

1. Are there multiple professors in your field with whom you'd want to work?
2. What do the graduate students have to say without faculty present?
3. Library access
4. Internet/other electronic resource access - will a computer be provided to you?
5. Bureaucracy (how hard is it to get reimbursements filed?)
6. Time to graduate: ask the department administrator or alumni office for statistics (and also on hiring) if they don't give you any. Also: How many students who start the program finish?
7. Support through the job hunt: Is there a job placement officer? What does he/she do? Are there workshops for cover letters, dissertation abstracts, teaching statements, CVs, etc? Are there mock interviews?
8. Funding (guaranteed?) Is it attached to a professor? Are the grants within the department or school?
9. TA requirements: how many classes, how often, in your department? How is the affected (or not) by outside funding (e.g., NSF GSRF)?
10. Are you going to be happy drinking your sorrows away with these graduate students for the next five, six, seven, or eight years?
11. What are recent graduates doing? Not just the numbers of those who eventually get tenure-track jobs, but the actual, current jobs of the recently PhD'd.
12. Is this a city in which you (and a partner, if you're bringing one with you) could comfortably live on a graduate student stipend? (If possible, visit the home of a grad students or two.)
13. What are the milestones leading up to candidacy (Orals? Comps? Qualifying exams? Language requirements? Dissertation prospectus defense?) What preparation is offered to help students meet those milestones? Is there recourse if you don't pass?
14. How does the department and/or university administration react to cases of sexual harassment and discrimination? Do the department and/or university make an active effort to be a safe space for students of color, disabled students, women, LGBTQ people, and students from a wide range of economic backgrounds?
15. What are the class requirements? Will you have the opportunities to take classes that'll help you with your research methods, rather than just journal-reading classes?
16. How often do students meet with multiple faculty members? Are there regular ways for faculty to offer constructive feedback to students?
17. Are faculty constructive at student colloquia? Do faculty show up and show some form of engagement? Do they give constructive feedback?
18. Is there funding to attend conferences or workshops?
19. How soon can you start your own research? Are there requirements for rotating through labs?
20. How are the administrators? Supportive or antagonistic?
21. Is the potential advisor a micro-manager? Will he count your bathroom breaks or will she restrict you to two weeks of vacation a year?
22. Are there journal clubs, internal colloquiums, outings/social events for grad students in the department?
23. Are there opportunities to develop leadership skills outside of the classroom: spearheading clubs, initiatives, or outreach?

24. Can you interact with other parts of the university in good faith (such as taking classes in other departments, or joining clubs), or will you be hiding from your advisor the whole time?
25. Is there an organization for graduate women, graduate LGBT students, graduate students of color, or another group that will be supportive of you and the challenges particular to your background? (SWE, SACNAS, NSBP, etc.)
26. Who are the most successful graduate students in the department (and recent grads), and what are their characteristics?
27. Is it acceptable, encouraged, and okay to go into a career outside of academia after graduating? Is there support for non-academic career choices?
28. (If there are TA requirements) What are undergrads like? (enthusiastic, motivated, careerist, disconnected, bored, unprepared...) [Also relevant if they may be doing research for you!]
29. How do faculty members feel about teaching undergrads? You can ask faculty this directly, *or* you can ask senior grad students what faculty members say about undergrads during coffee hour / lunch / etc. while they're being open about how they think about students.
30. How much time do grad students spend teaching/preparing lessons? Is teaching a major element of the program, or an optional opportunity?
31. Are required courses offered on a regular schedule? If a required course is not offered for an extended period of time (due to institutional or staffing constraints, for instance) is there a well-established and straightforward procedure for substituting an alternate course?
32. Has the relevant advisor graduated women, students of color, LGBT+ students, disabled students, older students? (If possible, try to talk to previously advised students.)