REVENUE ENHANCEMENT:

AT WHAT COST?

TO WHAT BENEFIT?
• The Golden Age of the Private Research University Is Over
  Ron Ehrenberg (ILR)
• Peer Comparison
  Paul Streeter (Vice President for Budget and Planning)
• Cornell Faculty Numbers
  Joe Burns (Dean of University Faculty, Engineering, Astronomy)
• A Way to Think About Masters Programs and Revenue Enhancement
  Charlie van Loan (Computer Science)
• Thoughts on Building a Successful Masters Program
  Kathryn Caggiano (Operations Research & Information Engrg.)
• Masters Programs: Challenges and Opportunities
  Francesca Molinari (Economics)

Comments and Questions from the Floor

Reception, 6:00-7:00 PM, Art Gallery, Goldwin-Smith Hall
The Golden Age of the Private Research University is Over

Ronald G. Ehrenberg
Cornell Higher Education Research Institute
My Career has Coincided with the Golden Age of the Private Research University

Over the Last 40 Years

1. Undergraduate admissions have become increasingly selective
2. The growth of federal research funding has enabled extensive research activities and the training of large numbers of PhD students
3. Many of us are teaching fewer classes a year than we did when we first got here
4. While we regularly complain at Cornell about our faculty salaries as compared to those at richer competitors, our salaries far outdistance those of faculty at other types of institutions
5. Being a faculty member at places like Cornell has been, and still is, a great gig. But our institution’s financial model is breaking down
Our Financial Models are Breaking Down (1)

- Our undergraduate tuitions grew at rates averaging 3 to 3.5% more than inflation for the last 30 years but economic and political forces are limiting our ability to raise tuition as rapidly in the future.
- Our financial aid budgets have dramatically increased and at the margin we typically give back more than 45% of our new tuition dollars in grant aid, leaving us with very limited resources to operate our institution.
Our Financial Models Are Breaking Down (2)

- The share of our ever expanding research budgets funded out of institutional funds has increased and we now may be subsidizing research out of undergraduate tuition dollars. Cut backs in federal funding for research, or the growth path of federal funding, will exacerbate this problem.

- Instructional expenditures have declined relative to almost everything else we do. While some institutions, including Cornell, have taken dramatic steps to reduce administrative costs, these actions are not a panacea and often shift costs onto faculty. We need continual efforts to reduce administrative costs and to deliver high quality education at lower costs.
Looking to the Future(1)
Reducing Cost Structures and Enhancing Revenues

- Increased use of FT and PT non tenure track faculty for undergraduate instruction (but no such thing as a free lunch).
- Increased use of technology in teaching to improve instruction and reduce costs
- Increased sharing of academic resources with competitors
- Increased teaching expectations for tenure track faculty without research grants /spillover effects on humanities
- Modification of Financial Aid Policies (social vs. private goals of institutions/concern about the middle)
Looking to the Future (2)
Reducing Cost Structures and Enhancing Revenues

- Quest for enhanced revenue from annual giving (including funding for research) and building the endowment
- Increased efforts to commercialize research findings
- Improving usage of facilities (more summer and evening programs – unique locational disadvantage of places like Cornell). Use of differential (lower) tuition to expand enrollments at underutilized times
- Increased efforts to generate revenue from full-tuition paying or lower tuition discount programs (such as professional masters), including hybrid and online. But concerns about protecting our brand
A Concluding Thought

Many faculty members, especially in arts and sciences, worry that some of these revenue enhancing strategies will take time away from what they see as the core missions of the university – namely undergraduate and doctoral education and research. Efforts by administrators to encourage their adoption often exacerbate tensions with faculty.

Speaking as an economist, I urge my faculty colleagues to think of these activities as ways to ease the budget constraints that our institution faces, which in the long run will permit us to do more of the things we value the most. But of course these activities must be conducted in ways that make sense educationally and only after careful weighting of the benefits and the costs. Our panelists will discuss these issues in more detail.
Suggested Readings

Faculty Forum – Revenue Enhancement

Relevant Peer Comparisons

- Endowment Value and Endowment Per Student

- Mix of degrees conferred

- Faculty Profile – Tenure Track & Non-Tenure Track
Cornell - Endowment per student

Source: University annual report - notes
FY13 peer endowment per student

Source: YUBA Group

[1] Consolidated numbers
Degrees Conferred, 2013

- **Brown University**: Bachelor's 70%
- **Princeton University**: Bachelor's 59%
- **Cornell University**: Bachelor's 56%
- **Wash U in St Louis**: Bachelor's 47%
- **Caltech**: Bachelor's 44%
- **Duke University**: Bachelor's 41%
- **University of Pennsylvania**: Bachelor's 39%
- **U Southern Cal**: Bachelor's 39%
- **Yale University**: Bachelor's 38%
- **Stanford University**: Bachelor's 34%
- **MIT**: Bachelor's 34%
- **Northwestern University**: Bachelor's 32%
- **University of Chicago**: Bachelor's 32%
- **Johns Hopkins University**: Bachelor's 28%
- **Harvard University**: Bachelor's 25%
- **Columbia University**: Bachelor's 24%

**Legend**:
- Bachelor's
- Master's degree
- Professional doctorate
- Research doctorate
## Degrees Conferred, 2013 – Detailed Data

<table>
<thead>
<tr>
<th>Institution</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Pro doc</th>
<th>Res doc</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>1,916</td>
<td>491</td>
<td>113</td>
<td>205</td>
<td>2,725</td>
</tr>
<tr>
<td>Princeton University</td>
<td>1,271</td>
<td>573</td>
<td></td>
<td>319</td>
<td>2,163</td>
</tr>
<tr>
<td>Cornell University</td>
<td>3,932</td>
<td>2,289</td>
<td>281</td>
<td>490</td>
<td>6,992</td>
</tr>
<tr>
<td>Wash U in St Louis</td>
<td>2,072</td>
<td>1,543</td>
<td>551</td>
<td>255</td>
<td>4,421</td>
</tr>
<tr>
<td>Caltech</td>
<td>256</td>
<td>96</td>
<td></td>
<td>236</td>
<td>588</td>
</tr>
<tr>
<td>Duke University</td>
<td>2,162</td>
<td>2,006</td>
<td>635</td>
<td>495</td>
<td>5,298</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>3,430</td>
<td>4,136</td>
<td>680</td>
<td>527</td>
<td>8,773</td>
</tr>
<tr>
<td>U Southern Cal</td>
<td>5,003</td>
<td>6,332</td>
<td>877</td>
<td>663</td>
<td>12,875</td>
</tr>
<tr>
<td>Yale University</td>
<td>1,486</td>
<td>1,618</td>
<td>360</td>
<td>398</td>
<td>3,862</td>
</tr>
<tr>
<td>Stanford University</td>
<td>1,734</td>
<td>2,310</td>
<td>288</td>
<td>764</td>
<td>5,096</td>
</tr>
<tr>
<td>MIT</td>
<td>1,206</td>
<td>1,760</td>
<td></td>
<td>587</td>
<td>3,553</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>2,796</td>
<td>4,922</td>
<td>528</td>
<td>481</td>
<td>8,727</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1,586</td>
<td>2,717</td>
<td>297</td>
<td>413</td>
<td>5,013</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>1,973</td>
<td>4,439</td>
<td>132</td>
<td>530</td>
<td>7,074</td>
</tr>
<tr>
<td>Harvard University</td>
<td>1,861</td>
<td>4,041</td>
<td>778</td>
<td>686</td>
<td>7,366</td>
</tr>
<tr>
<td>Columbia University</td>
<td>2,583</td>
<td>6,958</td>
<td>755</td>
<td>627</td>
<td>10,923</td>
</tr>
</tbody>
</table>
Degrees awarded per tenured faculty member

<table>
<thead>
<tr>
<th>Institution</th>
<th>Bachelor's per TT fac, Cornell University</th>
<th>Bachelor's per TT fac, Not Cornell</th>
<th>Degrees per TT fac, Cornell University</th>
<th>Degrees per TT fac, Not Cornell</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Southern California</td>
<td>5.5</td>
<td></td>
<td></td>
<td>14.8</td>
</tr>
<tr>
<td>Washington University in St Louis</td>
<td>4.2</td>
<td></td>
<td></td>
<td>9.1</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>4.1</td>
<td></td>
<td></td>
<td>16.1</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>4.0</td>
<td></td>
<td></td>
<td>10.6</td>
</tr>
<tr>
<td>Brown University</td>
<td>3.9</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>3.5</td>
<td></td>
<td></td>
<td>11.5</td>
</tr>
<tr>
<td>Columbia University</td>
<td>3.3</td>
<td></td>
<td></td>
<td>15.2</td>
</tr>
<tr>
<td>Duke University</td>
<td>3.1</td>
<td></td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>Cornell University</td>
<td>3.1</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>Yale University</td>
<td>2.5</td>
<td></td>
<td></td>
<td>7.3</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2.3</td>
<td></td>
<td></td>
<td>7.2</td>
</tr>
<tr>
<td>Princeton University</td>
<td>2.2</td>
<td></td>
<td></td>
<td>6.3</td>
</tr>
<tr>
<td>Stanford University</td>
<td>2.1</td>
<td></td>
<td></td>
<td>8.3</td>
</tr>
<tr>
<td>Harvard University</td>
<td>2.1</td>
<td></td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>1.6</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>California Institute of Technology</td>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Relevant Cornell Data: 2002-2014

- Faculty Size
- Student Enrollment
- Faculty Hires and Departures
- Numbers of Non-Tenure Track Academics
- Faculty Age Distribution

From /university-factbook

Joe Burns
Engineering and Astronomy
# Faculty Size, 2001-2014

## Faculty by College

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag &amp; Life Sc..</td>
<td>384</td>
<td>388</td>
<td>385</td>
<td>388</td>
<td>388</td>
<td>383</td>
<td>376</td>
<td>375</td>
<td>363</td>
<td>362</td>
<td>362</td>
<td>364</td>
<td>361</td>
<td></td>
</tr>
<tr>
<td>Arch, Art &amp; ..</td>
<td>57</td>
<td>56</td>
<td>52</td>
<td>51</td>
<td>48</td>
<td>50</td>
<td>56</td>
<td>55</td>
<td>54</td>
<td>48</td>
<td>48</td>
<td>44</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Arts &amp; Scie..</td>
<td>521</td>
<td>516</td>
<td>519</td>
<td>525</td>
<td>528</td>
<td>536</td>
<td>537</td>
<td>534</td>
<td>517</td>
<td>505</td>
<td>531</td>
<td>535</td>
<td>544</td>
<td>556</td>
</tr>
<tr>
<td>Computer &amp;..</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>205</td>
<td>222</td>
<td>228</td>
<td>228</td>
<td>231</td>
<td>240</td>
<td>236</td>
<td>235</td>
<td>234</td>
<td>232</td>
<td>227</td>
<td>218</td>
<td>199</td>
<td>199</td>
</tr>
<tr>
<td>Hotel Admi..</td>
<td>40</td>
<td>39</td>
<td>41</td>
<td>39</td>
<td>38</td>
<td>41</td>
<td>43</td>
<td>39</td>
<td>38</td>
<td>39</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Human Ecol..</td>
<td>91</td>
<td>90</td>
<td>88</td>
<td>90</td>
<td>93</td>
<td>92</td>
<td>91</td>
<td>92</td>
<td>91</td>
<td>92</td>
<td>94</td>
<td>98</td>
<td>101</td>
<td>101</td>
</tr>
<tr>
<td>Ind &amp; Labor..</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>50</td>
<td>50</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>52</td>
<td>58</td>
<td>59</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Johnson Sc..</td>
<td>48</td>
<td>50</td>
<td>49</td>
<td>51</td>
<td>52</td>
<td>56</td>
<td>59</td>
<td>56</td>
<td>55</td>
<td>51</td>
<td>50</td>
<td>54</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>Law</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>37</td>
<td>36</td>
<td>46</td>
<td>47</td>
<td>49</td>
<td>53</td>
<td>52</td>
<td>52</td>
<td>51</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Veterinary ..</td>
<td>118</td>
<td>115</td>
<td>116</td>
<td>118</td>
<td>123</td>
<td>133</td>
<td>134</td>
<td>132</td>
<td>132</td>
<td>126</td>
<td>124</td>
<td>118</td>
<td>128</td>
<td>129</td>
</tr>
<tr>
<td>Other Cent..</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,551</strong></td>
<td><strong>1,564</strong></td>
<td><strong>1,568</strong></td>
<td><strong>1,582</strong></td>
<td><strong>1,594</strong></td>
<td><strong>1,633</strong></td>
<td><strong>1,647</strong></td>
<td><strong>1,633</strong></td>
<td><strong>1,617</strong></td>
<td><strong>1,574</strong></td>
<td><strong>1,596</strong></td>
<td><strong>1,587</strong></td>
<td><strong>1,628</strong></td>
<td><strong>1,652</strong></td>
</tr>
</tbody>
</table>

*Previous Peak = 1647 in 2007*

*All-time high = 1652 now*
STUDENT ENROLLMENT: 2002-2013

Growth in Prof. MS
2002-2014: 66.3%
2007-2014: 40.4%
Changes in Faculty Numbers

Average Hires = 78

Hires

Losses

Deltas

Changes in Faculty Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Hires</th>
<th>Losses</th>
<th>Deltas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Hires = 78
# Numbers of Non-Tenure-Track Faculty

## All Academic Professionals

<table>
<thead>
<tr>
<th>Column one</th>
<th>Column two</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2007</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>All</td>
<td>344</td>
<td>343</td>
<td>383</td>
<td>344</td>
<td>335</td>
<td>324</td>
<td>332</td>
</tr>
<tr>
<td>Total</td>
<td>All</td>
<td>344</td>
<td>343</td>
<td>383</td>
<td>344</td>
<td>335</td>
<td>324</td>
<td>332</td>
</tr>
<tr>
<td>Research</td>
<td>All</td>
<td>415</td>
<td>437</td>
<td>450</td>
<td>456</td>
<td>453</td>
<td>381</td>
<td>365</td>
</tr>
<tr>
<td>Total</td>
<td>All</td>
<td>415</td>
<td>437</td>
<td>450</td>
<td>456</td>
<td>453</td>
<td>381</td>
<td>365</td>
</tr>
</tbody>
</table>

## Full Time Academic Professionals

<table>
<thead>
<tr>
<th>Column one</th>
<th>Column two</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2007</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>All</td>
<td>254</td>
<td>247</td>
<td>265</td>
<td>242</td>
<td>240</td>
<td>252</td>
<td>267</td>
</tr>
<tr>
<td>Total</td>
<td>All</td>
<td>254</td>
<td>247</td>
<td>265</td>
<td>242</td>
<td>240</td>
<td>252</td>
<td>267</td>
</tr>
<tr>
<td>Research</td>
<td>All</td>
<td>365</td>
<td>385</td>
<td>392</td>
<td>405</td>
<td>380</td>
<td>328</td>
<td>314</td>
</tr>
<tr>
<td>Total</td>
<td>All</td>
<td>365</td>
<td>385</td>
<td>392</td>
<td>405</td>
<td>380</td>
<td>328</td>
<td>314</td>
</tr>
</tbody>
</table>

5% growth in full-time; -3% in total
Proximity of Degree Programs

A Way to Think About Masters Programs and Revenue Enhancement

Charlie Van Loan
Computer Science
Executive Summary

1. There is a giant one-hundred dollar bill for the taking.

2. There are “Ben Franklin” connections between liberal education, practical education, and basic research that inform the “professional” masters debate.
My Vantage Point is CS

Ugrad A&S + Engineering = 200/yr
MEng 1-year, about 100/yr
PhD about 125 at any one time
Breadth, entrepreneurial thinking, and research are all over the place and not confined to any one degree program. The whole can be greater than the sum of the parts.
Another Kind of Proximity

The Masters programs being developed at Cornell Tech do not detract from the basic research mission. They enhance it.
Yet Another Type of Proximity

CS + Classics

CS + English

CS + Music

CS + Philos.

Stanford’s CS + X “Combined Major” Program. Setting the perfect stage for creative masters work.
Revenue Enhancement Arithmetic

Important summations that can be used to attract good students into a 1-year program:

4+1  The BA/BS is not enough.
7+2  Nine semesters for the AP-rich.
3+2  Seamless Ugrad+Masters
1+1  Major in This & Get a Masters in That
Conclusion: Let’s Think Outside the Box
And What’s in the Box?

1. The idea that a 1-year masters program automatically degrades the research environment.

2. The idea that a 1-year masters program is automatically a “terminal” degree program.

3. The idea that a 1-year masters program is automatically a place where you specialize and cling to a narrow job-oriented course of study.
The Example of David Starr Jordan (Cornell, 1872)

Our first Masters Student was also Stanford's first President.
Thoughts on Building a Successful Masters Program
Lessons Learned from Cornell MEng
Faculty Forum
March 18, 2015
Kathryn Caggiano
“Literature Review”


2014 MEng Planning Committee

Kathryn Caggiano, ORIE  Linda Nozick, CEE
Scott Coldren, ECE  Matt Ulinski, MAE
Peter Doerschuk, BME  Marjolein van der Meulen, RGS
Yoanna Ferrara, RGS  Charlie Van Loan, CS
Bruce Land, ECE  Jeff Varner, CBE

- MEng Student Exit Surveys – 100% Response Rate (May 2014, August 2014, and December 2014 MEng graduates)


- Front Line Experience in ORIE; A&S GSAB at W&M
Current MEng Landscape

- **50th Anniversary** of MEng Degree in 2015
  - 1964 faculty resolution: 5-yr BEng ➔ 4-yr BS + 1-yr optional MEng

- **600+** students were graduated from 15 programs
  - 45% were domestic students [15% to 79%]

- **60%** had job offers prior to graduation [17% to 84%]
  - 79% were able to find job search assistance [53% to 94%]

- **80%** felt there were enough courses of interest offered
  - [53% to 100%]

- **86%** would recommend the program [61% to 95%]
So, You Are Thinking About Offering a Masters Program...
Five Questions to Consider

1. **What are your Value Propositions?**
2. What are your Capabilities and Resources?
3. How will you Address the Gaps?
4. Is It Worth it to Proceed?
5. How will you Measure your Success in Meeting the Value Propositions?
What’s In It For Students?
Transformational Experience, Ivy League Degree, Enhanced Knowledge and Skills, Expanded Career Options, Salary Bump, Broad and Influential Network...

What’s In It For Faculty?
Application-Oriented Courses and Research, Additional Talent Pool for RAs/TAs, Facilitates Connections to Industry...

What’s In It For Departments and Colleges?
Substantial Revenue Stream, Boost to Rankings, Increased Brand Awareness, Complementary “Product” Option for Students and Faculty, Expanded Alumni Base...

What’s In It For Partners, Employers, Alumni?
Academic Partnerships, Access to Talent Pool, Personal and Professional Fulfillment...
Five Questions to Consider

1. What are your Value Propositions?

2. What are your Capabilities and Resources?

3. How will you Address the Gaps?

4. Is It Worth it to Proceed?

5. How will you Measure your Success in Meeting the Value Propositions?
Leadership?

Administrative Support?

Academic Guidance?

Courses and Projects?

Industry Engagement?

Professional Development?

Career Support?

Alumni Outreach?
Five Questions to Consider

1. What are your Value Propositions?
2. What are your Capabilities and Resources?
3. How will you Address the Gaps?
4. Is It Worth it to Proceed?
5. How will you Measure your Success in Meeting the Value Propositions?
Revenue - Cost of Delivering Value = Net Revenue + Benefits of Value Received = Total Value Gained
Five Questions to Consider

1. What are your Value Propositions?
2. What are your Capabilities and Resources?
3. How will you Address the Gaps?
4. Is It Worth it to Proceed?
5. How will you Measure your Success in Meeting the Value Propositions?
Size and Quality of Applicant Pool?

Students Would Recommend?

Placement?

Publications?

Faculty Participation?

Rankings?

Industry Partnerships?

Alumni Engagement?
Key Lessons from MEng

- Focus on Long-Term Value (not short-term revenue)
- Student Value Comes First
- Faculty Participation is Essential
- Get the Right People in the Right Roles
- Ask, Measure, and Innovate Across the Whole Program Value Cycle
Masters Programs: Challenges and Opportunities

Faculty Forum
18-March-2015

Francesca Molinari
Dept. of Economics
In 2013-14, the College of A&S chartered a Revenue Enhancement Task Force.

The task:

- Find new sources of revenue for the College.
- Protect the College’s commitment to academic and educational excellence over the long term

The result: A call for pilot proposals for:

- Masters Programs.
- Mid-Career Short Courses.
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Collum</td>
<td>Chemistry and Chemical Biology</td>
</tr>
<tr>
<td>Anne Dunford</td>
<td>Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Kristen Ford</td>
<td>Alumni Affairs and Development</td>
</tr>
<tr>
<td>Myra Hart</td>
<td>Harvard Business School</td>
</tr>
<tr>
<td>Terry Herter (co-chair)</td>
<td>Astronomy</td>
</tr>
<tr>
<td>George Hutchinson</td>
<td>English</td>
</tr>
<tr>
<td>Michael Jones-Correa</td>
<td>Government</td>
</tr>
<tr>
<td>Sturt Manning</td>
<td>Classics/Archaeology</td>
</tr>
<tr>
<td>Francesca Molinari (co-chair)</td>
<td>Economics</td>
</tr>
<tr>
<td>Noliwe Rooks</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Dave Taylor</td>
<td>College of Arts and Sciences</td>
</tr>
</tbody>
</table>
Why Masters Programs

- Teaching is what we excel at, along with research.
- If correctly designed and run, masters programs can help us fulfill our goal of creating lifelong learners:
  - Need to make sure to create value for the students.
- Designing a masters program can help us rethink our approach to higher education:
  - Sometimes 4 years are not enough.
  - There are opportunities to think of new programs, blending several Departments.
Two models:

- **SMALL**: (excess capacity) relatively little additional investment in faculty or staff, though still require greater commitment from existing faculty.
- **LARGE**: (new faculty) require adding more faculty and grad students, administrative assistants, etc.

**NOTE**: expanded model makes most sense in disciplines where graduate students can easily find jobs.

May blend with online: e.g., 70% online, 30% on campus
Benefits and Costs

- **Benefits:**
  - Revenue
  - Expanded size of Ph.D. program (TAs)
  - Expanded size of faculty
  - Contribution to financial aid packages

- **Costs:**
  - Faculty time
  - Administrator
  - Quality of students
  - Infrastructure use
Considerations to Get Started

- One year program or two-year program?
- Short and long run enrollment?
- How to get started, and how to scale up?
- With thesis or without thesis?
- How many/which courses brand-new?
- In partnership with other Department/School?
- Need a program Director and/or an Administrator?
- Accreditation process: The Graduate School.
Summing Up

- Masters programs offer new opportunities:
  - Rethink our approach to higher education (we rethink our courses yearly!)
  - Rethink opportunities for blended programs.
- Masters programs present new challenges:
  - How to create a program that brings value to the students while preserving our commitment to research and to undergraduate and Ph.D. education?