

**GENESEO**

THE STATE UNIVERSITY OF NEW YORK

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Category: Human Resources  
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## Staff Succession Planning

### I. Profile

Succession planning is an effort designed to ensure the continued effective performance of the College by making provisions for the development and replacement of key positions and work activities over time (Rothwell, 1994). The United States Workforce demographics identify a critical need for organizations to develop and monitor on-going succession planning processes. Within the next few years, approximately 49 percent of the United States Workforce will be eligible for retirement. Many companies and government agencies are facing a workforce with 30 to 40 percent of its employees eligible for retirement (Madison, HR Now, Fall 2006) and the University currently has nearly 50 percent of its faculty eligible for retirement.

### II. Policy

- A. Succession planning is an on-going responsibility of any organization. Ultimate accountability for implementation and evaluation of the plan resides with divisional vice presidents. The plan provides a systematic process that identifies internal capabilities, gaps in organizational core competencies, and strategies for meeting future staffing needs.
- B. It is the College's policy that a succession plan will exist for each department within the College for positions in non-teaching professional titles and positions in the classified staff. Workforce and succession planning is a component of the strategic planning process and must incorporate and balance elements consistent with the College's Affirmative Action Plan, Staffing Plan process, and resource allocation strategies. The succession planning process will indicate vulnerability projections for critical positions and for positions that require a highly specialized level of technical knowledge and skill. The goal of the plan is to develop individuals in the organization in competencies and skills necessary to meet the future needs of the organization. Professional Development Plans will be created to help guide individuals to advance to higher levels of responsibility.
- C. Individuals appointed to professional positions are expected continually to add value to the organization by preparing to assume increased responsibilities in scope and complexity. It is the College's commitment to help foster an employee's development for leadership roles. It is therefore critical that employees have individual professional development plans that focus on developing skills and knowledge areas required for

future leadership positions. Retention of employees for permanent appointment should consider their aptitude for and demonstration of continued growth, leadership capability, and professional ability.

- D. Succession plans do not entitle positions, promotions, or transfers to employees. Employees will need to compete for vacant positions participating in the recruitment process as outlined in the College Policies and Procedures and the Affirmative Action Plan. Selection and retention of staff needs to consider strongly growth potential, leadership ability, and mastery of specialization.

### **III. Procedure**

- A. It is the responsibility of each divisional vice president to ensure that each department within his/her span of control develops, implements, and maintains a succession plan.
- B. Department heads are responsible for the development, implementation, review, and evaluation of succession plans in his/her area on an annual basis.
- C. Human Resources will provide on-going training for department heads in developing and implementing succession plans, conducting training needs assessment, and providing opportunities for training and professional development.
- D. Job descriptions and performance programs, which include a documented professional development plan, must be reviewed and updated annually for each position within a department.
- E. Department heads are responsible for making recommendations for term renewals and permanent appointment based on an employee's ability to assume responsibilities with a significant increase in scope and complexity, including but not limited to, a high potential toward future leadership roles within the College.
- F. Department heads and supervisors are responsible for providing on-going performance related feedback, establishing professional development plans (where appropriate), and documenting a written, formal performance evaluation for each employee that has a formal reporting relationship. This process is consistent for the overall Performance Management Program at SUNY Geneseo.
- G. Department heads are responsible for meeting with all employees separating service from the College to ascertain the status of critical projects, to identify, locate, and transfer applicable material and files pertaining to open projects. In addition, a plan must be developed for cross-training and project reallocation with those staff members who will be assigned transfer of projects.