



Graduate Student Handbook

Department Of Consumer Science
University Of Wisconsin

PhD in Human Ecology: Consumer Behavior and Family Economics



This handbook is a resource for current and prospective students. It provides an overview of the program and the process for students in the program to follow once admitted.

The Consumer Science Ph.D. Degree from the School of Human Ecology

The Ph.D. program in Human Ecology: Consumer Behavior and Family Economics develops scholars able to apply social science theories to understanding household and consumer interactions within the marketplace and the public sector. Students undertake research on consumer decision-making affecting the social and economic well-being of individuals and families. This is a multi-disciplinary degree program. The goal of this program is to prepare students for the following types of job placements:

1. Tenure-track academic faculty positions, primarily in other schools of human ecology, consumer science or related units
2. Research administration positions in government, non-tenure academic units, nonprofit organizations, think tanks and related entities
3. Applied consumer research in the public and private sector, including market research, policy research and consulting.

This Ph.D. program emphasizes applied, quantitative methods, policy applications and a balance of teaching and research, including extensive work with undergraduate students. The goal is to prepare students who can be successful in teaching and research careers.

The primary organizational units that students in the graduate program work with include:

- The Graduate School: The Graduate School administers all University of Wisconsin-Madison graduate program (see <https://grad.wisc.edu/>) . The Graduate School grants the Ph.D. in Human Ecology: Consumer Behavior and Family Economics.
- School of Human Ecology (see <https://sohe.wisc.edu/>), or SOHE (or “the SoHE”) has four major programs: Human Development and Family Studies, Design Studies, Civil Society and Community Studies and Consumer Science. SOHE administers graduate programs through these departments, coordinated by the Graduate Program Committee (GPC). This committee administers admissions, awards, funding and changes to curriculum.
- The Consumer Science Graduate Committee: The Graduate Committee consists of tenured and tenure-track faculty in the Department of Consumer Science. This committee administers the program and oversees student assessments. Each student will have a main advisor who will report progress to the Graduate Committee. The chairperson of this committee also serves on the SOHE GPC.

What Makes This Program Unique?

There are fewer than a dozen doctoral granting consumer science programs in the United States, and fewer internationally. The Ph.D. program in Human Ecology: Consumer Behavior and Family Economics at the University of Wisconsin-Madison has many positive attributes relative to other programs:

- In-depth skills and training for professional researchers, including:
 - Empirical methods, experimental methods and causal inference
 - Analysis of major public datasets as well as administrative data
 - Understanding of consumer and household well-being theories and applications
 - Understanding of decision-making theories and models
- An emphasis on applications and applied research for strategy and policymaking in the public and private sectors
- Access to the extensive courses, faculty, resources and expertise of disciplinary departments and centers across the UW-Madison campus
- The potential for an intensive, four-year time to degree
- The ability to develop disciplinary or field sub-specialties, certificates and minor designations
- A focus on teaching, teaching experiences, outreach and presenting findings for the public
- An emphasis on publication and dissemination of research as a graduate student, including support to attend professional conferences
- Access to facilities including a behavioral decision making lab, high quality statistics servers and unique datasets
- Opportunities to conduct research with centers and institutes across campus
- Multi-year funding available, including tuition and stipends
- A small program with approximately 6 students admitted and 20 students total

The Program

A primary advisor, or “chair” is someone whose research program is compatible with the student and with whom the student has a positive working relationship. Generally, primary advisors for students in the CS graduate program will be tenured or late-stage tenure track CS faculty, although by request other faculty in other departments can serve in this role. The advisor monitors the student's progress towards degree completion, completes annual reviews and reports updates to the CS Graduate Committee. Upon admission, students are assigned a temporary advisor, but are expected to find a primary advisor during their first year. It is not uncommon for graduate students to change their advisor as their own interests change.

Program Milestones

Working with the student, the advisor determines if and when the student is prepared to complete each of five program “milestones”:

1. Preliminary Exam
2. Field Paper
3. Dissertation Proposal
4. Teaching Fellowship (teaching as a Lecturer SA)
5. Dissertation Defense

The table below shows a typical progression for a four-year program. This is a pathway that is feasible for most students, but may not fit every student’s academic and personal circumstances.

Typical Pathway for Four Year Program

FIRST YEAR: Theory Development; Intro to Methods; Explore Research Interests; Professionalization

<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer</i>
Enroll in Required Courses TA Professionalization: Attend workshops, meet speakers, read journals and books Meet with advisors and faculty Complete IRB Training	Required Courses & Electives: Mix of substantive and methods TA Professionalization: Attend workshops, meet speakers, read journals and books Meet with advisors and faculty Complete initial IDP	Pre-dissertation research Additional methods training Work on papers Read journals and books Prelim exam

SECOND YEAR: Deeper Methods Training; Prepare Research Papers; Professionalization

<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer</i>
Methods and substantive courses TA Attend workshops, meet speakers, read journals and books Identify primary advisor	Methods and substantive courses TA Workshop/Speakers/reading Continue to meet with faculty Field Paper Attend Conference	Submit Field or other paper to journal/conference Pre-dissertation research Develop dissertation ideas Optional Internship

THIRD YEAR: Develop and Defend Dissertation Proposal; Develop Research Portfolio; Prepare for Job Market

<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer</i>
Teaching Fellowship Attend conferences Meet with advisors and faculty	Teaching Fellowship Defend proposal Professionalization Present paper at conference	Dissertation Research Submit papers for publication Develop JMP (job market paper) Practice job Talk Optional Internship / Field Placement

FOURTH YEAR: Dissertation research; Present at conferences; Get job, Defense Dissertation and Graduate

<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer</i>
Dissertation Research RA / PA Attend conferences Job Market Talks	Dissertation Defense Job Market Talks Attend conference and workshops	Submit papers Deposit Dissertation

Positions and Titles

Students may have the title of “Teaching Assistant” (TA). This position typically is a 9-month assignment, with a 33% part-time posting (13.3 hours per week) that pays a pro-rate stipend. TA positions typically provide full tuition remission for the academic year. TAs are assigned one or more courses per semester. The TA is supervised by the instructor of record for the course they are assigned to assist. TAs may conduct a range of tasks including: grading, developing assignments, maintaining course materials and websites, meeting with students, holding office hours and conducting reviews.

Some students may serve as “Graders”. These are typically hourly positions where students enter their time worked every two weeks based on an hourly rate. These positions generally do not provide tuition remission. Graders are assigned to one or more courses per semester and are supervised by the instructor of record.

“Teaching Fellows” are advanced graduate students who work intensively with a faculty mentor and are expected to develop and teach an undergraduate course for the department. This provides students an intensive teaching apprenticeship, which is critical for a future career in education or research.

“Project Assistants” (PA) are graduate students who have research-, or project-based positions. Like the TA, PAs are paid a salary and receive tuition remission. Typical PAs are 33% or 50% appointments, although for special circumstances positions may be as much as 75% appointments. PAs are supervised by the project director. PA positions may involve direct research, project administration, travel and a range of other tasks. These opportunities allow students to gain valuable research skills and work on topics related to their research interests. Faculty often recruit graduate students from other departments; it is up to the student to seek information about funding opportunities from faculty. Students should also let faculty know of about their research interests and skills.

“Research Assistants” (RA) are like PAs, except these positions are for students who have defended their dissertation proposal and are working on their own independent research.

“Dissertators” are students who have completed their dissertation proposal process and completed all required coursework. Dissertators are required to register for exactly 3 graduate credits each Fall and Spring semester.

Course Work

The Graduate School establishes the minimum number of UW-Madison credits for a graduate degree (Minimum Graduate Degree Credit Requirement). A Ph.D. requires 51 credits, at least half of which (26 credits) must be at the 700 level or above, or 300 – 600 level courses with the “G50%” graduate level course attribute. Of those 51 credits, 32 must be taken as a graduate student at UW-Madison in accordance with the Minimum Graduate Residence Requirement. Students must have at least a 3.0 GPA in these courses to receive their degrees. All credits taken at UW-Madison, including those taken during the summer and at a distance, count toward this requirement so long as the course is considered a UW-Madison course. Students admitted to the degree program on "Probation" must complete courses to make up for these deficiencies no later than the end of the second semester of study.

Students may also add a Minor to concentrate in an area that might be beneficial for the future. An “External Minor,” requires a minimum of nine credits taken in an external department. A “Distributed Minor,” requires a minimum of nine credits taken in multiple external departments with a coherent area of study.

The activities and courses a student may take on will depend on the student’s career goals and interests. It is important that students communicate their needs and interests with his or her primary advisor as early in the program as possible, and provide regular updates as plans change.

Prerequisite Courses (UW or equivalent):

- Math 221 or 211 Calculus (5 credits)
- Econ 301 Intermediate Microeconomics (4 credits)
- Statistics 301 Introductory Statistics (3 credits)
- Intermediate Statistics (3 credits): Stat 333 or Econ 410

Consumer Science Courses (Minimum of 9 credits)

Theory Courses:

- CS 748 Economic Organization of the Household (*required*)
- CS 888 Advanced Consumer Behavior (*required*)
- CS 901 Consumer/Household Finance
- CS 930 Family Policy

Methods Courses:

- CS 901: Experimental Approaches
- CS 901: Special Topics

SoHE Courses (Minimum of 6 credits)

- InterHE 801 Human Ecology Theories and Perspectives (*required*) (2 Cr)
- CSCS 801 Proseminar-Engaged Scholarship (*required*) (1 cr)
- InterHE 793 Research Methods (*required*) (3 cr)

Statistics (Minimum of 9 credits):

Courses should include a computer and data analysis components. Students who have completed one of these or equivalent courses must, in consultation with their adviser, select a more advanced statistics course appropriate to their background and expected research.

- AAE 636 Applied Econometric Analysis I (*required*)
- AAE 637 Applied Econometric Analysis II
- ED PSYCH 960 Structural Equation Modeling
- SOC 756 Demography

Research Methods (Minimum of 6 credits):

These courses focus on research methodology and data acquisition. Course components should include research design, survey research methods, or qualitative research. Students may select courses that are consistent with intended thesis methodologies, in consultation with advisor.

- SOC 751 Survey Design (and/or 752)
- AAE 875 Applied Econometrics using Replication
- ED PSYCH 773 Scaling, Factor, and Cluster Analysis
- ED PSYCH 762 Experimental Design
- ED PSYCH 711 (a) Graphical Models for Causal Inference or (b) Quasi-Experimental Design

Field Breadth / Application (Minimum of 9 credits):

- AAE 635 Applied Micro Theory
- RMI Risk/Uncertainty (or equivalent)
- AAE 637 Applied Micro II
- Mkt 972 Marketing Seminar
- PA 871 Program Evaluation (or equivalent applied)
- PA 883 Social Welfare Policy
- PSYCH 703 Social Psychology (varies)
- PSYCH 930 Social Psychology Seminar

Example Course Progression Years 1, 2 and 3
(Note: 4th Year Devoted to 9 credits of Research / Semester)

First Year (26 Credits)			
Course #	Course Description	Type	Learning Goals / Topics
CS 888	Advanced Consumer Behavior	CS Theory (3)	Behavioral – Social Psychology models
CS 748	Economic Organization of the Household	CS Theory (3)	Economic models
INTER HE 793	Research Methods	SoHE (3)	Research theory and applications
CSCS 801	Proseminar-Engaged Scholarship	SoHE (1)	Human ecology professional development
INTER-HE 801	Human Ecology Theories & Perspectives	SoHE (2)	Human ecology theories and perspectives
AAE 636	Applied Econometrics I	Statistics (3)	Refresher course in econometric methods Application using STATA; Text: Wooldridge
PA 883	Poverty, Inequality, and Social Welfare Policy	Field Breadth / Application (3)	Overview of US social welfare policy Changes in policy over time (historic perspective) Variation in policy across state/geographic region
SOC 940	Sociology of Economic Change	Theory (3)	Topic varies each year, e.g.: Cities in global south; Theory of city development; Social problems in cities
AAE 637	Applied Econometrics II	Statistics (3)	Advanced econometric methods; Application in MatLab Research paper - Lit review, data, methods, results, discussion; Texts: Greene; Cameron and Trivedi; Judge et. al.; Train
ED PSYCH 711b	Quasi-Experimental Design	Methods (3)	Causal theory; Application of causal theory without experimental framework
AAE 635	Applied Micro Theory	Field Breadth / Application (3)	1. Optimization for firms and consumers; 2. Duality in analyzing economic behavior; 3. Welfare consequences of economic decisions; 4. General equilibrium analysis applying to a sector or an economy.
Second Year (24 credits)			
Course #	Course Description	Type	Learning Goals Topics
CS	Experimental Approaches	CS Methods (3)	Experiments in consumer research
PA 871	Public Program Evaluation	Field Breadth / Application (3)	1. Program theory and logic models; 2. Causal Inference; 3. Experimental design, RCT; 4. Impact evaluation implementation; 5. Measurement and survey design; 6. Quasi-experimental design; Group project - create evaluation plan for organization
ECON 750	Labor Economics	Field Breadth / Application (3)	Roy Model, Compensating Differentials Model; Returns to schooling; Ben-Porath Model; Search Models; Learning about Match Quality; Multi-Dimensional Human Capital; Changes in Wage Structure; Putting it all together (Roy, Search, Comp Diff Model); Private Schools; Education Production Functions; Research proposal at end of semester
ED PSYCH 711a	Graphical Models for Causal Inference	Statistics (3)	Causal theory; Application of causal theory to data -- calculate causal effects; mediation; total effect; direct effect; indirect effect; Text: Pearl, Causality.
ED PSYCH 773	Scaling, Factor, and Cluster Analysis	Statistics (3)	Measurement construction, validation, reliability analysis; Item Response Theory; Cluster analysis Application in preferred stat package

AAE 875	Applied Econometrics using Replication	Methods (3)	Readings in causal methods (in development, mostly); critiques of methods and their application Replication of paper
Third Year (18 credits)			
Course #	Course Description	Type	Learning Goals Topics
INTER HE		SoHE (2)	
ED PSYCH 762	Experimental Design	Methods (3)	Basic experimental design and statistical analysis Application in preferred stat package
SOC 751	Survey Design	Methods (3)	Overview of survey design - designing the instrument, sampling
CS 999	Independent Research	(5)	
CS 999	Independent Research	(5)	

Seminars and Workshops

Courses are only one element of the Ph.D. experience. Seminars and special lectures given by visitors, talks by job candidates, and conferences are equally important. Students are strongly encouraged, and in fact may be required by their advisors, to find a seminar or two in which to participate on a regular basis. Workshops provide an opportunity to become exposed to cutting-edge research and a chance to meet with scholars from other universities.

Examples of On Campus Seminars

- Behavioral Research Insights Through Experiments (BRITE) Seminar
- CDE DemSem
- CFS Household Finance Seminar
- Development Economics Seminar
- IRP Seminar Series
- Marketing Seminar
- Nelson Institute Seminar
- RMI Seminar

There are summer workshops, trainings and other programs offered on Campus or at other universities that can greatly enhance student's ability to conduct research. Students can often receive support to attend these events. Often these workshops and trainings allow students to learn new research methods and to meet with students from other universities.

Examples of External Technical Workshops

- [ESTIMATE Summer Program at Michigan State University](#)
- [Inter-university Consortium for Political and Social Research \(ICPSR\)](#)
- [Causal Inference Workshop at Northwestern University](#)
- [Statistical Horizons Training](#)

Professional Development Opportunities

There also programs offered on and off Campus that students should

- [UW-Madison Writing Center](#)
- [IRP Graduate Research Fellows](#)
- [CDE Training](#)
- [Mellon-Wisconsin Dissertation Writing Camps](#)

Grading and Satisfactory Progress

Students are expected to fully engage with the coursework. Students must maintain a cumulative GPA of 3.0 in graduate courses. Graduate-credit courses are those numbered 300-999, with most courses 700 or higher. Audited or pass/fail courses do not count for graduate credit. Students must earn a grade of B or better in any Consumer Science department courses and C or better on other courses. No student can receive a degree or defend the dissertation proposal with outstanding incomplete courses.

Transfer Credits:

A request to have prior course work count towards the PhD degree will be considered by the Consumer Science Graduate Committee following the student's acceptance to the PhD program and, if credits were taken at another institution, upon review of course syllabus and other course documents. Even courses with similar titles may be taught in new and different way at UW-Madison. Taking common courses also facilitates networks with other students and providing a common intellectual foundation. Transferring credits is strongly discouraged.

Optional Masters Degree in Consumer Science

Students may apply to the Graduate School, in coordination with the Graduate Program Coordinator, to be granted an optional Masters (MS) degree in Consumer Science. Students are eligible for the MS after a minimum of 30 total credits, where at least 16 of were taken as a UW-Madison graduate student and 15 credits were in courses numbered 700 level or above or the 300 – 600 level with the graduate course attribute. To be eligible the student should have completed 9 credits of Consumer Science courses, and 3 credits each from research methods and statistics courses.

Certificates

Students are encouraged to explore opportunities for (credit and non credit) certificates. Students who may want to teach in consumer science programs offering personal finance may benefit from obtaining a CFP Certificate. CFP programs may view this certificate as an important qualification to be considered for positions.



Student- Advisor Course Progress Guide

Requirement	Term Completed
Perquisites / Probationary Courses	
Consumer Science Theory Courses (Minimum of 9)	
CS 748 Economic Organization of the Household* (3)	
CS 888 Advanced Consumer Behavior* (3)	
CS 901 Consumer/Household Finance	
CS 930 Family Policy	
Other Course	
Consumer Science Methods Courses (Minimum of 3)	
CS 901: Experimental Approaches	
Other Course	
SoHE Courses (Minimum of 6)	
InterHE 801 Human Ecology Theories and Perspectives* (2)	
CSCS 801 Proseminar-Engaged Scholarship* (1)	
InterHE 793 Research Methods* (3)	
Other Course	
Statistics (Minimum of 9)	
AAE 636 Applied Econometric Analysis I (required)(3)	
Additional Course	
Additional Course	
Additional Course	
Research Methods (Minimum of 6):	
Course	
Course	
Course	
Field Breadth / Application (Minimum of 9):	
Course	
Course	
Course	
Course	

** Required Course*

Ph.D. Preliminary Exam

The purpose of the preliminary exam is to evaluate the student's preparation for conducting dissertation research. It is offered in summer as needed. All full-time PhD students must take the prelim after their first year.

Prelim exams are designed for students to display breadth and depth of knowledge and their ability to identify and discuss important research questions and directions in the field. Passing the preliminary exam indicates that the student has demonstrated understanding of core material and should proceed in the program. The prelim has two parts, Theory and Application. It is written and graded by CS faculty. The student is given up to 6 hours to complete the exam. One page of notes is permitted in the exam. To pass the exam, students must have a high pass in both areas.

Prelim Exam Evaluation Rubric

	High Pass	Pass	Deficient
Theory	Shows strong knowledge of 3+ theories and the ability to apply to practical problems	Shows solid knowledge of 2+ theories and can apply theory to practical problems	Only shows knowledge of 1 or fewer theories and/or cannot show ability to apply theory to problems
Methods	Shows strong knowledge of 3+ causal inference methods and the ability to apply to practical problems	Shows knowledge of 2+ causal inference methods and can generally apply them to practical problems	Only shows basic knowledge and cannot apply methods to research problems

Students can re-take a section if needed, but no more than one re-take is allowed. If a student receives a grade of deficient on either examination on the first try, s/he would be required to complete the exam(s) before classes start in the Fall. Not achieving a high pass after two attempts is cause for removal from the program. Students are encouraged to work with other students in preparing for prelims, but the taking of prelims is an independent exercise. No exam may be taken more than two times.

Field Paper

The field paper shows the student is an independent researcher with a paper ready for submission to a journal or a conference. This paper should be drafted for review before the start of the fifth semester and completed before the sixth semester. The student's advisor will select another faculty member to review the paper. The reviewers will provide a conventional "Revise and Resubmit" set of comments as would be provided for a journal article for peer review. The student will then revise the paper, prepare a response to reviewers and re-submit the paper to the advisor. There may be further iterations of revisions until the paper is ready for submission to a journal or conference.

Teaching Fellowship

Students who are serving as a TA should take part in mentored teaching preparation in preparation for becoming a Teaching Fellow (Lecturer SA). Ideally a student would TA for a course for several semesters, then work with a primary instructor to take over the course by their third year as the lead instructor. This is a critical learning experience and will prepare students for a teaching-researcher role in their career.

Job Market Paper

A crucial activity for any candidate graduating from a PhD program and applying to research or teaching positions is the job market paper (JMP). This paper is the *best* work that the student has produced, and typical solo author work. It is a unique paper that spotlights the student's skills and interests. It should be a paper that is suitable for publication.

Students in this program are expected to develop one high quality paper by summer the early fall of their fourth year. Students should also submit this paper (or an early abstract) to conferences in order to begin to "market" their work. This will also be part of the student's job applications. This paper should be well prepared and receive extensive feedback from advisors. The JMP should be a substantial component of the student's discussions with his or her advisors beginning the third year. Students should also create a website to post their professional CV, working papers, teaching and research statements and JMP. The UW Social Science Computing Collaborative is a resource to develop and host these sites (see [SSCC professional website](#))

Conferences

Students should plan to submit papers to, and attend, major conferences in this field. The mix of conferences will vary, but common events include:

- [Academic Research Colloquium](#) – CFP Board Center for Financial Planning
- [Academy of Financial Services](#) (AFS)
- [American Council on Consumer Interests](#) (ACCI)
- [ASSA Annual Meeting](#) (AEAs)
- [Association for Consumer Research](#) (ACR)
- [Association for Public Policy Analysis and Management](#) (APPAM)
- [Population Association of America](#) (PAA)



Annual Review

Advisors will provide each student an assessment of progress in the program each spring. This evaluation is based on data collected from students each March by the Graduate Program Coordinator (online), as well as administrative data. Students are required to track their own metrics in terms of presentations, paper submissions and other work to report to the GPC. Students will also receive evaluations of their performance as teaching assistants for each semester in which they TA or serve as a lecturer. It is critical students make sure these evaluations are completed by students before each course concludes. All students must complete the UW Human Subject on-line training course (CITI) and maintain an ongoing certification of completion.

Review Process:

Any student who is failing to make progress will receive a written statement with a copy also sent to the CS Graduate Committee. Students may appeal providing evidence of any special circumstances to the advisor, the department chair and the full CS Graduate Committee. The full CS department will consider this appeal. Students may further appeal to the SOHE GPC, in writing, if they feel the Departmental review is inadequate.

Annual Review Metrics:

First Year

- Course Progress On Track
- IDP Complete
- Seminar Attendance Evidence of regular attendance at 1 or more series
- TA Evaluation Positive evaluations
- Prelim Pass or High Pass in all areas
- IRB CITI IRB Certification complete

Second Year

- Course Progress On Track
- IDP Updated
- Seminar Attendance Evidence of regular attendance at 1 or more series
- TA Evaluation Positive evaluations
- Field Paper

Third Year

- Course Progress On Track
- IDP Complete
- Seminar Attendance Evidence of regular attendance at 1 or more series
- Proposal Developed and Defended / Ready to Defend
- Teaching Fellowship Positive evaluations

Fourth Year

- Job Market Paper Complete
- Dissertation Defense Complete / Ready to Defend

The Dissertation

A dissertation is independent, original research. Good dissertations:

- Are highly interesting to the student
- Are related to the work of a primary advisor
- Can be completed in two years or less
- Have theoretical and policy relevance
- Will be of interest to other scholars and potential employers

The Ph.D. dissertation is an original empirical work that demonstrates the student's ability to conduct research. This work is completed with frequent discussions with faculty and graduate students and participation in research seminars and presentations.

Note that data collection can significantly delay projects. The collection of original field data is unlikely to be feasible without the additional funding support.

The Proposal

After passing their prelim and completing all coursework, students develop a dissertation proposal. The purpose of the proposal defense is to determine the student's readiness to commence their dissertation research. The proposal should clearly identify the research question or topic, establish the theoretical framework for the proposed topic, reference the relevant literature, and describe in detail the proposed research design and methods. A proposal is typically 25 pages in length.

The proposal should include a statement of the problem or question that the dissertation will answer. It should discuss the theory and methods appropriate to the question and provide a literature review that includes theory, data and methods. The proposal should also have a work plan for the research dissertation. It should also address who will be interested in the results, the importance of the results in the field, and potential policy implications.

Proposals should include a process for IRB review. The IRB protocol must be approved by the UW Human Subjects Review Committee prior to starting any data collection. The IRB submission has to be completed by your advisor or other faculty.

The student is expected to present and defend their research proposal, as well as any material their committee feels is necessary for the student to conduct their dissertation research. The dissertation proposal committee will consist of a chair and at least three additional members. The chair of the committee is the student's advisor. Students should not schedule a proposal hearing until approved by their advisor.

At least 3 weeks before the proposal defense, students must contact the SoHE Graduate Program Coordinator to request what is called a "prelim warrant" from the Graduate School. This warrant is signed by the student's committee and returned to the Graduate School.

Students should provide a draft and seek feedback from their proposal committee in advance of the proposal date.

The committee can pass the proposal, accept the proposal with revisions, or not accept the proposal. If the committee does not accept the proposal, the committee must make clear to the student what work is required to revise the proposal and whether the student must publicly defend the revised proposal.

Upon the committee's approval, the proposal (including any revisions recommended) constitutes a "contract" between the student and their committee. If the student proposes any major changes to their proposal, the student is responsible for consulting with their committee prior to making those changes.

If a student adds or replaces committee members after the proposal is completed, it is the student's responsibility to share the defended proposal with the new member(s). New member(s) may request for revisions to the proposal, request a new proposal defense or even additional other requirements.

Proposal Evaluation Rubric

	Pass	Deficient
Theory	Shows strong knowledge of 3+ theories and the ability to apply to practical problems	Only shows knowledge of 1 or fewer theories and/or cannot show ability to apply theory to problems
Methods	Shows strong knowledge of 3+ causal inference methods and the ability to apply to practical problems	Only shows basic knowledge and cannot apply methods to research problems

Hearings

It is the responsibility of the student to confer with their committee about their expectations, seek feedback, and obtain permission from their major professor to schedule their proposal hearing. Students also will arrange the date and time for the hearing agreeable to the committee members, and reserve a room. Committee members should receive a copy of the proposal well in advance of the hearing. Hearings are typically 120 minutes, with the first 60 minutes open to the public.

The location and time of the hearing should be circulated two weeks in advance for the information of all department faculty and graduate students. All graduate students are expected to attend the public portion of each hearing.

At the end of the public presentation and question period, a private session with the student will follow. The student will be asked to leave the room to allow the faculty to discuss the project. Then the student will be called back into the room for further discussions.

The Dissertation

The research presented at the defense hearing should be the final and most-well developed research. The chair or primary advisor will review and approve any work before it is scheduled for a defense.

A common format for the PhD dissertation are “three papers”, consisting of three separate, stand-alone papers, on related topics, each with their own introduction, literature review, model, methods, results, conclusion, and references. This latter format is designed to make any subsequent publication process easier. The three paper dissertation normally includes an introductory chapter to provide an overview or context for the three papers and a concluding chapter tying the findings together.

It is normal in the defense hearing for the committee to suggest changes to the draft. Sometimes these are editorial and require a few days or less to complete, but often they are more substantial, requiring a range of additional work from analysis to re-writing.

Students are encouraged to present at conferences and the department brown bag seminar. It is in such seminars and NOT in the defense hearing that students can seek advice on research strategy and interpretation of results.

There are specific Graduate School guidelines about formatting in order to deposit a dissertation: http://www.grad.wisc.edu/education/completedegree/Dissertation_options.html

The Dissertation Committee

The final defense committee will consist of at least five members. Four of the members of the committee must be current UW graduate faculty. The chair must be from the Department, unless a SoHE GPC exception is made. At least three members must be from the SoHE. One member may be from outside the SoHE, and one member may be external to the UW-Madison campus. The graduate student is responsible for seeking faculty to agree to be on their dissertation committee.

At least three “readers” are responsible for conducting a dissertation proposal defense and dissertation defense, providing substantive feedback to the student on their research questions and motivation, conceptual or theoretical framework, literature, data, methods, analysis, and interpretation. It is expected that the student work closely with all three members while conducting research for their dissertation.

While it is not necessary to identify the two additional members at the time of the proposal defense, it is expected that the student identify them shortly after approval of their proposal. The two “non-readers” are not expected to work closely with the student, however they can be included in the proposal defense. It is important that students communicate with their advisor and all committee members so that it is clear what each of their roles are.

The committee must be satisfied that the dissertation is an original and significant contribution to knowledge, that the arguments of the thesis are presented coherently, and

that the arguments of the thesis are supported adequately by evidence and documentation. The committee must also be satisfied that the student has a broad and intensive knowledge of the topic on which the thesis is written. At least four positive votes are required to pass the defense.

Students “deposit” their dissertation electronically with the graduate school. The instructions for preparing your dissertation or thesis can be found here:

<http://grad.wisc.edu/currentstudents/degree/>

Warrant

Students must notify the SoHE Graduate Program Coordinator to obtain a warrant from the Graduate School at least 3 weeks before defending the dissertation. The warrant should be given to the major professor prior to the defense hearing. If the committee requires revisions, they may sign under the understanding that the major professor will supervise and ensure that the revisions are completed. The student will then deliver the signed warrant to the Graduate School and a copy to the Graduate Program Coordinator.

Facilities, Labs, Computing and Offices

Offices. Students will be provided work space in Nicholas Hall through their primary advisor. Students may have shared space initially with a goal of private workspace as students become more independent researchers or lecturers. Students serving as TAs may also have spaces for conducting office hours. Students can also reserve meeting rooms using the SoHE scheduling system.

Computing. All students can sign up for an account at the UW Social Science Computing Collaborative. This includes secure server space, access to storage, statistical packages and Linux high performance data analysis. SSCC also offers trainings and consulting on statistical systems. Students can also access the UW Software Library to download a range of key software packages. (Stata, R, Matlab, LaTeX, etc.).

Labs. There are many social science labs on campus. In SOHE, the Behavioral Research Insights Through Experiments (BRITE) Lab is a state-of-the-art facility for laboratory data collection for business, consumer science, and other social sciences. The lab is located in 2117 Nicholas Hall.

Service Opportunities

Students can take part in campus and national professional development organizations, including:

- SoHE Graduate Student Organization
- Consumer Science Student Association (CSSA)

Internships

Graduate students seeking a position in government or industry will benefit from an internship, fellowship or apprenticeship during the summer or regular semester offering applied research experience. These can be established as paid positions, or for credit experiences. Students are strongly encouraged to explore this option—even students planning on an academic career will benefit from applied experiences to provide context and stimulate research ideas.

Job Placements

The job prospects for graduate students are based on their job market paper and by the jobs available in market in a given year. Faculty advisors will support every student seeking a position, including advice, recommendation letters and even support for attending conferences. Some students will be placed in research-based teaching positions, while other students will find placements in consulting, government or business. Other students will be well served by seeking post-doctoral research positions or alternative placements that allow the student to further develop their expertise. This may include research-focused positions in state or federal government.

The job market usually begins in late summer with online job listings. Students on the market have to monitor listings, and should start watching postings the prior year to become familiar with programs. Typical academic departments to monitor include: Ohio State, Purdue, Minnesota, Florida, Georgia, Rhode Island, Missouri, Iowa State, Alabama, Utah, Cal State, South Dakota and other consumer science and/or human ecology programs.

Students should identify at least two other recommenders from UW-Madison faculty, in addition to their primary advisor. Recommenders will develop a general recommendation letter, tailoring the letter as needed for certain position. Students should work closely with recommenders so they can write strong letters and meet all deadlines.

Financial Assistance

Financial support for graduate study is available from several sources and can be in the form of a loan, a scholarship, or employment.

UW Financial Aid

Contact the Office of Student Financial Services, www.finaid.wisc.edu . Programs administered through this office include: Federal Direct Loans, Campus Based and Work Study positions on campus. They also have information on scholarships and grants.

UW Graduate School Aid

The Graduate School offers a variety of fellowships, for a range of purposes and disciplines and with various restrictions. For more information, see Graduate School Office of Fellowships and Funding Resources, www.grad.wisc.edu/offr . Of specific interest are Vilas Awards for student travel and research.

SoHE Awards

The school has a number of competitive awards, including:

- STAR Award – student research and travel
- Ausman Award – mentored teaching fellowship
- Douthitt Award– mentored teaching fellowship
- BRITE Lab Grant- support for studies in the lab

Student Responsibilities

The goal of this program is to develop students into independent researchers. Students should be mindful of their advisors and committee members' time. Meetings should be planned and scheduled, students should be prepared and have reasonable expectations for the time advisors can provide. Requests for recommendation letters or reviews of papers or proposals need to be made in advance.

It is the responsibility of the student to track their progress, communicate regularly with their advisor, to make appointments and meet with their advisor on a regular basis, and to follow the Graduate School processes and deadlines. Students are also responsible for communicating with committee members.

Successful graduate studies require frequent interaction with your advisor, committee, and fellow students. All Ph.D. students are to be based at the UW-Madison. In exceptional circumstances, students may petition the graduate committee for an exemption from this requirement.

International students are required to maintain full-time status (9 graduate-level credits; 6 in the summer). Exceptions must be approved by the International Student Services Office.

Conduct

Students may not submit a paper that is a revised version of a paper they have already written, or are submitting for more than one course unless they have prior approval. Doing so is breach of both the university's standards for academic conduct.

When an instructor or advisor suspects a student has committed academic misconduct in a course, he or she will be guided by the university's academic misconduct process. Information about the university's definitions, policies, and disciplinary sanctions are available at <https://grad.wisc.edu/acadpolicy/#misconductacademic>

The department adheres to the university's policies on sexual and other forms of harassment. For further information on sexual harassment and the procedures for filing a complaint, consult the university's Dean of Students Office at <https://www.students.wisc.edu/doso/reporting-allegations-of-sexual-assault-datingdomestic-violence-and-stalking/>

