



UNIVERSITY OF OREGON

College of Education

January 11, 2021

Dear Faculty and Staff,

Our department heads, deans and I have been meeting since September to find a strategy for matching our GE allocation to our desired PhD admissions. We now have a plan for closing the gap between our:

- University GE allocation of 65 positions
- The need to fund 80 positions next academic year for all PhD students admitted previously with a four-year commitment (students anticipated to graduate this academic year were subtracted from this number)
- Requirement to fund an additional 7 GE positions for PhD students eligible for a fifth year of COVID-19 relief funding
- Desire to admit another class of PhD students with a four-year GE funding commitment

As is evident, the funding allocation, current PhD student enrollment, COVID relief GEs, and PhD admissions numbers are impossible to reconcile. We settled on a strategy and allocations last week that will allow us to admit a class of PhD students. The elements of our strategy include:

- COE general funds will be redirected from salary savings resulting from temporary open staff positions, lower travel and supply costs, and donors to fund 80 GE positions for current PhD students
- Academic departments will guarantee four-year funding for a share of new PhD admits using graduate school funding (e.g., Promising Scholar Award and Raymund Fellowships), research and contract funded GEs, training grants, foreign government funding, and GE positions around campus as is being done currently for about 70 PhD students
- Although it is unlikely, we will have to consider admitting fewer PhD students in future years if these funding sources fall short

The results of months of discussion is given in Table 1 below. Note that the table title includes two categories of GEs – instructional and departmental. Instructional GEs are funded by the university allocation and COE general funds, that is, primarily undergraduate student tuition dollars. Consequently, the Office of the Provost requires us to use these GEs to assist with or serve as instructor of record for undergraduate courses, particularly in our three large majors – Communications Disorders and Sciences, Family and Human Services, and Educational Foundations. Departmental GEs may be used for instruction, research, or service depending on the requirements of the funding source.

Numerous discussion points were considered in making these allocations, including record of student diversity, faculty advising load (See Table 2), provision of PhD student mentoring opportunities for new faculty hires and assistant professors, national ranking and alumni leadership position job placements, record of funding students on grants and contracts, and GE record of cross-departmental collaboration, including teaching/assisting in COE undergraduate



major courses, admission cycles (every year versus alternate years), and PhD students admitted last year (one program, for example, decided to not use their allocation last year).

I do regret that this resolution took so long. The lack of an easy solution that maintained a balanced budget and final graduate school numbers of COVID relief fifth-year GEs made this task particularly arduous. Your academic department heads are privy to all of the discussions, considerations, and decisions. Please reach out to them for further details. Of course, I will be seeing you in academic department meetings this quarter and will respond to questions about GEs, PhD admissions, and any other matters of interest to you.

It has been a smooth – on the teaching and learning side – and, yet, painful start – on the national and political sides - to our term. Nevertheless, we continue to succeed thanks to your efforts. I look forward to seeing you in various digital venues soon.

Take care,
Randy

Table 1. Fiscal Year 2021-22 PhD Program Admission Allocations

Academic Program Area	Fall 2021 Instructional GEs	Fall 2021 Department GEs
Communication Disorders and Sciences	2	0
School Psychology	2	2
Special Education	1	8
Counseling Psychology and Human Services		
Prevention Science + Counseling Psychology	5	3
Education Studies		
Critical and Sociocultural Studies in Education	3	2
Educational Methodology, Policy, and Leadership		
Quantitative Research Methods in Education	1	1
COVID-19 Extra Year GEs (tentative estimate)	7	
Total PhD Admission GEs		30



Table 2. Tenure-Related Faculty PhD Student Advising Load Ranges and Means

Program	Range of PhD advisees per tenure-related faculty member (high to low)	Average # of PhD advisees per tenure-related faculty member
CDS	3 to 0	1.75
SPED	8 (N=2) to 1	3.27
SPSY	5 to 1	3.6
QRME	3 to 1	2
CSSE	4 to 0	1.81
CPSY	5 to 1	2.77
PREV	5 to 1	2.3
DEPT	Range of PhD advisees per tenure-related faculty member (high to low)	Average # of PhD advisees per tenure-related faculty member
EDST (1 program)	4 to 0	1.81
EMPL (1 program)	3 to 1	2
SPECS (3 programs)	8 to 0	2.8
CPHS (2 programs)	5 to 1	2.47