On January 30, 2016, the Cornell Board of Trustees authorized the design and implementation of a plan for a Cornell College of Business, comprising the University's three exceptional accredited business schools: the School of Hotel Administration (SHA), the Charles H. Dyson School of Applied Economics and Management (Dyson), and the Samuel Curtis Johnson Graduate School of Management (Johnson). The plan for the new college is being developed with broad input from faculty, students, staff, and alumni.

As part of an inclusive and crucial process to more fully define the details of how the College of Business will be structured, seven committees were established. These committees were created to ensure the structural and academic decisions that will define the new College of Business are as broadly informed as possible.

Six of the committees

- Alumni Engagement Committee
- Communications Synergy Committee
- Faculty Governance Committee
- Graduate Student Synergy Group
- Staff Synergy Group
- Undergraduate Student Synergy Group

have provided final reports to the Steering Committee for review and discussion. A summary report from the Steering Committee is expected to be released soon.

This document compiles the final public progress reports from the six committees listed above.
April 15, 2016

TO: Soumitra Dutta, Co-Chair, CCB Steering Committee
    Michael I. Kotlikoff, Co-Chair, CCB Steering Committee

FROM: Nicole DelToro, Co-Chair, CCB Alumni Engagement Committee
      Fred Van Sickle, Co-Chair, CCB Alumni Engagement Committee

RE: Final Status Letter for Alumni Engagement Committee

As one of seven committees focused on preliminary recommendations related to the Cornell College of Business, the Alumni Engagement Committee was comprised of twenty-three members, representing a broad spectrum of alumni involvement, including alumni and senior leadership of the three schools comprising the CCB – the School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management; trustees who serve as leaders of the Committee on Alumni Affairs; and representative Alumni Affairs and Development staff.

The committee was charged to address three major topics related to alumni engagement:

1. Define processes for alumni engagement and communication across the three schools.
2. Identify existing and emerging opportunities that exist across all three schools that will increase alumni engagement and participation.
3. Provide opportunities for engagement of and communication with alumni community around planning and ensure alumni perspective is shared with appropriate committees.

To undertake discussion of these three broad and important areas of alumni involvement, the committee divided into three working groups – Alumni Communications, Advisory Councils and Related Alumni Governance, and Cross-School Alumni Engagement.

Each of these working groups met individually on two or three occasions, via conference call, to address specific questions developed in response to the committee charge. The ‘Committee as a whole’ met on four occasions – by conference call – on February 29, March 17, April 6, and April 13. These meetings provided an opportunity for each of the working groups to report on the current status of their discussions and to seek broader input from other members of the committee.
The Alumni Communications working group also had regular contact with the Communications Synergy Committee, as well as other CCB committees to ensure that they were well informed and had a voice in developing talking points, FAQ documents, and the like.

In addition, comments received from alumni, both through personal contacts with committee members, as well as through the business.cornell.edu web portal helped to inform a number of the questions reviewed by the committee and the recommendations set forth in this document.

For each working group, a set of “deliverables’ was identified to help focus the discussion and potential recommendations, as follows:

- **Alumni Communications**: recommendations for on-going and future communication needs for alumni on the College of Business.
- **Advisory Councils and Related Alumni Governance**: recommendations for the structure of a College of Business Advisory Council; recommendations for how the CCB Advisory Council and other existing advisory councils, (those of the individual schools, departments, institutes, and centers) could interact, communicate and collaborate.
- **Cross-School Alumni Engagement**: recommendations that identify existing or new programming to enhance alumni interest in, and knowledge of, CCB programs and those of the three individual schools, including those programs that might provide additional alumni networking opportunities, access to faculty and students, and/or alumni educational/professional development offerings; preliminary recommendations for potential philanthropic giving opportunities that would enhance the college and the individual schools.

This was a vibrant, active, and opinionated (though always civil) group of Cornell alumni. Their perspectives – drawn not only from experiences as Cornell alumni or as staff but, in many cases, as professionals in corporate or non-profit settings – helped to quickly shape the discussion of these deliverables and the subsequent recommendations.

The final report includes forward-thinking recommendations for further developing the College of Business, and alumni involvement with it, as well as a list of areas that committee members felt strongly will require continued discussion or attention in the weeks and months ahead, including those related to communications, revenue generation, and metrics.

The committee also stressed the need for a "reporting mechanism" that ensured feedback to the Alumni Engagement Committee, as well as the broader alumni constituency, on the recommendations accepted by the CCB Steering Committee.

Committee members were thanked for their time and meaningful input and ideas that went into the development of this substantive report by co-chairs Nicole DelToro and Fred Van Sickle.
Communications Synergy Group Final Status Letter
Submitted by Joel Malina, Chair

April 20, 2016

Overview of the Committee Charge and Process
The Communications Synergy Group is comprised of 14 communications and administrative representatives from CALS/Dyson, Johnson, SHA, Alumni Affairs & Development and University Relations. The Communications Committee has fulfilled its charge to define and oversee communications strategies to engage key internal and external stakeholder groups, ensure consistency of message across all communications and identify potential risks.

The committee anticipates that it will continue to support university and college leadership with ongoing communications efforts to advance the goals of internal and external stakeholders through multiple channels, including web, news media, social media and coverage of relevant events.

Communications Activities

College of Business Website
As outlined in the committee’s March 30 Progress Report, following the Jan. Board of Trustees vote, business.cornell.edu was converted to house CCB information and provide an avenue for engagement. The site has evolved to include updated FAQs, committee reports and other communications. On average, the site consistently receives about 1,200 visits each week – nearly half of which is generated by new visitors, many finding their way to the site through the Cornell Chronicle, external media sources and social media.

Chronicle, EZRA, CAM Coverage
To date, the Cornell Chronicle has published eight articles with a focus on the CCB. In early May, the Chronicle will publish a Q&A with Dean Dutta; an abbreviated version of the Q&A also will publish in the Cornell Alumni Magazine May/June edition. The January, February, and March editions of the EZRA Update (an email to all alumni) have included links to Chronicle stories; additional coverage is planned for the next EZRA Update (April 29).

Media Relations & Social Media
Media engagements starting Jan. 30 after the Board vote to create the CCB resulted on 324 verified media hits including NPR Marketplace, Bloomberg, Economic Times. Rounding out that initial effort into late February, we added another 260 media hits, led by a New York Times feature, the South Asian Times and trade leader Hotel Business. Since that initial push, Media Relations, working with our New Media and Marketing partners in University Relations as well as our communications colleagues at Johnson, Dyson and SHA, focused its efforts on creating the “Why a College of Business” short video series.
Fourteen videos featuring CCB leaders, faculty and students were created in March, for use in media outreach and across our social media platforms. To date, 10 videos have been pushed out on social media (Facebook, Twitter, LinkedIn). On average, each video reaches about 30,000 followers with 5,000 to 7,000 unique views, which is excellent for this style of campaign. Videos on Facebook will continue to generate positive impressions with no new negative followers.

Looking forward, the upcoming Steering Committee report developed through the engagement committee process presents the next significant opportunity to tell the story of the creation of the College of Business on a national scale. Cornell Media Relations will work in coordination with the three constituent schools to harness this opportunity. In addition, Media Relations will lead our outreach efforts by amplifying stories about collaborative research and student efforts highlighted by our communications partners in Johnson, SHA and Dyson.

**Ongoing Committee Efforts**

The committee has made considerable strides toward strengthening the collaborative relationships between the communications specialists at the three schools, AA&D and University Relations, which has allowed the committee to support unique communications needs for internal and external audiences.

The committee anticipates that the schools will take increasing ownership in driving the communications efforts with their audiences – prospective and current students, faculty, staff and alumni – as the CCB begins to take shape.

Ongoing committee actions include:

- Working with the CCB leadership to begin to lay out branding and market position ideas to support college admissions, corporate recruiters and other external audiences.
- Proposing enhancements to the design of the business.cornell.edu website that supports a clear interim identity for the CCB for external audiences.
- Engaging with the Office of Undergraduate Admissions and school admissions officers to adapt online common application selection to accommodate CCB applications.
- Continuing coverage of CCB formation, developments; media opportunities.
The Committee met 15 times over a three-month span and received and incorporated substantial input from frequent consultations with the faculties of the 3 Schools comprising the Cornell College of Business. The committee endeavored to develop structures and processes that cultivate and tap valuable synergies afforded by an integrated faculty within the CCB while simultaneously preserving and honoring each School’s distinct mission.

Faculty representatives from the three Schools extensively discussed the distinct and common characteristics of their School and the key benefits each School hopes to derive from integration under CCB. These deliberations led us to articulate four Principles for Governance designed to ensure that: (1) the College’s administration and faculty preserve and respect the unique identities of its component Schools; (2) faculty have the best possible information about expectations for their performance (including how and by whom that performance will be evaluated); and (3) the CCB Dean’s decisions about promotion, tenure, reappointment and hiring are based on the best possible information concerning faculty views and School mission. The four Principles are:

- **Continuity of School Missions and Programs**: CCB governance will respect and maintain the distinct missions of its three Schools.
- **Continuity of Faculty Expectations**: CCB governance will respect and maintain the expectations that existing faculty have been hired to fulfill in support of their School’s distinct mission.
- **Cohesion of the College**: CCB governance will encourage and facilitate cohesion across the College, through integration of its faculties and coordinated use of its resources.
- **Fairness of Process and Outcomes**: CCB governance will encourage and facilitate fair decision processes and fair outcomes, through broad inclusion of informed views and as much transparency as is possible given the sensitive nature of the matters under discussion.

These four principles in turn suggested the importance of organizing the CCB faculty in three complimentary ways:

1. **By School** – The three Schools are the basic academic units of the CCB, the homes for faculty tenure and students’ degree programs, and the primary vehicles for maintaining historically distinct missions. Because the success of the CCB depends heavily on continuity of the Schools’ missions, Schools are invested with a great deal of authority over CCB governance.

2. **By Area** – Areas are the discipline-based structure for connecting CCB faculty with similar training and research orientation across the three Schools. To foster cohesion across the College and disciplinary strength without detracting from the continuity of the School’s missions, Areas are invested with many opportunities to inform and influence School and College Deans, but not with governance authority over them. The proposed Areas are: Accounting, Applied Economics and Policy, Business Economics,
Finance, Management and Organizations, Marketing and Communications, and Operations, Technology and Information Management. The Committee recognized, however, that there are a variety of reasonable ways to configure the Areas, and that the precise contours may evolve over time and with experience.

3. By Theme – Themes are highly visible and flexible, programmatic foci that transcend Areas and Schools. Themes are intended to reflect the CCB’s and Cornell’s comparative advantages and flexibly address multi-disciplinary challenges facing industries, sectors and societies. Themes remain to be determined but will likely include topics such as emerging markets, innovation and entrepreneurship, food industries and systems, hospitality, real estate, and sustainability. Unlike Schools and Areas, Themes are not assigned a formal role in the CCB’s governance structure.

Our proposal to the Steering Committee details protocols for faculty hiring, periodic review, promotion, reappointment and tenure processes in accord with the principles described above and this matrix management design. School Deans will continue to play a central role, ensuring attention to Schools’ unique missions, with constructive involvement of Areas. Cornell’s tenure criterion of “excellence” in accordance with “the responsibilities of the position” will be applied based on a clear articulation of the particular responsibilities and expectations of a position. These proposals seek to provide more transparency and clarity regarding the processes for periodic review, reappointment, promotion and tenure decisions than tends to be the current norm within the separate Schools or at Cornell generally.

Finally, in accord with Cornell’s model of shared governance, we propose the formation of an elected CCB Faculty Policy Committee to fulfill key faculty duties in policy input and oversight.

Our “quick wins” in the context of governance come from establishing a thoughtful structure and set of internal governance processes to organize and guide the faculty going forward. Our consensus-based process of deliberation and decision-making has built considerable trust and agreement on principles of continuity, cohesion and fairness. Even in advance of the completion of our efforts, some Areas have begun to coalesce and have held cross-School events to get to know one another, to discuss programmatic priorities and to explore new opportunities for collaborative teaching, research and outreach. These events are a direct outgrowth of the CCB’s emphasis on linking School faculties through common disciplinary interests.
Cornell College of Business Graduate Student Synergy Committee

The committee identified key issues of importance and concern for graduate/professional students in the various degree programs within the three Schools (Dyson, Hotel and Johnson) in the College of Business (CCB) and in the four closely related Graduate Fields (Applied Economics and Management, Hotel Administration, Management, and Real Estate). These discussions led to seven recommendations (and multiple sub-recommendations) to the Steering Committee regarding how to address each of these key issues. Most of the recommendations will necessarily take time to address, especially those that involve structural changes or extensive consultation with units outside of CCB, or that require increased faculty or staff capacity to deliver expanded programming.

It is, however, crucial to ensure that continuing and new graduate and professional students enjoy almost immediate payoffs from the creation of the College of Business. Toward that end, accompanying each of the seven recommendations the committee identified ‘quick wins’ that seem achievable for CCB before the close of AY2016-2017. Cumulatively, we identified 19 such opportunities to enhance the value of graduate and professional students’ CCB programs.

Many of the recommendations suggest the need for focused Task Forces comprising memberships of appropriate faculty, staff, and graduate/professional students to address the identified issues and make specific policy/program recommendations to CCB leadership and faculty. CCB leadership will then need to assign the appropriate resources to implement necessary actions. We do not presume to be able to identify the specific individuals who should be involved in each of these task forces, but encourage the CCB leadership to appoint effective groups of faculty, staff, and graduate/professional students to each.

The central recommendations relate to the following issues:

1. Graduate and professional students need a means of exercising voice in academic matters and in community building. A number of School- and Field-level graduate and professional student groups already exist and play a valuable role at those levels. CCB needs to develop a means to scale this up to College level as well, presumably drawing and expanding upon the existing bodies.

2. Although some graduate and professional degree programs – such as the two-year residential MBA – enjoy excellent career services support, others – such as MMH (in SHA) and MPS students (in Real Estate and Applied Economics and Management) – need enhanced career services support. CCB needs to develop a coordinated long-term approach, addressing both student-facing career readiness programming and employer-facing recruitment efforts, and including the range of career paths of CCB students – private sector business, public sector/government, and academia. Career services programming must coordinate effectively among the services provided by the University, CCB, and the three Schools. Networking and training opportunities should be expanded to include all CCB graduate/professional students.

3. If CCB is to solidify its reputation as one of the world’s leading centers for business research, it needs to enhance graduate and professional student (and faculty) access to best-in-class computing resources, data, and library resources. Many cutting-edge resources already exist within CCB or on campus and just require increased visibility and accessibility to students, staff and faculty.
4. Strategic discussion is needed to examine all existing graduate field (research and professional) degree and professional degree programs, as well as courses/curricula, within CCB to identify similarities and disparities, and determine the appropriate future CCB degree portfolio. Particular attention needs to be paid to improving student recruitment and enhancing academic opportunities and outcomes for research graduate and professional students.

5. CCB should be able to improve the cross-School coordination of courses. This can achieve multiple goals: (i) expand course offerings in topics exhibiting unmet demand by students, (ii) eliminate redundant offerings that cover similar material, (iii) ensure that high demand courses are not offered the same day/time, (iv) encourage cross-listing of selected courses and creation of new sections to serve the needs of all degree programs’ students, (v) develop enrollment management mechanisms to hold spaces in courses for particular groups of students, and (vi) create additional opportunities for graduate-level courses, leveraging lectures in advanced undergraduate courses when appropriate.

6. Each of the three Schools has developed exciting international opportunities. Enhanced coordination of those opportunities and of program partnerships abroad can enhance opportunities for graduate and professional students to develop an essential global perspective in their studies.

7. Like most leading business schools, CCB needs to devote serious attention to student recruitment with particular attention to attracting a diverse student body for each degree program.

8. Enhanced communication and coordination of seminars, alumni networking events, and other opportunities across the Schools can improve opportunities for graduate and professional students in each of the degree programs.

9. A vibrant research community requires ample funding to competitively support graduate students on assistantships, fellowships, and scholarships. CCB needs to examine how best to financially support the four primary graduate fields most closely associated with CCB with regard to amount, distribution, and equity of resources necessary to attract a high-quality student body, with particular focus on doctoral programs.

The committee also recommends that the CCB leadership hold an open forum discussion before the end of spring semester 2016 to communicate the Steering Committee’s decisions and specific recommendations from the various CCB committees. Clear, frequent and interactive communication with the extended campus community around the progress being made is essential.
Overview of the committee process
The Staff Synergy Group (SSG) was comprised of 3-4 representatives from Dyson/CALS, Johnson and School of Hotel Administration as well as a member of the Employee Assembly. The schools were represented by their lead administrative officer, their human resource director and an individual who represented either the budget, student or external relations perspective.

The committee met nine times over the period of February 2016 – April 2016. The group worked well together and quickly developed the trust necessary to share information openly. Members of the group worked with others in their schools between meetings to gather information so that they were able to fully understand how administrative and support functions run and what roles staff perform. This helped the group understand what worked differently between the schools. Everyone brought their school experience to the table while trying to understand the goals of the College of Business (CCB). Dean Dutta attended most meetings and actively listened and participated in the conversations around the ideas, concerns and recommendations that were brought up.

Major Topics Addressed
The group worked through their charge in the following manner:

1) Operation, administrative and support functions were considered against a “service intensity matrix” which allowed SSG to look at the degree of customization of the service required in relation to the intensity of human interactions. This helped consideration of the function as it related to the schools and the college.

2) After reviewing the services provided in the schools the group agreed on 18 areas of operational, administrative and support work that are and will be needed going forward.

3) For each area SSG considered the level of integration needed to the College of Business (CCB). The group also considered the appropriate sequencing for next steps.
   a. How integrated does an operational, administrative or support function need to be to the College of Business (CCB)? SSG created four different models and assigned each area to one of the models.
      i. Integrated under the CCB structure
      ii. Reside primarily in the schools, coordinated across CCB
      iii. Structure will follow decisions regarding academic governance
      iv. No change recommended at this time
   b. What was an appropriate sequencing for next-step review and implementation of the recommendations? SSG recommended four timeframes. SSG did not set dates to these time frames.
      i. High priority phase 1
      ii. Phase 1
      iii. Phase 2
      iv. To be determined by the CCB leadership team
4) SSG further refined the operational, administrative, and support areas for review, discussed the next steps that remained and the risks, concerns and opportunities associated with future changes.

Qualitative Summary of the group interactions

The group began by forming ground rules for the meetings to create a safe place to discuss sensitive topics and developed a process so all voices could be heard. Most of the members of SSG will continue to work on these topics due to the nature of their jobs so the trust was developed over the ten weeks will be important as the formation of the College of Business continues.

Framing principles were developed to guide the basis of our decisions. We believe these principles are enduring and should be considered after SSG ends its work.

We created a process for reviewing vacant positions understanding that work needs to continue during this period of change. The process includes a review for certain positions by all HR and finance leaders with the final approval by Dean Dutta. This process provides an opportunity to consider open positions and think about alternative ways of getting work accomplished. It also encourages cross-school conversations.
The Undergraduate Student Synergy (USS) group of the Cornell College of Business (CCB) was comprised of a selected group of students, faculty and staff that were appointed by the Provost with several additions during the process. The membership included faculty, students and staff from the School of Hotel Administration, Dyson School, College of Agriculture and Life Sciences, and University Administration.

To address the charges assigned to the committee, The USS group had six (6) productive meetings, at which recommendations to the CCB steering committee were discussed and finalized. In addition, the committee members reached out to students and faculty of CALS, Dyson School, and the School of Hotel Administration (SHA) and compiled a list of frequently asked questions (FAQ). The committee members in collaboration with several members of the university administration confirmed answers to the FAQs and released them via http://business.cornell.edu website.

Finally, the group took the approach of making recommendations that were primarily reflective of the undergraduate student perspective, with strong faculty and staff input and support. The recommendations were divided into three broad categories: (1) curriculum and academic affairs; (2) student services; and (3) student governance. Each set of recommendations are summarized below:

**Curriculum and Academic Affairs**

The USS recommends that CCB should try to preserve or reduce current class sizes in all schools to the extent possible. We recommend a continued focus on strong cohort within schools, particularly for core classes. At the same time, CCB should explore linkages within some of the broad courses where industry context is not as important. The committee identified that the academic standards, course evaluation, and measurement tools within Dyson and SHA vary considerably and recommends setting-up a committee to ensure consistency. The committee also recommends establishing clear priorities for students for each of the two undergraduate schools for taking classes at the other school, or the Johnson graduate school.
The committee recommends that CCB explore the possibility of offering additional majors, minors, dual degree and accelerated professional masters’ degree for students. Finally, the committee recognized the need for creating long-term college-wide identity including a launch event at the appropriate timeframe.

**Student Services**

The committee unanimously endorsed strong support for student services so that faculty can focus on high level mentoring within the schools. The committee recommends that steps should be taken to ensure that faculty and professional advisors have in-depth knowledge of school specific issues and curricula while also an understanding of the overall CCB opportunities. There should be continued focus on diversity-related programming and curricular offerings and CCB should try to attract diverse array of employers to recruit on campus, including smaller and non-traditional “business” employers (e.g. non-profit, social action, etc.).

The committee recommends that we maintain school-specific connection points for students and alumni to interact with the faculty and staff in their discipline. At the same time, CCB should create discipline based career fairs (e.g. finance, hospitality, etc.) including a fair focused on the recruitment of diverse candidates. Both student and staff members of the committee also identified problems associated with the multiple technology platforms used in career services in various schools, colleges and central administration.

**Student Governance**

The committee recommends that we maintain the current structure and student organizations within respective schools. At the same time, we should also add a student governance body at the college level with direct access to the Dean of CCB with equal representation from each of the schools (e.g. SHA Student Advisory Board, Dyson Undergraduate Council). Furthermore, a master CCB calendar focused on student events relevant to the college and three schools should be created and maintained.

A final recommendation to the steering committee is create an implementation committee focused on student services and student-related issues for the CCB.