

**Departmental Guidance on
Including Published, Co-authored, or Collaborative Materials in Doctoral Dissertations
Department of Educational Studies**

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Notes: the document is compiled based on a departmental survey of faculty members on their experiences of supervising doctoral dissertations that include published, co-authored, or collaborative writings. If a committee contemplates a similar approach to MA theses, you can also refer to this document.

For students and faculty members who are considering including published, co-authored or collaborative materials in a Doctoral dissertation (or a MA thesis), you are highly recommended to study related guidelines from G+PS available here <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/including-published-co-authored-or-collaborative>

UBC no longer uses a strict distinction between what some call “manuscript-based dissertations” and “book-style dissertations,” or traditional dissertation. All dissertations must be coherent wholes (i.e., a portfolio of loosely connected articles is not acceptable) and the central introduction, literature review, and conclusion must serve that purpose of creating coherence. Dissertations can include published work regardless of whether, on the whole, they lean towards the book style or towards the collection of articles. Dissertations that lean more towards what can be called the “manuscript-based” style can include work that has not yet been published but has been submitted for publication or is still under review. A way to think of dissertations that lean towards manuscript-based style is to see them as a series of original and publishable articles on aspects of a well-articulated broad topic. For MA theses, you may consider them as a series of end-of-term papers on aspects of a broad topic.

Some faculty members believe that there are ***advantages to dissertations that include published work:***

- 1: The student graduates with several publications from the dissertation;
- 2: Publications give students an advantage as a candidate, especially for academic positions.
- 3: The student’s name and profile are included in the field, and more specifically on the topic.

Some faculty members stress that students can pursue publications while working on their dissertations in the traditional or book style.

Which style of dissertation a student might pursue? Some faculty members suggest that the dissertation style depends on the student’s preference and writing style. Some students are great at writing article-length texts but seem to struggle with writing a book with one clear thread of inquiry or argument and multiple chapters. Importantly, some students who write a “book style” or traditional dissertation still publish articles during their writing process. Those articles can, for instance, be part of chapters, or areas of interest that didn’t fit into the scope of the dissertation.

Some faculty members advise that when including published work in their dissertations, it is best that students have already had a publication or two on the topic. Faculty members concur that the quality of writing necessary to get published is a level above a dissertation.

Examples of EDST Dissertations that include published work

Cole, Lindsay (2021). “Exploring the transformative potential of public sector innovation labs : assembling a cabinet of curiosities.”

Glick, S. (2022). “Resisting shotgun pedagogies: understanding the racialized, gendered, colonial (and healing) dimensions of public mass gun violence in the United States”

Niled, Neila (2020). “Beyond Men to Surveil and Women to (Un)Veil: Muslim Youth and Negotiating Identity and Belonging in a Canadian High School.”

Li, Gang (2020). “Chinese international students' engagement with democratic discourses and practices in Canada and the United States.”

Li (2022) is an example of published work forming partial chapters in a book-style or traditional dissertation; in the preface, he acknowledges:

Significant portions of Chapter 2 have been published in:

Li, G. (2020). Reimagining Chinese globally mobile students: Political subjects in the making. In U. Gaulee, S. Sharma, & K. Bista (Eds.), *Rethinking education across borders: Issues and insights on globally mobile students*. Singapore: Springer.

A section of Chapter 4 has been published in:

Ruitenber, C., Knowlton, A. & Li, G. (2016). The productive difficulty of untranslatables in qualitative research. *Language and Intercultural Communication*, 16(4), 610-626. doi:10.1080/14708477.2016.1189559

The first author, Claudia Ruitenber conceived the idea of the paper, conducted the literature review, and created the thesis statement. The second author, Autumn Knowlton, contributed the case of research with Q’eqchi’-speaking participants on the topic of civic engagement and political participation. As the third author, I contributed the case of research with Mandarin-speaking participants on the topic of democracy and democratic subjectivity.