

DOCTORAL PROGRAM REVIEW CHECKLIST
Prepared for Graduate Academic Council SUNY Albany
Prepared by: Mauritz Johnson, SUNY Albany
With assistance from: Robert Pruzek, SUNY Albany
Date: Mid 1980's

PROGRAM

1. Is a well-qualified person responsible for coordinating the program?
2. Is there a council of graduate faculty responsible for program policy?
3. Is the rationale of the program understood by all graduate faculty and students?
4. Is there a rational relationship between the doctoral program and the masters and undergraduate programs?
5. Are there well-defined procedures for program review and revision?
6. Is there sufficient variety of course offerings to encompass the full scope of the field?
7. Is the program distinctive in permitting intensive study in sub-fields selected for their appropriateness to local circumstances?
8. Are course offerings scheduled frequently enough and at suitable times to be available for students who need them?
9. Do students receive the advisement and counseling they need to plan appropriate programs of study?
10. Does the program include provisions for adequate professional socialization of students?
11. Are there incentives for students to publish?
12. Are there provisions for training students in college teaching?
13. Are assignments and loads of teaching assistants such as not to interfere unduly with completion of the doctoral program?
14. Are provisions for communication with and among students conducive to student morale?
15. Do examinations in the program serve definite and appropriate purposes?
16. Are program requirements such as to maintain quality control without imposing unnecessary obstacles to progress through the program?
17. What is the average length of time in which students complete degree requirements?

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FACILITIES

1. What is the extent of library holdings in the field that are available to students?
2. What is the availability and extent of use of computer facilities and services?
3. Is an adequate supply of desk calculators available?
4. What laboratory facilities are available?
5. What clinical resources are available?
6. How adequate is workspace for students?
7. How adequate is secretarial and clerical assistance for the faculty?
8. Is faculty office space adequate?
9. Is adequate service available for equipment maintenance and repair?
10. Are sufficient funds available for purchase of needed equipment and materials?
11. What special facilities for instruction and research are available?

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FACULTY

1. Does the composition of the graduate faculty provide both balanced representation of the entire field and peaks of excellence in sub-field?
2. Are all members of the graduate faculty engaged in research and scholarship?
3. How many are nationally known within their specializations?
4. What is the rate and trend in faculty authorship and editorship of books and publication of articles in referred journals?
5. How many serve on editorial boards of journals?
6. How many articles by faculty have been anthologized or otherwise reprinted?
7. With how many citations are faculty credited?
8. How many faculty have been invited to review books, manuscripts, or research proposals?
9. How many faculty have been invited to contribute chapters to books or make presentations at conferences or symposiums?
10. How many faculty have been invited to serve as external evaluators for other institutions or agencies?
11. How many faculty are engaged as consultants to business firms or government agencies?
12. How many hold offices or other responsibilities in professional associations?
13. How many have received awards, fellowships, or other honors?
14. How much support is available for faculty travel?
15. How much budgetary support is available for faculty research?
16. Are teaching assignments and loads conducive to maximum faculty research?
17. How many proposals for external research funding have been submitted?
18. What are the trends in level of external funding of research?
19. What success has the faculty had in recruiting new faculty with desired qualifications?
20. What has been the faculty's record in retaining highly qualified members?
21. What success have faculty members had in achieving tenure and promotion?
22. How many post-doctoral fellows are associated with the faculty?

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STUDENTS

1. Are systematic procedures employed in recruiting students?
2. What is the trend in number of applications received?
3. What proportion of applicants are accepted?
4. What proportion of those accepted actually enroll?
5. What is the total number of students currently in the program?
6. How many students are there per faculty members?
7. How many students are in full-time study?
8. How many part-time students are there?
9. How many students hold assistantships and fellowships and at what level of support?
10. At what institutions did students do their undergraduate work?
11. How many students are from other states and countries?
12. What was the undergraduate grade-point average of students?
13. What is the distribution of verbal, quantitative, and total GRE (or other aptitude or achievement) scores of students?
14. What is the extent of publication and conference participation by students?
15. How many degrees have been granted in each of the past five years?
16. How many students have completed all requirements but the dissertation?
17. What are the topics on which dissertations have been written and how significant are they?
18. How many students have received awards for their dissertations?
19. Where have graduates taken positions and what progress have they made in them?
20. How do positions taken after graduation compare with those held upon admission?
21. What special contributions have graduates made to the field?