



International Journal of Doctoral Studies

*An Official Publication
of the Informing Science Institute
InformingScience.org*

IJDS.org

Volume 18, 2023

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

Editor-in-Chief: Nicole A. Buzzetto-Hollywood, University of Maryland Eastern Shore (USA)

Associate Editors-in-Chief:

Jay R Avella, Grand Canyon University (USA)

Chipo Mutongi, City of Harare, Zimbabwe Open University (Zimbabwe)

Wing Shui (Walter) Ng, The Education University of Hong Kong (Hong Kong)

Peter John Sandiford, The University of Adelaide (Australia)

Managing Editor: Eli Cohen, Informing Science Institute (USA)

Publisher: Elizabeth Boyd, Informing Science Institute (USA)

Editors:

Ahabab Ahamed Chowdhury, University of Wollongong (Australia)

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

Associate Editors:

Mohammed Isam Mohammed Abdel-Magid,
AlHawraa Hospital of Ummlujj (Oman)

Ana Paula Alves, Universidade Fernando Pessoa
(Portugal)

Erin Breitenbach, A.T. Still University (USA)

Adriana Burlea-Schiopoiu, University of Craiova
(Romania)

Devasmita Chakraverty, Indian Institute of
Management (India)

Emin Taner Elmas, IGDİR University (Turkey)

Pamela Felder-Small, Independent Scholar (USA)

John Anthony Fulton, University of Sunderland
(United Kingdom)

June Maul, Grand Canyon University (USA)

Charles Randy Nichols, Kentucky State
University (USA)

Felix O Quayson, Nassau University Medical
Center (USA)

Cynthia P. Ruppel, Nova Southeastern University
(USA)

Nick J Sciallo, Georgia State University (USA)
Tajullah X. Sky Lark, Sustainable Knowledge
Global Solutions (USA)

Sonya C. Thomas, Cornerstone University (USA)

Norma J. Turner, Grand Canyon University
(USA)

Jenna M Weglarz-Ward, University of Nevada
Las Vegas (USA)

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

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

IJDS Volume 18, 2023 – Table of Contents

High Impact, Low Mood: An Analysis of Graduate Student Attitudes and Perceptions Through PHD Memes Gordon W. Maples	1-23
Using Stimulus Material to Explore How Supervisors and Candidates Clarify Expectations During the Research Supervision Process in England Julia Everitt, Carolyn Blackburn	25-53
A Framework to Enhance Graduate Employability Louise Underdahl, Patricia Akojie, Myrene Agustin Magabo, Rheanna Rae Reed, Shawishi Haynes, Maureen Marzano, Mar Navarro, Margo S Patterson	55-75
A Framework of Rhetorical Moves Designed to Scaffold the Research Proposal Development Process Colin Reddy	77-97
Integrating and Normalising Coaching as a Routine Practice in Doctoral Supervision Claudia M. Bordogna, Mariangela Lundgren-Resentera	99-118
PhD by Prospective Publication in Australian Business Schools: Provocations from a Collaborative Autoethnography Jon Billsberry, Corinne Cortese	119-136
Into the Challenges of Aligning Key Sections of Doctoral Dissertations: Cognitive Analysis, Pedagogical Tools, and Instrument Development Azad Ali, Shardul Pandya, Umesh Varma	137-171
What Does It Mean To Be a Resilient Student? An Explorative Study of Doctoral Students’ Resilience and Coping Strategies Using Grounded Theory as the Analytic Lens Dimitra Kokotsaki	173-198
Mitigating Ceiling Effects in a Longitudinal Study of Doctoral Engineering Student Stress and Persistence Matthew Bahnson, Gabriella Sallai, Kyeonghun Jwa, Catherine G. P. Berdanier ..	199-227
Writing Feedback and the Success of English as an Additional Language (EAL) Doctoral Students: The Role of Dialogue Tracy Griffin Spies, Gloria Carcoba-Falomir, Suheyla Sarisahin, Fatmana Kara Deniz, Yunying Xu	229-250
Factors Contributing to Imposter Phenomenon in Doctoral Students: A US-Based Qualitative Study Sara Bano, Cailen M. O’Shea	251-269