



INTERNATIONAL JOURNAL OF DOCTORAL STUDIES

Volume 11, 2016

Editor-in-Chief: Michael Jones, University of Wollongong, Australia

Managing Editor: Eli Cohen, Informing Science Institute, USA

Publisher: Elizabeth Boyd, Informing Science Institute, USA

Editors:

Nicole Buzzetto-More, University of Maryland Eastern Shore (USA)

Bill Calcutt, University of Wollongong (Australia)

Ahabab Ahamed Chowdhury, University of Wollongong (Australia)

Joakim Eidenfalk, University of Wollongong (Australia)

Nitza Geri, The Open University of Israel (Israel)

David H. Kahl, Jr., Penn State University – Erie (USA)

Allyson Kelley, University of North Carolina at Greensboro (USA)

Matthew Kemp, The University of Western Australia (Australia)

Holly Sawyer, University of Phoenix (USA)

Simona Scarparo, Deakin University (Australia)

Erik Shefsky, Walden University (USA)

Rosemary A Van Der Meer, University of Wollongong (Australia)

The mission of the *International Journal of Doctoral Studies* (IJDS) is to provide readers worldwide with high quality peer-reviewed scholarly articles on a wide variety of issues in doctoral studies using the Informing Science (IS) framework. The editorial objective of IJDS is to inform all those involved with doctoral education regardless of specific discipline. IJDS articles discuss issues such as (but not limited to) the following: doctoral supervision, doctoral dissertation and/or research, the nature and future of doctoral programs, doctoral program design, experiences in doctoral programs, attrition and persistence in doctoral programs, doctoral qualifiers and examinations, doctoral program accreditation, copyright and intellectual properties in doctoral research, climate and support for doctoral study, career path and employment of doctoral graduates, methodology, methods and theory development, as well as research and publication issues in academia. Read more about the scope of papers accepted by IJDS here: <http://www.informingscience.org/Journals/IJDS/Information>

IJDS especially encourages publications authored by faculty members and/or academic administrators who actively supervise doctoral students, teach doctoral courses, and/or oversee doctoral programs. Joint publications between faculty members and their doctoral students are also encouraged.

While IJDS is principally an interdisciplinary forum that publishes high quality articles on theory, practice, innovation, and research covering any aspect of doctoral studies, book reviews are also welcome. Authors may use bodies of knowledge from diverse fields of research. However, IJDS is not a general outlet for doctoral students who wish to publish their doctoral research, unless their doctoral research is related to investigation of the issues indicated above. IJDS provides those who submit manuscripts for publication with useful, timely feedback by making the review process constructive. IJDS is the world premier scholarly peer-reviewed journal on doctoral studies. All submissions are blind refereed by three or more peers. IJDS is published in print by subscription and its articles also appear online free of charge on the web site <http://ijds.org>

IJDS is listed in:

Australian Government Excellence in Research for Australia Initiative Ranking
"B".

Cabell's Directory of Publishing Opportunities in Educational Technology &
Library Science,

Cabell's Directory of Publishing Opportunities in Educational Curriculum and
Methods,

Cabell's Directory of Publishing Opportunities in Educational Psychology and
Administration,

Directory of Open Access Journals (DOAJ)

EBSCO Publishing's Index of Academic Journals (Education Research Complete
-- Full Text),

Ulrichs

(CC BY-NC 4.0) The articles in this journal are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). When you copy and redistribute this paper in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

ISSN Print 1556-8881, Online 1556-8873
ISBN: 978-1-68110-012-8

Published by the Informing Science Institute
131 Brookhill Ct., Santa Rosa, California USA
phone: +1-707-531-4925; fax: +1-815-301-6785
<http://informingscience.org>

IJDS Volume 11, 2016 – Table of Contents

International Doctoral Students’ Navigations of Identity and Belonging in a Globalizing University Jennifer M. Phelps	1-14
Stage-Based Challenges and Strategies for Support in Doctoral Education: A Practical Guide for Students, Faculty Members, and Program Administrators Meghan J. Pifer and Vicki L. Baker	15-34
Doctoral Students’ Emotional Exhaustion and Intentions to Leave Academia Karen H. Hunter and Kay Devine	35-61
Generating Benefits and Negotiating Tensions through an International Doctoral Forum: A Sociological Analysis Guanglun Michael Mu, Ning Jia, Yongbin Hu, Hilary Hughes, Xiaobo Shi, Mu-chu Zhang, Jennifer Alford, Merilyn Carter, Jillian Fox, Jennifer Duke, Matthew Flynn, and Huanhuan Xia	63-85
Improving Doctoral Success by Matching PhD Students with Supervisors Martha L. Orellana, Antònia Darder, Adolfina Pérez, and Jesús Salinas	87-103
Challenges in Doctoral Research Project Management: A Comparative Study Reuven Katz	105-125
Is there a Core Curriculum across Higher Education Doctoral Programs? Karen Card, Crystal Renée Chambers, and Sydney Freeman, Jr.	127-146
EdD Students’ Self-Efficacy and Interest in Conducting Research Monica Reid Kerrigan and Kimberly M. Hayes	147-162
The Pattern of Use of Twitter in One Accelerated, Cohort-Based Doctoral Program Jason A. Draper, Armand A. Buzzelli, and E. Gregory Holdan	163-183
Using Doctoral Experience Survey Data to Support Developments in Postgraduate Supervision and Support Lucy Johnston, Kaylene A. Sampson, Keith Comer, and Erik Brogt	185-203
Making Sense of Participant Experiences: Interpretative Phenomenological Analysis in Midwifery Research Samantha Charlick, Jan Pincombe, Lois McKellar, and Andrea Fielder	205-216
Doctor of Business Administration (D.B.A.): A Viable Credential for Faculty in Programmatically Accredited Business Degree Programs? Helen L. MacLennan, Anthony A. Piña, Patrick F. Hafford, and Kenneth A. Moran	217-226
Postgraduate Research Students’ and their Supervisors’ Attitudes towards Supervision Parveen Azam Ali, Roger Watson, and Katie Dhingra	227-241
Inside the Minds of Doctoral Students: Investigating Challenges in Theory and Practice Adeola Bamgboje-Ayodele, Michelle Ye, Helen Almond, and Songlak Sakulwichitsintu	243-267
Pre-Entry Doctoral Admission Variables and Retention at a Hispanic Serving Institution Floralba Arbelo Marrero	269-284

The Timing of Motherhood While Earning a PhD in Engineering Veronika Paksi, Beáta Nagy, and Gábor Király	285-304
Delphi Panels: Research Design, Procedures, Advantages, and Challenges Jay R. Avella	305-321
A Doctoral Seminar in Qualitative Research Methods: Lessons Learned Suzanne Franco	323-339
Higher Degree Committee Members' Perceptions of Quality Assurance of Doctoral Education: A South African Perspective Petro du Preez and Shan Simmonds	341-365
Assisting Ph.D. Completion Following a Natural Disaster Lucy Johnston, Thomas Wilson, and Alexander Mackenzie	367-382
Peer-mentors Reflect on the Benefits of Mentoring: An Autoethography Sarah Booth, Margaret Merga, and Saiyidi Mat Roni	383-402
Doctoral Dissertation Topics in Education: Do They Align with Critical Issues? Roberta K. Weber and Ethan J. Allen	403-417
The Flip Side of the Attrition Coin: Faculty Perceptions of Factors Supporting Graduate Student Success Joanna Gilmore, Michelle A. Maher, and Annie M. Wofford	419-439
Community-Based Research (CBR) in the Education Doctorate: Lessons Learned and Promising Practices Laurie Stevahn, Jeffrey Anderson, and Tana Hasart	441-465
Misfits Between Doctoral Students and Their Supervisors: (How) Are They Regulated? Christelle Devos, Gentiane Boudrenghien, Nicolas Van der Linden, Mariane Frenay, Assaad Azzi, Benoit Galand, and Olivier Klein	467-486