

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?