

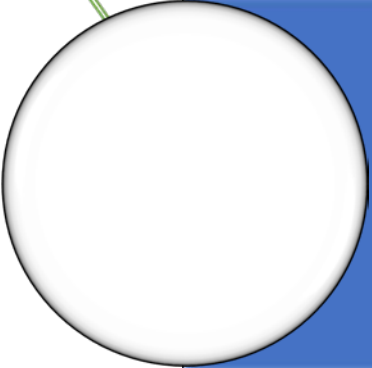
Cross-over from a dissertation chair to a mentor:

A qualitative study on the perceptions of chairs  
and students in a CPED institute

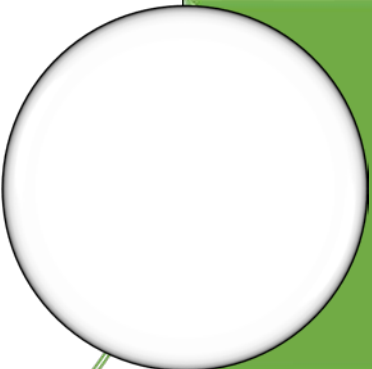
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# Purpose of the Study



To understand the perceptions and beliefs of students and their dissertation chairs in a CPED program on the importance of morphing student-chair relationship into a reciprocal professional collaboration and mentorship.



To provide relevant inputs to enhance the professional development of students and chairs by seamless transformation of their educational relationship into mentorship.

# Over-view of the Research Proposal

## Type of Research:

- Predominantly Qualitative

## Source of Sample:

- Lynn University, Boca Raton, FL

## Subjects:

- Doctoral Students and their guides from Ross College of Education, Lynn University

## Sample Size:

- 10 to 15 individuals

## Data collection Methods:

- Individual interviews (primary), Relevant documentation (Secondary)

## Time Frame:

- 2 Weeks

# Hypothesis and Research questions

H1: There is a positive relationship between dissertation chair - student and attrition rate for graduation rate.

- RQ1: What are the characteristics of chair-student relationship?

H2: There is a mutual benefit in the cross-over from guidance as a dissertation chair to a mentor for both students and chairs.

- RQ2: What are the advantages of communicating and learning from dissertation chair during and post graduation?

# Significance of the study

Will help understand the perceptions and practices of the doctoral students enrolled in the Ed/D program at a private university about:

- the relationship with their dissertation chairs and
- the extent to which they have benefited in both their academic and professional life, during and post graduation.

Will provide useful insights into:

- the professional development not only for students but also to academic chairs in developing appropriate mentorship.

# Assumptions / Limitations

## Contextual:

- The research is based on responses from a sample of doctoral students and dissertation chairs at Lynn University, a private university and therefore, the conclusions drawn will or cannot be generalized.

## Subjectivity:

- While efforts will be made to minimize subjectivity of responses from the target population, it cannot be totally avoided.

# Delimitations

There are many variables affecting the establishment of student-chair relationship

## Micro-factors:

These include:

- Difference in perceptions, Values
- Attitudes, and
- Limited scope of conflict resolution

## Macro-factors:

These include:

- stress/emotion from work/home
- Economic situation
- Education and
- Personality

# Research Setting – Lynn University

- Lynn University is an American independent, non-profit, coeducational, residential university in Boca Raton, Florida.
- The university is accredited by the [Commission on Colleges of the Southern Association of Colleges and Schools](#) to award [associate's](#), [baccalaureate](#), [master's](#), and [doctoral degrees](#).
- Lynn University offers undergraduate and graduate curricula built on individualized attention and an international focus.
- The university enrolls more than 2,000 students representing nearly all 50 U.S. states and approximately 90 nations in four academic colleges and three specialty programs.
- Lynn offers more than 25 undergraduate degrees and 10 graduate degrees through its four colleges.
- The Hannifan Center for Career Connections provides a number of services to employers to assist in connecting with students and Lynn alumni for jobs and internships.



# Selection Criteria

Doctoral students from the Ross College of Education at Lynn University pursuing Doctorate in Educational Leadership will be selected;

All the participants will have started their dissertations at the time of the interview.

Faculty, from the Ross College of Education that are guiding the doctoral students in the role of a chair will be interviewed.

All participants will be older than 18 years with no known mental or physical disabilities.

# Data Collection Tools and Procedures - Interviews

## Primary data collection instrument for this study

- Individual interviews and semi-structured observation
  - *complemented by*
- extensive one-on-one interviews with the student group and the chair group separately

## Secondary data

- Data sourced from documents from various sources either direct or online relevant to the study

# Interview Plan and Interview Process

Seeking the approval from the IRB committee at Lynn University and the Ross College of Education.

Emailing each interviewee to set up a mutually convenient time on Lynn University campus.

Interview to begin with an introduction to the research topic and an explanation on the researcher's role and background information on the study.

Seeking participants' approval for their participation in the research study.

Interviews to have majority of open-ended questions, qualitative in nature to understand the perceptions of students and their chairs with a few qualitative questions.

# Perceived Challenges (Basis for Interview)

Possibly inadequate knowledge or guidance about the step-by-step process of initiating the process.

- Learning new technology
- Staying motivated, disciplined and organized.

Obtaining the Dissertation Chair and the Committee

- Nature of guidance received: Active or passive
- Communication with the Chair: Easy or difficult
- Support for preparation of defense
- Satisfying all members of the Committee

# Perceived Challenges (Basis for Interview)

## Identifying the research problem

- Perhaps the most difficult first task to deal with – depending upon the direction and guidance given by the Chair.
- Likely to need extensive literature review and acceptability by the Chair.

## Onerous nature of research

- Time management – difficulty in striking work-life balance
- Self-directed and often lonely journey into unknown territory
- Sudden loss of comfort as in case of course-work

# Perceived Challenges (Basis for Interview)

## Technical Difficulties

- Writing style: Needs scholarly writing
- Involves contestant reviews and re-writing
- Lack of Statistics knowledge, a major constraint for quantitative studies
- APA style formatting – not an easy job



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