

Student and Academic Services

Planning for Excellence and Reduced Resources

June 14, 2009

Overview

The Vice President will create a Comprehensive Student and Academic Services Division Task Force (charge to follow) that will recommend how the Division should be realigned to maintain and enhance focused excellence in delivery of student services, programs and support in the context of a possible 15% - 18 % budget reduction. In addition to the identified goals and priority areas previously defined in on-going SAS strategic sessions and clarified in the SAS Goals and Budget Principles (attachments), the Task Force should further identify areas that are critically important and suggest structural changes in areas viewed as less critical or with similar/redundant services.

In addition to the Student and Academic Services Division Comprehensive Task Force, the Vice President will create four specific Program Area Task Forces (charges to follow) building on significant previous work in each program area. These Program Area Task Forces will have representation from the colleges as well as from the Division of Student and Academic Services. Areas of focus are as follows:

- ❖ The First Year Experience
- ❖ Student Health and Welfare
- ❖ Career Services
- ❖ Registrar

It is expected that Bain & Company consulting firm will assist in the student services area, mainly in the cross-college areas of Career Services and Registrar.

CHARGE

Student and Academic Services Division Comprehensive Task Force

While informed by the need to substantially reduce budget, the task force should begin by developing a compelling vision of how the Division should best be configured to deliver optimal services, programs and support to students in a reduced resource environment.

Recommendations should flow from this vision. This initiative provides a unique opportunity to identify an array of changes that are worth implementing regardless of their immediate budgetary impact.

The Task Force should consult with relevant constituencies. At the same time the process must be structured so that it is expeditious and efficient. Some recommendations, no doubt, will be unpopular, but it is crucial that potential – or actual – opposition not deter the Task Force from making the right decisions. The work of the four specific program area Task Forces will also need to be considered and incorporated in the work of the overall comprehensive divisional task force.

The following issues are to be addressed by the Task Force:

- *Vision and Goals:* What are the mission, vision, and goals of the Division? Recognizing that the priorities have been developed over time, does the current set of activities and investments within all the divisional units fully support the aspirations of the division? Since all the components are likely to present themselves as core activities, the Task Force will need to probe self-perceptions and assume that some activities are more essential than others. Agreed upon university and divisional priorities should help guide the discussion.
- *Structure:* Does the Division have the optimal organizational structure? Might some programs or departments be merged internally within certain units of the division, or with other divisional units to create focused excellence, enhance strength, or realize efficiencies? Should broader reconfigurations be explored, in partnership with the Vice Provost for Undergraduate Education, the Graduate School, or colleges or schools?
- *Closings:* What programs should be reduced or closed, thereby freeing up resources to be redeployed by the division? Should some programs be removed or consolidated and others strengthened?
- *Deployment of staffing resources:* Given the projected reductions in staff, how should existing divisional resources best be deployed to meet priority program needs?
- *Administrative functions:* Are the unit's/division's support functions correctly conceived and structured to best support the divisional mission? What modifications to the

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program infrastructure would best preserve or enhance the most important aspects of what we do, while letting go of the less important? Which administrative functions might be better done centrally? Or given the size of SAS, what administrative functions might SAS provide for other units outside the division? Or what administrative functions might be shared with other units?

- *Broader changes:* What changes at the university level, or in other units, are important in supporting the division's effort at strategic realignment?
- *Student Engagement:* How well do outreach and co-curricular programs reflect a contemporary understanding of the University's land grant mission? In particular, are such activities closely aligned with and supportive of the University's research and educational missions?
- *Implementation:* After determining the changes that will strengthen and focus the division, while achieving the necessary budget savings, each Task Force should address how the recommendations will be implemented, what difficulties might arise, and what resources and support from within the division and from the university will be needed in order to succeed.

An initial report is due by July 15, 2009. The final report is due by September 15, 2009.

CHARGE

STUDENT AND ACADEMIC SERVICES: First Year Experience (undergraduates)

Cornell University must address a \$215 M operating budget deficit on the Ithaca campus. This will require a substantial correction—between 15 and 18 percent of the unrestricted budget, with larger corrections likely among administrative units (see www.cornell.edu/budget) for more on the budget challenge and responses).

Solving this budget challenge will require unprecedented coordination across campus constituencies, and a process that imbues budget reduction and revenue enhancement strategies with credibility. Major decisions will need to be made well before the end of the Fall 2009 semester, so that changes can be implemented beginning in fiscal year 2011.

Given the magnitude of the challenge, and the breadth of the first year experience across the Ithaca campus, the Vice President is charging the first year experience planning task force to continue its work and fully develop certain recommendations from its preliminary January 2009 report. Further efforts are to focus on opportunities for cost savings and revenue enhancements. The recommendations of this task force will be considered alongside recommendations from the Student and Academic Services Comprehensive Task Force (see attached charge).

The First Year Experience task force should focus on the following requests and questions:

1. Given earlier recommendations that a more centralized approach to the First Year Experience would work for Cornell, develop the overall program that could be delivered for the First Year Experience. It is understood that there is no one right solution to this question, so it is requested that the FYE Task Force discuss all potential variations to the recommended model put forth.
2. What are the gaps that emerge when the more centralized program model is contrasted to the current decentralized program model? In which areas must Cornell offer first year programming if it is to continue to be an elite undergraduate institution?
3. What are Cornell's most valued first year experience program offerings? Which are new programs making significant progress? Which programs are at risk of significant declines in student experiences and hoped for outcomes?
4. In which first year experience areas should Cornell focus new investments and minimize budget reductions? How will the transfer population be served effectively?

5. What changes in the postponement of Greek Rush can be implemented? Can it be later in the spring of the first year or can it be postponed until the sophomore year? What are the cost savings associated with these programmatic changes?
6. Are there departments/units that should be merged? Are there programs, or departments that should be closed? Should reporting lines or alignment of departments within the division be changed? What would the costs and benefits of these changes be? What roles should faculty, administrators, students, and alumni play in identifying and implementing mergers and closings?
7. What other opportunities exist for budget reductions and revenue enhancements in the first year experience that will not cause a student to lack the necessary support to be successful in the academic mission of the university.

Throughout, consideration should be given to how planning decisions will be implemented, what difficulties might arise, and what resources and support will be necessary to achieve change.

It will be critical that the task force structure its work in a way that allows for input from, consultation with, or participation by, all relevant constituencies. This need for transparency must be balanced against the need to be expeditious, efficient, and capable of making hard decisions. It is inevitable that some recommendations will be unpopular with some constituencies, but if Cornell is to enhance its cross divisional effectiveness and preserve the first year student experience, this task force cannot allow a desire to avoid conflict deter it from making bold recommendations.

An initial report is due by June 15, 2009. The final report is due by September 1, 2009.

CHARGE

STUDENT AND ACADEMIC SERVICES: Student Health and Welfare

Cornell University must address a \$215 M operating budget deficit on the Ithaca campus. This will require a substantial correction—between 15 and 18 percent of the unrestricted budget, with larger corrections likely among administrative units (see www.cornell.edu/budget) for more on the budget challenge and responses).

Solving this budget challenge will require unprecedented coordination across campus constituencies, and a process that imbues budget reduction and revenue enhancement strategies with credibility. Major decisions will need to be made well before the end of the Fall 2009 semester, so that changes can be implemented beginning in fiscal year 2011.

Given the magnitude of the challenge, and the importance of student health and welfare to student success, the Vice President is charging the Student Health and Welfare Task Force to continue its efforts and to make recommendations about student health and welfare priorities, and opportunities for cost savings and revenue enhancements. The recommendations of this task force will be considered alongside recommendations from Student and Academic Services Comprehensive Task Force (see attached charge).

The task force should focus on the following questions:

1. What are the vision and priorities of the division/university in relation to student health and welfare? What are Cornell's most critical health and student welfare programs/initiatives/services? Recognizing that the priorities shift over time, does the current set of activities and investments optimally support the health and welfare priorities of the division? Since all the components are likely to present themselves as core activities, each Task Force will need to probe self-perceptions and assume that some activities are more essential than others.
2. Which health and welfare programs are of a mandatory nature from a legal compliance standpoint?
3. In which student health and welfare areas should Cornell focus new investments and minimize budget reductions?
4. Are there potential changes to the organizational structure of the division that would better enable it to address student health and welfare priorities? If yes, what options exist? What would be the advantages and disadvantages of these options? Are there departments or units that contribute to health and welfare priorities that should be

merged? Are there programs, or departments that should be closed? What would the costs and benefits of these changes be?

5. Should broader reconfigurations related to student health and welfare be explored in partnership with the colleges and schools (including the Graduate School), Provost, or other divisions?
6. What other opportunities exist for budget reductions and revenue enhancements in the student health and welfare areas that will not cause undue harm to the student experience in achieving academic success and personal health?

Throughout, consideration should be given to how planning decisions will be implemented, what difficulties might arise, and what resources and support will be necessary to achieve change.

It will be critical that the task force structure its work in a way that allows for input from, consultation with, or participation by, relevant constituencies. This need for transparency must be balanced against the need to be expeditious, efficient, and capable of making hard decisions. It is inevitable that some recommendations will be unpopular with some constituencies, but if Cornell is to enhance its prominence in the social sciences, this task force cannot allow a desire to avoid conflict deter it from making bold recommendations.

An initial report is due by June 15, 2009. The final report is due by September 1, 2009.

PLANNING TASK FORCE CHARGE

STUDENT AND ACADEMIC SERVICES: Career Services (including all Career Services offices within the university)

Cornell University must address a \$215 M operating budget deficit on the Ithaca campus. This will require a substantial correction—between 15 and 18 percent of the unrestricted budget, with larger corrections likely among administrative units. (See www.cornell.edu/budget for more on the budget challenge and responses.)

Solving this budget challenge will require unprecedented coordination across campus constituencies, and a process that imbues budget reduction and revenue-enhancement strategies with credibility. Major decisions will need to be made well before the end of the Fall 2009 semester, so that changes can be implemented beginning in fiscal year 2011.

Given the magnitude of the challenge and the breadth of Career Services across the Ithaca campus, the Deans and the Vice President of Student and Academic Services are establishing a career services planning task force to make recommendations about career services priorities, and opportunities for cost savings and revenue enhancements. The recommendations of this task force will be considered alongside recommendations from college-based task forces and the Student and Academic Services Division Comprehensive Task Force. (See attached charge.)

In the scope of this task force is the range of programs and services including career exploration, advanced study consideration and application, internship and on-campus recruiting for undergraduate, graduate and professional schools. Discussion about services for alumni are not presently in scope but if deemed critical, could be outlined as new areas for investment. Attention needs to be given, however, to how our structure and programs optimally serve the recruiters and prospective employers of our students.

The Career Services Planning Task Force should leverage the efforts of the significant work in progress and recommendations stemming from the Career Services Work Force Planning efforts. Further efforts are to focus on opportunities for cost savings and revenue enhancements.

The Career Services planning task force should focus on the following questions:

1. Catalogue all that is spent across the institution in all areas of career services. Define appropriate metrics to compare investments across the various units, including funding, staffing and time spent.

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2. In which areas must Cornell offer career services if it is to continue to be an elite institution? Responses should focus on program offerings, not on whether program is offered centrally or within a college or school.
3. Define different models for delivering, effectively and efficiently, career services to our students. Those models are to include a centralized model, decentralized model, perhaps a regional model (combining some but not all units together).
4. Outline the effective aspects of each of these model. Define the gaps or weaknesses that emerge when comparing one model to another.
5. What are Cornell's most valued career program offerings? Which are new programs that are making significant progress? Which programs are at risk of significant declines in student experiences and hoped for outcomes?
6. In which career services areas should Cornell focus new investments and minimize budget reductions?
7. Are there programs or offerings that should be merged? Are there programs that should be dropped? What would the costs and benefits of these changes be?
8. Identify other units outside Career Services whose activities may duplicate or relate closely to those of CCS. How could duplications be eliminated, and what efficiencies could be gained by doing so?
9. What other opportunities exist for budget reductions and revenue enhancements in career services that will assure that students have access to the necessary support to be successful in the academic mission of the university?

Throughout, consideration should be given to how planning decisions will be implemented, what difficulties might arise, and what resources and support will be necessary to achieve change.

It will be critical for the task force to structure its work in a way that allows for input from, consultation with, or participation by all relevant constituencies. This need for transparency must be balanced against the need to be expeditious, efficient, and capable of making hard decisions. It is inevitable that some recommendations will be unpopular with some constituencies, but if Cornell is to enhance its cross-university effectiveness and preserve valued services, this task force cannot allow a desire to avoid conflict deter it from making bold recommendations.

An initial report is due by July 15, 2009. The final report is due by September 1, 2009.

CHARGE

STUDENT AND ACADEMIC SERVICES: Office of the University Registrar and All Colleges and Schools Registrar Offices

Cornell University must address a \$215 M operating budget deficit on the Ithaca campus. This will require a substantial correction—between 15 and 18 percent of the unrestricted budget, with larger corrections likely among administrative units (see www.cornell.edu/budget) for more on the budget challenge and responses).

Solving this budget challenge will require unprecedented coordination across campus constituencies, and a process that imbues budget reduction and revenue enhancement strategies with credibility. Major decisions will need to be made well before the end of the Fall 2009 semester, so that changes can be implemented beginning in fiscal year 2011.

Given the magnitude of the challenge, and the breadth of Registrar activities across the Ithaca campus the Deans and the Vice President of Student and Academic Services are establishing a registrar's planning task force to make recommendations about registrars' priorities, and opportunities for cost savings and revenue enhancements. The recommendations of this task force will be considered alongside recommendations from college-based task forces and the Student and Academic Services Division Comprehensive Task Force (see attached charge).

The Registrars Planning Task Force should leverage the efforts of the collaborative work efforts of the implementation of the Student Information System. Further efforts are to focus on opportunities for cost savings and revenue enhancements. The recommendations of this task force will be considered alongside recommendations from the college and schools task forces (see attached charge) and Student and Academic Services Division Comprehensive Task Force (see attached charge).

The Registrars planning task force should focus on the following questions:

1. What are the primary role(s) and responsibilities of the Office of the University Registrar, and what are the primary role(s) and responsibilities of the respective Colleges/Schools registrar offices?
2. Given the functionality of the new PeopleSoft Student Information System, what registrar functions can be better supported in the colleges/schools and what functions can be better supported in the Office of the University Registrar?
3. As several colleges/schools have already created an integrated approach towards strengthening their advising function, what can we ascertain to be further enhancements now that the student information system has been in use?

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4. Assuming the Graduate School and Continuing Education and Summer Sessions serve “central” administrative functions, clarify the role/responsibilities of each vis a vis the colleges/fields of study. What might be the role and relationship between each with the Office of the University Registrar?
5. What are the gaps that may emerge with a consolidated model when it is contrasted to the existing model where functions are distributed not just to the college but departments, in some cases?
6. Where should Cornell focus new investments and minimize budget reductions in registrar related areas?
7. What other opportunities exist for budget reductions and revenue enhancements in registrars’ offices that will not impair necessary functionality for faculty, students, and staff? Consider the total cost for both aspects of cost reduction and revenue enhancement when proposing opportunities.
8. Identify an organizational model that might optimize support of the registrar function in light of the above-mentioned changes and the introduction of new information system. Consider centralized services/functions, regionalized services/function (e.g., combinations of a couple/several units) and decentralized services/functions.

Throughout, consideration should be given to how planning decisions will be implemented, what difficulties might arise, and what resources and support will be necessary to achieve change.

It will be critical for the task force to structure its work in a way that allows for input from, consultation with, or participation by all relevant constituencies. This need for transparency must be balanced against the need to be expeditious, efficient, and capable of making hard decisions. It is inevitable that some recommendations will be unpopular with some constituencies, but if Cornell is to enhance its cross-university effectiveness and preserve valued services, this task force cannot allow a desire to avoid conflict deter it from making bold recommendations.

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