INTRODUCTION:

Graduate students, on average, take 6+ years to complete the MS/PhD program in our field. They typically turn to the Field, to the Department, and to their committees for advice on funding options and conditions. This document summarizes funding opportunities in the Field and will be periodically updated as conditions change. Contingencies are many surrounding each source of funding listed; feel free to consult further with the DGS or GFA if your situation is not addressed herein.

THE 2-2-1 / 2-1-2 SYSTEM

MS/PhD students are eligible for 5 years of funding. The system is called the 2-2-1 or 2-1-2 system. The 2-2-1 / 2-1-2 system works as follows:

(a) Upon entry to the program, all our students receive written information (Statement of Evaluation Criteria) regarding the 2-2-1 guidelines that we use. Generally speaking, you are eligible for funding for a maximum of 2 years prior to the Masters, 2 years from post-Masters to the A-Exam, and then one year post-A Exam. Students can also choose to follow a 2-1-2 path. Similar to the 2-2-1 they are eligible for a maximum of 2 years prior to completing their Master’s degree. Then, they can accelerate their A exam and use one additional year of funding. This is followed by 2 years of funding after the A exam.

(b) Funding eligibility does not mean automatic funding, however. We conduct a funding evaluation every year. Students must provide evidence of their progress through the program (within the 2-2-1 / 2-1-2 frame), including letters from their Special Committee Chairs and any professor for whom they performed assistantship duties. Students are ranked according to the 2-2-1 / 2-1-2 framework (and those who have not kept up for one reason or another are either dropped to the bottom of the funding hierarchy, with explanation, or removed from the funding process for that semester). While this is an intensive review process, annual funding generates flexibility as some students pick up other kinds of funding (Foreign Language and Area Studies fellowships [FLAS], grants, research assistantships elsewhere on campus, and so forth).

THE “SOCIAL CONTRACT”

Students cannot “save up” funding in the department by finding non-department funding. This is called the Social Contract. If a student receives funding from outside the department that will then free up department funding for another student it counts against 2-2-1 eligibility. Any semester in which our graduate students receive other than own source\(^1\) funding is treated as

\(^1\) Own source funding includes gifts from one’s own family or friends etc.
institutionally-enabled funding\textsuperscript{2} and “counts against” a student’s 2-2-1 / 2-1-2 balance. The benefit to the student of obtaining funding from outside of the department is that such funding is secured for that period and the student does not have to go through the rating process for that year. Funding that is not institutionally-enabled (i.e. not contingent upon student status in the department) does not count towards 2-2-1. This includes a non-Cornell job, internship or consultancy. The following categories are identical in the eyes of the Department and Field when student support is at issue and count towards 2-2-1:

**CATEGORIES OF FUNDING ASSISTANCE**

**Fellowships:** A searchable database of over 700 outside fellowships is available to students at [http://www.gradschool.cornell.edu/?p=132](http://www.gradschool.cornell.edu/?p=132). To help students with fellowship applications, the Graduate School maintains a reference binder of successful applications from past competitions (EPA, Fulbright-Hays, Howard Hughes, Javits, and NSF among others); students are welcome to visit the Office of Fellowships and Financial Aid in 143 Caldwell to review these materials. Fellowships pertinent to our students are listed on the DSOC web site and emailed to students as they come up.

**Research Assistantships:** Department research assistantships usually go to continuing students because their skills are known and their associations with professors have firmed up. Please discuss your interest in a research assistantship (RA) with individual faculty. GRAs obtained from Cornell faculty outside of Development Sociology are “institutionally enabled” and hence, count toward 2-2-1.

**Teaching Assistantships:** Department policy is to favor students already in the program, although we offer at least one full-year teaching assistantships to an incoming student. After all eligible continuing students have been offered support, there may be teaching assistantships left over, and these are assigned to new students. In general, ranking is based on seniority in the program with longer-term students who have not exhausted their 2-2-1 eligibility and who are making sufficient progress, and who receive favorable recommendations from TA or GRA supervisors getting priority over students who have been in the program for a shorter length of time. For the criteria used to rank students applying for TAships, please refer to the document, *Statement of Evaluation Criteria*.

[Note: Due to University policies beyond our control, eligibility for funding through the above avenues tends to be more difficult for residents of most foreign countries. For example, international students must certify their ability to pay for their graduate education prior to being issued a student visa to the US, and language may be an obstacle to otherwise well-trained graduate students, especially in competing for TA positions. Cornell now requires 2 weeks of summer training for most international students wishing to teach during their graduate career.]

\textsuperscript{2} Institutionally-enabled funding is funding that is contingent on being a student in good standing at Cornell University. Non institutionally enabled funding would include Own source funding, gifts from one’s own family or/and friends, non-Cornell jobs, internships or consultancy etc.
OTHER FUNDING OPPORTUNITIES/SURVIVAL STRATEGIES

Bearing in mind that, these sources of support (TAs and institutionally-enabled support from Cornell or elsewhere) are counted equally in terms of the 2-2-1 / 2-1-2 structure, students and faculty are also reminded of several additional funding opportunities.

“External TAships”: this refers to TA openings elsewhere on campus where our students are known quantities (foreign language programs, area studies program courses, Women Studies, International Development, PAM, and the American Indian Program are common recent examples).

In absentia status: some students who have fulfilled their course and residence requirements reduce their costs substantially by working for faculty “in the field” as RAs and can simultaneously advance their own work. Institutionally-enabled support during the in absentia period counts towards 2-2-1.

HOW WE RANK STUDENTS

The following is an excerpt from the document Statement of Evaluation Criteria: “The students who have submitted applications for TAs will be ranked according to their seniority in the department. This ranking procedure has been used for more than a decade by this department. The date of reference for completion of A exams, MS theses, and semesters of support will be August 15 [Fall]. Rank assignments are made as follows (higher ranks mean greater likelihood of funding):

a. applicants who have completed the A exams, and have used one semester of financial support after the A exams will be assigned a rank of 10;

b. applicants who have completed the A exams and have used no semesters of financial support after the A exams will be assigned a rank of 9;

c. applicants who have completed the A exams and have had two or more semesters of financial support after the A exams are no longer eligible for support unless the Department has sufficient resources to fund post-2-2-1 students.

d. applicants who have a Master's degree, but who have not completed the A exams, and who have received three semesters of support after the Master's degree, will be assigned a rank of 8;

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3 By Master’s degree we mean a Master’s degree suitable for progressing to change of status in Development Sociology without the necessity of producing a second Master’s thesis.
e. applicants who have a Master's degree, but who have not completed the A exams, and who have received two semesters of support after the Master's degree, will be assigned a rank of 7;

f. applicants who have a Master's degree, but who have not completed the A exams, and who have received one semester of support after the Master's degree, will be assigned a rank of 6;

g. applicants who have a Master's degree, but who have not completed the A exams, and who have received no semesters of support after the Master's degree, will be assigned a rank of 5;

h. applicants who have a Master's degree, but who have not completed the A exams, and who have received four or more semesters of support, are not eligible for support until they complete their A exams unless the Department has sufficient resources after funding 2-2-1 eligible students.

i. applicants who do not yet have a Master's degree, and who have received three semesters of support, will be assigned a rank of 4;

j. applicants who do not yet have a Master's degree, and who have received two semesters of support, will be assigned a rank of 3;

k. applicants who do not yet have a Master's degree, and who have received one semester of support, will be assigned a rank of 2;

l. applicants who do not yet have a Master's degree, and who have received no semesters of support, will be assigned a rank of 1;

m. applicants who do not yet have a Master's degree, and who have received four or more semesters of support, are not eligible for support until they complete their Master's degree unless the Department has sufficient resources after funding 2-2-1 eligible students.