The committee reviewed its charge and agreed on a variety of protocols and recommendations; other issues and potential recommendations are under continuing discussion.

We have agreed that we each serve as delegates from our respective Schools and Graduate Fields (the co-Chairs and Helene Schember excepted) but equally need to function in the interests of the University and CCB more broadly. As such, we need to be judicious in sharing information about internal committee deliberations with others but need to maintain open channels of communications with the faculty, students, staff and alumni in the three Schools.

We agreed on a set of operational principles for the committee:

- **Aspirational**: Build an integrated faculty that builds on the existing strengths of the three Schools. Tap economies of scale and scope to advance the academic reputation of Cornell’s business programs to the highest ranks globally, consistent with the CCB brand.
- **Preserve uniqueness**: Maintain each School’s distinctive and unique programs that motivate students, faculty and alumni.
- **Prioritize**: Work on defining the collective comparative advantage around which CCB strategy is built. Then focus on adjustments to existing programs so as to reinforce existing strengths and achieve greater efficiency/impact.
- **Transparency**: Make information widely and quickly available as we begin crafting key details of CCB.
- **Participatory**: Engage faculty, staff and students in a consultative, deliberate process.
- **Mutual respect**: Each School has a strong, richly-deserved reputation that merits respect. Focus on recognizing and building on strengths.
- **Efficiency**: Realize efficiencies and quality enhancements in services provided based on observation and experimentation not speculation ... aim for slow consolidation.
- **Student Centered**: As the only CCB group to include graduate student members, it is our unique responsibility to identify meaningful ways for CCB to strengthen and improve the graduate and professional student experience in the combined College – from admission through coursework and research, to professional development and career placement.

We assembled detailed information on each graduate or professional degree program offered by one of the three Schools: the size, curriculum and performance of each program, its unique attributes, the strengths it can contribute to CCB, the synergies it can draw from other programs within CCB, and the demographics of students enrolled in each program. A subset of this information is appended to this report.

The discussion of individual programs led to identification of both ‘quick wins’ that should be attainable before the close of academic year 2016-17 as well as longer-term priorities to enhance graduate and professional education within CCB. We summarize those below. Please note that this is only a preliminary and incomplete listing at this time as we continue to identify, refine and prioritize among these items.
Quick wins:

Enhance student access to courses: Cross-listing of selected courses and opening up of new sections of some established courses to serve the needs of other programs’ students. This will require concurrence from CCB faculty in each school, and attention from each registrar.

Establish an integrated CCB calendar: Each School has a range of events that interest students, faculty, staff and alumni in the other Schools. It should be relatively easy to establish an integrated calendar and post it on the business.cornell.edu web site. (Coordinate with CCB Communications Committee, drawing information automatically from university calendar and school-specific calendars.)

Arrange a post-April 15 panel discussion: An open forum discussion of the recommendations of the various CCB committees would be helpful to elicit input from a range of stakeholders, to coordinate among the groups, and to help communicate the progress being made and participation in the process. (Suggested to CCB Communications Committee and Steering Committee.)

Career services: Shared hosting of invited speakers for topics of interest to students across Schools, as well as student career readiness programming and career exploration. Will require concurrence from each School’s career services staff and assistance as appropriate from university career services office. Charge a task force to examine longer-term issues.

Research support: Publicize more broadly the databases, as well as computing resources (e.g., servers, high-speed processors), available to students, staff and faculty.

Sharing Ph.D. curricula: The DGS’s of the three Graduate Fields can share with the other fields the names and syllabi of their Ph.D. courses so as to enhance awareness of and access to doctoral courses. Faculty concurrence may be required to approve more students, with more diverse preparation/background, enrolling in their courses.

Student recruitment: Develop a graduate and professional programs’ landing page for prospective students, directing students to any of the 16 current programs. Link to CCB, Schools’ and Graduate School web pages. Include a FAQ page. (Coordinate with CCB Communications Committee.)

Longer-term priorities:

Enhanced coordination of curriculum to further enhance student access to courses across programs. Especially needed at Ph.D. level where coordination or integration can yield critical mass necessary to offer advanced courses. DGS’s need to lead this.

Career services: Improved coordination of employer relations/on-campus recruiting, as well as coordination of career fairs. Will require cooperation across schools within CCB as well as coordination with university career services.

Research support: Identify cost-effective means to expand access to databases, computing and library resources to support student, staff and faculty research.

Graduate student funding and cross-program TAships: There may exist opportunities to enhance Ph.D. student teaching opportunities and to improve the matching of students with courses if CCB can develop more flexible doctoral student funding arrangements.
Explore prospective gains from consolidating programs: Are all the distinct programs a benefit or a hindrance? Explore in particular the MPS in AEM and newly approved MPS in Management, and the distinct MS and PhD programs. The DGS’s need to lead this review.

Cornell Tech opportunities: Explore tech-related opportunities for CCB programs and students to have more presence at Cornell Tech, including a technology-focused Real Estate degree program. Will require concurrence on vision from Cornell Tech faculty and leadership and opening up new programs will be a longer-term priority.

We have begun to develop specific recommendations to include in our group’s April 15 report, for actions post-April 15:

Recommendation 1: A Task Force should be created and charged with appropriate people appointed to define the roles of existing School-/Field-level graduate and professional student groups in governance and community building and to propose how to integrate them for College-level governance and community building functions.

Recommendation 2: A Task Force should be charged to develop long-term coordinated approaches to career services, both student-facing career readiness programming and employer-facing recruitment efforts. The three Schools’ career service units and central University career services can begin by collaborating on workshops, networking, and career fairs and begin new or begin integrating existing programming over the course of the 2016-17 academic year and for longer-term. MMH and MPS students are especially in need of more immediate assistance.

Recommendation 3: A Task Force should be charged to identify how best to integrate computing, database and library resources across the three Schools in support of student, staff and faculty research.

Recommendation 4: A Task Force should be created to examine all the academic programs offered within CCB and examine synergies and disparities and determine the CCB portfolio.

We have also mapped out an agenda for upcoming meetings to enable us to address fully each element of the Committee’s charge. This includes discussion of (i) identification of key risks to graduate and professional degree programs and students and strategies to mitigate those risks; (ii) diversity and inclusion issues; (iii) graduate curriculum; (iv) graduate and professional student governance within CCB; (v) graduate student funding; (vi) graduate field faculty membership (also a topic for the Faculty Governance Committee); and (vii) relationship and opportunities in collaboration with Cornell Tech.
<table>
<thead>
<tr>
<th>Graduate Field (or School if not in a Field)</th>
<th>AEM</th>
<th>SHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate/ Professional Degree Program</td>
<td>PhD</td>
<td>PhD</td>
</tr>
<tr>
<td>Total # students 15-16 AY</td>
<td>45 (total) Funded on TA/GRA Assistantships (12 Environmental, Energy, and Resource Economics, 4 Food and Agricultural Economics, 25 International and Development Economics, 3 Management)</td>
<td>5</td>
</tr>
<tr>
<td>Degree program description (include names of concentrations, description of focal areas; student financial aid)</td>
<td>4 years (most take 5 years), 8 semesters, 6 Registration Units Needed, In Residence, No online offered</td>
<td>● Research-focused degree designed for students interested in pursuing careers teaching hospitality management in a university setting and conducting groundbreaking research in the field. ● Highly individualized and allow students to acquire broad-based knowledge of hotel and restaurant management, become proficient in research methodology, and develop the teaching and administrative skills needed to thrive in an academic environment. ● Students specialize in an academic discipline from within the School of Hotel Administration or any graduate field supported throughout the university. ● Complete all courses requirements outline by special committee, pass the “A Exam”, six semester residency, prepare a doctoral dissertation and complete the oral defense (“B Exam”).</td>
</tr>
</tbody>
</table>

*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)*
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<tr>
<th>Graduate Field (or School if not in a Field)</th>
<th>Johnson</th>
<th>AEM</th>
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<tbody>
<tr>
<td>Graduate/ Professional Degree Program</td>
<td>PhD</td>
<td>MS</td>
</tr>
<tr>
<td>Total # students 15-16 AY</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
| Degree program description (include names of concentrations, description of focal areas; student financial aid) | Areas of study: Accounting, Economics, Finance, Management and organizations (Organizational Behavior), Marketing, Operations, Technology & Information Management  
Six semesters in residence (can waive two based on prior graduate work)  
Typically 5-year program of coursework, independent research and often teaching experience | 40 (total) Funded on TA/GRA Assistantships (13 Environmental, Energy, and Resource Economics, 9 Food and Agricultural Economics, 17 International and Development Economics, 1 Management) |

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### SHA
- **Degree program description:** Research-focused degree designed for students interested in pursuing careers teaching hospitality management in a university setting and conducting groundbreaking research in the field. Students who pursue the MS typically continue on to a PhD.
- Highly individualized and allow students to acquire broad-based knowledge of hotel and restaurant management, become proficient in research methodology, and develop the teaching and administrative skills needed to thrive in an academic environment.
- Students specialize in an academic discipline from within the School of Hotel Administration or any graduate field supported throughout the university.
- Minimum of 16 courses selected with faculty advisor, a master’s thesis, residency of four semesters and pass the final exam.

### MMH
- **Degree program description:** The MMH program is the only one of its kind in the Ivy League; it readies students for a global, people-driven industry where creative thinkers find themselves on the career fast-track. Through this AACSB-accredited program, students study business management with a focus on hospitality and related industries. MMH students gain access to the school’s exclusive global network of alumni and professional connections.
- Accelerated, one-year, resident program; May to May;
- Minimum of 48 credits; 29 required core courses and 15 credits of a career concentration; 4 additional free elective credits.
- Concentrations in Marketing Management, Operations & Revenue Management, and Self-Directed Study;
- Students may enroll in the Graduate Minor in Real Estate;
- Resident program with some pre-arrival on-line eCornell course components

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*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)*
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<tbody>
<tr>
<td><strong>Graduate/ Professional Degree Program</strong></td>
<td>MPS</td>
<td>MPS (RE)</td>
</tr>
<tr>
<td><strong>Total # students 15-16 AY</strong></td>
<td>21 (total) ABEIC, 3 Food and Agricultural economics, 1 International and Development economics</td>
<td>46 (includes 8 dual degree with Johnson MBA and 3 dual degree with AAP MRP)</td>
</tr>
</tbody>
</table>
| **Degree program description (include names of concentrations, description of focal areas; student financial aid)** | 1 year, 2 semesters, 2 Registration Units Needed, In Residence No online offered | ● The Cornell Baker Program in Real Estate curriculum, enhanced in 2015 to augment its already strong combination of learning and real-world application, offers a unique and powerful approach: an in-depth exploration of the variety of perspectives and disciplines that are integral to the industry, supplemented by real estate courses with an individualized focus that appeal to each student.  
● A robust weekly seminar series, a summer internship and required program treks are designed to give students real world experience.  
● At the end of the first semester, students work with their advisor to select an area of concentration.  
● Two year program, including internship between 1st and 2nd year.  
● Second year is dedicated to chosen area of concentration  
● Multidisciplinary core curriculum  
● Requirement for leadership and management |

*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)*
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<th>Graduate Field (or School if not in a Field)</th>
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<tbody>
<tr>
<td>Graduate/ Professional Degree Program</td>
<td>MBA (2 yr)</td>
<td>MBA (1 yr)</td>
</tr>
<tr>
<td>Total # students 15-16 AY</td>
<td>614 (incl. dual degrees*)</td>
<td>72 (incl. Class of ’16 JD/MBAs*)</td>
</tr>
</tbody>
</table>

**Degree program description (include names of concentrations, description of focal areas; student financial aid)**

- Traditional, two-year MBA program with summer internship in-between academic years
- Robust leadership development curriculum & programming
- Highly individualized career management advising
- Formalized dual degree programs described below
- Two-year program, Four semesters in residence
- 60 Total Credits
- 22 Required Core Credits
- 25 MBA Elective Credits
- 13 “Free”, Graduate-level Cornell electives
- Study-abroad semester option

- One-year accelerated MBA program that awards advanced standing credit of up to 15 credits (onesemester worth) on basis of prior graduate degree and some professional certifications (ex. CPA, CFA)
- Includes other Masters grads from Cornell schools who add the degree in sequence with other degree
- Formalized dual degree programs with Cornell Law School (3 yr JD/MBA) and Weill-Cornell Med School (MD/MBA)
- One-year program, Three semesters in residence
- 45-48 Total Credits (depends on advanced standing)
- 22 Required Core Credits
- 22 MBA Elective Credits
- Remainder “Free”, Graduatelevel Cornell electives

*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)
### Graduate Field (or School if not in a Field)

<table>
<thead>
<tr>
<th>Graduate/ Professional Degree Program</th>
<th>Johnson</th>
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<tbody>
<tr>
<td>MBA (Cornell Tech)</td>
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<tr>
<td>Cornell Tsinghua (MBA/FMBA) part-time program: Ithaca &amp; China</td>
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</table>

### Total # students 15-16 AY

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<tbody>
<tr>
<td>One-year MBA program intended for students seeking careers in: technology product management/development, product marketing, program management, consumer insight/analytics and user experience strategies, consulting, operations management and entrepreneurship.</td>
<td>42</td>
<td>59</td>
</tr>
<tr>
<td>One-year program, Three semesters in residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER in Ithaca, FALL &amp; SPRING at Cornell Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Total Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Required Core Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 MBA Elective Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remainder Graduate-level elective – primarily consists of electives taught at Cornell Tech by CS and other departments on the campus</td>
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</table>

*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)*
### Cornell College of Business -- Graduate and Professional Degree Programs

#### As of March 1, 2016  Summary of CCB Graduate and Professional Degree Programs: Current State

<table>
<thead>
<tr>
<th>Graduate Field (or School if not in a Field)</th>
<th>Johnson</th>
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<tbody>
<tr>
<td><strong>Graduate/ Professional Degree Program</strong></td>
<td>EMBS (Metro NY) (executive program)</td>
<td>Cornell EMBS Americas - US, Canada, LATAM, Partner: Queen’s University (executive program)</td>
</tr>
<tr>
<td><strong>Total # students 15-16 AY</strong></td>
<td>140</td>
<td>315</td>
</tr>
</tbody>
</table>
| **Degree program description (include names of concentrations, description of focal areas; student financial aid)** | ● Executive program for full-time working professionals who attend class every other weekend.  
● Students are drawn primarily from the Metro-NY area, average age 37 years old, 27% women, 27% URM, 13 years average work experience. 25% advanced degrees, 43% from financial services.  
● Two-year program, 4 semesters (18 class weekends per academic year), includes 4 one-week residential sessions in Ithaca  
● 60 Total Credits  
● First year focuses on MBA core, 2nd year includes global trek and innovation project as key part of experience. Opportunity to take 6 electives, as well as leadership coaching and intensive career services and professional development training | ● Executive program for full-time working professionals who attend class via interactive videoconference every other weekend.  
● Students are located in 21 cities across Canada, the United States, Mexico, Peru and Chile. Average age 37 years old, 13 years average work experience, 19% women, 14% URM, 37% enter with advanced degrees. 21% financial services, 17% telecom/engineering.  
● 1.5-year program, 3 semesters, includes 2 two-week residential sessions in Ithaca, Canada and one week at an off-campus location.  
● 60 Total credits delivered jointly with the Smith School of Business at Queens University.  
● Curriculum includes the MBA core, an individual innovation project, as well as a team global business project. Extensive leadership coaching and intensive career services and professional development training |

*Dual Degree Programs offered in Ithaca/residentially: MBA/JD (Law); MBA/MILR (Industrial and Labor Relations); MBA/MEng (Engineering); MBA/MD (Medicine); MBA/MPS (Real Estate); MBA/MHA (Health Administration)*