

TUTOR'S PEDAGOGICAL GUIDE



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Tutor's Pedagogical Guide

This is a pedagogical guide, a set of good practices which aims to help the tutor of the thesis make his mentoring more enriching for himself and the tutee.

It is not a regulation with a series of principles to comply with exhaustively. Therefore, not all the ideas and recommendations expressed serve for all the tutors or have to be taken at face value. However, the reflections about to be shared should be considered in the general form.

For the creation of this guide, the following references have been consulted:
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Why thesis tutors and not directors or any other term?

Because the tutor is the person that guides and defends the doctoral student in contrast, with the director, that not only advises, but governs the final result.

The tutor joins (advises, guarantees, defends) the doctoral student when executing the research work freely with no impositions.

The degree of compromise the tutor acquires in order to monitor and validate the thesis will result in its success.

But, overall the most important asset is the competence of the doctoral student. Ultimately, the thesis project is a very personal job on behalf of a doctoral student and the tutor cannot in any case impose any personal criteria.

Who can be the tutor of a doctoral thesis?

Just an accredited PhD can be a tutor. For this, the candidate will have to present to the doctorate committee the PhD diploma which endorses the degree.

The Doctorate Committee will be formed by the Director of the Doctorate program, the dean or director of the department to which the investigation is subject to, or the corresponding delegates.

The tutor will be a professor from Universidad Francisco Marroquín or any other university around the world. The tutor can be a Guatemalan or a foreigner and either have a long trajectory as an investigator or not. Likewise, the tutor needs to be an accredited PhD in order to undertake the task and serve as an advisor to the tutee.

In the long run, the tutors' willingness to guide the doctoral student will form a synergy in which both parts win, forming a perfect balance of shared knowledge.

Most often, the doctoral student will choose the tutor. Occasionally, the tutor proposes the doctoral student. In both cases, there is a free election. There is no obligation to choose a certain tutor or doctoral student. The decisions can be modified, whether this implies changing the tutor (and the subject and university) or ceasing to work with the doctoral student.

If the doctoral student does not have a clearly defined tutor or if the tutor does not accept the doctoral student, the

Doctorate Committee will propose a name.

In either case, the tutor's election for a doctoral student is a compromise between both parts, based in mutual respect and taking into consideration that there are no two doctoral students alike.

The tutor will offer the doctoral student, before beginning the thesis, all the pertinent academic and investigative information (not personal) the tutee requires. Additionally, the tutor can redirect the doctoral student to other previous investigations.

Likewise, the tutor can demand academic or investigative information about the doctoral student, or ask past professors for academic references.

All this information is not a requirement to enroll in the doctorate program or choose a tutor. It is a mere first glance between two associates that will have to share academic work during several years.

The relationship between the tutor and tutee

Once the tutor has been chosen, it is important to remember that a contractual commitment has been established by two free and responsible individuals. If desired, a contract can be written out, although it should not be necessary since both have the intellectual maturity and professionalism to take on the task.

Once again this written document is not a requirement or an obligation from either part and will only come into effect if desired.

In the long run, the best advice is to look for personal compatibility between the tutor and the doctoral student. It's not about friendship, it's the mere understanding that both will have to work together for the next three years.

Furthermore, an intellectual affinity should be present. It is not only about getting along well, a rational empathy must exist. Both are academic colleagues, serving as advisors, in a non-manager-chief hierarchy relationship.

This does not imply that the tutor interferes in the personal issues of the doctoral student, including the funding of the PhD on behalf of the tutee. Only in the projects of joint external funding, the tutor will have the compromise to accept the requirements of this endowment.

To a large extent, finding funding for an investigation can be part of the learning process of the doctoral student, the tutor can advise, give support and offer references, but will not in

any case be obliged to fund the thesis project of the doctoral student.

Likewise, the doctorate thesis is a demonstration of investigative capacity and new acquired knowledge can suppose better job opportunities for the doctoral student.

However, the tutor will not serve as a job placement agent. The tutor can inform the doctoral student about job opportunities as well as other sources of funding, but is not obligated to find employment for the doctoral student.

Finally, the objectives of the tutor and the doctoral student in the investigation field (and life in general) do not have to be the same. That is why, the tutor must remember that the doctoral student is an investigator that needs guidance and not a subject that obeys blindly. Beyond the general objectives of the doctorate program, the main target of the tutor is that the doctoral student writes a successful thesis.

Nothing more nothing less.

What will the tutor expect of the doctoral thesis? Once the tutor has been assigned, a good start on behalf of the tutor and the doctoral student is to express the expectations each has about the investigation.

One of the clear expectations is the final result: a series of bound sheets with a precise format. The implementation of a formal framework does not imply a restriction of the creativity on behalf of the doctoral student. The formal framework specifies the final objective of the thesis: a four hundred to five-hundred-page essay, between 120 thousand and 150 thousand words, an extension that will transform the thesis into an editable book that will transmit in the best way possible the advance of knowledge on behalf of the doctoral student.

Some might consider the thesis to be a personal intellectual reflection that should not be diffused. In this case, the doctoral student can undertake an exhaustive and lengthy thesis, but if the objective is diffusion, the five-hundred-page proposal is very reasonable.

There are other thesis options, like the compendium of articles published consecutively during a three-year period in indexed magazines, a patent or the development of software registration that are also considered viable in the doctorate program. The final format will not modify the expectations of the tutor and the doctoral student about the thesis.

Beyond the final result, the tutor must be able to guarantee that the research that is presented highlights the special abilities of the doctoral student and therefore increases

its value. For example, a very capable doctoral student for graphic presentations should make full use of them in the thesis project. Equally, a doctoral student that speaks various languages will have access to unique bibliographical writings.

The tutor must require quality work on behalf of the doctoral student. Thus, he must not doubt to show with sincerity all the corrections he deems appropriate in order to enhance the result; whether this means to insist on the same subject over and over again.

But in the same way, in return for the compromise on behalf of the doctoral student who is reading, investigating and writing, the tutor must honor the agreement with the doctoral student; respecting the deadlines, reading the texts that have been sent, preparing the tutorship as if preparing an exceptional class, with the precise time and awareness. In the end, a good tutor is a good teacher. Likewise, a poor teacher will be a poor tutor.

During the follow up of the doctoral student, the tutor can contemplate a series of questions about the doctoral student: does he work enough? does he show interest for the investigation? does he meet with the deadlines and requirements of the program? does he show initiative and creativity? does he accept the advice he receives?

It is not expected that the doctoral student becomes a mere reflection of the tutor, but that he engages in the project. The doctoral student is keen of the fact that he must elaborate and present the thesis. However, when the tutor observes a lack of interest on behalf of the tutee it will be necessary to redirect him or cease the agreement that has been acquired.

The tutor is not a passive agent that waits for the doctoral student to take action. The tutor will actively accompany the doctoral student during the whole process of writing the thesis considering the questions described above.

Likewise, it is important that the tutor asks himself if he is dedicating enough time to the project and if collaboration exists when resolving the problems raised by the doctoral student. Furthermore, if the incentives and advice offered is relevant and if a climate of mutual respect has been established.

Inexorable comprises acquired by the tutor

Formal Commitments

The tutor must inform the doctoral student of the regulations of the doctorate program, especially the ethical-legal aspects

(copy rights, plagiarism, data protection...) as well the security protocols, if applicable. Equally, the tutor will inform the doctoral student of the media the University may offer to facilitate the drafting of the thesis.

It is advisable that the tutor, although in a limited form, becomes acquainted with the subject of investigation and the methodology that is being applied. If that were not the case, two risks are eminent: that the originality and investigation of the thesis is not fully appreciated or that plagiarism is involved. If there are important gaps, the tutor must refer to a co-tutor or develop an advising program that covers the flaws.

In case of co-tutoring, the doctoral student will have a head tutor and two additional co-tutors. Before beginning with the process, the attributions of each one must be clearly defined. In turn, there is not a limit on the number of thesis projects the tutor can be responsible for at the same time. The limit must be established by the tutor himself accordingly to his working capacity and availability.

In either case, the Doctorate Committee can advise that a tutor not supervise a doctoral student if this may impact negatively on other tutees.

Given Commitments

The support of the tutor consists basically in getting the doctoral student to ask the relevant questions necessary to resolve the subject of the investigation. For that the tutor will make sure the doctoral student knows how to investigate and apply the correct methodology.

Additionally, the tutor must remind the doctoral student that the investigation implies time management and the analysis of attainable issues, within a reasonable deadline and the resources at hand.

The tutor must ensure the quality of the work that is done and the application of the required principles necessary in a scientific research. Furthermore, that the doctoral student takes this investigation to the ultimate limits that the sources and data permit.

For all of this, the tutor establishes a formal and personalized program of investigation for the doctoral student. This implies:

1. The definition of the subject of investigation

Most of the manuals written on drafting a thesis project broadly address this issue. It is important for the doctoral

student to master the subject of the thesis, the bibliography, the data and sources at hand and that the investigation complies with the tutee's given experience and personal competencies.

Overall, the thesis must correspond to the interests of the doctoral student and not to those of the tutor, a risk that will arise often during the elaboration of the thesis. Once again, it is important to pinpoint that the tutor partners and learns from the doctoral student yet does not impose his criteria.

In either case, the general definition of the theme of investigation will be the first step in the relationship between the tutor and the doctoral student. Both should be aware that during the development of the research the general definition will be perfected.

In retrospect, the tutor is selected based on the subject that the doctoral student will follow. That is why it is essential to have precisely defined the theme of investigation from the beginning.

2. The creation of a chronogram

2.1 The creation of a work calendar in order to pace the meetings between the tutor and tutee and schedule all the stages of the thesis project. The calendar will include all the personal interviews between the tutor and advising team as well as the participation in meetings, classes or conferences. The interviews must be programmed at least once a month.

2.2 Each meeting must follow an agenda about the issues that need to be reviewed, debated on or resolved.

2.3 The interviews are the heart of the follow up on behalf of the tutor to the doctoral student. Interviews that are short and concise on a regular basis (one hour a week or biweekly) are more efficient than long and tedious agendas that consume too much time (four hours every three months). The interviews should answer questions and resolve the issues at hand. After all, it is the answers to these questions that strengthen the investigation done by the doctoral student.

2.4 It is good to provide written material during the interviews so that the debate between the tutor and tutee will be based on precise facts and not mere reflections. The written material can consist of simple printouts where notes and observations can be made.

2.5 All interviews must conclude with the tutor summarizing the progress that has been made, defining future expectations and the date and hour of the next meeting.

2.6 Of course, outside of the scheduled meetings, the

communication between the tutor and tutee can be constant, communicating through emails and telephone, as long as sudden problems do not arise that demand direct communication.

2.7 In case of a prolonged absence by the tutor the necessary mechanisms should be established to guarantee the continuous monitoring of the doctoral student. This might imply a co-tutor or a new agenda to help manage the leave.

2.8 More than a short term agenda of periodical meetings, a long term calendar should be established during a three-year period. This schedule should include the different stages necessary to draft the thesis: data compilation, analysis, drafting and required or specific courses.

2.9 A key chapter in the organization on the thesis is that before having concluded the sixth month of the process, the doctoral student must present to the tutor a preliminary draft. Generally, the requirement was for this draft to be done before beginning the thesis project. However, the program considers that the doctoral student does not have at this moment the necessary resources at hand. It is more reasonable to have initiated the process and rely on the advice of the tutor. The program has established a sixth month period for the preliminary draft but it can be turned in before, if ready.

2.10 There is no ideal time period to finish the thesis, however certain stages should be taken into account. A doctoral thesis based on the previous study of a master's thesis on the same subject can be resolved more rapidly than a thesis on a totally new subject. The time for data compilation can vary depending on the theme and will be tied to the availability of the doctoral student. The program considers that one or two years is reasonable for this stage. Additionally, the doctoral student should consider that new information can come forth once the drafting has begun. However, in order to meet the deadline, the doctoral student must decide when the data collection stage has finished and proceed to analyze the information and draft the thesis. Internally, the analysis stage will have begun with the data compilation and should not delay more than a couple of months except in cases of experimental theses (medical treatments, chemical explorations) that demand longer time periods. Next, the drafting of the thesis will be the stage that will require the most dedication and time commitment to keep the plot. A devoted doctoral student can pace the writing of the thesis in a three to four-month time frame. Furthermore, after concluding the drafting stage, an additional three to four months should be considered for rereading, corrections and extensions. Finally, the doctoral student must consider time to submit the thesis and for its defense which can take two to three more months. With a well-defined calendar, a thesis

can be written correctly in a two to three-year period (varying that is, if the doctoral thesis is based in an investigation already completed in a master's thesis). Beyond this time frame, either the doctoral student has limited availability (or vital complex conditions) that forbid the writing of the thesis and can be advised to postpone the drafting for a near future; or has stalled in one of the stages of the thesis project, generally in the data compilation period. It is important that the tutor to present these scenarios to the doctoral student from the beginning and insist that the deadlines be honored to prevent the tutee from finishing before or wear out because the deadline has been exceeded.

3. Establishing a methodological framework

Given that one of the key functions of a tutor is to guarantee the proven research experience of the doctorate student, the following must be clearly established:

3.1 The methodological framework, in other words, the investigation techniques that will be applied in accordance to the research that will take place, considering the practical limitations of the doctoral student and overall the ethical limitations that will prevent damage to third parties.

3.2 The basic references that will be used and hence the extensions. Evidently, in the XXI century, the bibliographic references cannot be a mere compendium of books and articles, considering the abundance of information available from the Internet. At this point, the role of the tutor must consider the resources that the network offers, the validity of the data, and while it is true that there may be poor quality material online, it is a fact, that the Internet offers a wide variety of topics and rigorous studies of scientific validity.

3.3 The tutor must ensure that the bibliographical citations and final bibliography adjust to the academic format, a subject that must be established from the first meeting with the doctoral student. While it is true that it may seem very formalistic, a short clarification from the start of the process will prevent the doctoral student from reviewing the sources in the future to draw precise data (issue date, or editorial...).

4. The generation of a network of advisors

Beyond the information that the doctoral student can bring along with his academic and professional trajectory; what is obtained from the readings; and what is learned in the courses and conferences, it is important to meet with the best specialists on the matter; locals or foreigners, PhD's or simply great connoisseurs. The tutor must be able to generate a network of advisors for the doctoral student. From there, the need of the tutor to be acquainted with the doctoral investigation to be able to escort the tutee towards the specialists.

4.1 As part of the chronogram in the development of the thesis, the tutor must include the different occasions in which the doctoral student will have to contact the specialists, scheduling for the first months those that will give general information and leaving for the end of the first or second year those who will contribute more precise information.

4.2 The tutor must consider the languages that the doctoral student masters before proposing an advisor that speaks a different one than the tutee's native tongue.

4.3 Naturally, the tutor must ensure that the advisor not only comprehends the subject of investigation that is being conducted, but is available to receive and share knowledge with the doctoral student.

4.4 In the same way, the tutor must show the doctoral student the aggregated value that a network of advisors implies for the thesis, so that the tutee makes the best of the allocated time with the specialists. In the interviews between the doctoral student and the advisors the presence of the tutor is not necessary. Moreover, it is advisable that the tutor is absent so that the conversation is not biased and directed towards the interests of the tutor in favor of the tutee.

4.5 Most certainly, not only the tutor can establish the network of advisors. Other specialists can be recommended through the professional and academic trajectory of the doctoral student.

4.6 In some cases, as a result of the interviews with the network of advisors, one of the specialists can agree on being the co-tutor. If all the parts are in agreement (doctoral student, tutor and advisor) the only requirement is to inform the Doctorate Committee of the decision. The only requirement for being a co-tutor (as is for the tutor) is to have a PhD degree.

4.7 An advisor that has assisted a doctoral student previously can be taken into consideration as a member of the jury in the defense of the thesis.

4.8 It is essential that the tutor understands that half of the work that will be done for the doctoral student is the creation of a network of advisors (and the other half is to give support in the development of the thesis) and that the success of the thesis will depend greatly on the weight of the network. In the traditional model beforehand, the requirement for the doctoral student was to take several courses relevant to the subject of the thesis. The Doctorate Program at UFM is committed to offer a personalized program to each doctoral student through the establishment of a network of advisors.

The Thesis Project

As explained before, in a maximum time limit of six months, the doctoral student must submit a preliminary draft of the thesis.

Traditionally, the PhD programs require the doctoral student to present this draft on the first day; when the subject has not been well defined, no work has been done with the tutor and the tools mentioned above (calendar, methodology, advisors) are not present. The doctoral student is asked to make an approach on a weak foundation. This can generate unrealistic expectations and a great deal of work that may be proven unnecessary in the long run. For example, the doctoral student can present a subject that is too broad, having collected a great amount of information that in the end will not be used.

That is why, the program proposes a six-month deadline, during which the doctoral student will define the subject of investigation, establish an intended work calendar, the state of the investigation, the methodology that will be applied and have the general information on the advisors that will be part of the support network (including having been interviewed by several of them).

A key element in the project of the thesis is the scheme of the investigation. This table of contents indicates the different chapters and stages that the doctoral student will overcome in order to obtain the degree.

The scheme is the structure on which the thesis will be based. An outline can be traced on the first day when the subject of investigation is defined. A more elaborated outline can be written out when the preliminary draft is presented. This document will vary in the future in accordance with the new information that will come up or will be discarded. In essence, the outline will be the primary tool between the tutor and tutee to organize the thesis and draft it during the next two and a half years.

The thesis project will be presented by the doctoral student to the tutor. The tutor will validate the document with all the necessary observations, corrections and comments. From then on, the tutor will inform the Doctorate Committee of the project. The Committee can also offer input and other observations. Moreover, the thesis project will not only evaluate the progress in the work that is being done on behalf of the doctoral student, but the effort of the tutor.

It's not about having the tutor endorse or invalidate the thesis project. Or that the doctoral student should include certain information systematically to ensure the opinion that the tutor has done a good job.

It's simply a moment in which the doctoral student, the tutor and the Doctorate Committee make a stop in the process to verify that everything is well under way. Therefore, if certain errors or gaps are detected, a solution can be presented during the early phases of the thesis and not when it's too late.

In other words, the thesis project will not be judged or be subject to a passing or failing grade in order to continue. It's simply a first balance to determine where the doctoral student is in the process and if the path undertaken is the appropriate one.

Thesis Monitoring

As the investigation advances, the tutor will cooperate with the doctoral student in the attainment of new data, sources and advisors, the application of new technology and the readjustment of the work calendar if necessary. Nevertheless, as the investigation elapses, the tutor must keep increasing the autonomy of the doctoral student as part of the learning process in the investigative method.

Additionally, the tutor will guide the doctoral student away from secondary paths that may lead to superfluous data or references and distance the tutee from the objective of the thesis. The doctoral student may go against these trimmings considering the time that has been invested in obtaining the information or find it transcendental, although the data proves to be irrelevant. However, this information can be used in future articles.

As seen, the outline will be the support for all the research. The tutor will use this outline to monitor the contents and adjust them to the intended project.

Furthermore, the tutor validates the relevance of the information from the beginning all the way to the presentation. It's not about agreeing with the results that are obtained, as there are discrepancies in science; it's about the results being the reflection of an objective, general, systematic and verifiable investigation.

This does not imply that in each interview, the tutor should read meticulously all the pages that the doctoral student has written since the last meeting. There are those that enjoy working systematically, but it is not necessary.

First, because it is likely that there will be no final draft until a few months before the end of the thesis and that what is presented are rough copies, quick notes, brainstorming and other observations. It's about checking that all the information is coherent and remains integrated to the subject of investigation; corroborating again the importance

of the outline. All new data should merge into the outline. Otherwise, the outline should be modified.

Overall, as it has been pinpointed before, the tutor should advise the doctoral student to formulate new questions as the investigation advances. It is important to urge the doctoral student to keep looking for alternatives and not remain engaged with the first solution that is found, in other words, a partial conclusion.

The tutor, in order to guarantee the fluency of the research, will have to teach the doctoral student to break down the thesis. The thesis should not be written suddenly, but chapter by chapter and inclusively, paragraph by paragraph. Again, at this point, the outline is crucial to support the process.

That tutor can keep record of the monitoring done to the doctoral student, if needed. However, it is advisable that part of the information that is provided is done in written form (for example, an exchange of emails for bibliographic references) to avoid confusions. Furthermore, it is convenient that the doctoral student prints out the calendar and outline to use it during each interview.

The final draft

The doctorate thesis is not a document that will be written on the first day of the research and that will conclude slightly before its defense. Most of the three years for drafting will be used to gather information, contrast data, find new sources, do interviews, calculations or experiments. The result of all this work can be hundreds of records, notes and reflections. The final drafting of the thesis will be done primarily in the last three to four months of the investigation. The tutor must clarify this important aspect with the doctoral student and indicate on the calendar when the final drafting should begin.

From then on, the tutor will guarantee the propriety of the language used by the doctoral student. For this, handbooks or specialized dictionaries can be recommended. A thesis is a scientific document and therefore demands rigorous accuracy in the language that is presented.

To sustain the final draft, the tutor and the doctorate student will count with a typographical advisor that will assist in the supervision of the texts, reinforce the semantics, correct footnotes or the final bibliography. Under no circumstances, will the typographical supervisor undertake in-depth issues.

During this period, and before continuing with the process of defense, the tutor must read the final manuscript and give the doctoral student the last observations, beyond the typographical issues that the supervisor will have already

revised. The doctoral student cannot present the thesis before this meticulous reading has been done, as the tutor is the guarantor of the scientific accuracy and the ethical respect of the research. In the long run, an outstanding thesis will be due to a large degree, to the results of the investigation done by the doctoral student. A poorly written thesis can be attributed to the inadequate escort of the tutor.

The defense of the thesis

The tutor must fully understand the final process for submitting and defending the thesis, especially the deadlines and the paperwork that has to be turned in. Moreover, the tutor should inform the doctoral student during the first interviews how the development of the thesis will be carried out.

In the maximum time frame given to submit the thesis, 1095 days after enrollment, the doctoral student will turn in the final draft along with the favorable decision of the tutor. If ready, the thesis can be turned in before. The thesis should guarantee the scientific rigor of the investigation and the compliance to the ethical-legal regulations. The tutor can confer in the final ruling opinions about the results that are presented. These opinions can be agreeable or not, without biasing the final decision of the jury, that can be in favor or in opposition to the doctoral student.

It may seem unusual that a doctoral student would want to present the thesis without the support of the tutor, but it can happen, as long as the doctoral student has been diligent scientifically in the research and has honored the ethical-legal regulations that are expected. Furthermore, the tutor can disagree with the final results, not share the conclusions, present an unfavorable opinion in the ruling and still the doctoral student can submit the thesis.

On the contrary, if the tutor can demonstrate that the doctoral student has not acted with scientific rigor, that plagiarism is involved, that an experimental test has hurt the people that are involved or that any other misdemeanor has taken place and the regulations of the university have been compromised, the thesis will not be presented and legal responsibilities may come forth as a result of the doctoral student's behavior.

Once the thesis has been submitted, the document will be available to the public for 30 days. The Doctorate program will disclose and advertise its submittal to open the consulting process. The tutor is invited to communicate to other colleagues the first presentation of the thesis that has been advised.

After these 30 days have passed, the internal revision of

the thesis will be addressed. This will be done by a shortlist of PhDs designated by the Doctorate program, who will read the thesis that has been deposited, anonymously and separately. Each one of the three revisers will issue a report. If the three resolve the thesis to be apt, the doctoral student can present the thesis before the external jury after 30 days. If any of the three revisers resolve the thesis to be not apt, the text will be returned to the doctoral student who along with the tutor will try to make the necessary improvements. Once the improvements are made, the thesis will be presented to the internal revisers again.

The revisers can consider a third option which is the thesis to be apt with corrections. In this case the doctoral student will have a 10-day time frame to make the corrections, turn in the final text and 30 days later present the thesis before the external jury.

For the final presentation, it is advised that the tutor and doctoral student rehearse several times before. The tutor can participate in the final defense of the thesis and give an opinion after the contributions of the doctoral student and the jury are made. However, this opinion will not influence the final decision.

Before beginning the whole process, it is important that the tutor invites the doctoral student to witness other theses' defenses. In this way, the doctoral student can perceive how the process is done and become aware of the tools that are necessary to accomplish an effective defense.

The tutor can give the Doctorate Committee an opinion on the members that are part of the internal jury, although this opinion does not have a binding effect.

Thesis Disclosure

It has been described above how the tutor can collaborate in the diffusion of the investigation during the thesis submittal. However, it is important that the diffusion begins before. In this way, the tutor can invite the doctoral student to give classes or conferences and participate in seminars or congresses where the advances of the investigation can be made known.

It's more, when the outline of the thesis is made, these types of activities can be included (and is highly recommended). To have the doctoral student expose the advances of the investigation, in a class, talk or seminar, can be beneficial. The critiques from these activities will enhance the research paper and challenge the doctoral student to keep accomplishing certain results.

If during this process or its conclusion, the tutor and the

doctoral student wish to jointly publish a document (or several) with the final results, more than the alphabetical order of each, it would be appropriate that the doctoral student appear first as the primary author of the research paper. In either case, before publishing, it is important to define clearly not only the order of the authorship but the degree of attributions each one will have in the finished document.

Of course, if the tutor decides to rely on the investigation of the doctoral student in a personal assignment, the attributions of the results must be clearly defined and the doctoral student must be aware at every moment how the tutor will use the information.

Final reflections

As mentioned before, a good tutor is conscious that each doctoral student is different and will require personalized attention. Furthermore, a good tutor not only mentors each doctoral student but tries to keep updated, reflect on assignments and play for new formulas. As a result, the Doctorate program, will invite the tutors to participate in periodic meetings where experiences and new practices can be exchanged and other resources be made known to enhance the mentorship.

A tutor is a teacher and a good teacher knows that learning is never ending.

As a last reminder, the best tutor is not the one that will take all doctoral students to a successful thesis, but one that in a given moment can understand that the best thing that can happen to the tutee is to transfer to another tutor when the goal that has been set cannot be reached jointly. In conclusion, the success of a thesis will depend in a large scale to the doctoral student, however, a poor thesis will also be the result of a poor mentorship.



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