Graduate Council Guidelines for Review of Proposed and Existing ORUs

1. What does the ORU bring to the campus that is not accomplishable through graduate programs/groups? For example:
   
   a) What types of students are attracted to the ORU? What projects do they work on? What published work and/or success at grantsmanship results from their scientific activities?
   
   b) With which departments or graduate programs do the students have formal affiliation?
   
   c) To what degree do graduate and postdoctoral students participate through assistantships, Fellowships, traineeships, or how otherwise are these students involved in ORU work, including paid employment and graduate student research?
   
   d) Are all students financially supported throughout their tenure?
   
   e) Are there unique opportunities for training and mentoring students through alliances of post-doctoral students, visiting scholars, and/or professors?
   
   f) Do students gain unique training that enhances their opportunities in the job market and/or facilitates their research and professional development [e.g., TAs, RAs, informal teaching and/or technological expertise]?
   
   g) Does the ORU provide unique access to colloquia, equipment, facilities, and/or professional networks for both faculty and students?
   
   h) What are the direct or indirect contributions of the ORU to graduate and undergraduate teaching programs?
   
   i) What is the current professional status of the ORU graduates over the past five years; location and title.
   
   j) What role did the ORU play in post-graduate placement and what aspect, if any, of the ORU training program was important in placement?

2. What makes the ORU distinct from graduate groups/programs? Does the ORU have a focus and/or Interdisciplinary approach that distinguishes it? For example:
   
   a) Does the ORU create a research environment and/or opportunity for acquisition of funds not otherwise possible through traditional graduate programs/groups?
   
   b) Are there concerted efforts by faculty to acquire novel multi-authored research grants and/or training grants not obtainable through traditional academic alliances?
   
   c) Through what academic units are grant proposals channeled [e.g., home department, graduate groups, or the ORU?]
   
   d) Which specific faculty are members, and what is unique about their alliance?

3. What is the ORU accomplishing that ensures its current and future uniqueness, vibrancy, and relevance? For example:
   
   a) Are there established procedures for assessing relevance and future directions?
   
   b) Are there special requisites for membership and participation?
   
   c) Is the original mission of the ORU still pertinent?
   
   d) What is the justification for continuance of the ORU?
   
   e) What would be lost if the ORU disbanded?
4. What is the relationship of the ORU with other ORUs?
   a) Is the ORU a member of an MRU, and if so, is continued membership in the MRU warranted?
   b) Is continuation of the ORU justified?

5. How is the ORU administered?
   a) How is the director or chair chosen? How long does he/she serve?
   b) How are members of the executive body chosen? How long do they serve?
   c) How often does the administrative committee meet?