Welcome!

Managers Forum
January 15, 2021

Moderator:
Kathy Burkgren
AVP, Organizational Development and Effectiveness
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
Facility Services
Human Resource Services
Communications
Financial Transactions
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

• Define scope of activities and measure current expenditure level
• Develop initial vision, key opportunities and issues, and preliminary potential savings estimate
• Refine vision and strategy
• Develop implementation plan
• Execute Implementation Plan
• Ongoing monitoring and assessment

<table>
<thead>
<tr>
<th>Status</th>
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<tbody>
<tr>
<td>Done - May 2020</td>
</tr>
<tr>
<td>Done - July 2020</td>
</tr>
<tr>
<td>Varies: Sept - Jan</td>
</tr>
<tr>
<td>Varies by Function</td>
</tr>
<tr>
<td>Only AAD Started</td>
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<tr>
<td>Future</td>
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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:**

<table>
<thead>
<tr>
<th>Employees</th>
<th>Policy</th>
<th>Cornell Policy v. NYPSL</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff: Regular Full-time Employees and Benefits Eligible Part-time Employees</td>
<td>Health and Personal Leave (&quot;HAP&quot;)</td>
<td>Meets NYPSL standards for accrual, carryover, reasons for use</td>
<td>Add sections on use for domestic violence, etc. Retaliation Prohibition</td>
</tr>
<tr>
<td>Academics: Full-time regular and part-time benefits eligible</td>
<td>Policy 6.2.1</td>
<td>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</td>
<td>Policy 6.2.1 amended to incorporate new New York Sick Leave Policy</td>
</tr>
<tr>
<td>Categories not covered by Cornell; covered by NYPSL</td>
<td>[NEW] Cornell Policy: New York Paid Sick Leave</td>
<td>N/A</td>
<td>Issued on 12/21/20; Part of Policy 6.9 Time Away from Work:</td>
</tr>
</tbody>
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[https://www.dfa.cornell.edu/sites/default/files/vol6_9-hpl.pdf](https://www.dfa.cornell.edu/sites/default/files/vol6_9-hpl.pdf)

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[https://www.dfa.cornell.edu/policy/policies/leaves-professors-and-academic-staff](https://www.dfa.cornell.edu/policy/policies/leaves-professors-and-academic-staff)

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**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 are 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

Tools: Skills for Success, Leadership Skills for Success, Talent Profile, Goal alignment, Training
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

<table>
<thead>
<tr>
<th>Timing of Review</th>
<th>Performance Cycle End</th>
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</thead>
<tbody>
<tr>
<td>December – February</td>
<td></td>
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<tr>
<td>January – March</td>
<td>June 30</td>
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<tr>
<td>August – October</td>
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</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>Worker</th>
<th>Tanya Grove</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Check-In</th>
<th>Participant</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30/2020</td>
<td>Kathryn L. Burkgein</td>
<td>Training</td>
</tr>
<tr>
<td>10/28/2020</td>
<td>Harland Harris</td>
<td>Behavior and Skills (free-form not configured)</td>
</tr>
<tr>
<td>10/27/2020</td>
<td>Melinda S. Svezay</td>
<td>Goals and Results (free-form text)</td>
</tr>
</tbody>
</table>

### Actions
- Create Check-In
- Archive Check-Ins
Workday Check-in

Manage Topics

Select Existing Topic: Training

Topic Name: Training

Notes

Shared Notes:
- New program dates
- curriculum
- Update 11/15
- Happy TGIF!

My Notes:
- ADEI
- Test

Associated Check-ins: 10/30/2020

Attachments
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.