College of Business
Staff Synergy Group
Final Report

April 18, 2016

Prepared for
College of Business Steering Committee
by
Staff Synergy Group

Contents
Committee Members

Staff Synergy Group Charge and Deliverables

Response to Staff Synergy Group Charge

Charge #1

Charge #2

Charge #3

Charge #4

Appendix A

Appendix B
Committee Members

Co-chairs:
Soumitra Dutta, Dean Designate, College of Business
Mary Opperman, Vice President and Chief Human Resources Officer

Members:
**Dyson / CALS**: Tony Caudill - Director of Human Resources (CALS), Margaret H. Ferguson - Associate Dean for Finance and Administration (CALS), Gail Fink - Associate Director for Partnerships (Dyson), Beth Lucy-Speidel - Senior Associate Director for Administration (Dyson)

**Johnson**: Kathy Doxey - Human Resources Director, Amanda Shaw - Assistant Dean for Student Services, Laura Syer - Associate Dean for Administration and Finance

**School of Hotel Administration**: Tracy Cary - Director of Finance and Budget, Tim Durnford - Associate Dean of Business Affairs, Rick Kuhar - Director of Human Resources

**Employee Assembly**: Billy Kepner - Vice Chair of Communications, Employee Assembly

Resource Persons:
Betsy Shrier, Associate Vice President HR, Systems and Administration
Helene Schember, CCB Launch Preparations Manager

Staff Synergy Group Charge and Deliverables

Charge:
The CCB Steering Committee gave the Staff Synergy Group the following charge:
1) Define areas across three schools for achieving synergy of actions and plans – both in terms of efficiency and effectiveness.
2) Define processes for coordination of staff governance and management across the three schools.
3) Identify risk areas (such as staff motivation) and enumerate plans for risk mitigation.
4) Identify areas that need further work and deliberation.

We met 9 times including twice for 3 hours to address this charge and to create the following deliverables.

Deliverables:
The committee reviewed its charge and agreed upon these deliverables:
1) Current state documentation: A summary and analysis of how we are organized today by functional area;
2) Consensus on the degree of centralization vs decentralization for the provision of services to relevant stakeholders for each functional area;

3) Consensus on the sequencing of any administrative changes – which can be accomplished first and which should be sequenced after.

Response to Staff Synergy Group Charge

Charge #1: Define areas across three schools for achieving synergy of actions and plans – both in terms of efficiency and effectiveness.

The committee identified eighteen areas of operational, administrative and support work done at each school. For each function the following information was compiled:

- The organizational structure, type of work and FTE to accomplish the work was documented for each school. A complete chart was created and shared with the CCB leadership team. (Deliverable #1) (Attachment 1)

- Degree of centralization vs decentralization for the provisions of services to relevant stakeholders was discussed and the areas were divided into 4 different models. (Deliverable #2)
  - Integrated under CCB structure,
  - Resides primarily in the schools, coordinated across CCB,
  - Structure will follow decisions regarding academic governance,
  - No change recommended at this time

- The sequencing for administrative review and implementation of recommendations for the eighteen areas was discussed and each area was slotted in 1 of 4 timeframes. (Deliverable #3)
  - High Priority Phase 1
  - Phase 1
  - Phase 2
  - To be determined by the CCB leadership team

Operational, administrative and support areas are sorted by degree of centralization vs. decentralization and then by sequencing. The next steps and the risks for implementation for each functional area are documented below.

**Integrated under CCB structure**

**Timeframe: High Priority Phase 1**

**Marketing:** A strategic priority of CCB is to enhance the overall brand of the schools and the College of Business. Synchronization of the branding, marketing and communications will be critical.
<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>• Structure and organization of marketing needs to be determined.</td>
<td>• Dyson has no dedicated marketing staff, they rely on CALS.</td>
</tr>
<tr>
<td></td>
<td>• Is there capacity to help out Dyson from the other schools until the CCB structure is determined? Dyson does not have a structure to support this outside the CALS.</td>
<td>• Internal communication will be very important during the transition - transparency and open information sharing is critical.</td>
</tr>
<tr>
<td></td>
<td>• Determine brand of the college as it relates to the schools.</td>
<td>• Need to involve AA&amp;D, as well.</td>
</tr>
<tr>
<td>Finance</td>
<td>• Clarify the relationship with New York State between CALS, Dyson and CCB.</td>
<td>• CALS / Dyson are intertwined</td>
</tr>
<tr>
<td></td>
<td>• Must first determine what financial model should be setup.</td>
<td>• Underestimating the financial impacts of starting CCB.</td>
</tr>
<tr>
<td></td>
<td>• Need to determine how to “fund” CCB.</td>
<td>• The financial model will drive the culture.</td>
</tr>
<tr>
<td></td>
<td>• Review current organizational structures, implement a discovery phase to determine responsibilities that can be defined as shared or local and create an organizational structure to meet the needs of the current financial customers in the most efficient and effective way.</td>
<td>• SHA and Johnson handle processes similarly but Dyson/CALS is different so time is needed to understand and determine next steps.</td>
</tr>
<tr>
<td>Human Resources</td>
<td>• Clarify organizational structure and services.</td>
<td>• Staffing turnover, engagement, reduction in morale caused by change; resource strain due to increases in service level.</td>
</tr>
<tr>
<td></td>
<td>• Clarify HR practices for use of state funded lines.</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Next Steps / Recommendations</td>
<td>Risks</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Facilities / Space                        | • Determine how best to organize staff to manage facilities  
• Address “location” of CCB                                                                                                                                                                                                                                                                                                                                   | • There is no space in any of the buildings for growth.  
• Johnson’s Collegetown facility will add opportunity.                                                                                                                                                                                                                                   |
| IT                                        | • Determine how best to organize staff  
• Prioritize services and determine service delivery mechanisms                                                                                                                                                                                                                                                                                                    | • Web developers will be critical for the marketing effort                                                                                                                                                                                                                             |
| Executive Education and Online learning   | • Determine how best to coordinate / collaborate among school programs.  
• Talk to eCornell about eLearning and eCornell  
• Executive Education is an opportunity. Especially the Executive Education Center that will open at CornellTech next year.                                                                                                                                                                                                                               | • Need faculty buy in  
• Need the proper incentives for the faculty to stay engaged                                                                                                                                                                                                                     |
### Timeframe: Phase 2

<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Relations / Development</td>
<td>• Take advantage of international relations of CCB versus the individual schools.</td>
<td>• Need to keep faculty engaged and advancing international initiatives.</td>
</tr>
</tbody>
</table>

*Resides primarily in the schools, coordinated across College of Business*

### Timeframe: High Priority Phase 1

**Student Services:** Undergraduate admissions is staying in the Schools. Career services and recruiters are very important.

<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
</table>
| Undergraduate Student Services  
  • Career Services  
  • Admissions  
  • Registrar | • Determine structure, staffing and services of career services, student services and academic affairs.  
• Have the Student Services staff from the schools develop next step recommendations.  
• Consider peer data on structure, staffing and services. | • Look at each function of student services because the solution may not be the same for each function.  
• If the service resides in the schools it resides in CALS for Dyson. This needs to be sorted out.  
• The student experience must remain a top priority. Needs to be addressed early in the process. |
| Graduate, MBA/MPS Student Services  
  • Career services  
  • Admissions | • Have a group of the graduate student services staff / professionals look at Graduate, MBA/MPS student services - how we are doing it now, benchmark best practices and then conduct a gap analysis. | • For SHA the undergraduate and graduate student services are not separate – staff support both populations.  
• Dyson – MPS students do not have the same level of expectation for career services as the Johnson MBA students do.  
• Can’t homogenize the services for the different graduate and professional degrees. |
### Timeframe: Phase 1

<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
</table>
| General Administration-     | • Charge senior administrative leaders with clarifying service levels and staffing at schools and at college level.  
                               • Review the CAS Administrative Manager report that was done in 2008 for insight to possible structures. | • Each school has different work done in their Dean’s office and different support functions. |

### Timeframe: Phase 2

<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate relations</td>
<td>• Determine what corporate relations is - Is it for the purpose of fund raising or career services? The trend in business schools is more of an engagement model versus a fund raising model.</td>
<td>• SHA Corporate affairs is strongly tied to SHA alumni and specific industry relationships and SHA centers.</td>
</tr>
</tbody>
</table>
| AA&D                        | • Fundraising  
                               • Alumni Relations  
                               • Determine the CCB level development needs.  
                               • Seek support and guidance from AAD. | • Each school has its own alumni base and will continue to raise funds for support of the individual school, but the CCB will also be fundraising at the College level. Some alumni relations activities will be school specific and some will likely be across the three schools in a coordinated way.  
                               • Need to clarify the alumni opportunities for CCB.  
                               • Dyson is at a risk since their AAD person works at the college level and supports numerous efforts. Dyson will |
### Area  |  Next Steps / Recommendations |  Risks
--- | --- | ---
|  |  | need to have a fundraising effort dedicated to them.
|  |  | • Currently, CALS manages Dyson’s prospects, but this area will need careful planning and monitoring. Central AAD involvement is likely to be needed.
|  |  | • CALS has been investing in Dyson/AEM alumni so coordination among CCB, CALS and University AAD is essential to constructive engagement.
|  |  | • CCB will not have alumni – the alumni will be in the schools. A future state may be that the alumni are of CCB.

**Timeframe:** To be determined by the leadership team

### Area  |  Next Steps / Recommendations |  Risks
--- | --- | ---
| Centers and Institutes  | TBD | TBD

*Structure will follow decisions regarding academic governance*

**Timeframe:** To be determined by the leadership team

### Area  |  Next Steps / Recommendations |  Risks
--- | --- | ---
| Academic Planning  | TBD | • Need to clarify cross-school registration opportunities
| Faculty Support  | TBD | TBD

*No change recommended at this time*

**Timeframe:** To be determined by the leadership team
<table>
<thead>
<tr>
<th>Area</th>
<th>Next Steps / Recommendations</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel Operations</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Extension</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Research</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Charge #2: Define processes for coordination of staff governance and management across the three schools.**

- CCB Administrative Leadership team has been appointed.
  - Two associate deans were appointed to manage the administrative aspects of the College of Business.
  - SSG felt that staff in the schools need clarity regarding the ongoing leadership of the organization and encouraged Dean Dutta to announce his leadership team as soon as possible.
- Governance for filling new positions was created and agreed upon by the Staff Synergy Group. (Appendix A)
- Framing Principles have been developed that can be used to guide the work of implementation. (Appendix B)
- SSG encourages the formation of a broadly represented advisory employee group from the front line staff. Begin on a project basis and review after one year.

**Charge #3: Identify risk areas (such as staff motivation) and enumerate plans for risk mitigation.**

Risks have been noted in the chart above for each area. SSG identified overarching risks in these early days of CCB. They include:

**Risk Areas:**

**Goals / Vision:**

- Ambiguity of the goals – some staff are still unclear about the reason for creating CCB. For some staff who are in contact with students, families and alumni, it would be helpful to have a simple set of talking points to help them answer questions they receive.
- How do we see ourselves – a single college or 3 schools under an umbrella college?
- How do we build a strong college when there are three strong brands in the marketplace?

**Communication**

- Once there is a clear vision, it needs to be broadly shared and fully communicated.
• It is very important to communicate the plan and process going forward so that staff, faculty, students and alumni will understand the framework and what we are working towards.

• People will buy into an exciting vision and general framework, if given the chance, asked to participate by providing ideas and thoughts, and then follow up with regular updates. Have regular updates and two-way communication.

Culture:
• Dyson, Johnson and SHA all have unique cultures that need to be respected, understood and considered as the CCB culture is formed. A lack of appreciation for these cultures is a risk to success. Yet, there must be an integration of the cultures for there to be success. Intent is not to harm the culture of the schools while creating a culture for CCB.

• Need to be careful that there is not the appearance of one school dominance over another.

Organizational Structure:
• Clarify roles and reporting relationships and decision frameworks that clarify interaction of schools and CCB.

• There are many details yet to be known and it is important to acknowledge that through open communications and involvement of staff in the processes.

Service Levels:
• Changes in organizational structures could impact service levels.

• Turnover could impact service levels.

Timing:
• Risk of going too slow. The good people will leave and find other jobs if the transition takes too long. People may become disgruntled, frustrated and disengaged

• Focus on new opportunities rather than fear of change.

• We also need to take the time to be sure that we have our priorities straight and focus on the student experience. We are bold where we need to be bold. What we do first will be important.

New York State Impact:
• Need to understand the NYS regulations and impact on Dyson / CALS / CCB. Certain choices, especially in HR, might trigger an audit, so it’s important to proceed carefully.

Recommendations for risk mitigation:
• Develop the right relationship and structure between the CCB and CALS from the beginning (faculty, alumni, New York State).

• Identify the benefits to the individual schools - CALS, Dyson, Johnson and the Hotel School
• Building a CCB culture is very important. The culture needs to be focused on the student experience while recognizing that the decisions made in the other areas such as finance, IT, student service, etc., will impact that culture. Leadership must actively lead this effort.

• Carefully evaluate financial model considering allocated costs to operational budgets that roll up to a hybrid-type CCB budget.

• Develop and share key phrases so that everyone involved in developing CCB uses the same language to describe the opportunity.

• Communicate often, broadly and in ways that provide opportunities for meaningful feedback and collaboration.

Charge #4: Identify areas that need further work and deliberation.

Top Priorities:

• Market branding including the CCB website is critical.

• Student Services and Career Services: – undergraduate and graduate - benchmark services and do a gap analysis. Then pull together a student services synergy group that can take the information from the review and propose a recommendation.

• AAD – Engage AAD Leadership

• Ensure that CALS leadership is involved in Task Forces and ongoing activities

• High-level oversight of Task Forces and activities is recommended.

Areas that need further development:

• The structure that follow decisions regarding academic governance - Academic Planning and Faculty support.

• Hotel Operations, Cooperative Extension and Research – stay as is, however their relationship with CCB should be clarified.

Involvement strategies to use:

• Involve CALS leadership. The importance of this cannot be understated.

• Involve Central leadership in the discussion for the administrative areas

• Form staff committees for the functional areas outside of Finance, IT, HR and Facilities. Leadership has been assigned to those areas and plans are being made to bring those groups together on next steps.

• Develop an Employee Advisory Committee
Appendix A

Position Review Process Governance

Positions that need to follow the review process

• Band F and up – A supervisor or independent contributor at a high level
• Any new position at any level
• Any reclassification that either moves the position into a band F or higher or results in a compensation change over $12,000.

Positions that are excluded from the review process

• Positions funded by sponsored research
• Faculty and Academic positions
• Anything below a band F that is not a new position
  o For these jobs the posting will first be shared to Dyson, SHA and Johnson staff as an “internal CCB posting” to see if there is anyone interested in the position from one of the three schools. The HR Directors will ensure that this is done. This would exclude Union positions since only SHA have UAW positions.

The Process to review jobs to determine if they can be filled at this time.

• The sponsoring HR Director will send an email to the other two HR Directors, Mary Opperman and Betsy Shrier with the job request, and the reasoning for the position. After their review they will move it forward to the senior administrative officers for their review.
  o While it will be hard to say no to a hiring manager, we will have to delay permanent hiring as we get closer to a CCB structure so that we have the flexibility to move people around. Hopefully together we can brainstorm on temps, rotations, etc to fill the interim need.

• The sponsoring HR Director will send an email to all three senior administrative officers (Tim Durnford, Laura Syer, Beth Lucy-Speidel) with the job request, the reasoning for the position need and the feedback from the HR Directors. This will be done electronically with everyone copied in so any questions asked or comments made will be shared with everyone.
  o If there are still concerns regarding moving this position forward to be filled, Dean Dutta should be made aware so collectively people can discuss and resolve and come to an agreement of next steps.

• If approved by the HR and Administrative Officers the request and reasoning will be forwarded to Dean Dutta for review and final approval.
Appendix B

Framing Principles

**Vision** - Build a positive shared vision of a future state while recognizing the past histories and successes of the individual schools.

**Culture** – Design the administrative organization of the CCB to unify the three schools while respecting, leveraging and valuing their unique cultures while building a College of Business culture.

**Mission-driven** - The proposed administrative structure must support the vision of the University and CCB to create a “world-class center of teaching and research for business”, and be driven by a need for both strong administrative leadership and front-line service to students, faculty, staff, and alumni.

**Broad Engagement** - Staff Synergy Group members should engage staff in their units and seek feedback from staff in partner departments across the university in designing new organizational frameworks and the change process. Decisions will be more effective when we include stakeholders who are closest to these functions.

**Leadership Commitment** – Retaining current staff and offering new roles and responsibilities first to employees where staffing changes may occur in the three impacted schools is a key priority.

**Staff Commitment** – Administrative changes resulting from the creation of the College of Business create opportunities to rethink current methods of service delivery. Staff will strive to be open to changes, recognizing that through change can come new professional possibilities.

**Communication** – Invest in the development of a consistent communication strategy that utilizes multiple redundant channels to reach all affected constituencies.

**Effort** – Acknowledge that building the administrative functions associated with the CCB will take time, energy, flexibility and commitment by those involved in this process.