

Welcome!

Managers Forum

January 15, 2021

Moderator:

Kathy Burkgren

AVP, Organizational Development
and Effectiveness

Working at Cornell

PURSUE EXCELLENCE. DISCOVER SUCCESS.





Announcements

Mary Opperman

*Vice President and
Chief Human Resources Officer*

Vaccination

- Faculty and Staff Town Hall, January 22, 2-3PM
 - Topics: Spring Semester Opening and Vaccines
- Cornell COVID-19 Vaccine Eligibility Attestation Tool
 - Self-service to streamline the attestation process
 - Available at: hr.cornell.edu/vaccine



Advancing Diversity, Equity, and Inclusion at Cornell

Angela Winfield

*Associate VP for Inclusion and Workforce Diversity;
Department of Inclusion and Workforce Diversity*

Presidential Advisor for Diversity and Equity

Advancing Diversity, Equity and Inclusion at Cornell

Program Description

- Six-course certificate program focused on evolving a culture of diversity, equity, and belonging
- Delivered online and consists of short, 2-4 minute videos
- Required course will be followed by optional community conversations

Advancing Diversity, Equity and Inclusion at Cornell

Courses

CU101: Cultivating Cornell's Inclusive Working Environment

CU102: Developing a Culture of Belonging and Respect

CU103: Understanding ourselves & Our Ability to Create Change

CU104: Engaging with Different Perspectives

CU105: Speaking up and Responding

CU106: Wrap-up of Content

Advancing Diversity, Equity and Inclusion at Cornell

Logistics

- Required for all benefits eligible staff
- Courses will be released once per month
 - Course 1 – September 2020
 - Course 2 – October 2020
 - Course 3 – November 2020
 - Course 4 – January 2021
 - Course 5 – February 2021
 - Course 6 – March 2021
- Staff members will have one year to complete all 6 courses



Update on Functional Reviews

Paul Streeter

VP for Budget and Planning

Simon Allen

AVP of Asset Management

Why?

- Current structure is not sustainable.
- Cannot continue to raise tuition to pay for growing administrative overhead.
- Need to break from past history – retrenchment and then re-growth.
- Opportunity to restructure is now with strong financial pressure and many open positions.

Objectives

- Achieve long-term sustainable improvements in common support operations.
- Develop consistent service expectations and quality standards.
- Create opportunities for advancement and talent retention.
- Realize sustainable financial savings enabling resources to be redeployed to priority needs.

Functional Areas Under Review

Alumni Affairs & Development

Communications

Facility Services

Financial Transactions

Human Resource Services

Information Technology

*Note: Review of Enrollment Management and Career Services
paused and deferred until next year.*

Key Tenets and Principles

- All actions should make operations better and should be evaluated and revised as necessary to achieve this outcome.
- Responsibility resides closest to those accountable for outcomes.
- Align authority and responsibility in key roles.
- Allocate resources to established priorities.
- Engage with stakeholders for whom service delivery is essential.
- Leaders of functional areas must effectively oversee entire functions in a matrixed collaborative organization and will be accountable for delivery of quality services.

Phasing Strategy for Review Process

- Pace and duration through phased development and implementation will vary by function.
- Capacity and readiness for change varies by function so progress forward among the functions will be sequenced.
- Begin with operational activities that are not core to college/unit functions.

Goal is long-term sustainable improvement. This will take time and the effort will continue beyond this year.

Phases of Review Process

	Status
• Define scope of activities and measure current expenditure level	Done - May 2020
• Develop initial vision, key opportunities and issues, and preliminary potential savings estimate	Done - July 2020
• Refine vision and strategy	Varies: Sept - Jan
• Develop implementation plan	Varies by Function
• Execute Implementation Plan	Only AAD Started
• Ongoing monitoring and assessment	Future



New York Paid Sick Leave

Laurie Johnston

*Senior Director of Workforce Policy
and Labor Relations*

Workforce Policy and Labor Relations

New York Paid Sick Leave Law

- New law, effective January 1, 2021
- Requires all NY private employers to provide paid sick leave to all individuals performing services who receive a W-2
- Cornell has addressed its obligations under this new law by:
 - Amending Health and Personal Leave (HAP) for those employees currently eligible
 - Amending Academic Leaves policy
 - Creating a new policy for New York Paid Sick Leave for those groups now eligible for this benefit

Cornell's NYPSL Policies:

Employees	Policy	Cornell Policy v. NYPSL	Next Steps
Staff: Regular Full-time Employees and Benefits Eligible Part-time Employees	Health and Personal Leave ("HAP")	Meets NYPSL standards for accrual, carryover, reasons for use	Add sections on use for domestic violence, etc. Retaliation Prohibition Issued on 12/21/20: --- https://www.dfa.cornell.edu/sites/default/files/vol6_9-hpl.pdf
Academics: Full-time regular and part-time benefits eligible	Policy 6.2.1	Meets NYPSL standards for full-time and part-time benefits eligible; it does not meet the requirements for the endowed academic population or the contract college non-benefits eligible population	Policy 6.2.1 amended to incorporate new New York Sick Leave Policy Issued on 12/21/20: https://www.dfa.cornell.edu/policy/policies/leaves-professors-and-academic-staff
Categories not covered by Cornell; covered by NYPSL	[NEW] Cornell Policy: New York Paid Sick Leave	N/A	Issued on 12/21/20; Part of Policy 6.9 Time Away from Work: --- https://www.dfa.cornell.edu/sites/default/files/policy/vol6_9-sickleave-nys.pdf

Provisions of NY Paid Sick Leave Policy

Eligibility for New groups at Cornell who receive a W-2

- Temporary (no benefits) and casual employees;
- Endowed academics;
- Non-benefits-eligible contract college academics;
- Graduate students on assistantships, resident advisors and
- Students holding hourly appointments.

Accrual Rate of Paid Sick Leave:

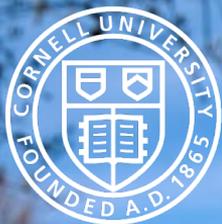
- Nonexempt (BW) employees will accrue at a rate of 1 hour earned per every 30 hours worked
- Exempt (SM) employees will accrue 0.2917 days per pay period
- Balance as of 1/1/21 based on hours worked since September 30, 2020

Use/ Cap/ Carryover:

- Usage begins January 1, 2021
- Employees will be able to use paid sick leave in a similar manner to HAP, which includes creating and approving requests for time off through Workday
- Total use of sick leave at 56 hours each calendar year
- Unused Paid Sick Leave to carry over to the following calendar year

Paid Sick Leave can be used for:

- Personal mental or physical illness or family members
- Diagnosis, care, or treatment of personal mental or physical illness or family member
- Absences related to domestic violence, family offenses, sexual offenses, stalking, and human trafficking



Spring 2021 Training Offerings



Leadership@Cornell

- 7-module curriculum
- Courses are 1.5 – 2 hours each
- All modules must be completed to receive a completion status and/or certificate for this course track

Being a Conscious Leader

Emotional Intelligence

Unleashing the Power of Your Team

Creating and Maintaining a Highly Functional Team

Seeing Around Corners

Navigating Your Work/Life Journey

Coaching for Performance

Spring Tracks

Leading in these Times

Course 1: The Changing Landscape of Work

Course 2: Building Connections

Course 3: Recognizing, Developing and Moving Talent at Cornell

Building Trust

Course 1: Establishing and Maintaining Trust in Work-Groups

Course 2: The Value of Trust for Creating and Maintaining Belonging

Communications

Course 1: Managing and Facilitating Meetings

Course 2: Effective Listening

Course 3: Giving and Receiving Effective Feedback

Course 4: Difficult Conversations

Emotional Intelligence

Course 1: Intro to Emotional Intelligence

Course 2: Self-Perception – Self-Regard, Self-Actualization

Course 3: Self-Expression – Emotional Expression, Assertiveness, Independence

Course 4: Interpersonal – Interpersonal Relationships, Empathy, Social Responsibility

Course 5: Decision-Making – Problem Solving, Reality Test, Impulse Control

Course 6: Stress Management – Flexibility, Stress Tolerance, Optimism

Course 7: Pulling it all Together

Spring Tracks

Employee Engagement

January 20, 9:30 -11:00

Tips for Effective Facilitation

March 31 – April 1, 9:00 – 11:00 each day

Leader as Coach

March 29 – April 1, 8:30 – 12:00 each day

Project Management & Implementation TBA

Supervisor Development Program

- Certificate program designed for supervisors, those aspiring to be supervisors, or anyone interested in learning more about supervision
- Combines Supervising@Cornell on-line content with previous content from Supervisor Development Certificate Program (SDCP) and New Supervisor Orientation Certificate Program (NSOCP)
- Provides participants with the proven fundamental skills necessary to become effective and successful supervisors

Segment 1: Key Expectations of Supervisors at Cornell

Segment 2: Legal and Policy Aspects of Supervision

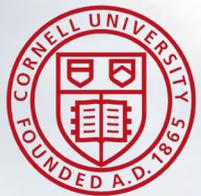
Segment 3: Problem Solving and Decision Making

Segment 4: Inclusive Leadership: Developing Intercultural Awareness for Effective Team Building

Segment 5: Talent Acquisition

Segment 6: Managing for Retention and Development

Segment 7: Supporting Employee Wellbeing and Career Development



Performance@Cornell

Performance@Cornell



One annual review per fiscal year with optional check-ins for on-going feedback



Recognizing staff performance and contributions throughout the year



Dialogue focused on performance, behaviors, growth and development

Performance Check-in Job Aid



Goals and Results

Discuss and establish coming year's goals and/or responsibilities and any needed support

Discuss on-the-job successes or achievements during the past year

Share any responsibilities and areas for improvement and needed support to achieve them



Belonging

Discuss contributions to creating a welcoming and inclusive environment where others feel heard, empowered, and like they belong

Share actions that have contributed positively toward creating a more open and inclusive environment (increased diversity, decreased inequity, broadened communication across different identities or backgrounds)



Behaviors and Skills

Share how communication, connecting with others, and productivity is working

Check-in on demonstration of the Skills for Success and/or Leadership Skills for Success



Development and Growth

Share personal and professional interests/goals and any support needed to achieve them

Talk about career aspirations

Questions on the Performance Dialogue

Goals and Results



What goals and/or responsibilities have gone well this year?

What goals and/or responsibilities are areas for improvement and what support is needed?

Behaviors and Skills



What behaviors and skills contribute to success?

What behaviors and skills are areas for development and what support is needed?

(See Skills for Success/Leadership Skills for Success)

Belonging



What contributions have you made to create a welcoming and inclusive environment where others feel heard, empowered, and like they belong?

Development and Growth



What are personal and professional interests/goals and what support is needed to achieve them?

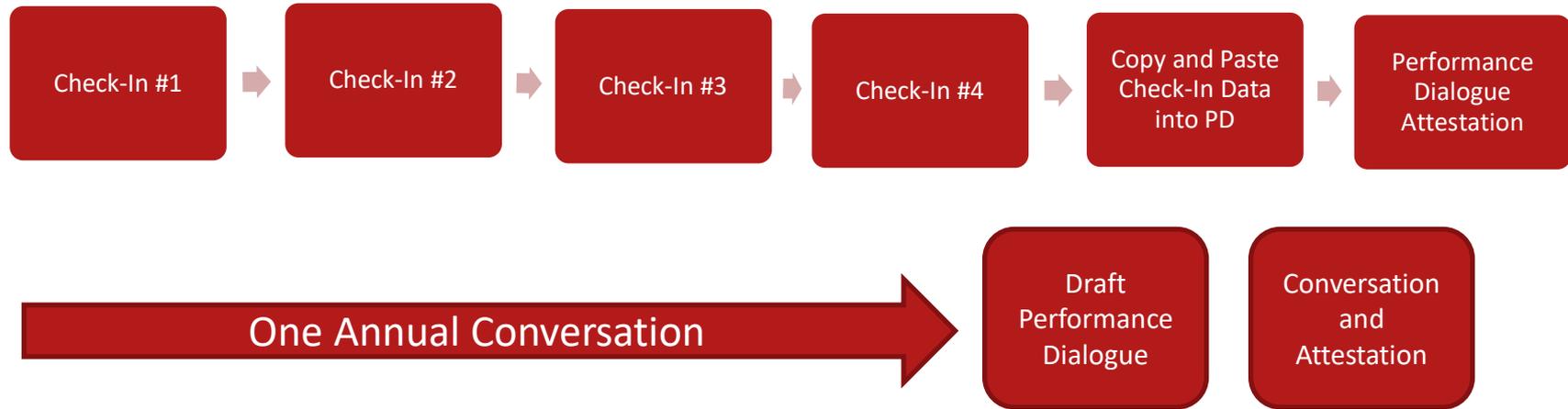
Timing of Annual Performance Review

Timing of Review	Performance Cycle End
December – February	
January – March	June 30
August – October	

Final performance conversation to occur in
March/early April for reviews done prior to January

Annual performance review attestation must be
completed as of June 30

Performance@Cornell Cycle



Check-In's can be captured in Workday or a method that works for manager and employee (i.e. One Note)

Managers who utilize Check-In's can use notes from those conversations in lieu of formal Performance Dialogue

Note: WD allows individuals to use the Check-In feature with colleagues outside of their direct reporting relationships (i.e. Gigs, project teams where supervisor isn't involved, cross unit collaborations etc.)

Workday Check-in

My Check-Ins



Worker [Tanya Grove](#)

[Check-Ins](#) [Topics](#)

Create Check-In

Archive Check-Ins

3 items



Check-In	Participant	Topics	Action
10/30/2020	Kathryn L. Burkgren	Training	Edit
10/28/2020	Harland Harris	Behavior and Skills (free-form not configured)	Edit
10/27/2020	Melinda S. Sweazey	Goals and Results (free-form text)	Edit

Workday Check-in

Manage Topics

⊕ Add View

Training 

Changes to this topic apply across all Check-Ins.

Select Existing Topic

Topic Name * Training

Notes

Shared Notes

Format **B** *I* U **A**

New program dates
curriculum

Update 11/15

Happy TGIF!

My Notes

Format **B** *I* U **A**

ADEI
Test

Associated Check-Ins 10/30/2020

▼ **Attachments**

Drop files here

Save

Performance Ratings



Ratings Optional



Use of Ratings/No Ratings
Consistent across College/Unit



Ratings Scale
Successful
Currently Not Successful

Performance Ratings Definitions

Successful Performance

- Demonstrates the Skills for Success/Leadership Skills for Success
- Contributes to a welcoming and inclusive environment where colleagues feel heard, empowered, and have a sense of belonging
- Demonstrates people skills with strong engagement and contributions to the team
- Performs all aspects of the job function, responsibility or goal
- Recognizes, participates in, and adjusts to changing situations and work assignments
- Achieves results in changing environments
- May contribute beyond scope of job and team
- May exceed requirements by achieving results in complex, unordinary circumstances
- May exceed requirements or may require improvement in one or two areas

Currently Not Successful*

- Does not successfully demonstrate the Skills for Success/Leadership Skills for Success
- Poor relationship management; may impede the work of others and the unit
- Performs below established job requirements
- Resists opportunities and challenges and fails to show initiative to make changes

Training Needs



Calibrating performance across the college/unit



Setting goals/responsibilities and expectations



Belonging – Creating a welcome and inclusive environment



Writing a bias-free performance review with and without ratings



Delivering Performance@Cornell – two-way conversation



Thank You

for all you're doing to
help us through these
challenging times.