**PhD Program Self-Study Template**

The following is the 2025-2026 template for the PhD program self-study component of the program review by the Doctor of Philosophy Board. When completing the template, you may link to relevant program documents or websites, ensuring that links are accurate before submission.

The Office of Institutional Research and Analysis (OIRA) will supply a report complementing this self-study, including program’s retention, attrition, and completion trends, time to degree data, Enrolled Student and Exit Survey results, and program demographic information. Please inform the Board if any of this information does not match your program records.

This document is broken into two sections. The first section is descriptive and asks you to describe the program to the Board. The second is reflective and asks you to discuss goals and key challenges of the program. For the second section, we recommend that you get input from faculty and students involved in the program.

**SECTION 1: DESCRIPTION OF THE PROGRAM**

**PROGRAM STRUCTURE**

Name of the Program:

Describe the major features of the PhD program in terms of objectives, course requirements, and other requirements. If easier to provide a URL link to a website or handbook, that is fine. (Document must have page numbers for reference in additional questions.)

The Doctor of Philosophy Board expects each program to have a student handbook. Please provide a link to or copy of this document. The handbook, or other supplemental material distributed to students, is expected to include program requirements, expectations, and key policies. If this is not true for your program, please explain. Please expand on any other important information distributed to students.

Please briefly outline the year-by-year timeline of expected student progress throughout the course of the program if not already included above.

The Doctor of Philosophy Board expects each PhD program in the University to obtain student input on academic aspects of the program. How does the program gather and incorporate student feedback into its structure, policies, and procedures?

The Doctor of Philosophy Board expects each PhD program in the University to have an annual process by which students’ academic progress is tracked and feedback is provided to students. Please describe the process, who is involved, its frequency, and how compliance with this process is assured. Also, include as an attachment or link any forms to be used for this purpose:

How are students informed of the outcome of the evaluation process? If a student is not making good academic progress, how is a student informed of that, how is it documented, and how is a plan for moving forward developed?

The Doctor of Philosophy Board expects each PhD program in the University to have an annual process by which students’ professional development goals are discussed and with some documentation of the discussion. Please describe the process, who is involved, its frequency, how a plan is documented, and how compliance with this process is assured. Also, include as an attachment or link any forms to be used for this purpose:

What, if any, teaching is required for students in the PhD program? Please include information on any teaching required 1) for an academic requirement of the program, and/or 2) for funding.

* What pedagogical support or training is provided to support the student in teaching?

What is the structure and role of thesis committees in the program? Please include (a) How many faculty members serve on each thesis committee? (b) At what point in the student’s progress through the program is the thesis committee constituted? (c) How often does the committee meet with the student? (d) What documentation, if any, is produced in/following each meeting?

**FACULTY**

How many faculty serve as potential mentors to PhD students in the program? How does this number compare to what you see as the ideal number of faculty to mentor PhD students in this program?

How are program faculty engaged in ongoing discussions about the program status and operations, and any necessary changes?

How does the program engage faculty in other schools, divisions, or departments at the University?

**ADMISSIONS**

Please see links provided from university records of number of students who applied, were accepted, and who matriculated in the program, which can also be found here: <https://oira.jhu.edu/phd-statistics/>

Describe why this is or is not the appropriate size for the program.

Please describe the admissions process. Who reviews applications, what factors determine the number of students admitted to the program, etc.?

Does your program require GRE score submission in the PhD program application?

Yes  No  Optional

What other factors, if any, do you consider in admissions decisions?

The Report on Graduate Student Composition was published in December 2024 and is available here: https://diversity.jhu.edu/assets/uploads/sites/11/2024/11/JHU-Graduate-Student-Composition-Report-2024.pdf

What steps do you take to recruit a strong and diverse group of students?

**SUPPORT**

What are the funding model(s) used in your program to support PhD students? How are you making this sustainable?

What are the funding mechanisms for student support available beyond guaranteed funding years (until degree completion)?

Attach a sample offer letter currently used by the program as an appendix to this document.

**CAREER DEVELOPMENT**

What does the PhD program do to expose students to academic career paths?

What are typical non-academic career paths available for PhD students trained in your programs. What does the PhD program do to expose students to these non-academic career paths?

How does the PhD program assist students in the job search/professional development (exposing students to a variety of careers and career tracks, utilizing Doctoral Life Design Studio, identifying positions, application process, interview preparation, job talk preparation, etc.)?

**OUTCOMES**

Please see link provided for the university database on career sector outcomes for your graduates: <https://oira.jhu.edu/jhu-doctoral-alums-academic-career-outcomes/>

Provide an appendix listing the current positions of graduates from the last 5-8 years, if possible.

How does the career status of graduates align with the goals of the program?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMPARISON TO PEERS**

List 5 programs that would be considered the closest peers to the PhD program.



How is the PhD program distinct from programs at peer universities?

To which competing institutions does the program lose students?

**SECTION 2: REFLECTIONS ON THE PROGRAM**

Please review the goals laid out by the program and any recommendations made by the Board in your prior Doctor of Philosophy Board review and discuss progress towards them (or why they are no longer relevant).

Would you like to provide some context for any changes that have occurred since the prior Doctor of Philosophy Board review?

What do you perceive as the major challenges facing the PhD program?

What support do you need from your department or school to address these challenges?

Provide a brief list of goals for the next 5 years.

Are there any issues or structural factors that you feel are out of your control that influence PhD education in your program, positively or negatively, that you would like the Board to be aware of?