



EMORY

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GRADUATE  
S C H O O L

# **Graduate Admissions and Financing**

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**Trends and Concerns – Background and Foreground**

**Funding Models and Institutional Arrangements**

**Culture – Practice, Commitments, Opportunities**

## Trends and Concerns – Background and Foreground

By 2014 the number of people seeking master's and doctoral degrees will likely increase by 12 percent, with women and persons of color accounting for much of this number.

The cost of graduate education increased by 60 percent between 1995 and 2006 and increases in grants and assistantships have not followed.

Student loans are the fastest growing source of aid, and minority students had the highest percentage of loans and the lowest percentage of grants or assistantships when compared with Asian and White students.

Growth in borrowing and cumulative debt negatively influences completion rates and time to degree and increases students attending part-time.

Demographic differences by gender, race and ethnicity need examination and action.

60 percent of those entering graduate school are women, but of those completing, only 40 percent are women.

Persons of color are very much under-represented in the STEM disciplines; challenges to critical mass by race and gender in some disciplines.

## Trends and Concerns – Background and Foreground

### **Room for optimism –**

need for replacement faculty for the retiring professoriate

growing need for a graduate trained professional workforce

- science and health industries
- technology
- museums
- libraries
- NGOs
- national and international government agencies

## Funding Models and Institutional Arrangements

**How are we arranged, institutionally, to address the growing need for graduate student funding? Where are the opportunities for growth?**

**Differences require discovery – learn details about what is in place now:**

What revenue supports graduate education and how do streams flow to graduate school?

Do schools or colleges transfer funds to the graduate school?

How is the budget for a graduate program built: what is funded from central graduate budget and what is funded by departments and/or schools?

Which bodies make decisions about or influence budget models and allocations?

**Disciplinary differences require flexibility – no one model will work:**

What are the prevailing different funding models?

How does the central budget support fields with access to extramural funding (PI funding)? And conversely, what costs are assumed by PIs/grants?

How are fields with little or no extramural funding supported?

Are there deviations or special “deals” with some programs? Why?

## Funding Models and Institutional Arrangements

**How are we arranged, institutionally, to address the growing need for graduate student funding? Where are the opportunities for growth?**

**University administrative and financial structures create the context:**

How is the graduate school structured in relation to other academic and administrative units?

How does revenue from indirect cost recovery flow – does it flow to the generating unit? To the university's general budget?

How are university overhead costs allocated, and which ones are included in the graduate school allocation?

How does graduate tuition revenue flow?

## Culture – Practice, Commitments, Opportunities

**Articulate the value graduate education adds to the university.  
Connect the value added to the costs.**

### *Emory Graduate School Principles for Funding Graduate Education*

Doctoral education is a **public good** that fuels scientific, economic, social and cultural development by producing scholars who advance and disseminate knowledge.

The **strength of a university's research culture** depends on the vitality of its doctoral programs.

The **success of Emory's strategic plan** depends critically on robust doctoral programs in a wide range of disciplines. Emory faculty and administrators have imagined a bold plan with an ambitious research agenda at its core.

Emory's doctoral programs **add value** to the entire university.

The Graduate School is committed to **securing the resources** required to build and sustain robust doctoral programs.

The Graduate School is committed to **wise stewardship** of central university resources.

Funding for Emory's doctoral programs **requires partnership** across several units and schools.

(Entire document: <http://www.emory.edu/GSOAS/PDF/Principles%20of%20GS%20Funding.pdf>)

## Culture – Practice, Commitments, Opportunities

### **A Culture of Stewardship**

**The commitment to admit a graduate student, and the commitment to accept admission, are life-changing investments of financial, intellectual and human capital.**

**Recruitment, admissions, orientation** – do the structures prepare us and the new students for what is ahead?

**Mindful planning** – help students envision their progress through their course of study, imagine their professional pathways in graduate school and beyond, and more or less take control of their academic and professional destinies.

**Mentoring** – faculty need to extend it and students need to know how to ask for and seek it.

**The true costs of leaving** – each PhD student who leaves with an MA/MS represents a financial investment that did not return. But the true costs are much higher: a transformative process of intellectual growth is cut short and the personal commitments on both sides are undone.