**大学知识: Chancellor, Vice Chancellor, Pro-vice**

A **Chancellor** is a leader of a college or university, usually either the executive or ceremonial head of the university or of a university campus.

In most Commonwealth (or former Commonwealth) nations, the Chancellor is usually a titular (ceremonial figurehead) non-resident head of the university. In such institutions, the chief executive of a university is the **Vice-Chancellor**, who may also carry a title such as “President & Vice-Chancellor”. The Chancellor may serve as chairman of the governing body (the council or board of governors); if not, this duty is often held by a chairman who may be known as a Pro-Chancellor.

In many countries, the administrative and educational head of the university is known as the **President**, Principal or Rector. In United States, the head of a university is most commonly a university president. In U.S. university systems that have more than one affiliated university or campus, the executive head of a specific campus may have the title of Chancellor and report to the overall system’s President, or vice versa.

In a university, an assistant to a vice-chancellor is called a **pro-vice-chancellor** (also pro vice-chancellor or deputy vice-chancellor). These are sometimes teaching academics who take on additional responsibilities. Some of these responsibilities are in charge of Administration, Research and Development, Academic and Education affairs. In some universities, there are several deputy vice-chancellors subordinate to the vice-chancellor, with pro-vice-chancellor being a position at an executive level ranking below deputy vice-chancellor.

pro-vice-chancellor at some institutions in the United Kingdom and Ireland. Additionally, the heads of certain colleges in the UK and Ireland are called provosts. In this sense, a provost is the equivalent of a master at other colleges.

美国某些大学的教务长；英国某些大学中的学院院长

The specific duties and areas of responsibility for a provost vary from one institution to another, but usually include supervision and oversight of curricular, instructional, and research affairs.

The various deans of a university’s various schools, colleges, or faculties generally report to the provost or jointly to the chief executive officer (variously called president, chancellor, or rector) and the provost, as do the heads of various interdisciplinary units and academic support functions, such as libraries, student services, the registrar, admissions and information technology. The provost, in turn, is responsible to the institution’s chief executive officer and governing board or boards (variously called the board of trustees, the board of regents, the board of governors, or the corporation) for oversight of all educational affairs and activities, including research and academic personnel.

In many but not all North American institutions, the provost or equivalent is the second-ranking officer in the administrative hierarchy. Often the provost may serve as acting chief executive officer during a vacancy in that office or when the incumbent is absent from campus for prolonged periods. In these institutions, the title of provost is sometimes combined with those of senior vice president, executive vice president, executive vice chancellor, or the like, to denote that officer’s high standing.

Provosts are often chosen by a search committee made up of faculty members and are almost always drawn from the “tenured faculty” or “professional administrators” with academic credentials either at the institution or from other institutions.

**大学知识：Residential college, college/school/faculty**

**A residential college** is an organizational pattern for a division of a university that places academic activity in a community setting of students and faculty, usually at a residence and with shared meals, the college having a degree of autonomy and a federated relationship with the overall university.

Various models of residential college:

Prominent models for residential colleges are the colleges of the University of Oxford and University of Cambridge in the United Kingdom and the institutions based on them in the United States, including Harvard University, Yale University, Princeton University, Binghamton University, University of Pennsylvania, Murray State University, Murray, Rice University, Washington University in St. Louis, University of Miami, Pantnagar University, Uttarakhand, India the University of California, San Diego, and the University of California, Santa Cruz. Many other institutions use the system as well. Other universities in the U.S. have recently begun implementing residential colleges as a housing option, but, unlike the aforementioned institutions, at these universities not all of the undergraduate students are members of a residential college. Princeton University has a residential college system for underclassmen, but most upperclassmen leave their college to join an Eating Club. Cornell University recently expanded its residential college system by razing much of its present upperclassmen housing and building five new residential colleges. At the University of Virginia, students may apply to live in one of three residential colleges, and acceptance rates vary widely.

In the United States, the academic and residential functions of the residential college system have separated somewhat, leaving the colleges primarily as housing systems. Although residential colleges still offer some classes, these offerings supplement the offerings of the major academic departments which have separate facilities. The primary difference in the U.S. between residential colleges and standard dormitories is often that students are a member of the same residential college for each year that they attend the university. In addition, the members of each residential college are usually expected to eat their meals together, as a unified body. Standard dormitories tend to have residents who move between dorm complexes every year, and who eat in dining halls largely mixed with residents of other dormitories.

In the United Kingdom, a residential college combines both the living and academic aspects of the university in one location. Students often take their classes on the lower floors of the college building and live in the upper floors. Apart from the obvious models of the ancient universities of Oxford and Cambridge, Durham University has residential colleges that operate rather differently from those of Oxford and Cambridge, while the University of London has an extensive federated college system that is, in effect, a confederation of major teaching and research institutions. The University of Dublin is unique in that only has one constituent college, Trinity College.

Many universities in Canada have emulated the collegiate systems of some British universities. The University of Toronto has a federated college system including a number of “federated colleges” and “constituent colleges”. Other Canadian universities with residential colleges include Trent University and its colleges, the University of Western Ontario, the University of Waterloo, York University, the University of Manitoba, and the University of British Columbia. Three Canadian residential colleges are distinguished by being for graduate students rather than undergraduates — Green and St. John’s Colleges at UBC, and Massey College at the University of Toronto.

**University, college and school，institute**

* The difference between “university”, “college” and “school” is the size of the student body, where “university” is the greatest, and “school” is the smallest. While you can have a standalone college or school, a university is comprised of smaller schools and/or colleges; e.g., Barnard College Of Columbia university (circa 2,300 students) is a standalone women’s college that offers undergraduate degrees, while Columbia University confers its undergraduate degrees through Columbia College (ca. 4,100 students). Informally, in the US, College usually refers to undergraduate work, following high school. Programs in higher learning can also be called schools, like a school of engineering or a medical school within a college or university.
* Another place of higher education, especially in technical areas, is an institute, like the Massachusetts Institute of Technology. Yet even an institute of technology can offer a wide choice of programs and activities. M.I.T. says that seventy-five percent of freshmen come there with a strong interest and involvement in the arts.

**Faculty vs. School**

* Faculty and school are two terms that are frequently heard when people talk about education. The dictionary presents a number of definitions for both faculty and school, but most of the definitions are related to education. Both terms play similar use in the arts of literacy, and sometimes used interchangeably.

**Faculty**

* Faculty, generally, is a collective word for teachers or professors in various academic ranks in schools and educational institutions. It also means a group or a body of educators and other academic staff such as researchers and scholars devoted to a particular knowledge or subject. Faculty is also referred to as a division or department in a university specializing in one or related field of knowledge.

**School**

* School, generally, is referred to a physical place, such as buildings or classrooms, where education takes place. It is an institution whose primary goal is to provide instructions, impart knowledge, and train skills to children, students, and scholars for the purpose of literacy. School is also referred to as a group of persons, professors and researches, who are held together by the same principle, beliefs and methods.

**Difference between Faculty and School**

* The overlapping definition of faculty and school is that both can mean a division or group of people in an academe such as a university. Different universities use different terminology. Some universities use all three terms “college”, “school” and “faculty”. Columbia University, for example, has Barnard College, Business School and Faculty of Arts and Science. In some universities, a “school” could be a subset of a “faculty”- for instance, in Cambridge, the “Judge business school” is part of the “Faculty of Business & Management “. Generally speaking, law，medicine and business more often refer to themselves as “schools” than “faculty”. All in all, they are just names.

**Further reading**

Each institution may choose from several different schemes of organization using the terms, in most-macroscopic to most-microscopic order: university, college, school, division, department, and office. To illustrate the finer points of how these terms are used, consider four example institutions:

* [Purdue University](http://en.wikipedia.org/wiki/Purdue_University#Colleges_and_Schools) is composed of multiple colleges—among others, the College of Agriculture and the College of Engineering. Of these Purdue breaks the College of Agriculture down into departments, such as the Department of Agronomy or the Department of Entomology, whereas Purdue breaks down the College of Engineering into schools, such as the School of Electrical Engineering, which enrolls more students than some of its colleges do. As is common in this scheme, Purdue categorizes both its undergraduate students (and faculty and programs) and its post-graduate students (and faculty and programs) via this scheme of decomposition.
* Compare this to [Brown University](http://en.wikipedia.org/wiki/Brown_University), which is composed of one college (The College, which is for undergraduates) and two schools (the Graduate School, which is for post-graduate students, and the Medical School, which is for the preparation of medical doctors).
* Likewise, [Dartmouth College](http://en.wikipedia.org/wiki/Dartmouth_College) is a stand-alone institution that names itself using the college term, but is organized similarly to [Brown University](http://en.wikipedia.org/wiki/Brown_University) with undergraduates enrolled in Dartmouth College (directly) and Dartmouth College containing three graduate schools that enroll the post-graduate students: the [Tuck School of Business](http://en.wikipedia.org/wiki/Tuck_School_of_Business), the [Thayer School of Engineering](http://en.wikipedia.org/wiki/Thayer_School_of_Engineering), and [Dartmouth Medical School](http://en.wikipedia.org/wiki/Dartmouth_Medical_School).
* Compare this to an entirely undergraduate liberal-arts college that is a stand-alone institution, [Carleton College](http://en.wikipedia.org/wiki/Carleton_College), which is composed of only the college that contains departments for arts, languages, natural sciences, and physical sciences. Carleton is a pure example of a stand-alone college in the USA sense of the term “college”. Carleton confers no graduate degrees. Carleton has no schools that focus on a non-liberal-arts mission, such as a school of technology or engineering or nursing. Analogous to the Purdue University’s use of the term college, Carleton College is an academic sector composed of related departments that share a common [liberal-arts](http://en.wikipedia.org/wiki/Liberal-arts) philosophy of education. Analogous to the Brown and Dartmouth uses of the term college, Carleton College is entirely undergraduate.

In the Purdue University example, a college as a component of the university is a topical decomposition, focused on an academic sector of directly related academic disciplines. In the Brown University example, a college as a component of the university focuses on the undergraduate mission. In the Dartmouth College example of a college as a stand-alone institution, a college focusing on the undergraduate mission is the prevailing but distinct identity of what is arguably a university when the collective of college and schools are considered. In the Carleton College example, the purest example of the USA’s use of the term college is displayed in two ways:

* a homogeneous collection of academic-discipline departments that are unified under a common philosophy of education; and
* an undergraduate focus on four-year degrees.

Additionally, a college or university may have [residential colleges](http://en.wikipedia.org/wiki/Residential_colleges) as do [Oxford](http://en.wikipedia.org/wiki/Oxford), [Yale](http://en.wikipedia.org/wiki/Yale), [Harvard](http://en.wikipedia.org/wiki/Harvard), and [Rice University](http://en.wikipedia.org/wiki/Rice_University).

## Case Study

## Harvard Houses Today

The Houses serve as the foundation for the undergraduate experience at Harvard College.

The entire spectrum of learning occurs in the Houses, from formal, for-credit courses to informal, hands-on activities. As stewards of House spaces and the unique resources they contain, [House Masters](http://www.fas.harvard.edu/home/content/houses-today#HouseMaster) set the conditions for singular learning experiences for Harvard undergraduates. Through thoughtful interventions and support, the House Masters provide fertile ground for student-, tutor- and faculty-driven initiatives to take root in the Houses, and for these organic learning activities to thrive.

At their core, every Harvard student is an intellectual. The Houses are places for students to [develop as thinkers](http://www.fas.harvard.edu/home/content/houses-today#learn), to begin to define their unique voices and to imagine how they might use their talents and interests in their lives after college. House Masters, along with the members of the [Senior Common Room](http://www.fas.harvard.edu/home/content/houses-today#SCR), facilitate informal and personal interactions with accomplished people from a [range of sectors and fields](http://cabot.harvard.edu/people/senior-common-room/), with positions and events shaped by both the interests of students and the areas of specialization of House Masters. [Speaker series](http://news.harvard.edu/gazette/story/2011/04/a-look-inside-winthrop-house-3/) and dinners compliment these ongoing conversations.

The life of the House extends beyond the intellectual. They maintain robust cultural and social opportunities for the entire House community. Houses are home to their own film, music, art and drama that range from small-scale jam sessions to a full opera involving students, faculty and participants from outside of Harvard. A variety of social functions such as the legendary "[Mather Lather](http://www.youtube.com/watch?v=sJVSRnQNfsk)," Masters' Open Houses formal dances and coffee hours provide students an opportunity to relax and interact with members of their House community.

Houses also offer an opportunity for students to develop as leaders. For example, the House Committees (HoCo) undertake a wide range of activities for the betterment of the House community. They serve as a resource for the members of the House, act as a forum for discussion about house related issues, and serve as a vehicle for fostering House spirit. They organize large-scale events for the House and empower House members to realize their own ideas for improving the House experience by providing funding, manpower, publicity, and other forms of support. One activity organized by the HoCo is [Housing lottery day](http://www.youtube.com/watch?v=uumRGT9-0GU&feature=relmfu), a fun and colorful welcome to the House community.

Houses intentionally work to support the personal well-being of their students. They house dance and yoga studios, provide healthy and nutritious dining options, support running clubs, and organize massage study breaks. Houses also field a variety of sports teams that compete in an intramural program. The Resident Dean and Tutors also provide informal support at study breaks or over meals to encourage students to establish balance in their work and to maintain perspective when confronting the pressures that can accompany their academic and other pursuits.

### **Harvard House Facts:**

**What is a House Master?**

Harvard Houses are intergenerational living and learning communities led by senior members of the Harvard faculty and their spouses or partners, known as House Masters, who together live in residence. Their three interrelated goals are to foster an active academic, learning life in our Houses; to create a community of a diverse body of students; and to support and nourish the personal well-being of each student.

To meet the academic, intellectual, social and facilities needs of their students, they are served by an Allston Burr resident dean, resident and non-resident tutors, and other members of the [House staff](http://www.orl.fas.harvard.edu/icb/icb.do?keyword=k65178&pageid=icb.page296399).

**How many Houses are there?**

Ninety-seven percent of all undergraduates live in one of the 12 residential Houses. A 13th House, Dudley House, serves non-residents and includes graduate student members.

**How many students live in each House?**

Each House accommodates 350-500 students with its own dining hall, common rooms, and facilities for academic, recreational, and cultural activities.

**What is the Senior Common Room?**

The Senior Common Rooms in each House harken back to traditions of the Oxford and Cambridge residential and tutorial college system upon which Harvard’s system is based. The Senior Common Room consists of all non-undergraduates associated with a House, which including the Masters, the resident and non-resident tutors, visiting scholars and artists, university professors, administrators, alumni, and Cambridge community members. Their association with the House offers undergraduates a wide variety of older colleagues from diverse academic fields and professional specializations with whom they can consult and from whom they can learn.

**What is the Junior Common Room?**

The Junior Common Room is the main lounge and living room for students and tutors in a House. All undergraduate students affiliated with the House are members of the Junior Common Room.