

The International Journal of Doctoral Studies

Volume 8, 2013

Editor-in-Chief: Michael Jones, University of Wollongong, Australia Associate Editor-in-Chief: Raafat Saadé, Concordia University, Canada

Managing Editor: Eli Cohen, Informing Science Institute, USA Publisher: Elizabeth Boyd, Informing Science Institute, USA

Advisory Board:

Prof. Marc Schniederjans, University of Nebraska-Lincoln (USA)

Prof. Niv Ahituv, Tel Aviv University (Israel)

Associate Editors:

Nicole Buzzetto-More, University of Maryland Eastern Shore (USA) Nitza Geri, The Open University of Israel (Israel) Simona Scarparo, Deakin University (Australia) Victoria Wise, University of Tasmania (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, as well as research and publication issues in academia.

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

Copyright of Material Published in the International Journal of Doctoral Studies

Material published as part of this journal, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

ISSN Print 1556-8881, Online 1556-8873, CD-ROM 1556-8865 ISBN: 1-932886-66-4 978-1-932886-66-5

> Published by the Informing Science Institute 131 Brookhill Ct., Santa Rosa, California USA phone: +1-707-531-4925; fax: +1-480-247-5724 http://informingscience.org

IJDS Volume 8, 2013 – Table of Contents

Extending Bell's Concept of Interest Convergence: A Framework for Understanding the African American Doctoral Student Experience Pamela P. Felder and Marco J. Barker
The Impact of Cross-Disciplinary Culture on Student-Supervisor Perceptions Gina Wisker and Silwa Claesson
Striving to Obtain a School-Work-Life Balance: The Full-Time Doctoral Student Edna Martinez, Chinasa Ordu, Matthew R. Della Sala, and Adam McFarlane 39-59
Experiences of Disengagement – A Study of Doctoral Students in the Behavioral Sciences Jenna Vekkaila, Kirsi Pyhältö, and Kirsti Lonka
Issues in Doctoral Studies - Forty Years of Journal Discussion: Where have we been and where are we going? Michael Jones
Perceived Assessment Requirements in the Contemporary Biomedical Doctorate: A Case-Study from a Research Intensive Australian University Matthew W. Kemp, Marina Pajic, Timothy J. Molloy, and Elaine Chapman 105-120
Access or Egress? Questioning the "Ethics" of Ethics Committee Review for an Ethnographic Doctoral Research Study in a Childbirth Setting Elizabeth Newnham, Jan Pincombe, and Lois McKellar
Rhizomatic Research Cultures, Writing Groups and Academic Researcher Identities Cally Guerin
Preparing Underrepresented Students of Color for Doctoral Success: The Role of Undergraduate Institutions Valerie Lundy-Wagner, Julie Vultaggio, and Marybeth Gasman