



WHAT STARTS HERE CHANGES THE WORLD

THE UNIVERSITY OF TEXAS AT AUSTIN



Doctoral Student Handbook

Fall, 2014

Last updated: 07/30/2014

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Objective

The objective of the doctoral program of the School of Information is to prepare graduates to contribute to the discipline through research and teaching. The doctoral program prepares future scholars for careers involving research and instruction, typically as tenure-stream faculty members at major research universities. The doctoral program provides students with research experience, the opportunity to pursue advanced studies in information studies (broadly defined), familiarity with appropriate methods and theories, and participation in an active research community.

A Community of Research

The Carnegie Foundation for the Advancement of Teaching, an independent policy and research center, launched the Carnegie Initiative on the Doctorate, a “project to develop creative solutions and approaches for transforming doctoral programs.” In the book that summarizes this five-year project, *The Formation of Scholars*, the authors assert:

The PhD is the monarch of the academic community. It is the very highest accomplishment that can be sought by students. It signals that its recipient is now ready, eligible, indeed obligated, to make the most dramatic shift in roles: from student to teacher, from apprentice to master, from novice or intern to independent scholar and leader. (p. x)

The requirements a student must fulfill to earn a Ph.D. from the School of Information are a combination of those imposed by The University of Texas and those imposed by the iSchool. All have been thoughtfully considered and incorporated with the sole goal of helping shape the emerging scholar into a vital and valued member of the research community. The iSchool-specific requirements, in particular, have been chosen with an eye toward acknowledging the intellectual breadth that is our field, and at the same time instilling in the student a spirit of the pursuit of research and scholarship.

Recommended Time Line

The faculty of the School of Information very strongly recommends full-time study in the doctoral program. While every doctoral student’s program is unique, students will complete the program at approximately this pace in full-time study:

1.5 – 2.5 years of coursework.

0.5 years of qualifying procedure.

0.5 years of dissertation proposal.

0.5 – 1.5 years of dissertation.

Ph.D. Program Requirements of the School of Information

There are multiple elements of the iSchool doctoral program that students must successfully complete. The requirements listed below are minima; particular students' committees may require more work, especially with regard to classes, research methods, experiences, and participation in the School's research life (e.g., Research Colloquium presentations, and doctoral research presentations) as well as the field's research life (e.g., publications in peer-reviewed venues and presentations at national and international conferences).

- Thirty-nine hours of coursework beyond previously earned degrees
- Preparation of a plan of study
- Annual reviews of each student's progress prior to candidacy
- Authoring of a qualifying research paper
- Completion of a qualifying written examination
- Completion of the qualifying oral examination based on the written examination
- At least two submissions of research to peer-reviewed journals or other publications
- Admission to candidacy
- Completion and defense of a dissertation proposal
- Completion and defense of a dissertation

This section of the handbook explains each of these requirements in turn.

NOTE: Students are required to consult and keep current with the *Graduate School Catalog* regarding the Graduate School, its rules for doctoral study, forms for advancing to candidacy and defending dissertations, and other pertinent information.

Committee Structure

Upon accepting a student for the doctoral program, the iSchool will assign a three-member initial committee to advise the student. The committee chair is the student's initial advisor. At any time the student, with the committee members' help and input, may change the make-up of this three-member committee, choosing from among the iSchool faculty. Upon selection and agreement, the committee chair then becomes the student's advisor. If a student's research focus changes significantly during coursework it is reasonable to expect that the committee members might also change.

In advance of the qualifying procedure, the student will add a fourth committee member from outside of the iSchool.

In applying for candidacy, the student will add a fifth committee member to what now becomes the Dissertation Committee. The fifth committee member may be from the iSchool, another unit at UT-Austin, another university, or potentially any individual with expertise in the student's dissertation topic. Dissertation Committees must be approved by the Graduate School, and Dissertation Committee members can be changed only by application to the Graduate School, so students should carefully consider their choice of members. More information on committee composition is available in the Graduate Catalog.

Coursework

Each student will complete at least 39 graduate hours while enrolled in the iSchool doctoral program prior to entering candidacy. A full-time student will ordinarily take two to three years to complete this coursework. To count toward a Ph.D., all coursework must be no more than six years old when the doctoral student is admitted to candidacy.

The table below shows the minimum required coursework. Students may take, or be required by their committees to take, additional courses.

Courses	Number of graduate credit hours
Doctoral core: INF 391D.10, Survey of Information Studies	3
INF 391D.11, The Research Enterprise	3
INF 391D.12 Disciplinary Foundations for Information Studies	3
Research methods courses	9
iSchool electives	12
Electives at UT outside the iSchool	9
Minimum total prior to entering candidacy	39

Doctoral Core

All students must take “Survey of Information Studies” and “The Research Enterprise” in the fall of the student’s first academic year in the program and “Disciplinary Foundations for Information Studies” in the spring of the student’s first academic year in the program.

Research Methods Courses

Each student must take a minimum of nine credit hours of graduate-level research methods courses beyond the doctoral core:

- One graduate-level course in qualitative methods – three (3) credit hours
- One graduate level course in quantitative methods – three (3) credit hours
- One further graduate-level course germane to building skills to undertake research – three (3) credit hours.

All course choices should be discussed with the student’s chair, consulting other committee members as appropriate, and, prior to enrolling in the course, obtain approval and confirmation of the appropriateness of such courses for fulfilling the research methods requirement. Research methods courses may be offered and taken within or outside of the iSchool, either as classroom-based courses (e.g., Advanced Topics in Research Methods, Methodologies, and Design, 391F) or individually organized courses (such as Directed Readings, INF 391D.06 or Directed Research, INF 391D.07). The third course (beyond the

two courses of qualitative and quantitative methods) might include advanced qualitative or quantitative methods, or coursework in skills necessary to undertake the anticipated dissertation research, including foreign languages, computer programming languages, policy analysis, linguistic analysis, information systems design, or skills in particular areas, such as chemistry or neuroscience.

iSchool Electives

All PhD students must complete successfully at least twelve credit hours of graduate coursework in the School of Information beyond the doctoral core. Each student, with the student's advisor and other members of the student's committee, determines course selection based on the student's research interests, previous coursework, professional experience, and dissertation intentions.

Students are encouraged to take Advanced Topics in Information Studies (INF 391E), which may be repeated when the individual course topics differ.

Students are encouraged to consider the following, each of which can be taken individually or in a small group of doctoral students working with a single faculty member:

- Directed Research (INF 391D.07) in which they work closely with a faculty member to contribute to original research, either in an apprenticeship mode as part of the faculty member's research agenda or as a student-driven research project.
- Directed Readings (INF 391D.06), in which they work closely with a faculty member to complete an in-depth examination of the primary research and theory literature of the field in preparation for their qualifying examinations.

Students are encouraged to take:

- Supervised Teaching in Information Studies (INF 398T), and teaching internships in which they work closely with a faculty member to develop, design, and support implementation of a course plan.
- Doctoral Writing Seminar (INF 391G), which provides an opportunity for students to improve their academic writing skills through a writing studio environment with instructor and peer critique.

Students should take courses designed primarily for iSchool Master's students only when those courses provide crucial knowledge for their dissertation.

Electives at UT Outside the iSchool

Each PhD student must complete at least nine (9) graduate credit hours in schools and colleges at UT outside the School of Information. These courses are a great opportunity to recruit an external member for the student's committee.

Plan of Study

Each doctoral student must produce a formal document identified as the Plan of Study prior to their first annual review. The Plan of Study is to be updated each year, prior to the student's annual review.

The Plan of Study consists of seven parts (including two appendices):

1. The student's CV (1 or more pages)
2. Professional goals (1 page)
3. Research interests narrative and dissertation intentions (1-2 pages)
4. Coursework listing (1-2 pages)
Students should list, in a tabular form, all the courses they have taken and those they intend to take to satisfy their requirements for coursework.

Each course listing should identify: The name of the course, the instructor for the course, the semester in which the course was/will be taken and the number of credit hours and the page number of the appendix where the course details can be found. Three columns should be used to show whether the course is to be counted towards each section of the coursework requirements. Students should ensure that the plan meets the coursework requirements outlined above.

A sample tabular listing is below:

Course Description	Credit hours	Grade	Doctoral Core?	Methods?	Elective?	Appendix Page
Fall 2013						
INF 391D.10, Survey of Information Studies Instructor: James Howison, Information	3	A	✓			p. 12
INF 391D.11 The Research Enterprise Instructor: Lecia Barker, Information	3	A	✓			p. 20
INF 391D.06 Directed Readings (Content Analysis) Instructor: Ken Fleischmann, Information	3	A		✓		p. 28
Spring 2014						

The section should conclude with a summary of credit hours already taken and those to be taken, including progress towards all three requirements (Core, Methods, and Electives).

5. Coursework narrative (as long as needed, approx. 4-6 pages by qualifying)
The student should describe how their coursework prepares them for their dissertation work. They should describe why they took particular courses (or groups

- of courses) and why they intend to take future courses. The student should arrange this section as appropriate, given their particular plan of study and preparation needs.
6. Course detail appendix: An appendix with syllabus and copies of major outputs for all courses, including doctoral core courses. These should be arranged in the order they are mentioned in the Plan of Study. Major outputs should include class papers or descriptions/links to projects. If the major outcome was a publication the student should point to the copy in the publication appendix.
 7. Publication appendix:
 1. An annotated bibliography of all of the publications that the student has authored or co-authored. Each annotation should say how the piece came to be and describe the venue the piece was published in.
 2. A copy of each publication.

Annual Review

Early in the spring semester of every academic year, each doctoral committee will review the performance of each doctoral student not yet admitted to candidacy, and may, at the discretion of the committee chair, convene a review for those admitted to candidacy. The most important criterion in each annual review is the student's ability to demonstrate satisfactory progress toward completion of the degree in the judgment of the iSchool faculty. The annual review is also intended to help the student plan the upcoming academic year(s).

The annual review will include:

- an updated Plan of Study.
- completion of any required progress tracking data collection.
- an explanation of progress toward the degree, including participation in research, teaching, and service activities within the School and beyond.
- an explanation of plans for the coming academic year with specific goals.
- copies of major papers, research presentations, and article submissions.
- other materials as appropriate such as plans for seeking research grants, applying for research internships, or teaching in the School's undergraduate minor.
- specific questions or topics on which the student seeks input from their committee.

The student will present these materials in full to all committee members by the 6th week of the semester and schedule an appointment for the full committee to convene for a discussion of the student's progress and plans. (The student or committee members may attend electronically if the committee chair approves.) At the meeting, the student will make a brief, informal presentation of the annual review highlights and identify any areas on which the committee's advice is particularly sought.

The outcome of the meeting will be documented by the committee in an official letter that will be sent to the student and placed in the student's mailbox by the end of the spring semester. The letter should be drafted by the committee chair and then circulated to the entire committee for feedback; the final outcome and letter should satisfy all committee members. The content of the letter is primarily based on the individual annual review

materials and meeting, but may also be influenced by the outcome of the iSchool Graduate Studies Committee (GSC) Doctoral Student Review meeting, which is typically held in April. If any student's progress is deemed unsatisfactory, the committee will recommend particular means to address their concerns. The committee may also recommend to the iSchool GSC that the student's doctoral study be terminated. If so, the GSC will vote on the recommendation (typically at the annual Doctoral Student Review meeting in April). If the vote supports termination of the student's program, then the GSC, through the graduate advisor, will make a formal recommendation to the Graduate School to terminate the student's doctoral study. The student may appeal any such decision.

Comprehensive Qualifying Procedure

A student can proceed to the qualifying procedure if their committee is satisfied that the student has met all requirements identified by the committee based on the student's Plan of Study and annual evaluations, and has added a fourth, outside member to their committee. The doctoral comprehensive qualifying procedure at the iSchool consists of a qualifying paper, a written examination, and an oral examination

Qualifying Paper

The qualifying paper consists of a review of the literature related to a research area of importance to the field of information studies and closely related to the student's planned dissertation research. An appropriate paper topic should be identified through discussion with one's committee during the annual review process or, if necessary, in a special meeting. The qualifying paper is ordinarily 7,500-10,000 words in length.

Much more than an annotated bibliography, the qualifying research paper is intended to demonstrate the student's wide familiarity with the literature in one or more areas of information studies (and possibly also related fields), an understanding of the broad themes and issues presented in the literature, and a command of the strengths and weaknesses of the major works and how these works fit together. The qualifying paper is a work of analysis and synthesis, not merely a listing and description of published works. It should be authoritative and accessible, so that a reader unfamiliar with the field of study could gain a good overview of recent trends and significant developments from reading this review alone. The qualifying paper is intended to demonstrate a breadth of knowledge, unlike a research paper, which is typically focused narrowly on a specific research question. Good models can be found in the *Annual Review of Information Science and Technology* or the *Annual Review of Psychology*. With minor adjustments, such a paper is likely to provide a publication opportunity in that it provides an original, substantive analysis of the research and theory in a critical research arena. The student should work closely with the primary advisor in identifying a research topic and conducting the necessary review. Developing the qualifying paper will be a process of negotiation between the student, the committee chair, and potentially other committee members. The paper will be evaluated by the student's committee, and will be discussed during the qualifying oral exam.

Qualifying Written Examination

Once the student's committee has formally accepted the qualifying paper, the student and his or her advisor will coordinate with committee members to schedule the written portion of the qualifying exams. The written part of the qualifying exams consists of four questions, one submitted by each of the student's three iSchool committee members and one by the student's external committee member. The questions may, but do not necessarily need to, address issues raised in the qualifying paper. The questions should be chosen to ensure that the student has sufficient expertise in their field and closely related fields to successfully undertake dissertation research.

Unless there are special circumstances, the committee chair will send the student the four questions on a Monday morning by 9:00 AM and answers must be submitted to the committee by 5:00 PM that Friday. The student may work anywhere. Each response is ordinarily 2,500 – 3,000 words long. The bibliography is not included in the word count.

All members of the committee read and evaluate all four responses. The committee must agree that all four responses are of sufficient quality for the student to proceed to the qualifying oral examination. Unless there are special circumstances, these determinations are to be provided to the student within 10 days of the exam's submission. The student will be informed by the committee chair of the outcome of the committee's evaluation of the exam.

Qualifying Oral Examination

The oral examination of the qualifying procedure is held within two weeks of completion of the qualifying written examination. The goal is to assess students' ability to engage in structured intellectual dialogue, expand upon their written responses as requested by the committee members, and receive the guidance of their committee members. Students should discuss the organization of their oral examination with their committee chair. For example, a student's chair may request a formal presentation of the student's written exam responses.

Students may invite one iSchool doctoral student to serve as a recorder for the qualifying oral exam, but that person will serve only as an observer and note taker and cannot participate in the proceedings. Otherwise, the oral examination is private, including only the student and committee members.

The full committee must be satisfied that the student has passed the qualifying examination and is ready to proceed to the dissertation proposal. If a student does not pass any element of the qualifying procedure, the student may attempt the procedure one more time. A second failure will result in termination of the student's doctoral program.

Publications

Prior to entering candidacy, doctoral students must have at least two submissions of research to peer-reviewed journals or other scholarly publications such as conference proceedings and books.

Entrance into Candidacy

Candidacy is a designation controlled by the UT Graduate School. The student must formally apply to the Graduate School for admission to Candidacy, as such the Student is responsible for ascertaining the procedures required by the Graduate School at the time of their application and ensuring that they are followed. One element of the procedure is recommendation for Candidacy by the iSchool GSC.

The iSchool GSC, represented by the iSchool members of their Committee, will recommend a student for candidacy once the student has completed the qualifying procedure and identified their entire five-member dissertation committee.

Once approved for candidacy by the Graduate School, the student's enrollment requirements are governed by Graduate School policies. Following Graduate School rules, Candidates are required to enroll in Dissertation Readings (INF X99R, the X signifying that the course may be taken for any number of hours) in their first semester of Candidacy, and Dissertation Writing (INF X99W) in all subsequent semesters.

The INF X99W course is repeatable for up to a total of three years beyond admission to candidacy. Extensions of pursuit of the degree beyond these three years are uncommon and require the student to petition the GSC with an explicit plan for completion, and is contingent on approval by both the GSC and the Dean of Graduate Studies.

Proposal and Dissertation Defenses

Students must publicly present and defend a proposal for a dissertation and, once the dissertation is complete, they must publicly present and defend the completed dissertation. The procedures for the two defenses are similar; they are described below together, with notes indicating anything specific to proposal or dissertation defenses.

The UT Graduate School has specific deadlines each semester by which Dissertation defenses and formal Doctoral Graduate Applications must be filed. It is the student's responsibility to ensure that a Dissertation defense is scheduled early enough to meet these deadlines and to undertake any revisions prior to these deadlines.

Preparation and Scheduling

The student develops the document (proposal or dissertation) with their Chair and their committee. Once the student and the Chair are confident the document is ready to be defended, the Chair circulates the document to the Committee and gathers feedback about whether the work is ready to defend. The Chair then gives approval to the student to schedule the defense.

The student must coordinate with their committee and iSchool staff to schedule the defense. Dissertation defenses require formal scheduling by the Graduate School, which will publicize the event across the University. The student must ensure that all Graduate School requirements are met. Since these events are public and of great importance to the School

and University, students are discouraged from attempting to schedule their defenses during summer or other University breaks. Unless there are unavoidable circumstances, all defenses should occur in regular business hours during long semesters and be located at the iSchool in a room large enough to accommodate the iSchool doctoral community and guests.

A hard copy and an electronic copy of the dissertation must be submitted to all committee members at least four weeks before the dissertation defense. The student must also make arrangements to ensure that both the hard copy and the electronic copy are available to all GSC members.

Procedures for Defenses

The defense is chaired by the Committee Chair and follows this procedure:

1. The Chair welcomes the doctoral community, describes the procedure and introduces the Candidate and Committee members.
2. The Candidate presents their proposal or dissertation. Unless there are special circumstances, this presentation will be 20 minutes for proposals and 30 minutes for dissertations.
3. The Chair opens the floor to questions from any non-Committee member of the audience (up to 20 minutes).
4. The Chair closes the floor to questions and invites the Committee members (including the Chair) to discuss the presentation with the Candidate, typically asking questions in turn. Committee members may invite members of the audience to contribute during this period, otherwise the discussion remains between the Committee and the student (as required, typically 45-60 minutes).
5. The Chair calls the Committee into closed session; only committee members and members of the GSC remain in the room, all others are asked to leave. The Candidate retires to a prearranged location and waits for the Chair to call them back. The Committee then proceeds to evaluate the defense. The closed session ends when the Committee has reached consensus (as required, typically up to 30 minutes).
6. The Chair invites the Candidate back to the room to communicate the result of the defense and discuss the Committee evaluation (as required, typically 10 minutes). Students may invite one iSchool doctoral student to serve as a recorder for this portion of the defense, but that individual will only serve as an observer and note taker and cannot participate in the proceedings. Otherwise, this discussion is private, including only the student, committee members, and any GSC members who elect to stay.
7. Committee will complete all paperwork required by the Graduate School (note: students need to obtain any required paperwork prior to the defense).

Following the Defense

Within a week of the defense, the Chair writes a letter to the student, conveying the result of the defense and summarizing the consensus requirements and advice of the committee. These requirements typically include specific revisions that are to be made to the document. This letter is sent to the student, copying the GSC.

After an appropriate period of time, the student provides their chair with a written response to this letter, describing the advancement of their research since the defense. If the committee has requested changes to the document (proposal or dissertation) the student's response letter should address each point, describe the changes made and show how the changes meet the revision requirements. This letter is sent from the student to the Chair, copying the GSC.

Finally, the Chair and the committee approve the changes, informing the GSC and thus conclude the defense.

Submission of Dissertations to the Graduate School

In the case of a completed, successful Dissertation defense, the student then prepares the completed Dissertation for review by the Graduate School, ensuring that they follow all formal Graduate School requirements, including formatting and format.

Liaison and Coordination with the Graduate School and Other UT Offices

The challenges in fulfilling degree requirements are myriad, including such issues as personal motivation; developing a passion for research and a clear research trajectory; being well organized; avoiding or managing health, financial, or relationship problems; and maintaining positive momentum and speed throughout the program. Various graduate deans, dissertation advisors and former doctoral students address such issues; see <https://webspace.utexas.edu/cherwitz/www/ic/disslist.html>, which is available through the School of Information Doctoral of Philosophy program site (under “Dissertation Proposal and Defense”): <http://www.ischool.utexas.edu/programs/phd.php>.

Nevertheless, this Section addresses some of the key points about coordinating with the UT Graduate School and other UT units, including the School of Information, to fulfill degree requirements. For the most part, the Graduate School’s requirements and those of other UT “parent” units provide a framework for (and take precedence over) School of Information degree requirements. Accordingly, this Section also addresses working, as appropriate, with several UT units, including the Graduate & International Admissions Center (GIAC), Registrar, International Office, Dean of Students, and Institutional Review Board (IRB) of the Office of Research Support and Compliance.

General degree requirements for the Doctor of Philosophy are summarized in the *Graduate Catalog*: <http://catalog.utexas.edu/graduate/degree-requirements/doctor-of-philosophy/> Requirements stated in the *Graduate Catalog* supersede information issued by the School of Information and other schools and departments. School of Information degree requirements elaborate on *Graduate Catalog* requirements and (as stated earlier) are summarized at: <http://www.ischool.utexas.edu/programs/phd.php>. In developing your Plan of Study, it is useful to articulate these two sets of requirements to provide your own general framework. It is generally advisable to continually consult the Graduate School web site for updates on travel scholarships, application deadlines, and so on.

The following subsections briefly discuss how to coordinate your efforts with the Graduate School and other UT units. No attempt is made here to duplicate the information provided by the Graduate School and these other units. Instead, the following paragraphs point out a few critical tasks and refer you to basic sources of information.

Graduate & International Admissions Center (GIAC)

GIAC provides graduate application and reapplication information for U.S. citizens and residents and for international applicants. It also provides information about living in Austin and a general orientation to UT graduate education, including interdisciplinary programs. See <http://www.utexas.edu/student/admissions/grad/>.

International Office

Note that the International Office provides an array of services for international students, including English as a Second Language (ESL) programs and services for all graduate students who might wish to pursue part of their education abroad or participate in multi-cultural research. See <http://www.utexas.edu/international/>.

Graduate School

The Graduate School provides voluminous information for graduate students, and it pays to consult this site for answers to basic program questions and updated information and forms. The Ph.D. degree is a research degree, not a professional degree. You must comply with Graduate School and School of Information guidelines for fulfilling course and research methods requirements; forming supervisory and dissertation committees; developing a Plan of Study; taking qualifying exams; applying for admission to candidacy; participating in reviews of progress; and proposing, writing, defending, submitting, and publishing a dissertation. You must also ensure the successful completion and submission of all required paperwork. Note that the Graduate School site provides links to online forms and deadlines, funding, employment, student services, and professional development.

The Graduate School site index can serve as a good reference resource to answer various degree requirement questions and to provide problem-solving guidance. Site index topics include, for example, awards, authorization to teach graduate courses, conditions for employment, copyright tutorial, deadlines, candidacy and graduation forms, Graduate School Personnel and their duties, leaves of absence, portfolio programs, etc. You should be thoroughly familiar with all Graduate School publications and their site throughout your program. See <http://www.utexas.edu/ogs/>.

Office of the Registrar

The Registrar provides essential information for program planning and fulfilling degree requirements, including the issuance of catalogs, course schedules and calendars, information on registration, transcripts, grading and graduation. Their “Questions and answers” feature

can be useful for finding information about privacy of your information, getting a UTEID, updating your information, financial and advising bar removal, etc.
See <http://registrar.utexas.edu/>.

Office of Research Support and Compliance

This Office (also referred to as the “Institutional Review office” or sometimes as the “Human Subjects” office) is important for planning, scheduling and conducting research to guard the rights, welfare, privacy and confidentiality of those involved in your research, either directly or indirectly. Whether or not you think that your research project is exempt from Institutional Review Board (IRB) review (or less formal review), you should consult the resources of this Office to answer your questions, and file necessary forms for approval of your project as necessary. Also work with your School of Information faculty advisor and Department Review Chair (DRC) to clear your study if the study is not explicitly exempted from review. All School of Information doctoral students should read the Office’s feature on “Human Subjects” and consult their “User Guide.” Training in human subjects and research compliance is also available there, as are forms and templates.
See <http://www.utexas.edu/research/rsc/>.

Additional Resources

Graduate and International Admissions Center: <http://www.utexas.edu/student/admissions/>

Graduate Studies, Office of: <http://www.utexas.edu/ogs/>

Bursar (Cashier's Office), Office of Accounting:
<http://www.utexas.edu/business/accounting/services/>

Center for Teaching and Learning: <http://ctl.utexas.edu/>

Rick Cherwitz's site: <https://webpace.utexas.edu/cherwitz/www/ic/disslist.html>

Dissertation Advice from the Graduate School: <http://www.utexas.edu/ogs/etd/questions.html>

Dissertation Advice from the Writing Center: <http://writingcenter.unc.edu/handouts/dissertations/>

How to write a literature review: <http://writingcenter.unc.edu/handouts/literature-reviews/>

How to write a dissertation <http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>

Alternative Printing/Publishing Avenues for your Dissertation: <http://www.lulu.com/>

Getting What You Came For: The Smart Student’s Guide to Earning an M.A. or a Ph.D.

References

Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The Formation of Scholars*. San Francisco: Jossey-Bass.