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.