Orientation for Doctoral Students

Presented by:
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Associate Dean of Graduate Studies and Professor

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Agenda

• Introductions
• The University – Organizational Chart
• The Office of Graduate Studies and Research
• The Big Picture of Doctoral Degrees
• Getting to the Doctoral Degree
  – Rules/Requirements
  – Strong Foundation
  – Socialization + Networking = Enculturation
## Characteristics of Recipients of Earned Doctorates, 2005

Racial and ethnic group of U.S. Citizens  

<table>
<thead>
<tr>
<th></th>
<th>All Fields</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Humanities</th>
<th>Life Sciences</th>
<th>Physical Sciences</th>
<th>Professional Fields</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.5 %</td>
<td>0.2 %</td>
<td>0.8 %</td>
<td>0.4 %</td>
<td>0.6 %</td>
<td>0.3 %</td>
<td>0.3 %</td>
<td>0.6 %</td>
<td>0.7 %</td>
</tr>
<tr>
<td>Asian</td>
<td>5.8 %</td>
<td>4.4 %</td>
<td>2.2 %</td>
<td>12.3 %</td>
<td>3.7 %</td>
<td>8.7 %</td>
<td>8.0 %</td>
<td>3.0 %</td>
<td>4.2 %</td>
</tr>
<tr>
<td>Black</td>
<td>6.5 %</td>
<td>9.0 %</td>
<td>13.0 %</td>
<td>4.3 %</td>
<td>4.5 %</td>
<td>4.6 %</td>
<td>2.8 %</td>
<td>7.8 %</td>
<td>6.3 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.0 %</td>
<td>5.3 %</td>
<td>5.4 %</td>
<td>3.7 %</td>
<td>5.1 %</td>
<td>4.6 %</td>
<td>3.8 %</td>
<td>5.5 %</td>
<td>6.1 %</td>
</tr>
<tr>
<td>White</td>
<td>80.4 %</td>
<td>80.1 %</td>
<td>77.2 %</td>
<td>77.5 %</td>
<td>84.2 %</td>
<td>80.1 %</td>
<td>83.2 %</td>
<td>81.3 %</td>
<td>80.6 %</td>
</tr>
<tr>
<td>Other</td>
<td>1.8 %</td>
<td>1.1 %</td>
<td>1.3 %</td>
<td>1.7 %</td>
<td>2.0 %</td>
<td>1.7 %</td>
<td>1.9 %</td>
<td>1.9 %</td>
<td>2.1 %</td>
</tr>
</tbody>
</table>
Educational Attainment of the U.S. Hispanic and White Populations, 2006

- Bachelor's: 20.2% (White), 8.8% (Hispanic)
- Master's: 7.6% (White), 2.4% (Hispanic)
- Doctoral: 1.4% (White), 0.4% (Hispanic)
- Professional: 1.8% (White), 0.7% (Hispanic)
The Only Difference Between Grade School & Grad School

An “e”

Rules/Requirements
Strong Foundation
Socialization + Networking = Enculturation
Getting to the Doctoral Degree

Rules/Requirements

Graduate Catalog 2008-2009
DOCTORAL REQUIREMENTS

Residency

Continuously register in courses. The time period is defined for each program in the catalog and required the semester of graduation.
DOCTORAL REQUIREMENTS

Time Limit to Degree

Complete within Seven Years from today
DOCTORAL REQUIREMENTS

Credit Hour Requirement

• beyond Bachelor’s – Minimum of 90 hrs

• beyond Master’s – Minimum of 60 hrs

Degree Plan

• Must be submitted prior to 18 months in program

• Changes - approved by Committee Chair and Graduate Dean
DOCTORAL REQUIREMENTS

Doctoral Committee

Minimum of 4 members:

• One (1) Doctoral Committee Chair
• Two (2) other Graduate faculty members
• One (1) Graduate Faculty Rep from a different discipline, selected by Graduate Dean

Graduate Dean officially appoints the committee
Comprehensive Exam

Written & Oral Examination

(In the event of failure, one repetition may be permitted)
Other Requirements

• Candidacy
• Dissertation Proposal
• Dissertation Defense
• Application for Degree
Forms to Guide the Process

**Doctoral Student Forms**
- Form A: Preliminary/Final Degree Plan Form
- Form B: Graduate Advisory Committee Assignment Form (S&T College only)
- Form C: Comprehensive Written/Oral Examination and Advancement to Candidacy Report
- Form D: Doctoral Dissertation Advisory Committee Appointment Form
- Form E: Doctoral Dissertation Proposal Hearing Request Form
- Form F: Doctoral Dissertation Proposal Signature Page
- Form G: Preliminary Approval of Dissertation Defense/Final Examination
- Form H: Dissertation Defense and Final Examination Report
- Form I: Doctoral Dissertation Title Page
- Form J: Doctoral Dissertation Signature Page
- Form K: Doctoral/Dissertation Committee Chair/Member Change Request

**Internal Forms**
- Form 1: Letter to Student: Advancement to Candidacy
- Form 2: Graduate Faculty Status Application Form
- Form 3: Graduate Faculty Status Routing Form
- Form 4: Graduate Faculty Representative Letter
- Form 5: Letter to Appoint Non-TAMUCC Dissertation Committee Member
- Form 6: TAMUCC Academic Integrity Assurance
Getting to the Doctoral Degree

Strong Foundation

Content Area

Research
The Dissertation: A Right of Passage
- both a Process and a Product


- Learn how to and demonstrate the ability to
  - Conduct independent, original, and significant research
  - Engage in a sustained piece of research or argument
  - Think and write critically and coherently
- Become a professional and contribute to the discipline
- Show mastery in the field
- Prepare for a career and get a job
The Nature of a Significant Contribution
Lovitts, B.E. *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*, p. 34

- A nontrivial to very important, original breakthrough at the empirical, conceptual, theoretical, or policy level
- Is useful and will have impact
- Is publishable in top-tier journals
- Is of interest to people inside and possibly outside the community and causes them to see things differently
- Influences the conversation and peoples’ research and teaching
- Has implications for and advances the field, the discipline, other disciplines, and/or society
IRB, IACUC, and RCR: And other acronyms you need to know
Renee Gonzales, Compliance Office
Getting to the Doctoral Degree

Socialization + Networking = Enculturation
Socialization + Networking = Enculturation

Nettles, M.T. & Millett, C. M. *Three magic letters: Getting to Ph.D.*
Castellanos, J, Gloria, A.M., & Kamimura, M. *The Latina/o pathway to the Ph.D.*

- Student to Faculty
  - Social Interactions
  - Academic Interactions
- Peer to Peer
- Student to Advisors
  - Academic
  - Faculty
- Student to Professional Organizations
Time with Dr. Laura
Top Ten + 2 Tips
Pausch, R. *The Last Lecture*

- When you see yourself doing something badly and nobody’s bothering to tell you anymore, that’s a bad place to be. Ch 7

- Every grad student should know what s/he doesn’t know, be perfectly willing to admit it, and not want to leave until it’s understood. Ch 9

- The brick walls are there to give us a chance to show how badly we want something. Ch 11

- Everyone needs a “dutch uncle” Ch 14

- Let’s saddle up and do it. Ch 19

- Experience is what you get when you didn’t get what you wanted. Ch. 39
Top Ten + 2 Tips
Pausch, R. *The Last Lecture*

- A handwritten note can go a long way. Ch. 41
- You can never adequately pay back, so pay forward. Ch. 44
- All you have to do is ask. Ch. 55
- Send along thin mints. Ch 45
- If you can dream it, you can do it. Ch 3 (Walt Disney)
- Carry a message to Garcia (Hubbard, E., March 1899.)
References


Hubbard, E. (1899) *A message to Garcia.* Filiquarian Publishing, LLC.


Your face here 😊