Volume 15, 2020

Editor-in-Chief: Michael Jones, University of Wollongong, Australia
Associate Editors-in-Chief:
  Wing Shui (Walter) Ng, The Education University of Hong Kong, Hong Kong
  Chipo Mutongi, City of Harare, Zimbabwe Open University, Zimbabwe
Managing Editor: Eli Cohen, Informing Science Institute, USA
Publisher: Elizabeth Boyd, Informing Science Institute, USA

Editors:
  Nicole Buzzetto-Hollywood, University of Maryland Eastern Shore (USA)
  Ahabab Ahamed Chowdhury, University of Wollongong (Australia)
  Allyson Kelley, University of North Carolina at Greensboro (USA)
  Simona Scarparo, Deakin University (Australia)

Associate Editors:
  John Anthony Fulton, University of Sunderland (United Kingdom)
  Kadie J Hayward Mullins, Embry-Riddle Aeronautical University (USA)
  June Maul, Grand Canyon University (USA)
  Felix O Quayson, Nassau University Medical Center (USA)
  Cynthia P. Ruppel, Nova Southeastern University (USA)
  Peter John Sandiford, The University of Adelaide (Australia)
  Tajullah X. Sky Lark, Sustainable Knowledge Global Solutions (USA)
  Norma J. Turner, Grand Canyon University (USA)
  Rosemary A Van Der Meer, University of Wollongong (Australia)
  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 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),
Scopus
Ulrichs

(CC BY-NC 4.0) The articles in this journal are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. 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: 978-1-68110-054-8

Published by the Informing Science Institute
131 Brookhill Ct., Santa Rosa, California USA
phone: +1-707-531-4925;
http://informingscience.org
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plugging In: How One Graduate Program Shaped Doctoral Students’ Scholarly Identities as Interdisciplinary Scientists</td>
<td>Dawn Culpepper, KerryAnn O’Meara, Amy Ramirez</td>
<td>1-28</td>
</tr>
<tr>
<td>The Validation of Using Assessment Tools and a Theory to Mentor Doctoral Students with Integrity and Trustworthiness</td>
<td>L. R. Roberts</td>
<td>29-56</td>
</tr>
<tr>
<td>PhD Students’ Background and Program Characteristics as Related to Success in Kenyan Universities</td>
<td>Hyrine Mueni Matheka, Ellen P.W. A. Jansen, Adriaan W. H. Hofman</td>
<td>57-74</td>
</tr>
<tr>
<td>Factors Leading Educators to Pursue a Doctorate Degree to Meet Professional Development Needs</td>
<td>Erika Burton</td>
<td>75-87</td>
</tr>
<tr>
<td>Women’s Experiences with Parenting during Doctoral Education: Impact on Career Trajectory</td>
<td>Rebecca G. Mirick, Stephanie Wladkowski</td>
<td>89-110</td>
</tr>
<tr>
<td>Chair Agency, Chair Preparation, and Academic Supports in Educational Leadership Doctoral Programs in the United States</td>
<td>Jason LaFrance, Diane LaFrance, Teri Denlea Melton</td>
<td>111-133</td>
</tr>
<tr>
<td>Doctoral Women of Color Coping with Racism and Sexism in the Academy</td>
<td>Delma Ramos, Varax Yi</td>
<td>135-158</td>
</tr>
<tr>
<td>PhD Student Experiences with the Impostor Phenomenon in STEM</td>
<td>Devasmita Chakraverty</td>
<td>159-179</td>
</tr>
<tr>
<td>Doctoral Candidacy Examination Scores and Time to Degree Completion</td>
<td>Juliann Sergi McBrayer, Steven Tolman, Katherine Fallon</td>
<td>181-198</td>
</tr>
<tr>
<td>My Narrative is Not What You Think It Is: Experiences of African Americans in a Doctor of Education Program</td>
<td>Shametrice Davis, Leslie Reese, Cecelia Griswold</td>
<td>199-216</td>
</tr>
<tr>
<td>Saudi Mathematics Students’ Experiences and Challenges with Their Doctoral Supervisors in UK Universities</td>
<td>Mansour Saleh Alabdulaziz</td>
<td>237-263</td>
</tr>
<tr>
<td>Encouraging Dialogue in Doctoral Supervision: The Development of the Feedback Expectation Tool</td>
<td>Elke Stracke, Vijay Kumar</td>
<td>265-284</td>
</tr>
</tbody>
</table>
Perceptions After Completing the Degree: A Qualitative Case Study of Select Higher Education Doctoral Graduates  
**Meredith L. Conrey, Gene Roberts, Jr., Melissa R. Fadler, Matias M. Garza, Clifford V. Johnson, Jr., Misty Rasmussen** ............................................................. 305-327

The Impostor Phenomenon Among Postdoctoral Trainees in STEM: A US-Based Mixed-Methods Study  
**Devasmita Chakraverty** ............................................................................................. 329-352

Self-Direction in Learning of EdD Candidates at a Small, Private Institution  
**Julia Kirk, Andrew Courtner** ................................................................................... 353-371

Chatbots: A Tool to Supplement the Future Faculty Mentoring of Doctoral Engineering Students  
**Sylvia L. Mendez, Katie Johanson, Valerie Martin Conley, Kinnis Gosha, Naja Mack, Comas Haynes, Rosario Gerhardt** ................................................................. 373-392

Doctoral Program Design Based on Technology-Based Situated Learning and Mentoring: A Comparison of Part-Time and Full-Time Doctoral Students  
**Shaoan Zhang, Chengcheng Li, Mark Carroll, P. G. Schrader** ............................ 393-414

Facilitating a Mentoring Programme for Doctoral Students: Insights from Evidence-Based Practice  
**Joanna Szen-Ziemiańska** .......................................................................................... 415-431