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School of Library and Information Studies (SLIS)  
UNIVERSITY OF WISCONSIN-MADISON

Doctoral Student

PROGRAM

PLANNING

GUIDE

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2008: This document contains several changes from the 2008 version. It contains a new definition of academic good standing.

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## I. PHD PROGRAM REQUIREMENTS AND GUIDELINES

Graduate School regulations<sup>1</sup> for doctoral programs provide the guidelines for doctoral study in library and information studies. This document provides the necessary working elaborations on this foundation and describes the specific policies and requirements of the School of Library and Information Studies as developed by the School's PhD Committee and approved by the faculty.

Although academic credits are established, in themselves they do not suffice. The ultimate goal is demonstration of a mastery towards which all requirements are assumed to contribute. In this connection, the following statement from the Graduate School is of note:

The Doctor of Philosophy . . . [is] the highest degree conferred at UW-Madison. [It is not] conferred solely as a result of any prescribed period of study, no matter how faithfully pursued. The Ph.D. degree is a research degree and is granted on evidence of general proficiency, distinctive attainment in a special field, and particularly on ability for independent investigation as demonstrated in a dissertation presenting original research, or creative scholarship with a high degree of literary skill. (Graduate School Catalog, <http://www.wisc.edu/grad/catalog/degrees.html>).

While no document can guarantee to state program content exhaustively and without possibility of misinterpretation, these guidelines seek to summarize the basic requirements for the doctoral program in library and information studies. Application for variation from these provisions may be made to the Director of the School, who will determine in each instance whether to decide the matter alone or in consultation or to refer it to another authority. Decisions are subject to appeal.

### A. PURPOSES AND SCOPE OF PROGRAM

The doctoral program in library and information studies is designed to meet two major professional needs: (a) the development of the body of principles and theory that will elaborate and make effective the field of library and information studies, and (b) the preparation of research-competent scholars who will exercise their understanding and skills in a diversity of teaching and research functions in the field.

### B. ADMISSION TO THE PROGRAM

The School of Library and Information Studies must recommend to the Graduate School admittance of all applicants to the doctoral program in library and information studies. The admission requires a completed application form and official transcripts from all colleges and universities that the applicant has attended.

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<sup>1</sup> See the Graduate School Academic Guidelines (<http://www.wisc.edu/grad/guidelines/appendices.html#6>) and the Graduate School Catalog.

At present, the Graduate School requires an undergraduate grade point average of 3.00 or better based on a 4.00 scale. In addition, the School of Library and Information Studies requires the following:

- A grade point average of 3.00 or better in the last 60 hours of academic credit earned.
- A completed master's degree in library and information studies or another appropriate field.
- A written statement of the area of research interest and the purpose for pursuing doctoral study.
- An interview with the PhD Committee or other faculty members serving on the committee's behalf.

For applicants whose grade point average is below 3.00, other requirements mentioned above must provide evidence of academic ability. (Advice on additional type of evidence appropriate to the applicant should be requested from the Director.) While a master's degree in library and information studies and professional experience are often considered the most useful preparation for the programs of doctoral students, equivalent background in related fields that point to the student's scholarly interests and potential may also be appropriate.

The applicant's qualification for admission will be reviewed by the School's PhD Committee, which will make an admission recommendation to the Director. The Director or designee, in turn, will make a recommendation to the Graduate School. The criteria used in this review are the probability that the School's doctoral program will meet the goals of the applicant and that the applicant will be able to complete the program successfully. Under certain circumstances, admission may be approved on a probationary basis or with deficiencies. Students will not normally be permitted to continue longer than the first year in a probationary status.

Applicants will be notified of the School's admission recommendation by the Director of the School of Library and Information Studies.

### C. PROGRAM REQUIREMENTS

The doctoral program is designed to give the student (1) a broad general knowledge of the field of library and information studies, (2) an in depth knowledge of an area of specialty, and (3) research skills necessary to conduct research in the student's area of special interest.

School of Library and Information Studies requirements incorporate the minimum UW Graduate School requirements, which cannot be waived by the School of Library and Information Studies.

#### **1. General Requirements**

##### a) Min/Max Credit Requirements

According to Graduate School rules, the student must offer a minimum of 32 graduate-level credits for a University of Wisconsin-Madison Ph.D. degree. The 32 graduate credits must be in UW-Madison courses, taken after admission to the doctoral program, and must be completed before achieving dissertator status. Additionally, the department requires an additional 10 graduate-level credits for a total

of 42 total credits required for a SLIS Ph.D. degree. These 10 credits may include approved transfer credits or credits taken before admission to the Ph.D. program; however, the credits may not be more than 10 years old.

Full-time study represents the ideal pattern for academic work at the doctoral level. A concentrated period of study with other students having a similar purpose and in close contact with faculty has proved to be of importance to successful doctoral work. The faculty encourages taking a full-time year of study on campus as early in the program as feasible (including the first semester of doctoral study if possible). While the School encourages all Ph.D. students to pursue full-time education, we recognize that some students take some or all of their Ph.D. coursework on a part-time schedule. Students working on the Ph.D. degree part-time must meet the same program requirements as full-time graduate students and all SLIS and Graduate School time limits for Master Demonstration paper completion, attaining Candidacy, and successfully completing a dissertation defense.

The UW-Madison School of Library and Information Studies does not offer "distance" Ph.D. courses, so residence within commuting distance of Madison is essential in order to complete coursework and reach Candidacy in the PhD .

The academic program of course work and research is a minimum of three, and more normally a minimum of four, years of full-time study. Each student's background and goal will determine the length of time that should be planned.

b) Policy Statement On Credit Hours For Assistants And Fellows : Regular Semesters

The following are minimum hours per semester for students holding assistantships and fellowships:

TA's	6 credits per semester
PA's	6 credits per semester
RA's	8 credits per semester
Fellows	8 credits per semester (for fellowships requiring full time study)

In order to be considered a student, one must be registered for 2 credits. 8 credits is considered a full-time program. Dissertators must register for 3 credits of 990 per semester.

The student's adviser may recommend that the Director waive the minima, except for fellowships requiring full-time study.

Maximum hours: 12 credits is the maximum allowed by the Graduate School.

(Note: 600 level and above courses count as graduate courses; however students may also sparingly take 300-500 level courses with consent from their major professor/PhD committee chair.)

Students holding assistantships and fellowships should consult their major professor and plan to adjust their credit load to protect themselves from overload.

Minimum hours for summer sessions: TA's/PA's 0 credits per session (TA's/PA's who were enrolled in the spring semester or who plan to be enrolled for the fall semester need not be registered during the summer session.) Fellows 4 credits for the 3-week session, 2 credits for each 4-week session.

Maximum hours for summer sessions: 8 credits is the maximum allowed for the 8-week summer session. Students holding assistantships and fellowships should consult their major professor and adjust their credit load to protect themselves from overload. Assistants should register for more than 3 credits only with the approval of their adviser

Adopted by Faculty September 8, 1982,  
Revised February 1984, March 1996.  
300-500 level note added Sept 2006

c) Course Distributions

Course work, as a whole must contribute to a rationally unified program of study and research. The program consists of the principal subject of concentration (i.e., library and information studies) and one or more related fields, called the minor.

(1) *The Major*

The doctoral courses focus on scholarship and research in library and information studies. In addition to the regular courses available in the School curriculum and other University departments, proseminars, seminars and independent study courses are offered for the doctoral student. Each student must complete the four designated SLIS doctoral proseminars (Cultural Philosophies, Histories, and Debates; Use, Users, and Context; Information Organization and Access; Information Policy, Management, and Institutions) as well as the course LIS 910, Research Design and Methodologies. In addition, a general survey research methods course is required of all students (see Appendix G). This must be a graduate level course, and if not taken at UW, the student must present a transcript and, if possible, a syllabus to the course. Independent study courses (LIS 999) under the guidance of faculty in the School or other departments also provide opportunities for in-depth study from the student's perspective. Neither independent study courses (LIS 999) nor research & thesis (LIS 990) courses will satisfy the proseminar requirements.

(2) *The Minor*

The minor broadens the conceptual base for the student. If the minor is in a single department (Option A), the requirements of that department must be met. If divided among two or more departments (Option B), it must consist of at least twelve credits selected to build a unified minor. Option B can be appropriate to the library and information studies doctoral program since library and information theory builds on research and principles in a diversity of other academic disciplines and professional fields. Further,

library and information studies research frequently involves not only the theory and technique of library and information studies but also the substantive materials in the diverse fields of knowledge and the greatly varied community and institutional contexts (school, research institute, general community) within which library and other information services are provided. The intent of the minor is not met with basic courses taken to meet the Research Skills requirement.

d) Policy on Library Science Minor For Doctoral Students in Other Fields

A School of Library and Information Studies faculty member, serving as minor field adviser, shall determine the adequacy of the library science preparation. Using as a guideline the completion of a minimum of twelve (12) credits in library science, the adviser judges that the courses compose a unified program which will equip the student appropriately. Throughout the student's progress, the student must keep the SLIS faculty member informed by appropriate means, such as early consultation, notification of dissertation topic proposal, and service as a member of the reading committee for the dissertation.

e) Good Academic Standing

To remain in good academic standing within the SLIS PhD program, a student must maintain a 3.5 overall GPA, not carry any incomplete grades in courses (other than 999s) for more than 1 semester, and they must pass all mastery demonstration paper deadlines by appointed deadlines.

A student who fails to meet any of the above criteria will receive a letter of warning from the PhD program director placing them on probationary status. They will have one additional semester (not including summer) to change their status. If they do not successfully change their status, then they will be asked to leave the program.

If the student does not expect to successfully change their status within the probationary semester, then they can request that the PhD committee grant a probation extension; however an extension will only be granted if the student can prove likelihood of success in the upcoming semester. The student should send a letter asking for an extension and providing evidence of likelihood of success to the PhD program director.

Approved by the SLIS Faculty, December 10, 1975.

Editorial revisions made October, 1986.

MD paper requirement added 2007.

Increased minimum GPA requirement February 2008.

Good academic standing definition changed March 2008.

## **2. Content Areas Requiring Demonstration of Mastery**

In order to be admitted into PhD candidacy, students would need to prove mastery in three main areas through the use of a portfolio and obtain approval for three scholarly “mastery demonstration” papers by a jury of faculty. This section first describes the three areas of mastery, and then describes the mastery demonstration paper requirements. Figure 1 provides an overview of the areas of mastery.

In general, students are expected to have a broad background in library and information studies and in-depth knowledge in an area of specialty. The broad background in library and information studies includes the content areas described below (Cultural Philosophies, Histories and Debates; Use, Users and Context; Information Organization and Access; Information Policy, Management and Institutions; and Research Design and Methodologies). The student’s specialty area shall be a subdivision or mix of any of these broad areas.

In general, students are encouraged to consider a broad range of research methodologies when identifying the dissertation area. Appropriate research approaches and perspectives may include, but are not limited to, the following: Survey research, evaluation research, field studies, observation, grounded theory, interviews, focus groups, unobtrusive measures, experiments, historical research and conventional humanities research (interpretative, literary, reader response).

**Figure 1: Areas of Mastery Requiring Demonstration through Portfolio**

**Area 1:** Research Methods (Statistics, Methods & Design--Qualitative and Quantitative).

**Area 2:** Theoretical Approaches--Students would need to show expertise in two of the following:

- Socio-political theories: Political science, sociology, policy, economics, ethics, jurisprudence
- Psychology theories: Cognitive psychology, social psychology, child development psychology etc.
- Theories of Explanation: Different traditions within philosophy of science (e.g., pragmatism, positivism, post-positivism), epistemology, ontology
- Critical Theory: Gender, race, culture, able-ness, power; public spheres
- Organizational Theories: Theories of organizational change, leadership, management, work practices, professions
- Historiography and Geography: Social construction & production of time and space, temporal/spatial processes, theories of place, politics of canon formation, public history

**Area 3:** LIS Subject Content Areas (Proseminars):

- Use, Users and Context
- Information Organization and Access Systems
- Cultural Histories, Philosophies and Debates
- Information Policy, Management and Institutions

a) Research Methods

In order to meet the goals of the program to provide broad general knowledge, in-depth knowledge in a special area, and research skills required to complete a dissertation, each student is required to demonstrate knowledge of at least two research tools or skills, including the research skills necessary to complete the proposed dissertation. One of these must be statistics. The purpose of this requirement is to support critical reading of research literature as well as to permit, if appropriate, the design and conduct of dissertation research that uses statistical data analysis. Therefore, statistics knowledge should be acquired before admission or in the early semesters of study. In considering the second required research skill or tool to pursue, students should seek knowledge that will enhance the breadth of choice in dissertation approaches as approved by the adviser. Demonstration of knowledge of two research skills or tools must be provided before the issuance of the preliminary examination (presentation and defense of the Program Portfolio) warrant.

Each student must demonstrate knowledge of research skills necessary to complete the proposed dissertation (whether including or beyond the required two discussed above). Such demonstration, or a plan for its accomplishment, must be part of the Program Portfolio. The student must demonstrate knowledge of appropriate research skills before approval of the Dissertation Proposal (see D.1. below).

Completing courses (e.g., a six-credit sequence in statistics, four semesters of credit in a single foreign language), achieving a satisfactory score on a recognized standardized test (e.g., a score of 500 or above on an Education Testing Service examination in a foreign language), or completing satisfactorily an examination offered by SLIS may demonstrate research knowledge. Statistics knowledge attained should be at the level of multivariate analysis, including the ANOVA (analysis of variance). A qualitative research course is also required.

b) Theoretical Approaches

Students would need to show expertise in two of the following theoretical approaches:

Socio-political theories: Political science, sociology, policy, economics, ethics, jurisprudence  
Psychology theories: Cognitive psychology, social psychology, child development psychology etc.  
Theories of Explanation: Different traditions within philosophy of science (e.g., pragmatism, positivism, post-positivism), epistemology, ontology  
Critical Theory: Gender, race, culture, able-ness, power; public spheres  
Organizational Theories: Theories of organizational change, leadership, management, work practices, professions  
Historiography and Geography: Social construction & production of time and space, temporal/spatial processes, theories of place, politics of canon formation, public history

Knowledge about theoretical approaches will be obtained through coursework inside and outside the department.

c) LIS Subject Area Content

The LIS subject area content is presented in four required proseminars: (1) Cultural Philosophies, Histories and Debates; (2) Use, Users and Context; (3) Information Organization and Access; and (4) Information Policy, Management and Institutions. The content of these areas is detailed below. The student's specialty area shall be a subdivision or mix of any of these broad areas.

(1) *Use, Users and Context*

This area explores the information needs, information seeking behavior, and information use by people in various roles, situations, environments, and contexts that go beyond traditional places like libraries. It explores the factors that influence a user's need and search for information. This area also includes reference and information services and bibliographic instruction, since these services are designed to help users fulfill their information needs.

The content area may include, but is not limited to:

Critical evaluation of a number of paradigms for studying information behavior; critical evaluation of the theoretical frameworks, models and research methods used to study information behavior as well as to be able to identify their limitations.

Students should be able to consider how findings from information behavior studies and system and services evaluation studies can inform the improvement, provision and design of information systems, products and services while specifically focusing upon user-centered approaches.

Finally, students should be able to explain the information behavior patterns of specific groups in their areas of interest and be able to evaluate the quality of information systems, products and services designed for these groups.

Demonstration of formal competence in this content area might include, for example, work on the following topics:

User-centered design, usability, the reference interview, bibliographic instruction, community needs assessment, digital divides, information seeking behavior of a specific user group, etc.

## (2) *Information Organization and Access Systems*

In this concentration students examine sociotechnical systems through which individuals and groups arrange information (in all its cultural forms) and enable or enact its transfer and retrieval. Sociotechnical systems incorporate both technical and non technical structures and may encompass computer and network hardware and software, heuristics, ontologies, particular divisions of labor, and distributions of power.

The concentration consists of three inter-related perspectives: 1) information organization; 2) information transfer; and 3) information retrieval. The "organization" or arrangement of information refers to the cognitive, ethical and cultural processes by which people create rules for the arrangement of things, the application of those rules to information, people, places and things, and the social and cultural implications of that application.

Information "transfer" examines the movement of information from one person, place or time to another. It highlights the fact that the organization, retrieval and use of information takes place in different places and times with different people or groups of people and that each place, time or group of people experience real-world advantages and constraints.

The "retrieval" of information refers both to the informal and the formal acquisition of information from a system (as defined above) and includes the cognitive, social, historical and philosophical influences on acquisition, and advantages and constraints for acquisition, and the social or ethical implications of the acquisition.

Students specializing in this area would become familiar with the different approaches to this broad area of research. These would include, but not be limited to, systems building and evaluation, social construction of information systems, user satisfaction approaches, organizational impacts/organizational change, the influence of cognitive/learning styles studies. Students would develop familiarity with important theoretical terminology from each area (e.g., relevance, learnability, inscription, and governance) and expertise with key models or frameworks used in each of these approaches. Finally, students would become familiar with the different data collection and analysis methodologies employed in many of these research approaches.

The concentration area includes, but is not limited to, LIS research topics such as classification theory and social construction of classification schemes, index relationships and XML, information retrieval and data mining, digital libraries, metadata, human computer interaction, knowledge management, community networks and computer mediated communications.

Students specializing in this area would show how technological devices, ontological systems and human labor systems contribute to the organization of information and human access to that information.

### (3) *Cultural Histories, Philosophies and Debates*

The area of "cultural histories, philosophies and debates" begins with the historical and philosophical foundations of the field of LIS, especially within the US, as it has been transformed over time from a strong tradition of librarianship, rooted in print, in place, and in public institutions, to a broader notion of information studies. Information studies involves many different kinds of media, at various spatial and temporal scales, within a variety of different public and private institutions.

Second, since history and philosophy may be descriptive and normative, careful attention to political and cultural debates within this long and ongoing period of change is crucial. Social processes involving information-based technologies, occupations, places, institutions, laws, users, and uses inevitably involve personal and legal judgments about both the purpose of information in the proper functioning of society, and the proper structure of society to enable it to effectively maintain, disseminate, and increase its information capital. Indeed, the very definition of "information" (as distinct from either "data" or "knowledge") involves an important normative judgment.

Finally, since societies inevitably differ across time and space, the various histories, philosophies and debates of LIS must always be contextualized within a broader cultural framework. Students will recognize cultural diversity in choices concerning information production and consumption, and understand cultural divides in access to skills, tools, and sites of information production and consumption.

Research topics in this area may include:

(1) Analysis of the historical roles of individuals, events, places, social and intellectual movements, and economic conditions in the development of libraries and information agencies of all types, both within US-centered cultures and comparatively across other global cultures.

(2) Discussion of the philosophical underpinnings of librarianship and information studies, including the key debates over the definition (and value) of "information" itself and the proper relationship between "information" and "society," both within US-centered cultures and comparatively across other global cultures.

(3) Study of intellectual freedom and the rights guaranteed by the First Amendment of the United States Constitution, including implications for social, political and economic relationships between US-based information institutions and users, and globally-based information institutions and users.

(4) Issues of social justice in terms of differential access to the means of information consumption and production (including skills, tools, and sites) based on various group and individual characteristics such as income, gender, age, occupation, family status, geography, nationality, education, race/ethnicity, language, sexual orientation, religious/philosophical beliefs, political/organizational affiliation and the like.

#### (4) *Information Policy, Management and Institutions*

The area of Information Policy, Management and Institutions includes three components that provide structure and context for LIS theory and practice:

(1) "Policy" incorporates federal, state, and local policy and other legal precedents pertaining to information management and use. This highlights the uneven legal and political geographies over which information-based institutions, such as libraries, museums, etc., must act in order to serve their multiple users in a rapidly evolving world of structural global, economic and policy demands that are often in tension with contingent local economies.

(2) "Management" encompasses an institution's mission within a changing and competitive external environment of technology and labor, as well as financial, political, social, and information resources. This includes internal organizational policies as they relate to informational, financial and human resources. These organizations include, but are not limited to libraries.

(3) "Institutions" focuses on that information and those information processes that are mediated by a diverse mix of organizations and that are affected by institutional governance, purpose, funding and size.

The content area may include, but is not limited to:

- Information policy formulation, implementation, analysis, and evaluation, including public policy vis-à-vis information and communication issues.
- Relationships between organizational mission and information resources management, including the role of systems analysis, information and knowledge management audits, IT infrastructure design, development, implementation and evaluation.

- Organizational patterns in all types of institutions that impact the creation, organization, utility, evaluation and dissemination of information that may exist in a variety of cultural forms, including human and non-human resources and systems.

Students specializing in this area would be able to explain organizational theories, policy formulation approaches, and be able to view and evaluate information resources and services through a public policy lens.

### **3. Major Program Passage Points and Requirements**

#### a) Progress Evaluation

The purpose of the progress evaluation is to provide an early point of feedback and counseling for the student. To this end, a formal review of the student's progress is conducted at the end of three semesters of full-time or part-time study.

As a part of this review, the student submits (at least 2 weeks prior to the progress evaluation) the first of three mastery demonstration papers for evaluation by the PhD Committee. The student selects the paper from among those written during the period of study under review, usually as part of a proseminar requirement. The paper should, at a minimum, demonstrate the student's ability to investigate, synthesize, and interpret the literature of some part of library and information studies. It is reviewed in terms of the evaluation criteria outlined for MD papers in the Appendix.

At the meeting, the student will speak to the work reflected in the first MD paper with the PhD Committee. In addition, the discussion can cover the student's general progress, the student's thoughts about a minor field, the student's schedule for completion of the degree, and other topics relevant to the student's performance and progress. The Committee's role is to assess whether the student has the potential to complete the requirements for the degree, and whether the program is capable of offering the resources needed by the student. Therefore, it is not intended to be a public occasion. On the basis of the discussion, the Committee develops observations and recommendations for the student, and the chair of the Committee reports these to the student orally and notifies the Director (or designee) of the completion of the process. Evaluation may result a recommendation that the student not continue with the SLIS PhD program.

#### b) Teaching and Research Practicum

##### *(1) Teaching Practicum*

Each student is required to fulfill at least one teaching practicum. The purpose of the teaching practicum is to ensure that each advanced studies student has basic experience in LIS teaching including the skills of course planning, materials development, presentation of materials, leading discussions and evaluating student work. Practicum outputs also provide evidence of teaching ability. The practicum may be taken

for credit, or may be taken for no credit. The maximum number of teaching practicum that may be taken for credit is 1; any additional teaching practica may not be taken for credit.

To fulfill a practicum requirement, the PhD Committee recommends that students approach the faculty who teaches a course with which they would like to gain experience. The student and faculty will prepare a "contract" (see Appendix H) describing the student's obligations. Because the purpose of the practicum is to gain LIS teaching experience, the teaching practicum should be taken with a SLIS faculty member.

Students may fulfill their practicum requirement by working as a TA for a SLIS class, but they must provide evidence that their TA experience fulfilled all the practicum requirements (see practicum evidence below). Students who have taught LIS courses at other institutions may petition the PhD Committee to allow their previous experience to fulfill their teaching practicum requirement. This petition should also be accompanied by evidence of teaching as outlined below. Students cannot fulfill their practicum requirement by doing presentations in a class they are currently taking, or by giving presentations at colloquia.

The teaching practicum should be equivalent to 1 week's worth of teaching work for a course or approximately 40 hours worth of effort. It must include the following elements: course planning, preparation of materials such as readings, handouts or slides, lecture or presentation, leading discussion and evaluating student comprehension of material.

Evidence showing fulfillment of practicum requirements may include (but is not limited to):

- description of the goals of the practicum and how the material covered helped students meet broader course objectives
- a reading list
- examples of the classroom students' work or completed assignments
- outline of lecture
- contract signed by faculty sponsor at the end of the practicum to indicate completion of agreed upon responsibilities. This signed contract is proof that the student has completed the practicum
- A half page of written feedback provided by the faculty sponsor including elements of classroom student evaluation of the advanced studies student's teaching

All evidence should be maintained in the advanced studies student's portfolio. A copy of the contract signed by the faculty sponsor is a proof document and should also be maintained in the portfolio. A copy of the proof document should be given the Ph.D. program coordinator (assistant to the SLIS Director).

Faculty who agree to sponsor practica are responsible for providing a half-page of written feedback – thus a practicum should only be conducted when the faculty sponsor is available to observe and provide feedback.

(2) *Research Practicum*

Each student is required to fulfill at least two different research practica. The purpose of the research practica is to ensure that each advanced studies student has basic experience in several areas of research (e.g., literature review, study design, data collection, data analysis, report writing), to familiarize students with faculty research, and promote collaboration between advanced studies students and faculty. Each practicum may be taken for credit, or may be taken for no credit. If the practicum is taken for credit, then the student should register for 2 separate 1 credit practica. The maximum number of research practica that may be taken for credit is two.

To fulfill a practicum requirement, the PhD Committee recommends that students approach a faculty whose research area interests the student. Further, faculty are encouraged to periodically announce practicum opportunities to make students aware of research possibilities. Students are encouraged to do their practica with two different faculty in order to gain experience with different research areas. Students are also encouraged to design each of the two practica to focus on a different research skill. For example, the first practicum could focus on creating a literature review, while the second practicum could involve data collection. Each practicum may also involve more than one skill.

Practica may be taken with faculty outside of SLIS as long as the outside faculty ensures that the practicum meets the SLIS research practicum requirements and provides the feedback required on the SLIS practicum form.

A research practicum cannot be fulfilled as part of a course, but a course project could be extended into a research practicum if the student can find a faculty sponsor. A practicum can be extended into an independent study, but it cannot constitute the whole of an independent study.

Student and faculty sponsor should prepare a research practicum contract (see Appendix I). This defines the tasks, priorities, deliverables, due dates, and number of hours to spend on each task. As part of the contract, the faculty sponsor must write a brief explanation of how the student's work contributes to the overall research and the student's personal research interests.

At the end of the practicum the faculty sponsor signs the contract indicating that all tasks have been satisfactorily completed. This contract should be maintained in the student's portfolio and is proof that the student has fulfilled the practica requirement. A copy should be given to the Ph.D. program coordinator (Assistant to the Director). Students may also wish to maintain samples of research practica outputs in their portfolio as evidence of experience in or mastery of particular research methods or particular theoretical areas.

c) Mastery Demonstration Papers

Doctoral students will demonstrate mastery of the required subject areas and research skills through three mastery demonstration (MD) papers and a research portfolio (see appendices). The first of these MD papers will be presented at the *end of the first three semesters of study* (usually in December). This

requirement will be a critical aspect of the student's Progress Evaluation conducted by the members of the Advance Studies Committee. The second paper must be submitted by the *end of the student's 5<sup>th</sup> semester, or the completion of 36 credit hours of the PhD program*. The final paper must be completed prior to the portfolio and defense meeting.

The three papers must address three out of the four content areas as defined within the proseminars. In most instances these papers will be developed as part of a proseminar requirement. Students may revise papers prepared for proseminar classes and submit them for the MD requirement. The revision may be done in the context of a particular journal in which the paper may appear.

At least 2 of the student's papers should be submitted to a refereed journal, conference, or book chapter prior to the portfolio defense.

The professor who has taught the proseminar in which the paper was originally presented will usually serve as a "gatekeeper" throughout the MD paper requirement process. The student may elect any willing member of the faculty to serve as the gatekeeper for an MD paper prepared in a proseminar. In the event that the paper was presented outside of a course, the student will be required to find a faculty member willing to approve the paper as a MD submission, as well as serve as the "gatekeeper." A jury of three faculty members (one of which will be the "gatekeeper") selected by the student will evaluate two of the MD papers. (The first would have been evaluated by the PhD Committee.) A list of evaluation criteria for use by the jury can be found in Appendix B. The evaluation criteria will include a required literature review component, as well as an interdisciplinary inclusion of discoveries existing at the margins and intersections of disciplines outside of LIS. MD papers may be turned in at any time, excluding summers.

#### (1) *MD Paper Outcomes*

The MD papers may receive three scores: accept, accept with revisions and fail. All three papers must be submitted and evaluated as "accepted" before the student can petition for the Portfolio Presentation and Defense meeting.

- **Accept:** This judgment means a paper is fully accepted in its present form although judges may still have suggestions for improvement prior to submission for publication.
- **Accept with Revisions:** This judgment means that the judges find a paper promising, but flawed, and that they are willing to accept a paper conditional on defined improvements. If this option is chosen, the judges should create a list of required revisions and set a date for completion of the revision (typically one or two months). At least one judge should ensure that the student has completed the required revisions.
- **Fail:** Judges may fail a paper does not meet publishable standards and would require substantial and profound work to make it acceptable. If the paper fails, the student is put on SLIS academic probation and must resubmit the paper to the judges following the same guidelines used in the original submission by a date set by the judges (usually one or two months). Only one such failure and resubmission is allowed during a doctoral career. After two such failures, a student will be asked to leave the PHD program.

See the jury evaluation instruction sheet in the appendixes for more information on evaluation criteria.

d) Program Portfolio/Statement of Intent Defense

Students are eligible to present and defend a Program Portfolio and Statement of Intent when they have satisfied the research skills requirement, removed any deficiencies, completed all required course work, cleared their records of all incomplete grades, acquired the required graduate credits and completed all teaching and research practicum. After a successful presentation and defense of the Program Portfolio and Statement of Intent, the Graduate School Office issues a warrant authorizing the School of Library and Information Studies to receive the student's Program Portfolio. The warrant constitutes a formal acceptance into candidacy for the Ph.D. degree.

The student will first petition the faculty of the school to present and defend the Program Portfolio and Statement of Intent giving the faculty a two week review period. The evaluation criteria will focus on the degree of alignment between the contents of the portfolio, including the quality of the practica, and the student's intended research topic. In the event that two or more faculty fail to approve the petition, the case will be referred to the PhD Committee for resolution. After the petition is approved, the student can schedule with his or her dissertation committee the presentation and defense of the Program Portfolio (see Appendix J).

(1) *Portfolio Contents*

Through the Program Portfolio students are expected to demonstrate mastery of the four subject areas and research methodologies. The Program Portfolio should consist of a well-organized and easy to read binder maintained by the student during the duration of her/his doctoral career. It should include the following materials:

- A curriculum vitae
- A current transcript and a summary memo explaining how the student has fulfilled all SLIS doctoral coursework requirements
- Teaching evaluations (if applicable)
- Summary paragraphs explaining the goals, accomplishments and skills obtained through each research and teaching practicum (discuss each practicum separately)
- Copies of all MD papers and copies of the letters/emails of acceptance prepared by the MD jury for each paper
- Copies of any published work or work presented at conferences,
- Proof of submission of at least two MD papers (or versions of MD papers) to journals, conferences or edited volumes (citations, letters of acceptance/rejection)
- Any other materials demonstrating teaching or research excellence or contribution to the profession, school, university or community (e.g., certificates, letters of recommendation or commendation etc.)
- A one page description for each of the two theoretical approaches and their mastery
- A one page description for each of the four content areas (see pp. 4-8) and their mastery (e.g., through coursework, research, practica, independent study, etc.) **Note:** While successful completion of a

proseminar may be sufficient to demonstrate knowledge of a content area, it alone is insufficient to demonstrate mastery in a content area.

- A page on research methodology, explaining how the student has fulfilled all methodologically related course requirements, which methodologies the student has knowledge of, which the student has obtained mastery in, how the student gained this knowledge (e.g., through coursework, research practica, independent study, etc.) and how the student plans to use this knowledge in the dissertation research
- A copy of the statement of intent document (see below)

The student should make a copy of the Program Portfolio for each member of her/his in-house committee and distribute it to committee members two weeks prior to the Program Portfolio and presentation and defense meeting. A copy of the Program Portfolio will also be filed with the Director's office and be placed on reserve with the SLIS library.

See appendix outlining criteria for evaluating a program portfolio for more information.

### (2) *Statement of Intent Contents*

In the Portfolio Presentation and Defense meeting, the student would present two sets of material. First, the student would present her/his program portfolio that should demonstrate how the student has fulfilled all the program requirements and which areas of subject matter, theory and research methodology she/he has specialized in. Second, the student will present the statement of intent document, referring back to the materials in the student's program portfolio to discuss how the student has obtained the skills and knowledge necessary to undertake the proposed dissertation topic.

The Statement of Intent for the general area of the dissertation shall be a brief (6 to 10 pages):

- Statement of the problem/identification of the parameters of the area of investigation
- Delineation of the potential contributions of such an investigation
- Description of the scope and nature of the related literature
- Estimate of the feasibility (conceptual, methodological, financial, evidential) of conducting such a study
- Assessment of resources available on campus
- Discussion of the potential and expected methodologies
- Description of the research skills required to conduct such an investigation with a demonstration of knowledge of or a plan for acquiring the needed skills.

### (3) *Portfolio Defense Protocol*

In the Program Portfolio presentation and defense meeting, the student will present two sets of materials. First, the student will present her/his Program Portfolio that demonstrates how the student has fulfilled all the program requirements and in which areas of subject matter, theory and research methodology she/he has specialized. Second, the student will present the Statement of Intent document (see below), referring back to the materials in the student's Program Portfolio to discuss how the student has obtained the skills and knowledge necessary to undertake the proposed dissertation topic. The Statement of Intent (second

part of the meeting) is a brief document (6 to 10 pages) presented to the student's in-house doctoral committee. In the event that the student is deficient in demonstrating appropriate mastery of research skills, theory or subject area knowledge, the committee will recommend additional requirements that may include, but not be limited to additional course work and readings. The chair, in consultation with the committee, will determine when the student has fulfilled these additional requirements.

A successful presentation and defense of the Program Portfolio results in the signed warrant and entrance to candidacy. This milestone can only be reached upon completion of 32 required credits, completion of all practicum requirements and completion of the MD paper requirement. A generic outline of the Program Portfolio, together with a suggested timeline is provided in the Appendix G.

#### **4. The Dissertation Process**

##### a) Dissertation Proposal

The doctoral dissertation proposal is a formal document that the student prepares and that the student's doctoral committee evaluates and approves. The faculty should approve and file the dissertation proposal before the student collects substantive data for the dissertation. The proposal shall contain at a minimum the following sections:

Statement of the problem, including an indication of the relevance of the topic to library and information studies, a review of related research and an indication of the theoretical and conceptual framework within which the problem fits;

Specific research question or hypothesis, including an indication of the variables to be related or phenomena to be analyzed, assumptions underlying the study and definitions of major terms in the question or hypothesis;

Data collection, including an indication of the nature of the data, the probable sources of the data, general description of any instruments to be used to collect and record data and procedures to be followed in data collection;

Analysis and interpretation, including an indication of the method to be used in interpreting data, statistical tests (if any) to be used, method for grouping or interpreting non-quantitative data.

The student must demonstrate the ability for independent investigation in dissertation. The Graduate School sets the maximum time for completion as five years from the date of admission to doctoral candidacy.

The student's doctoral committee shall supervise the dissertation, with the major professor serving as chair. Each student shall arrange with his or her doctoral committee the procedures for consultation and advice during the period of research and writing.

b) Dissertation Defense

When the student completes the dissertation and meets all other requirements, the student's doctoral committee will hold a final oral examination open to all. While all faculty may participate in the oral examination, the decision on acceptance of the research rests with the student's doctoral committee. In order to participate in the university's May commencement exercises the oral examination must be successfully completed by March 1. Students who have a scheduled oral examination and plan to complete all requirements for the degree by December may participate in the SLIS graduation ceremony in May of that year.

The dissertation must conform to the requirements of the Graduate School. One copy of the thesis must be deposited in the School of Library and Information Studies Library, in addition to those that the Graduate School requires.

## **II. PHD PROGRAM ADMINISTRATIVE STRUCTURES**

### **A. KEY ACTORS**

PhD Committee. -- The Director (or designee) has overall responsibility for the administering the doctoral program. The faculty delegates primary responsibility for policy development to the PhD Committee of the School of Library and Information Studies. The Committee's major functions are listed on p. 17.

Progress Evaluation Committee. -- The PhD Committee serves as the Progress Evaluation Committee for doctoral students.

Major Professor/Advisor. -- Upon admission, a PhD student will be assigned a major professor/advisor based on similarities in research interests. The major professor advises the student on selecting courses, developing a minor and preparing the thesis proposal. The chair of the PhD Committee may also serve as a student's initial adviser. The student may switch major professors at any time as their research interests become clear. The major professor should report the choice to the Director of SLIS (or designee). When the student finishes coursework, the major professor, after consulting the student, will submit to the Director (or designee) the names of four other faculty members who agree to serve on the student's doctoral committee. If the student subsequently changes the focus of the thesis research, a change of major professor or a reconstitution of the committee may be requested of the Director (or designee).

Student's Doctoral Committee. -- The student's doctoral committee shall be five members of the graduate faculty; no fewer than three are to be from the SLIS faculty and at least one shall be from outside the School. Within the guidelines developed by the SLIS faculty, the committee shall approve the dissertation proposal, evaluate and accept the dissertation, and conduct the final oral examination.

Approved by the faculty of the School of Library and Information Studies, 29 September 1982; revised 15 May 1985, March 1996, September 1997.

## B. PHD PROGRAM PROCESS & RESPONSIBILITIES OF KEY ACTORS

### Admissions Phase

- Applicant folders kept in main office.
- Initial request for application received; materials sent. (Faculty Secretary)
- Application received. (Admissions Adviser and Records Manager)
- List of applicants, with status, maintained. (Records Manager)
- Completed file, with blank evaluation sheets, given to Admissions Adviser. (Records Manager)
- Summary sheet created. (Admissions Adviser)
- PhD Committee notified when application complete. (Admissions Adviser)
- Review of application file; evaluation sheets returned to Admissions Adviser. (PhD Committee)
- Interview scheduled or applicant informed of non-admittance. (Admissions Adviser)
- Program Planning Guide sent to applicants invited for interview. (Admissions Adviser)
- Interview and admit/non-admit decision. (PhD Committee)
- Admissions Adviser informed of decision using form attached to applicant's file. (Chair of PhD Committee)
- Examiner's Report signed. (Admissions Adviser in consultation with the Director)
- Admission/non-admit letter sent. (Records Manager, in consultation with Admissions Adviser.)

### Doctoral Study Period

- Student folders transferred to Director's Office Annex (Room 4235)
- NOTE:** Departmental Administrator is Doctoral Program Administrator for ALL doctoral activities except Admissions.

- Departmental Administrator assumes responsibility for:  
Records  
"Program Planning Guide"  
Issuing warrants  
Facilitating prelims, etc.  
Funding details

### Role of Director or Designee

Overall responsibility for administering the doctoral program.

- Providing initial contact with strong applicants or assigning this responsibility to faculty members with the most similar interests
- Monitoring student progress
- Updating "Program Planning Guide"
- Overseeing of Advanced Studies bulletin board

- Assigning doctoral student offices
- Liaison with doctoral advisers and PhD Committee
- Funding decisions: TAs, PAs, RAs, and fellowships
- Ad hoc member of PhD Committee
- Administering preliminary examination

#### Role of PhD Committee

Chair serves as initial adviser.

- Considering policies, issues and curriculum, with recommendations to faculty
- Recruiting applicants
- Evaluating applicant files
- Interviewing qualified applicants
- Recommending candidates for fellowships
- Reviewing MD papers

### C. SUPPLEMENTARY FUNDS FOR ADVANCED STUDIES STUDENTS

Supplementary funds for advanced studies students are occasionally available. In order to provide equity of access to these funds, the PhD Committee has developed a process for distribution, as described below.

Priority Guidelines for Distribution of Supplemental Funds:

**Highest Priority:** Purposes related to completion of the dissertation

**Secondary Priority:** Purposes related to producing a paper which has a probability of being published or presented at a conference.

Within these two priority categories, sub-priorities will be:

1. Computing
2. Other (including travel to conferences, postage, etc.)

Before December 1st of each year, students and advisers may apply to the Director for funds. The Director will distribute the funds based upon the above priorities and the date of the request.

### D. DIFFERENCE BETWEEN SEMINARS AND PROSEMINARS

The SLIS course listing includes several courses that contain the word "seminar" in their titles. Faculty members in the School conduct these courses with two formats and sets of objectives as outlined below.

A. The Proseminar:

A course that is designated a proseminar will seek to synthesize, criticize, and clarify the extant knowledge and research in a fairly broad area of the field of library and information studies. A proseminar will not be limited to just one or two specific topics within an area of study, but will cover its various aspects, for example, as they are laid out in the definitions of the various preliminary examination areas in the Doctoral Student Program Planning Guide.

A proseminar will provide students opportunities to:

1. Gain knowledge of important concepts, questions, and issues in the area, including knowledge of relationships among them;
2. Gain understanding of the state of our knowledge regarding important questions and issues in the area, including significant research, influential works and other major literature;
3. Gain knowledge of important secondary works and reviews of the literature that are useful for providing conceptual frameworks and citations to important reports of research and scholarship;
4. Gain experience in synthesizing and discussing critically the research and scholarship on questions and issues in the area, both orally and in writing;
5. Develop reading lists and study notes that will serve as a basis for continued study and reflection in the area.

B. The Seminar:

A course that is designated a seminar will include a group of advanced students studying with a faculty member. Each student does original research or scholarship and exchanges the results orally and in writing. Normally, a seminar will focus on a narrow topic within the area designated by the course title.

The seminar will provide students the opportunity to:

1. Gain in-depth knowledge of the research and scholarship in a specific area, including the identification of gaps in our knowledge;
2. Gain experience in carrying out a limited project of research or scholarship, perhaps as part of or related to the ongoing research of the course instructor;
3. Gain experience in reporting the results of research or scholarship, orally and in writing, as well as experience in discussing one's work with colleagues;
4. Gain experience in discussing critically with colleagues their research or scholarship.

C. Administration

1. Policies of the College of Letters and Science regarding low-enrollment courses and the School's need to use faculty resources effectively may limit the seminars and proseminars offered. Normally, the course requires at least four students.
2. Students typically initiate seminars. Advanced students should explore their common interests and propose courses in the "seminar" format. Sometimes, the ongoing research interests of a faculty member will result in offering a seminar.
3. A seminar, on the SLIS course schedule, will include a note specifying the topic. Courses lacking a note are proseminars.

Adopted by the SLIS Faculty, November 22, 1995.

Revised September 2006 – remove references to preliminary examinations

Revised September 2007 – added second MD paper due date and paper failure limitations

Reapproved by the SLIS Faculty, September 2007

### III. APPENDICES

#### A. APPENDIX : CHECKLIST OF DOCTORAL PROGRAM REQUIREMENTS

**Courses** (42 credits minimum—32 of which must be UW graduate credits). The courses marked with an X below are required.

**Four Proseminars**

IPMI

IOA

UUC

CHPD

**Introduction to research**, both qualitative and quantitative. This course may be taken outside of SLIS, or SLIS 710, if offered, may be taken.

**LIS 910** Research Design and Methodologies

**Statistics 1** e.g., Educational Psychology 760

**Statistics 2 through ANOVA** e.g., Educational Psychology 761

**Qualitative Research Methods** (e.g. ethnography, grounded theory, etc.)

**(Please note that additional methods & subject area courses or other activities may be necessary to prove mastery – see portfolio program guidelines)**

**Minor courses** 12 credits minimum (option A or B)

3 credits

3 credits

3 credits

3 credits

**Practica** (if taken for credit registered as 999, cannot be part of normal course requirements, 3 credits or hours equivalent)

Teaching Practicum 1 (1 credit/40 hours)

Research Practicum 2 (1 credit/40 hours)

#### **Other requirements**

**Portfolio** submitted for admission to candidacy

Statement of intent (6-10 pages)

Three Mastery Demonstration Papers and letters of acceptance

Two of which should be submitted for publication (provide evidence of submission)

Must cover 3 of 4 content areas

First paper due by end of third semester

Papers not to be turned in during summers

Current transcript and summary of fulfillment of SLIS requirements

Curriculum Vitae

- \_\_\_\_\_ Copies of any publications or papers presented at conferences
- \_\_\_\_\_ Teaching evaluations if applicable
- \_\_\_\_\_ Summary paragraph for each teaching and research practica
- \_\_\_\_\_ Page for each content area explaining how mastery was achieved
- \_\_\_\_\_ Page on research methodology mastery (Survey research methods, LIS 910, Qualitative research methods)
- \_\_\_\_\_ Page of on mastery of theoretical approaches
- \_\_\_\_\_ Other materials (teaching, research, contributions, awards, recommendations)

## B. APPENDIX : FORMS FOR MASTERY DEMONSTRATION (MD) PAPERS: INSTRUCTIONS FOR STUDENTS, JURY MEMBERS & GATEKEEPERS

**Purpose:** The MD paper represents scholarly work conducted by the student as part of a UW-Madison course, project, or independent study. The purpose of the MD paper requirement is to ensure that SLIS PhD students have the skills required to conduct and report on independent scholarly research. It is hoped that all SLIS PhD students will publish their MD papers at conferences or journals.

As outlined on page 17, judges of MD papers may assign one of three possible scores: accept, accept with revisions and fail.

- **Accept:** This judgment means a paper is fully accepted in its present form although judges may still have suggestions for improvement prior to submission for publication.
- **Accept with Revisions:** This judgment means that the judges find a paper promising, but flawed, and that they are willing to accept a paper conditional on defined improvements. If this option is chosen, the judges should create a list of required revisions and set a date for completion of the revision (typically one or two months). At least one judge should ensure that the student has completed the required revisions.

**Fail:** Judges may fail a paper does not meet publishable standards and would require substantial and profound work to make it acceptable. If the paper fails, the student is put on SLIS academic probation and must resubmit the paper to the judges following the same guidelines used in the original submission.

**Evaluation Expectations:** Evaluation expectations increase from the 1<sup>st</sup> to the 3<sup>rd</sup> paper. The first paper should be at least suitable for a conference poster session or modest conference presentation. Reviewers should also have lower expectations for quantity of data included and sophistication of research question for the first paper. The paper should however present a compelling question or problem, begin or propose a reasonable exploration of that problem, present a logic research design to produce data that inform the research question, and meet all the style and format expectations for a scholarly paper. Expectations should rise for the second paper – it should be of the same quality as a peer reviewed conference presentation. The third paper should be of publishable quality in a respectable peer review journal. See the paper evaluation form (Appendix G) for exact evaluation criteria.

### ■ First MD Paper Instructions:

The first MD paper should be submitted to the PhD Committee two weeks prior to the student's first performance evaluation, normally scheduled after the student completes the first three semesters of study in the program.

The first MD paper is reviewed by all PhD Committee faculty members and the outcome is transmitted to the student by the committee chair. If revisions are required, a due date is set and the revisions are reviewed for completeness.

### ■ Second & Third MD Paper Instructions:

The second MD paper must be submitted at the end of the 5<sup>th</sup> semester of study or at the completion of 36 credit hours of PhD coursework. The third MD paper must be submitted and accepted prior to the portfolio and statement of intent defense.

**Gatekeeper:** The student should choose a gatekeeper & provide the gatekeeper with a copy of these instructions (Appendix F), the review form (Appendix G) and a copy of the paper. The gatekeeper should ensure the paper is of adequate quality and require fixes to any obvious flaws prior to allowing the student to distribute the paper for jury review.

**The Jury:** The student is responsible for inviting two other faculty members to participate in the jury review of the second and the third MD papers. Faculty members outside SLIS can be invited to serve as the jurors. The student may consult the gatekeepers of the MD papers about the selection of jurors. The gatekeeper of the paper should inform the selected jurors by email or in writing of his/her approval of the submission and forward a copy to the student. By so doing, the gatekeeper indicates the paper is suitable for further review. The student should keep a copy of the message for his/her documentation. The student should provide the following to the jury members: a paper copy of the MD paper, this instruction sheet (Appendix F) and the form “Jury Evaluation of Mastery Demonstration Papers” (Appendix G). The student should instruct the jury members to return comments to the gatekeeper. The juror should evaluate the student’s performance based the criteria listed of the evaluation form and indicate their decision on the paper.

**Resubmission guidelines:** If a paper receives two or more “fail” votes, then the student must resubmit the paper by the date set by the jury; however, a “fail” vote usually indicates that the jury finds the paper largely unworkable. Therefore students receiving a reject vote should consider focusing efforts on a different paper.

When the gatekeeper receives the comments from the juror, the gatekeeper will inform the student of the outcome and forward copies of all comments to the student (Note: the gatekeeper needs to keep a copy of all paper review forms or emailed comments until the end of the process (see #8 below).

If the vote on the paper requires revisions, the gatekeeper should negotiate with the jurors to decide the priority of the revisions and their due date. The gatekeeper will provide a memo/email to the student outlining exactly which revisions are required in order for the paper to be considered acceptable. If the vote on the paper is split, the gatekeeper, in consultation with the jurors, will negotiate required changes and provide a memo outlining those changes to the student.

The gatekeeper is responsible for ensuring that the student has made the required changes to the paper and therefore the student must provide the gatekeeper with a revised copy of the paper and a cover memo outlining how the student has accommodated the required changes (with references to specific areas of text).

When the process is complete, the gatekeeper should advise the departmental administrator that the MD paper has been accepted. The gatekeeper should also provide the 3 review forms to the administrator so they can be stored in the student’s file.

C. APPENDIX : FORMS FOR MASTERY DEMONSTRATION (MD) PAPERS: JURY  
EVALUATION FORM

Dear \_\_\_\_\_,

The SLIS PhD student named \_\_\_\_\_ has asked that you review the following paper for his/her 2<sup>nd</sup> 3<sup>rd</sup> (circle one) mastery demonstration paper review. This copy of the paper is yours to mark up. Please finish the review and return this form to the gatekeeper \_\_\_\_\_ (insert gatekeeper name and email) by the following date: \_\_\_\_\_.

The MD review is similar to peer review of a conference or journal submission. Please fill out the following form and, on the next side, prepare brief comments that (a) assess the paper as an example of independent scholarly inquiry, and (b) provide constructive feedback to improve the paper. **A copy of this form will be made available to the student for review.**

Please note that evaluation expectations for MD paper increase from the 1st to the 3rd paper. For example, for the first paper, jurors should expect a paper acceptable as a conference poster with a coherent research question, logical model of inquiry, and some data/analysis. For the second paper jurors should expect paper quality similar to a full conference paper including a significant research question, a full methodology, and more data/analysis. For the third paper, jurors should expect the paper to be of publishable quality in a peer reviewed journal. Standards among different modes of inquiry (e.g., historical research vs. experiments) may vary.

\*Indicate the overall performance of the following aspects: (1=Poor;3=Fair;5=Excellent)\*

Review Criteria	1	2	3	4	5
<b>Social or practical importance of questions or issues:</b> To what extent does the paper affect the behavior or thinking of information professionals or other action-oriented personnel as opposed to being primarily reflective comments for other researchers only?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Relevance to the field:</b> To what subsidiary/associative discipline does the paper address, and to what extent would readers see the problem or issue addressed as central to their field as opposed to peripheral?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Validity of claims:</b> To what extent are the arguments and evidence offered in support of claims compelling, measured against the rigorous standards of research, as opposed to tenuous or questionable? Are the research methods appropriate? Are there flaws in the methods, arguments, or data analyses? Are the conclusions justified by the results of the analyses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Originality of ideas or methods:</b> To what extent does the paper represent fresh, imaginative, innovative, possibly trail-blazing approach that is new, as opposed to being more routine or noncreative contribution? Does the paper address a significant problem, topic, or idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Significance of research:</b> To what extent do the discoveries, insights, conclusions, or accomplishments reported shed light on other important issues of central concern to the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

field? Do the findings confirm, expand, revise, or challenge conventional knowledge of professional consensus?					
<b>Readability of the paper as integral work of research literature:</b> To what extent is it a well-organized integral work, outstanding for its clarity or persuasiveness and enjoyable to read, as opposed to boring, confused, dense?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Scholarship:</b> To what extent are intellectual debts acknowledged and all assertions appropriately documented? Does the author demonstrate a command of the relevant literature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written comments (attach other paper if necessary or email)

Social or practical importance of questions or issues:

Relevance to the field:

Validity of claims:

Originality of ideas or methods:

Significance of research:

Readability of the paper as integral work of research literature:

Scholarship:

8. Other comments:

RECOMMENDATION

Accept (including accept with minor revisions or editing)

Accept conditional on completion of significant revisions.

Suggested due date for revisions \_\_\_\_\_

Reject

Juror's Signature:

Date:

Gatekeeper instructions: See Appendix F of the PhD program planning guide for instructions. Also, please provide a copy of all forms to the departmental administrator (Lynn Souther) for the students' file.

D. APPENDIX : TEACHING PRACTICA CONTRACT

Teaching Practica Contract (copy to be kept by both Student and Faculty Sponsor)

Title:

Faculty Sponsor:

Student Participant:

Contribution:

Key Tasks (listed in priority order)	Hours to complete	Outputs	Due Dates
	Total hours must not exceed 40		

For Credit? yes / no (circle one) If yes, semester of credit registration \_\_\_\_\_

Signatures Indicating Agreement with Contract Terms:

\_\_\_\_\_  
Faculty Sponsor      Date      Student      Date

Signatures Indicating Completion of Work:

\_\_\_\_\_  
Faculty Sponsor      Date      Student      Date

Suggested Areas for Improvement/Feedback:

E. APPENDIX : RESEARCH PRACTICA CONTRACT

Research Practica Contract (copy to be kept by both Student and Faculty Sponsor)

Title:

Faculty Sponsor:

Student Participant:

Contribution:

Key Tasks (listed in priority order)	Hours to complete	Outputs	Due Dates
	Total hours must not exceed 40		

For Credit? yes / no (circle one) If yes, semester of credit registration \_\_\_\_\_

Signatures Indicating Agreement with Contract Terms:

\_\_\_\_\_  
Faculty Sponsor    Date    Student    Date

Signatures Indicating Completion of Work:

\_\_\_\_\_  
Faculty Sponsor    Date    Student    Date

Suggested Areas for Improvement/Feedback:

## F. APPENDIX : CRITERIA FOR EVALUATING PROGRAM PORTFOLIO

After completing all doctoral program requirements (see Appendix G) the student will petition the faculty of the school to present and defend their Program Portfolio. Once the faculty signs-off on the Program Presentation (copies made by the student will be circulated among the faculty) the student will prepare for the presentation and defense of the Program Portfolio to their in-house dissertation committee (attendance of the out-side member(s) is optional and left up to the student) according to the following guidelines :

1. The student will prepare a Program Portfolio and make sufficient copies for the dissertation committee, with an additional two copies for the rest of the SLIS community. Students are encouraged to create a carefully organized and well thought out presentation of the portfolio to facilitate the reviewers' assessment. The student is also encouraged to make the portfolio accessible on the Web, but this is not mandatory.

Through the Program Portfolio students are expected to demonstrate mastery of the four subject areas and research methodologies. The Program Portfolio should consist of a well-organized and easy to read binder maintained by the student during the duration of her/his doctoral career. It should include the following materials:

- A curriculum vitae
- A current transcript
- A summary memo explaining how the student has fulfilled all SLIS doctoral coursework requirements (including information on any courses transferred into the program from outside of UW)
- Three completed practicum contract forms (2 research, 1 teaching)
- Teaching evaluations (if applicable)
- Summary paragraphs explaining the goals, accomplishments and skills obtained through each research and teaching practicum (discuss each practicum separately)
- Copies of all MD papers and copies of the letters/emails of acceptance prepared by the MD jury for each paper
- Proof of submission of at least two MD papers (or versions thereof) or other work to peer-reviewed venues: citations and copies of any published work, conference papers, book chapters, etc.
- Any other materials demonstrating teaching or research excellence or contribution to the profession, school, university or community (e.g., certificates, letters of recommendation or commendation etc.)
- A one page description for each of the two theoretical approaches and their mastery
- A one page description for each of the four content areas (see pp. 4-8) and their mastery (e.g., through coursework, research, practica, independent study, etc.) **Note:** While successful completion of a proseminar may be sufficient to demonstrate knowledge of a content area, it alone is insufficient to demonstrate mastery in a content area.
- A page on research methodology, explaining how the student has fulfilled all methodologically related course requirements, which methodologies the student has knowledge of, which the student has obtained mastery in, how the student gained this knowledge (e.g., through coursework, research

practica, independent study, etc.) and how the student plans to use this knowledge in the dissertation research

- A copy of the statement of intent document

2. The student will make a 15 minute presentation of the Statement of Intent to be followed by another 15 minute presentation demonstrating research skills, course work, previous work and other experiences and competencies that together demonstrate that the student is ready to commence the doctoral topic research and develop a dissertation proposal.

3. After the successful defense of the Program Portfolio members of the student's dissertation committee will sign the warrant. The warrant constitutes a formal application for admission to candidacy for the Ph.D. degree when it is filed with the Dean of the Graduate School. The Graduate School officially admits a student to candidacy for the Ph.D. degree after passing the Comprehensive Preliminary Examination (that is in the form of a successful presentation and defense of the Program Portfolio). Once admitted, a student may apply for a Certificate of Philosophy as recognition of Candidacy.

## G. APPENDIX: FACULTY & DOCTORAL RESEARCH INTERESTS

September 2007

The following statements of their doctoral research interests by members of the School faculty who direct dissertations are intended to help prospective students understand the School's areas of interest and strength.

### 1. Faculty research interests

Downey, Greg: History and geography of information & communication technology, especially the often hidden labor behind such technology

Eschenfelder, Kristin R.: Digital copyright and intellectual property, digital rights management, telecommunications and information policy, organizational communications, management of electronic government information

Kim, Kyung-Sun: Information-seeking behavior, User-oriented systems design, Web-based learning, Digital libraries, Subject access

Klais, Madge: School librarianship, history of education and librarianship, history of books and print culture

Paling, Stephen: The organization and publication of information, information technology use in literary and artistic communities

Pawley, Christine: Print culture; history of readers and reading; critical studies of information

Robbins, Louise S.: History of libraries and librarianship; intellectual freedom; academic libraries; education for library and information science; information policy.

Smith, Catherine Arnott: Consumers and how they relate to medicine: medical records, medical vocabularies, medical information seeking

Trace, Ciaran: Social nature of organizational records and record-keeping, personal information management, applicability of qualitative research (theory, method and practice) to archival issues, ethnographic study of archival work

Whitmire, Ethelene: Information seeking behavior, academic libraries, reference services, underrepresented students' use of libraries

## **2. Recent PhD Dissertations (Completed and In Progress)**

2000's

Alhomoudy, Ali A. "The Organizational, Technological, and Cultural Factors Influencing the Diffusion of DOBIS/LIBS in Saudi Arabia." (2001-Major Professor: Cortez)

Chase, Lynne C. "Getting in on the Front End of Information Systems Development: Records Management/Systems Analyst Interactions in State Government Agencies." (2007-Major Professor: Eschenfelder)

Chiu, Phoebe "Making Sense of Organizational Socialization: Exploring Information Seeking Behavior of Newcomer Digital Librarians in Academic Libraries" (2007 – Major Professor: L. Robbins)

Davis, Susan E. "Leadership in the Archival Profession: A Case Study." (2003-Major Professor: Wiegand)

Lin, Chi-Shiou "The Conceptualization of Government Publications on the World Wide Web: A Genre Theory Inspired Investigation" (2007-Major Professor: Eschenfelder)

Jablonski, Judith. "Conceptualizing the Field of Library and Information Studies: The Perspective of LIS Faculty and LIS Practitioners in the United States." (2005 - Major Professor: Cortez)

Kelsey, Marie. "The Lived Experience of Minnesota Secondary School Media Specialists in an Era of Educational Reform." (2004-Major Professor: L. Robbins)

Kim, Chang Suk. "Predicting Information Searching Performance with Measures of Cognitive Diversity." (2002-Major Professor: Zweizig)

Kim, Yunkeum. "Measuring and Assessing Internet Service Quality in Public Libraries." (2003-Major Professor: L. Robbins)

Kwon, Nahyun. "Community Network: Needs Assessment and Community Co-orientation." (2002-Major Professor: Zweizig)

Lawton, Patricia A. "Make New Mistakes: An Analysis of ARL Member Digital Libraries" (2006-Major Professor: Eschenfelder)

Lim, Sook. "Power of Systems Offices in Academic Library Organizations." (2004-Major Professor: L. Robbins)

Newell, Terrance S. "Rethinking Information Literacy Learning Environments: A Study to Examine the Effectiveness of Two Learning Approaches" (2006- Major Professor: Eschenfelder)

Salaba, Athena. "Semantic Relationships and Subject Access: Which Subject Relationships are Useful to the User?" (2005- Major Professor: Cortez)

Slygh, Gyneth. "Shake, Rattle and Role! The Effects of Professional Community on the Collaboration Role of the School Librarian." (2000-Major Professor: Hopkins)

Wertheimer, Andrew. "Public Libraries Behind Barbed Wire: Japanese American Readers During World War II." (2003-Major Professor: Wiegand)

Wiseman, Mary Jane. "What Happens to Reading Skills Over the Summer? A Study of Children Who Have Completed Grade One." (2000-Major Professor: Hopkins)

Yi, Shen "Digital Information and Communications Networks and Scientific Research Substance: An Investigation of Meteorology." (2006- Major Professor: L. Robbins)

Yoo, Eun-Young. "Middle-Aged Women's Health Information Seeking on the Web." (2004-Major Professor: L. Robbins)

In Progress

McQueen, Sharon. "The Story of Ferdinand; The Making of a Cultural Icon." (In progress-Major Professor: L. Robbins)

Sin, Joanna "Structural and individual influences on information behavior: a national study of adolescents' use/non-use of public libraries." (In progress – Major Professor: S. Kim)