

What would you want institutions to know that could help or hinder your confidence and effectiveness as a dissertation chair?

Are you a dissertation chair serving in a United States-based, education-related PhD and/or EdD program? We call on your perspective. This study seeks to explore what challenges and what supports you in building self efficacy and effectiveness in enacting best practices in mentoring doctoral students.



Also available [at this link here.](#)

My Humble Request

- *Explore with me how institutional factors are associated with your self efficacy and effectiveness in your role as a dissertation chair.*
- *Share about different programs with which you've been involved and aspects of these programs that served you well and you wish were different.*
- *Self-assess your confidence and your effectiveness in enacting best practices in mentoring doctoral students addressed in literature and, optionally, write openly about your lived experience anonymously.*

This is your invitation to share your perspective on your own time. I am grateful for your contribution.

The Problem

Although prior research has identified best practices of effective mentorship in doctoral education, there is limited empirical evidence addressing the gap in understanding associations between dissertation chairs' self efficacy, perceived effectiveness in enacting best practices in mentoring doctoral students, and needs pertaining to institutional factors including workload, mentor training, and institutional supports.

The Purpose

The purpose of this non-experimental, correlational, mixed methods study is to examine associations among dissertation chairs' self-efficacy, mentoring practices, and institutional contextual factors, as reflected in reported self-efficacy, perceived mentoring effectiveness, and met and unmet needs.

The Time Commitment

- One-time commitment
- 10-20 minutes, depending on if you opt-in to the open ended survey questions.

Research Questions

1. What are dissertation chairs' reported self-efficacy and perceived effectiveness in enacting best practices in mentorship?
2. How are institutional factors including institutional support, workload, and mentoring training associated with dissertation chairs' self-efficacy and perceived effectiveness in enacting best practices in mentoring doctoral students?
3. How do participants perceive and experience institutional factors in relation to their self-efficacy and effectiveness in enacting best practices in mentoring doctoral students?"