

## **APPENDIX:**

### **Supporting documentation provided to the PEI Committee from individual departments**

Documents provided by the following departments:

- 1) Comparative Literature
- 2) Geography
- 3) Mathematics
- 4) Psychology

# **Comparative Literature**

## The PhD program in Comparative Literature.

1. The Department of Comparative Literature was set up specifically to provide PhD education and grant PhD and MA degrees. For about 40 years, the MA program and especially PhD program have been the core of the Department's mission, teaching, and research. Given the absence of the language requirement at UB and the lack of undergraduate students ready to undertake comparative literature studies, institution of an undergraduate major has not been feasible or desirable. In its stead, the faculty of Comparative Literature had taught a number of World Civilizations and American Pluralism courses and, since the institution of UB Curriculum, a host of UB seminars and Pathway courses. In this context, the PhD program in Comparative Literature suffered a dramatic cut in the number of TA lines: from 17 a few years ago to 8 in 2021/22 academic year. Only 3 TA lines out of the 17 were tied to World Civilizations recitations. As a result of the cuts in the number of TA lines, especially those undertaken in relation to the PEI, some of the key components of graduate student education and life in COL have come under real strain. With only 8 TA lines distributed across 5 years of study, we fear that we have too few students to continue such activities as the editing and publication of the prestigious and internationally known journal "theory@buffalo" (run by graduate students but publishing mostly luminaries in the fields of comparative literature, Continental philosophy, psychoanalysis and culture); the annual graduate student conference; conference for undergraduate students at UB and more broadly in the Buffalo area. Those activities allowed our PhD students to make contacts with faculty nationally and internationally, gain important experience, often letters of recommendation. All of the above have been very helpful in preparing the PhD graduates for the job market and getting academic appointments. Thus, the PEI has had the unintended consequence of influencing negatively future PhD program outcomes (I am already seeing problems with securing editors for the journal or organizers for the conferences) and hampering (rather than fostering) "excellence." To keep the excellence and have the activities run smoothly, the program should have 10-12 funded PhD students.

2. The baseline for COL TA lines was set at the deceptively low 9 count from 2019/20. I would recommend setting the baseline on the average for the past 5-10 years, since relatively small programs that had had significant cuts in the years preceding the PEI had their baseline set at historically very low number of TAs.

3. Diversity: Comparative Literature has not been given a line to hire for the past several years, not even to replace the one URM senior faculty (retired in January 2020) and thus has not yet been given a chance to increase its diversity. This has had a visible influence on the difficulty of recruiting URM graduate students, thus affecting the whole rubric of diversity. How to account for this situation, no doubt also in play in other departments, with regard to the diversity rubric of the algorithm?

Krzysztof Ziarek  
Chair, Comparative Literature  
kziarek@buffalo.edu

# **Geography**

## PhD Excellence Program and the Department of Geography

### A Rational Approach to Establishing Base Numbers

The current system for establishing base numbers of teaching assistants (TAs) for each College of Arts & Sciences department is based on legacy numbers that reflect credit-hour delivery in lower division courses. The legacy numbers used to be meaningful when the TA lines were provided as a means of covering instructional needs. Since the aim of the PhD Excellence Initiative (PEI) is to repurpose the funding lines towards delivering excellent research and placement outcomes rather than providing an army of instructors, it should seem reasonable that the basis upon which TA numbers are distributed should be research-focused. One potential starting point that would re-focus the lines towards research is to set base numbers of TA lines to the number of faculty. For example, if there are 430 faculty, then start with 430 TA lines. Knowing nothing else, assign one TA to each faculty. Then utilize additional information, such as research productivity of the faculty, research productivity of students, time-to-degree, placement, etc, as metrics to adjust up or down the number of TA lines to each department.

The UB Geography Department (UB GEO) recently conducted a survey of its AAU peers and aspirant peers. The survey included numbers of students, numbers of funded students, full time faculty, and years of funding for TAs (Table 1). AAU GEO departments average 0.93 TA lines per faculty member and range from 0.47 (UB GEO) to 2.17 (UCLA). Total funded students (excluding RAs) ranges from 9.3 (U. Washington) to 50 (UCLA), averaging 19.4, with UB GEO currently at 10. UB GEO TT faculty size (21.5) is slightly higher than the AAU average of 20.5. AAU GEO average number of PhD students is 34, with UB GEO sitting at 44. It is noteworthy that across AAU GEO departments approximately 50% of PhD students hold funded TA lines, while in UB GEO the number is under 25%. Roughly half the departments offer 5-year funding to students who enter the PhD without a Master's degree, with the remaining departments offering 4-year packages. Most departments offer 4-year packages to students who hold a graduate degree. I note that UB GEO is almost exactly in the middle of the AAU Geography pack in terms of faculty grant market share (Academic Analytics).

### Impact of the PEI Equation on UB GEO

**Effects of Unfunded Students.** Historically, UB GEO admitted some PhD students without funding. Many of these students got onto funding streams in their second or third year. Our data suggest that completion rates, time to degree and placement were poorer than for students who entered the program with a funding package. The Department stopped admitting unfunded PhD students two years ago, mostly because the opportunities for these students were limited and they provided a burden on faculty who believed they were responsible for finding funding for them. We shut down this practice before the introduction of the PEI program, but our pools of graduates over the past several years reflect the historic admission policies. Admittedly, the historic approach was not ideal, but it seems the Department will be penalized for several years to come because of it.

**Cohort Size.** In addition, the ability of the Department to recruit PhD cohorts is hampered by the low TA numbers and the price we would pay for recruiting unfunded students to build up cohorts in the past. Given only 10 lines spanning five-year funding packages, each faculty member can anticipate being able to recruit one PhD student on a TA line. Consider the numbers. Grants

typically funds students for three years. If the Department used its TA lines to fund each student for two years and then every student transferred to a grant, then the department would be in a position to recruit five PhD students per year and each faculty member would be able to recruit one PhD student every 4.5 years. This is the best-case scenario. The worst-case scenario is that TA lines are locked up by each recruit for the full five years, which means each faculty member would anticipate recruiting one new student every 11 years. The likely outcome is going to be somewhere between the best- and worst-case scenarios. The consequences of a declining ability to recruit new students will negatively impact UB GEO's ability to hire research active faculty who expect to be able to recruit students.

**Diversity.** Since almost all departments are penalized by the diversity measure it seems rational to give it a low weight and establish a sensible annual rate of increase in the weight to encourage departments to recruit more diverse students. The rate of change must also account for limits on recruitment: if a program is limited to 1-2 funded students per year, and has a large number of legacy unfunded PhD students like ours, then overall diversity measures will not reflect program change for several years. This is going to continue to be an issue since recruitment of diverse students generally requires that departments have diverse faculty. This cannot be changed overnight.

**Table 1: AAU Peer Geography Graduate Program Funding Metrics**

University	Funded Graduate Students (FGS) per year (non-RA)	Full time faculty (FTEs)	Funding term - PhD no MA/MS	Funding term - PhD with MA/MS	FGS/Faculty Ratio
UCLA	50	23	5	5	2.17
Rutgers University	15	9	5	4	1.67
Indiana University - Bloomington	14.5	11.5	5	4	1.26
University of California-Santa Barbara	33.67	28	5	4	1.20
University of Minnesota-TC	22	18.5	5	5	1.19
University of Wisconsin-Madison	24	20.5	5	3	1.17
University of Illinois Urbana-Champaign	15	13	4	4	1.15
University of Kentucky	20.5	18	4	4	1.14
Ohio State University	21	21	5	4	1.00
Texas A&M	21	22	5	5	0.95
UNC Chapel Hill	19	21	5	4	0.90
University of Washington	9.3	11	4	4	0.85
University of Arizona	18	22	4	4	0.82
Penn State University	20	27	5	4	0.74
University of Florida	15	22	4	4	0.68
University of Maryland, College Park	10.5	19	4	4	0.55
Michigan State University	14	27	4	4	0.52
Arizona State University	16	34	4	4	0.47
University at Buffalo, SUNY	10	21.5	5	5	0.47

Source: Department Chairs or Directors of Graduate Studies, current as of March 2021.

# **Mathematics**

## **Recommendations to the PhD Excellence Initiative (PEI) committee**

Department of Mathematics, University at Buffalo  
4.9.2021

### **1. Implement safeguards to ensure the viability of all PhD programs**

The PEI committee has taken steps, deviating from a simple application of the PhD line allocation algorithm (hereafter referred to simply as “the algorithm”), to ensure the viability of small PhD programs. This is commendable. However, this year’s application of the algorithm has resulted in a few PhD programs – mathematics among them – not being able to recruit any PhD students for 2021–22. This is a catastrophic consequence for the affected programs. UB’s math department was the only one among more than 20 AAU peers and institutional peers in this situation (see attached documentation). The PEI committee should devise measures to make sure this does not happen in the future. For example, this could include a combination of: (i) implementing a floor for the total number of lines cut from any given program in a year, and (ii) collecting data about the number of students falling off support in each program for the upcoming year and making sure that any decrease in the total number of lines for that program is not larger than the number of students falling off support.

### **2. Refrain from applying the algorithm again for at least 5 years, so that programs have enough time and enough new students to affect the metrics**

Compounding the previous issue is the fact that the metrics used by the algorithm change very slowly. Specifically, it may take up to 10 years of sustained recruitment for any program to appreciably change the metrics used by the algorithm. (This was demonstrated by an explicit calculation previously presented to the committee, which is also attached.) For example, if the math department’s allocation for 2022-23 remains the same as for 2021-22, we would only be able to recruit 2-3 students, and if the algorithm is applied again we likely won’t be able to recruit at all. And if a program isn’t allowed to recruit for any portion of the above 10-year time frame, the time needed to change the metrics would increase accordingly. Therefore, if the algorithm is applied again at any time within the next 5 years, the same programs that have been negatively affected this year will likely be unable to recruit again next year, in a compounding effect, resulting effectively in a death spiral. This would effectively result in closing down certain PhD programs. To avoid this, the application for the algorithm be paused for at least the next 5 years.

### **3. Allow programs to opt out of the algorithm if they have implemented significant changes in recent years**

The new recommendations presented by the PEI committee to the CAS coffee hour allow small programs to opt out of the algorithm if their PhD is so recent that no outcome and/or attrition data are available. The algorithm looked at students who entered the PhD program all the way back to 2008. However, the math department overhauled its PhD program in 2015, by changing the structure of first-year courses as well as its first and second qualifying exam. We don’t yet have outcome/attrition data for students who entered our program since, because most of these



students are still in the program. Effectively, the math PhD program is in the same situation as newly created PhD programs. The negative metrics used by the algorithm for the math PhD program are no longer applicable, but the current math PhD program has been penalized for a state of affairs that no longer exists. This hardly seems fair or constructive. To rectify this situation, the PEI committee should: (i) Reset the allocation percentage of the math PhD program to its 2020 value, and (ii) Give the math PhD program the option to opt out of the algorithm until data about the new regime is available. Of course the same actions should be apply for all PhD programs which are in a similar situation.

#### **4. Revise the algorithm to take into account PhD students' research productivity**

Currently, the algorithm does not take into account the PhD students' critical contribution to research in any way. This seems to be a critical omission, which runs counter to UB's top-25 mission. For example, during the years 2018–2020, PhD students in mathematics authored or co-authored 52 publications out of a total of 195 produced by the department during this time. For many faculty members, working with PhD students is necessary in order to maintain a viable research program. Therefore, this year's lack of an incoming class of PhD students will significantly hurt the department's research mission a few years down the road. The algorithm should be revised by taking into account the PhD students' different contribution to each department's research productivity. For example, this could be done by factoring in the number of publications submitted by PhD students in any given program during the last five years.

#### **5. Evaluate the relative merits of using an additive correction factor instead of a multiplicative one**

Currently, the algorithm applies a multiplicative correction factor as opposed to an additive one. However, applying a multiplicative factor has the effect of creating huge swings in the numbers for large programs – as was amply demonstrated by this year's application of the algorithm. What is the justification for using a multiplicative correction factor, as opposed to an additive one? Since the application of the algorithm affects programs deeply, the PEI committee should examine the pros and cons of each approach, and the eventual choice should be carefully justified.

#### **6. Set up a mechanism to allow departments to recruit top students and URM students**

Currently, the algorithm does not take into account Presidential/Schomburg fellowship. This appears to be shortsighted. Departments should be allowed to recruit students who win Presidential/Schomburg fellowships, even if they wouldn't have been allocated lines otherwise, since by definition these are exceptionally good students who raise the profile of the whole student population. Similarly, since the algorithm places a premium on URM students, it should provide a mechanism for departments to be able to recruit URM students even if they didn't have lines in a given year. Otherwise a department can't improve its metrics.

#### **7. Evaluate the optimal size of each PhD program and take the results into account**

Currently, the algorithm prescribes corrections to a program's allocation without concern for that program's total size. The PEI committee has chosen to deviate from the algorithm when it affects the size of small programs. This decision expresses a valid concern. However, the same concern should be extended to all PhD programs. In other words, the PEI committee should consult with all departments to come up with an optimal number of PhD lines for each

program. Once these numbers are available, the committee should then: (i) communicate the total to the CAS Dean, recommending that the same total number of lines be supported, and (ii) take into account the numbers for each program in the allocation.

The optimal size of the math PhD program is about 50 (which was the number of supported PhD lines until a few years ago). This number is based on two main factors: (i) with 5 years of support, it would allow the department to recruit on average about 10 students per year, which would result in a viable cohort for both the pure and applied tracks of the PhD program, and (ii) it would result in sufficient numbers of PhD students in support of the faculty's research. (Currently, departmental faculty are advising 52 PhD students.)

#### **8. Work with each program to effect positive changes across the board instead of pitting departments against each other**

The PEI oversight committee is the only standing body that is charged with promoting PhD excellence within the College. The PEI committee would be much more effective in doing so if it worked with all departments to try to help them improve all their PhD programs, instead of pitting each department against the others in a zero-sum allocation game. The PEI committee should look as a model at the great work being done by Maura Belliveau and the Center for Diversity Innovation, and should try to adopt a similar approach to promote excellence of all PhD programs in CAS.

## Supported math PhD lines in public AAU institutions

02/28/21

Institution	Undergraduate students	Supported PhD lines					
		2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
U Minnesota	35165	15-20	20-25	20-25	20-25	20-25	20-25
U Illinois Urbana-Champaign	34120	low 20s	22-30	22-30	22-30	22-30	22-30
U South Florida	32681	6-7	6-7	6-7	6-7	6-7	6
U Washington (Appmath)	32046	9	7	7	12	13	7
U Washington (Math)		18-20	19	20	18	13	20
U Michigan	31266	21	20	30	27	25	29
U Colorado (Appmath)	31101	17	15	16	13	16	12
U Colorado (Math)		8-9	11	8	~8	~8	~8
U Georgia	29848	5-8	6	9	10	13	18
Virginia Tech	29300	10-15	10-15	10-15	10-15	10-15	10-15
U Cincinnati	28376	11	10-15	9	8		
Colorado State U	26559	4	12-18	12-18	12-18	12-18	12-18
North Carolina State U	25973	24	19	19	25	25	25
U Massachussetts	24209	~7	12	13	9	9	8
U Iowa	23482	13	15	~16	~16	~16	~16
UC Santa Barbara	23349	7-8	18	20	13	17	8
UC Riverside	22055	8	20	15			
<b>UB</b>	<b>21921</b>	<b>0</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>18</b>
U Kansas	19667	~10	12-15	12-15	12-15	12-15	
U North Carolina	19355	12	16	17	16		
U Connecticut	18847	10	14	14	15	9	
<b>Stony Brook (Math)</b>	<b>17909</b>	<b>10-12</b>	<b>15</b>	<b>9</b>	<b>16</b>	<b>7</b>	<b>16</b>
<b>Stony Brook (Appmath &amp; stat)</b>		<b>13</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
UC Santa Cruz (Math)	17517	6	12	11	10	6	6
UC Santa Cruz (Amath)							
U Virginia	17011	~8	~10	~10	~10	~10	~10
Georgia Tech	15964	15	24	17	16		
<b>Binghamton U</b>	<b>14165</b>	<b>6-7</b>	<b>~8</b>	<b>~8</b>	<b>~8</b>	<b>~8</b>	<b>~8</b>
New Jersey Inst Technol	8794	6-7	8	8	8	8	8
U California Merced	8151	10	11	10	8	6	4

## Projections for Math TA Lines

### Assumptions:

2007-2015 pre grad program reform

assume admit 12 students/yr, eventually 4 graduate, 8 drop (0.667 attrition rate)

2016-2020 post grad program reform

assume admit 12 students/yr eventually 6 graduate, 6 drop (0.5 attrition rate)

2021-2030 PEI TA allocations

admission based on PEI, use only attrition factor (0.25 \* quintile factor)

use quintile factors based on 2021 data for other departments

assume we have attrition rate of 0 students each year starting 2021

base our 6 yr attrition avg based on starting 14 yrs previous

eg 2021 allocation based on attrition of students entering 2007-2012

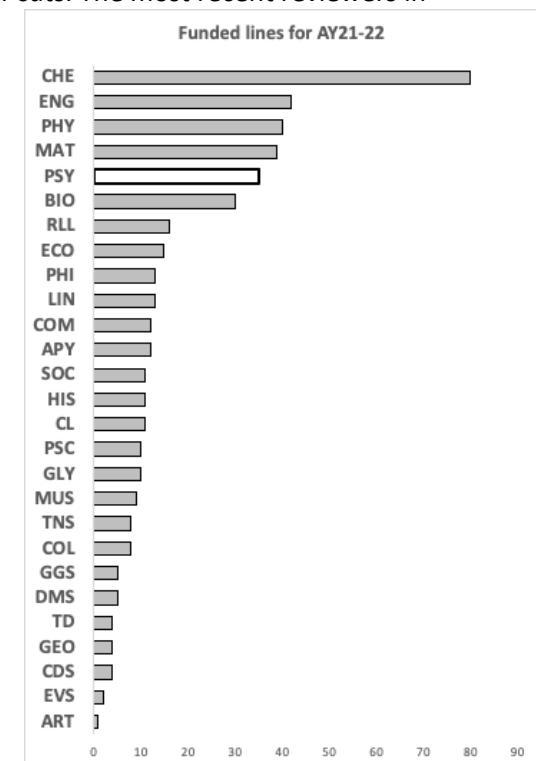
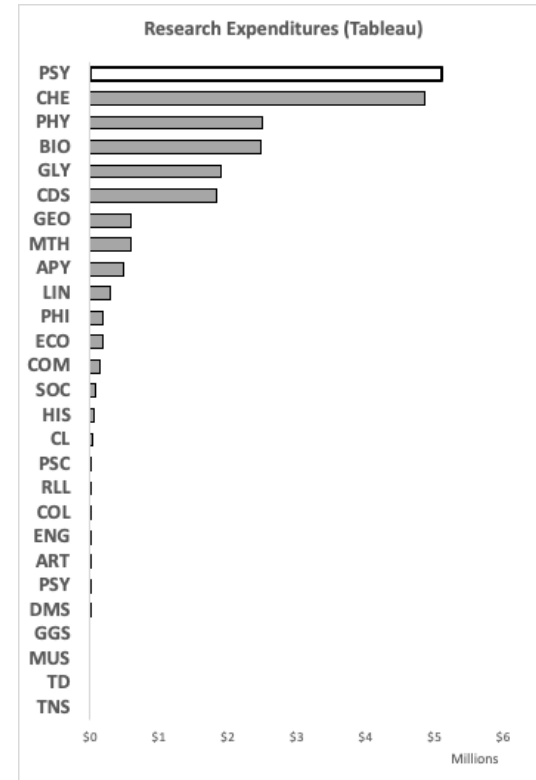
### Summary of projections of number of TA lines based on 450 CAS lines

year	admit	tot TA	6yr attrition rate	bin	factor	mth/CAS TA lines	PEI	year
<b>2020</b>	12	48				0.0923		<b>2020</b>
<b>2021</b>	3	39	0.667	-0.2	0.95	0.0877	39.5	<b>2021</b>
<b>2022</b>	10	37	0.667	-0.2	0.95	0.0833	37.5	<b>2022</b>
<b>2023</b>	10	36	0.667	-0.2	0.95	0.0791	35.6	<b>2023</b>
<b>2024</b>	10	34	0.667	-0.2	0.95	0.0752	33.8	<b>2024</b>
<b>2025</b>	2	32	0.639	-0.2	0.95	0.0714	32.1	<b>2025</b>
<b>2026</b>	8	31	0.611	-0.2	0.95	0.0679	30.5	<b>2026</b>
<b>2027</b>	9	30	0.583	-0.1	0.975	0.0662	29.8	<b>2027</b>
<b>2028</b>	9	29	0.556	-0.1	0.975	0.0645	29.0	<b>2028</b>
<b>2030</b>	1	28	0.528	-0.1	0.975	0.0629	28.3	<b>2030</b>
<b>2031</b>	8	28	0.473	0	1	0.0629	28.3	<b>2031</b>

# **Psychology**

## Importance of funded PhDs in UB Psychology

- The Department of Psychology is the top generator of extramural expenditures in the college, ranks well relative to peers in research productivity, has one of the highest numbers of majors in the college, and provides mental health services to the community. Graduate students play a critical role in all these activities.
  - Psychology PhD students start on lab research their first semester and function as collaborators, improving research.
  - Psychology generated **over \$5 million in research expenditures** in 2018-2019 according to Tableau's PEI dashboard, the highest in CAS for that year (Figure to right). State-funded graduate students play an integral role in this success.
  - Publication rates in Psychology rated in top quartile of Departments according to Academic Analytics Benchmarking.
  - Graduate students working in our Psychological Services Center help serve the community and generate further revenue (**over \$17k** after expenses in AY19-20).
- Support of graduate students at UB has consistently lagged behind other leading psychology programs, thus providing a systemic barrier toward advancement to top 25 as well as future faculty retention.
  - A recent survey of 41 psychology departments, including AAU and non-AAU, found that > 75% provided lines for faculty to recruit students at least every other year and over 50% allowed faculty to recruit every year if needed.<sup>1</sup>
  - State line funding before this year already put us in the bottom 9% of programs from this sample with respect to recruitment, before recent cuts.
  - **External program reviews have consistently pointed to our department being under-resourced**, even before the current set of cuts. The most recent reviewers in 2019 voiced concerns about our ability to sustain levels of productivity with low levels of support.
- Recent cuts to lines have left our department with few lines relative to other CAS departments (Figure to right), at odds with our Department's productivity. Our current number puts the Department in jeopardy.
  - Clinical accreditation needs at least 4 incoming students per year. One accrediting board has already expressed concern. **We may lose our clinical accreditation** (see attached letter from one of our accrediting bodies, PCSAS).
  - Other program areas (Cognitive, Social, Behavioral Neuroscience) also need incoming classes of 3-4 students per year in order to keep labs productive and to mount grad courses that are critical to program.
  - Labs need at least 2 concurrent students for smooth transfer of lab skills across successive PhD students.
- The Psychology Department has a long and strong record of supporting PhD students through extramural funding. **We fully intend to continue to support graduate students with such funding whenever possible. Yet external funding cannot be the sole or even primary method of supporting doctoral training under current conditions.**<sup>2</sup>



<sup>1</sup> Full report available on request. Data compiled by Prof. Shira Gabriel.

<sup>2</sup> In the 20-21 academic year 11 students were funded by sponsored RF out of 51 funded students (~22%).

- The cost of funding a PhD student, with fringe and tuition, has approached a level that is close to the cost of a postdoc (can approach \$50,000/year with tuition, stipend, and fringe). This cost poses substantial challenges to the provision of graduate support, for reasons outlined below. And costs of funding students will increase.
  - The most lucrative psychology grants are NIH clinical trials, and many of these have budget caps. These budgets are dominated by large participant and equipment costs, and there is no room for the considerable cost of supporting a graduate student.
  - Psychology has higher teaching loads than other science departments (Chemistry, Physics, Biology and Geology), and PIs often need to fund course buy-outs in order to follow through on grant activity, which adds considerably to budgets.
  - Between the proposal and awarding stages, budgets are often cut to a large degree, allowing only those expenses that are absolutely vital to the research being completed (e.g., participant costs). Thus, it is common that even those grants submitted with line-item budgets for graduate student support no longer have that money available post-award.
- Of course, with fewer graduate students to support our research, we will have less time to submit grants. And thus, the decrease in state-funded lines will ultimately reduce rather than enhance our ability to support students through extramural mechanisms.
- Our ability to support students through grants will be facilitated by a greater number of state-funded lines, along with structural changes that will facilitate the use of grant funding toward student support. **We look forward to working with CAS on ideas to help make this happen.**
- We cannot maintain our historical level of research productivity with reduced lines. We need **more lines than in the past** due to the (important) PhD excellence initiative guidelines.
  - We are now supporting students for 5 years, which is a good and critical change for recruitment and graduate student success.
  - Given the figures listed above, we need a number closer to **80 lines** (4 students x 4 training programs x 5 years), similar to Chemistry's current allocation.

Data on graduate programs



# Methods

- Recruited from social/personality faculty at schools with PhD programs
- Recruited through professional listserv and FB group
- Got data from 59 professors
- Eliminated 4 due to duplicate schools (e.g. two people from Yale participated)
- Missing data is due to participants not answering all questions
- More data may still come in (I posted this study yesterday afternoon)
- I did not include UB in the data

# Schools in data

- Ben Gurion University
- Brooklyn College
- CU Boulder
- Cuny graduate center
- Florida State University
- Iowa State University
- Kansas State University
- Kent State
- Kansas University
- Lehigh
- Loyola University Chicago
- McGill University
- McGill University
- Montana State
- northwestern
- Penn State University
- Syracuse University
- Texas A&M University
- The Education University of Hong Kong
- Tufts
- Tulane University
- U of Illinois at Chicago
- UC Berkeley
- UNC Chapel Hill
- University of Alberta
- University of Arizona
- University of California, Merced
- University of Denver
- University of Florida
- University of Houston
- University of Michigan
- University of Missouri. Columbia
- University of Oregon
- University of Southern Mississippi
- University of Tennessee
- University of Texas at Austin
- University of Toronto
- University of Waterloo
- University of Wyoming
- Washington State University
- Yale
- York University

# How many students per faculty member?

- Faculty can take as many students as they want – 35.6%
- Faculty can take a new student every year – 20%
- Faculty can take a new student every other year – 20%
- Faculty can take a new student every third year (e.g. a new student starts when current student starts 3<sup>rd</sup> year) – 15.6%
- Faculty can take a new student every fourth year (e.g. a new student starts when current student starts 4<sup>rd</sup> year) – 4.4%
- Faculty can take a new student every fifth year (e.g. a new student starts when current student starts 5<sup>rd</sup> year) – 2.2%
- Faculty can only have one student at a time – cannot recruit until old student graduates --- 2.2%

**Summary:** our plan (before the student raises and COVID) is the highlighted one. That plan puts us in the bottom 8.8% of PhD programs in the survey (e.g. 91.2% of faculty get more students than we got in “good” times).

# Other statistics

- About 50% of programs make faculty pay tuition for students on grants
- 72.3% of programs guarantee at least 5 years of funding for PhD students in good standing
- 64.2% of students have to TA for their funds. 28.3% TA some semesters but get some semesters off (while still being paid) to focus on research. 7.5% never have to TA for their funds

# Other statistics

- 64.7% of schools **never** make students teach for their stipends (they either get to TA for all 5 years or don't have to do any teaching or Taing for the money).
- The mean stipend at the schools is 24,294,22. The median stipend at the schools is 20,500 per year. The mode is 20,000.

# FW: Univ at Buffalo and PCSAS

Read, Jennifer

Sat 1/30/2021 8:08 AM

To: Pfordresher, Peter <pqp@buffalo.edu>;

Hi Peter,

See below. This came in on Thursday, and is the note that I mentioned to you that I figured was coming from one of our 2 accrediting bodies, PCSAS.

I'm hoping that you can forward this to Kris and the Dean's office. I know that you and Kris had been planning to meet, and Sarah had prepared the data regarding the viability of the clinic. Did that meeting occur? If yes, was there anything to report?

I know you are neck deep in all this stuff, but I wanted to check in as the clinical area will be meeting again soon and we're trying to figure out how to respond to this PCSAS letter, and also to plan for the future. We will have an APA accreditation coming up in 2 years, and the self-study will be due in about 18 months. So, we need to start planning.

Thanks,

Jen

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**From:** Alan Kraut <akraut@pcsas.org>  
**Sent:** Thursday, January 28, 2021 3:52 PM  
**To:** Read, Jennifer <jpread@buffalo.edu>  
**Subject:** Univ at Buffalo and PCSAS

Dear Dr. Read:

The Review Committee of the Psychological Clinical Science Accreditation System (PCSAS) recently discussed the Annual Report you submitted in compliance with PCSAS accreditation requirements. We noted that no new class of graduate students will be admitted to the program for the next academic year. We know the financial toll that the pandemic has taken on higher education institutions, and we sympathize with the difficult decisions that universities must make. Not admitting a full class of graduate students is understandable given current circumstances. However, a pattern of no or even low recruitment in coming years likely would have significant implications for your program's strength as a clinical science training site, and as such, could have an impact on the accreditation status of your program. For example, reduced enrollments could cause key classes to be canceled, in-house clinics to have to cut back on services and training opportunities, and labs to reduce the scope of research programs. Thus, we expect that a new class of students will be admitted in the following year.

Please let us know when you have word on prospects for your next admissions round.

Sincerely,  
Alan Kraut

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Alan G. Kraut, Ph.D. Executive Director  
Psychological Clinical Science Accreditation System (PCSAS)  
1800 Massachusetts Ave NW · Suite 402 ·  
WASHINGTON, DC 20036-1218 USA  
<http://www.pcsas.org/>

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FW: Univ at Buffalo and PCSAS - Pfordresher, Peter

[AKraut@PCSAS.org](mailto:AKraut@PCSAS.org)

Ph: (301) 455-8046