Faculty (see page 14), and subject to the power of the University Faculty to postpone or nullify any action of the Senate, all the powers and functions of the University Faculty are delegated to the Faculty Senate. The Senate has the following specific powers: (1) to select its officers; (2) to approve or reject nominees presented by the Nominations and Elections Committee for election by the University Faculty; (3) to approve or reject the list of members and chairs presented by the Nominations and Elections Committee for appointed committees; and (4) to adopt, amend, or repeal bylaws or other procedures relating to the conduct of its business and the duties and functions of its officers and committees.

Faculty Senate Membership: The president, the dean of the faculty, the associate dean and secretary of the faculty, and the Ithaca-based faculty trustees are *ex officio* voting members. There is one representative from the Cornell Association of Professors Emeriti; and nine members (three of whom must be non-tenured) elected at large by the University Faculty. Constituency members are elected by the various academic units in Ithaca and Geneva. Each constituency has at least one seat on the Senate, except that constituencies with fewer than five voting faculty members may combine with another constituency to establish a joint seat. Constituencies with more than 25 voting faculty members will have a second Senate seat. In addition, constituencies may elect an alternate senator to serve if the regularly elected senator is unable to do so. All members serve three-year terms, with terms commencing July 1.

Faculty Senate Officers: Officers include the president of the university, who will serve as *ex officio* president of the Senate; an elected speaker, who will serve as an impartial moderator; one or more parliamentarians appointed at the speaker's discretion; and such other officers as may be provided for from time to time.

Faculty Senate Meetings: Regular meetings are scheduled once each month during the academic year, except for January. The agenda for its meetings is the responsibility of the University Faculty Committee. Any member of the University Faculty may attend Senate meetings, participate in debate, but may not make motions or vote.

Faculty Senate Standing Elected Committees

The *University Faculty Committee (UFC)*, chaired by the dean of the faculty, consists of nine members of the Faculty Senate elected at-large by the faculty for staggered three-year terms. Its functions are to: provide liaison between the Faculty Senate and university administrators and meet on a regular basis with the provost and/or president to provide advice and consultation on all major policy issues of interest to the faculty; act as executive committee for the Senate and the University Faculty and request the dean to call special meetings of those bodies, if warranted; inform and consult the Senate on a regular basis, act for the Senate in emergencies, assist the dean in preparing the agenda for all meetings, and review proposals to suspend or nullify an action of the Faculty Senate; establish and/or reappoint *ad hoc* committees and subcommittees; and initiate proposals to amend the *Organization and Procedures of the University Faculty*.

The *Nominations and Elections Committee (N&E)*, chaired by the secretary of the faculty, consists of nine members of the University Faculty, six of whom are elected at large by the faculty and three who are nominated by the Nominations and Elections Committee and appointed by the Faculty Senate, for staggered three-year terms. The functions of the Nominations and Elections Committee are to nominate candidates, prescribe procedures for, supervise, and decide disputed questions concerning elections by or to the Senate, all elected committee and elective offices of the University Faculty and Senate, and any referendum; and to propose to the Senate, members and chairs of appointed faculty and Senate committees and members of administration and faculty-administration committees.

With the exception of the dean and secretary of the faculty, no person may serve on the University Faculty Committee and the Nominations and Elections Committee at the same time.

Faculty Senate Standing Appointed Committees

The *Committee on Academic Freedom and Professional Status of the Faculty (AFPS)* considers matters relating to academic freedom and responsibility; freedom of teaching and learning; professional status of the faculty, including policies and procedures relevant to faculty appointments, promotion, retirement, separation, and tenure; and receives and reviews written complaints brought by or against a faculty member when other specific procedures have not been designated for hearing those grievances.

The *Committee on Academic Programs and Policies (CAPP)* concerns itself with academic programs and policies which are independent of or extend beyond the single or joint jurisdiction of a school or college faculty; policies governing the use of, and plans for, university-wide academic facilities and services, such as libraries, classrooms, and computers; and proposals for new degrees (including the combination, modification or abandonment of old degrees).

The *Committee on Affirmative Action (AA)* reviews the work of college affirmative action committees and progress toward achieving the university's faculty affirmative action goals in employing women and minorities. This Committee meets jointly with the Minority Education Committee.

The *Committee on Educational Policy (EPC)* considers matters of general educational policy relating to instruction that concern more than one college, school or separate academic unit, including, but not limited to: grades and grading policies, preliminary and final examination policies, university-wide academic requirements, the academic calendar, and the class schedule and hours of instruction.

The *Faculty Advisory Committee on Athletics and Physical Education (FACAPE)* provides counsel regarding admissions, academic performance of student athletes, and issues facing NCAA, ECAC and the Ivy League; administers the university graduation requirement in physical education; and develops the schedules and guidelines for leaves and absences for intercollegiate teams.

The *Faculty Advisory Committee on Tenure Appointments (FACTA)* advises the provost on all proposed promotions to tenure, as well as proposed denials of tenure by a dean after a positive recommendation from the department. Review of tenure recommendations for those who have achieved tenure at another institution will be at the discretion of the provost.

The *Committee on Financial Policies (FPC)* participates with the university administration in the budget planning process, and makes recommendations concerning the economic status of the faculty on such issues as salary levels, fringe benefits, and leaves.

The *Institutional Biosafety Committee (IBC)* reviews and approves all research and teaching activities involving the use of biohazardous agents on the Ithaca and Geneva

campuses; it works to ensure the research and facilities used to conduct research are in compliance with government regulations and University policies (<http://www.abc.cornell.edu/>).

The *Committee on Minority Education* provides oversight of minority education, including review of proposed and ongoing special programs, and monitors the overall educational experience of minority students. This Committee meets with the Affirmative Action Committee.

Joint Faculty Senate/Administration Appointed Committees

If members of the central administration constitute a committee to make or advise on policy issues, or carry out searches, and decide to appoint faculty members to that committee who are not members of the central administration, college deans or associate deans, or division directors or associate directors, the expectation is that they will ask the Senate to nominate some faculty members to serve on the committee. The central administration will be expected to select about one-half of the faculty membership on each such committee from names presented by the Senate. The Senate will present as many names as are requested, but in no case more than twice the number to be selected.

Some of these committees include:

The *Faculty Committee on Program Review (FCPR)* oversees the program review process, including the cycle for reviews and monitoring of the quality of the review process.

The *Faculty Advisory Board for Information Technologies (FABIT)* focuses on the computing and communications technology infrastructure at Cornell; and on the information technology and infrastructure to support teaching, learning and research.

The *Faculty Advisory Committee on Admissions and Financial Aid (FACAF)* reviews the impact of financial aid policies on recruitment, enrollment, retention, and quality of students.

The *Research Advisory Committee* reviews and makes recommendations on limited submission competitions for research funding and provides advice to the Senior Vice Provost for Research on other research matters.

The *University Committee on Conflicts (UCC)* functions as a university resource on matters involving the general subject of conflicts of interest and commitment, the oversight and implementation of the Cornell University Conflicts Policy, and the identification and resolution of specific conflicts of interest.

Committees on Memorial Statements

Colleagues are asked to prepare articles on those University Faculty members who have passed away during the year. These statements are bound in a booklet and distributed to the families of the deceased, deans and department chairs, and others requesting a copy. The Office of the Dean of Faculty has the responsibility for carrying out this process.

University Appeals Panel

The University Appeals Panel was established to consider appeals of negative decisions on faculty reappointments and promotions. Each college or school elects five tenured faculty members or 5 percent of its tenured faculty, whichever number is greater, to the panel. In addition, the president of the university appoints ten tenured faculty members to the panel. The five-year terms are staggered. Members are drawn from the University Appeals Panel to form the appeal committees that hear individual cases. (See also sections 2.2 on Reappointment, 2.3 on Tenure, and 2.4 on Promotion.)

Stephen H. Weiss Presidential Fellows

In recognition of the importance of undergraduate teaching, the Board of Trustees established the Stephen H. Weiss Presidential Fellowships. Each year, a nominating committee, appointed by the president, solicits nominations and then recommends nominees for the president's final selection.

The fellowship is a university-wide award for a tenured faculty member who has a sustained record of effective, inspiring, and distinguished teaching of undergraduate students and of contributions to undergraduate education. The title Stephen H. Weiss Presidential Fellow is a permanent designation, and recipients receive a \$5,000 a year award for five years, as long as they continue to hold a professorial appointment at Cornell.

Further information on faculty governance, committee legislation and membership, can be obtained from the Office of the Dean of Faculty or the University Faculty website <http://blogs.cornell.edu/deanoffaculty/committees/>.

The University Assemblies

The structure of the campus government system has undergone a number of transformations. A university senate was established in 1970 and was replaced by a campus council in 1977. During the 1979-80 academic year, a special committee made a study of campus governance and proposed alternatives that were submitted to referendum in the fall of 1980. The resulting charters were subsequently approved by

the Board of Trustees, and the current system took effect in 1981. It was comprised of three assemblies: the Employee Assembly, the University Assembly, and the Student Assembly. In the spring of 1993, the Graduate and Professional Student Assembly (GPSA) split from the Student Assembly. The GPSA formed its own charter and received approval from the Board of Trustees.

The Employee Assembly is composed of elected nonacademic employee representatives from the endowed units, the contract units, and one chosen from either the Geneva Agricultural Experiment Station or at large. The term of service is two years. The Employee Assembly has the authority to examine the university's personnel policies and to make recommendations to the appropriate university units and administrators concerning those policies; to examine other university policies affecting the employment environment at Cornell and to make recommendations to the appropriate agents; and to provide a mechanism for the informal exchange of information and views between employees and university administrators.

The University Assembly is composed of students, faculty members, and staff. Faculty and staff members serve for two years; student members serve for one year. The University Assembly has authority for those aspects of the conduct of members of Cornell University covered by the Campus Code of Conduct and the Statement of Student Rights; has the responsibility for selection of members of the Hearing and Review Boards; has legislative authority over policies which guide the activities of the Cornell Store, Cornell Health: Cornell University Health Services, Transportation Services, and Cornell United Religious Work; and has authority over matters concerning the internal operation and maintenance of the University Assembly governing system. It conducts public hearings on topics of current community interest; makes recommendations to the University Faculty in academic matters; and may establish such standing and ad hoc committees as are necessary to the performance of the duties of the University Assembly.

The Student Assembly is composed of elected representatives who are registered students and who serve for one year. The Student Assembly has authority over certain nonacademic policies that primarily affect students. Specifically, it has legislative authority, subject to the approval of the president, over the policies of the Department of Campus Life and the Office of the Dean of Students, as well as the authority to review the budgets and actions of those units.

The Graduate and Professional Student Assembly is composed of fifteen voting members, who are elected by their larger governing body, called the Council of Representatives (COR). The COR has representatives from each field and three representatives from each professional school. The GPSA has one member from each professional school, three at-large members, and nine members from the specified field clusters. GPSA and COR members serve a one-year appointment. The GPSA ensures a

direct focus for the continued involvement of graduate and professional school students in the governance of nonacademic affairs and in the life of the university.