科技部補助專題研究計畫報告

臺灣高等教育學術認同的本質與運用以博士生的觀點

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計 畫 主 持 人 ： 莊俊儒

計畫參與人員： 碩士班研究生-兼任助理：張琇惠
碩士班研究生-兼任助理：趙以樂
碩士班研究生-兼任助理：黃紹峰
碩士班研究生-兼任助理：許珮綺
博士班研究生-兼任助理：許雅涵

報 告 附 件 ： 出席國際學術會議心得報告

本研究具有政策應用參考價值：■否 □是，建議提供機關
（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）
本研究具影響公共利益之重大發現：□否 □是

中 華 民 國 110 年 09 月 26 日

中 文 摘 要 ： 在高等教育中，新管理主義已為大學治理帶來許多實質上的改變。目前，在臺灣高等教育的自由化與市場化的現象，已著實地影響到教授學術專業的本質。然而對於台灣博士生來說，以前的獨立職業發展道路現在已經演變為多種選擇。事實上，教授與博士生們在學校中面臨多種角色的衝突。是故，學術認同經常遊走在教學、研究與服務三大板塊之間。因此，追求學術卓越變成是一件極為困難的事。由此可知，學術認同應該被重視與釐清的重要課題。在過去的文獻中，不難發現學術認同是一個極為複雜而多變的構念。學術認同某個程度會隨著不同教育體制或環境而有所改變。更甚而之，學術認同經常受個人背景、教育及工作環境所影響更重要的是，學術認同會著實影響個人信念及學術表現。據此，本研究將以瞭解在臺灣高教環境下，學術認同是如何被形塑出來的，而它是如何深深地去影響學術表現與工作滿意度。因此，對臺灣高等教育學術認同的本質與運用之研究，對於目前處於疲弱不振的高教表現，無疑是一道曙光。研究驗證博士生體驗的調查量表，325名博士生參與了研究。研究驗證博士生與導師的經驗、同伴和課程參與中，九個不同的變量：質量培訓、職業機會、質量建議、共同成長、支持建設、研究導向、管理導向和問題-以解決為導向。變量間沒有發現顯著的性別差異。同伴互動和導師支持的重要性被認為是在台灣獲得成功、愉快的博士經歷的關鍵組成部分。

中 文 關 鍵 詞 ： 高等教育、學術專業、研究與教學競合關係、新自由主義管理、博士生

英 文 摘 要 ： The neoliberal management or new managerialism within higher education has created various changes in university governance. Similar with Taiwan, the liberalization and marketization of higher education institutions have already affected the academic profession. This changing nature of the academic profession has created a scenario wherein the previous open culture of intellects is now shifting towards a performance driven environment. With regards to doctoral students in Taiwan, the previous stand-alone career pathway has now evolved into several alternative tracks. In effect, both faculties and doctoral students are now faced with conflicting role (role conflict) and purpose, in other words, their academic identity is now in question. As the literature suggests, academic identity is a complex and constantly shifting issue, to an extent that it might be different for each individual. In addition, the formation of academic identity is highly affected by an individual’s background, field of study, and work conditions (current and/or perceived future). More important, academic identity is said to affect one’s belief and performance. The current study validated a survey instrument used to measure doctoral students’ experiences. A total of 325 doctoral students from all over Taiwan participated in the study. Results showed that within the three dimensions (experience

with mentors, peers, and curricular engagements), nine distinct variables were validated: quality training, career opportunity, quality advising, mutual growth, support building, research-oriented, administration-oriented, and problem-solving-oriented. No significant gender differences were found across variables. The importance of peer interaction and support from mentors were noted as key components for a successful, enjoyable doctoral experience within the Taiwan context.

英文關鍵詞：higher education; academic profession; research teaching nexus; neoliberal management; doctoral students

科技部補助專題研究計畫成果報告

（□期中進度報告/■期末報告）

臺灣高等教育學術認同的本質與運用以博士生的觀點

計畫類別：■個別型計畫　□整合型計畫

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計畫主持人：莊俊儒

協同主持人：胡悅倫、汪文麟

計畫參與人員：張琇惠、趙以樂、黃紹峰、許珮綺、許雅涵

本計畫除繳交成果報告外，另含下列出國報告，共 5 份：

□執行國際合作與移地研究心得報告

■出席國際學術會議心得報告

□出國參訪及考察心得報告

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中　華　民　國　110 年 9 月 2 日

The nature and application of higher education academic identity: A perspective from doctoral students in Taiwan

1. Introduction

Differentiation and competition of higher education institutions (HEI) is not new (Hüfner, 1987). In Taiwan and elsewhere around the globe, HEI are thought to be in constant competition (Altbach, 2009; Teichler, 2003; Vidovich & Currie, 2014). Worsen by the effect of the HEI league tables (Hazelkorn, 2011), competitions are now being shaped with the intention of changing the status within the rankings (Mok, 2014). In addition, Taiwan HEI are also challenged by the deceasing number of incoming enrollees (Grentzer, 2017), while striking to make a balance between sustainability, performance, and education quality (Hou, 2011). However, no matter how difficult and challenging are the effects of the global, national, and local implications of the marketization and/or commercialization of HEI (Marginson, 2004), universities still needs to perform their basic function.

For HEIs to perform their basic functions, academics do play an important role in the teaching, research, and management of the university. As the saying goes *a university is only as good as its faculty* … (deLuzuriaga, 2014), denoting that academics do contribute a large part of the institutional success. Nonetheless, some do note that research is not the only path to academic success (Elmes, 2017), while non-academics are also able to provide positive impacts towards HEI performance (Baltaru, 2018). More important, studies have shown that management practices have a direct impact on faculty performance (McCormack et al., 2014). However, with the recent drive for HEIs to perform in a certain direction, the research teaching nexus is compromise. For instance, incentives and promotion related policies are correlated with teaching and research outputs. Hence, creating the current multi-role (teaching, research, and administration/management) nature of HEI faculty (Vera et al., 2010), in effect, burnout among academics have now become a common issue (Lackritz, 2004). To add, studies have correlated the stress and burnout among faculty to *neoliberal management* practices within HEIs (Rudolph, 2018).

This so called *neoliberal management* or *new managerialism* is the phenomena wherein HEIs are focusing more on market-driven competitiveness (Giroux, 2010). Since the 1980s, institutions have gradually shifted from the previous open culture of intellects to the performance driven environment (Olssen & Peters, 2005). This corporate like culture within the academe has been criticized as dangerous towards the purpose of higher education (Giroux, 2002). In other words, the myriad change that is happening within higher education has resulted in a shift of the university work environment from a relative autonomous academic practice to externally dictated performative priorities. Within such an environment, faculty are now faced with conflicting role and purpose (Quigley, 2011). Hence, their *academic identity* is now in question.

Academic identity as Giddens (1991) pointed out, is highly affected by an individual's background, motivations, experiences, and perception of their academic career. Traditionally, academic identity are mostly shaped by a high degree of self-regulation (McInnis, 1992). This would mean that academics are quite free with regards to the content of their teaching and research. However, within the era of accountability (Trow, 1996), marketization of higher education has promoted the

concept of student as consumers (Hill, 1995; Molesworth et al., 2009; Molesworth et al., 2011). To this effect, the loss of autonomy for HEIs has altogether changed the academic working environment (Lynch, 2006; Mok, 2005; Ogbonna & Harris, 2004). In essence, this situation created the multi-role scenario that affects the academic identity of academics.

Within the aspects of graduate education, a report from the Taiwan Ministry of Education shows that the current and projected number of graduate students (including both from the masteral and doctoral programs) are decreasing (Chou et al., 2016; Ministry of Education, 2017). A projected decreased of more than 3,000 doctoral and 38,000 masteral students will be seen for the next ten years. This is in part caused by the outgoing mobility of graduate students; an urged to get a degree outside Taiwan (Hsu & Lin, 2019) and also the perceived difficulties in securing a job for post-graduate degree holders (Chang & Shaw, 2016; Yang & White, 2016). In reality, doctoral education world-wide has been undergoing various difficulties and challenges (Andres et al., 2015; Nerad, 2004). Nerad (2009) previous notion of the purpose of a doctoral education is to have a career in academics is already changing. Doctoral graduates in Europe are not only limited to academia, but are also having a career within industries, government, consultancy, and many other related organizations (Hasgall et al., 2019). Altogether, these circumstances have affected the essence and purpose of doctoral education in Taiwan.

In sum, to understand how academic identity is formed is actually similar to the understanding of the meaning and value of an *academic profession*. This is the ***how*** academics ***make sense*** of their work within higher education, which also directly explains their ***performance***. With the current need for higher education institutions in Taiwan to perform, a clear understanding of the inner-workings and applications of academic identity is imperative. Moreover, the perspectives of doctoral students are quite important for as they are the future of Taiwan academia.

2. Materials and Methods

A total of 325 volunteer doctoral students participated in the study. 274 from online survey and 51 from paper survey. Consent formed were provided. The data collection procedure was accomplished in accordance with the guidelines of the Declaration of Helsinki for the protection of human research subjects. **Table 1** shows the demographic profile of the participants. The mean age of subjects was 41 years. Of the 325 subjects, forty-six percent were female and fifty-four percent were male. Sixty-seven percent of subjects were enrolled in a public/national university and thirty-three percent in a private institution. Forty-one percent were enrolled in programs dedicated to the natural sciences, including engineering, and fifty-nine percent were enrolled in social science/humanities programs.

Doctoral experiences in terms of the various interactions with mentors and peers, along with curricular engagement, were collected. These dimensions were as follows: experience with mentor, experience with peers, and curricular engagement. Items were conceptualized from the various academic involvement issues (Anderson et al., 2013) and the different socio-environmental and motivational factors related to doctoral student satisfaction (Shin et al., 2018). Data for the different doctoral education experiences were collected using a five-point Likert-type scale, with ratings from

1 (least agree) to 5 (most agree). Cronbach's alpha for reliability of the various interactions with mentors, peers, and curricular engagement were computed at 0.83, 0.86, and 0.90, respectively, denoting good internal consistencies.

Table 1. Demographic profile of the participants.

Demographics	Classification	*n*	%
Gender	Female	151	46
	Male	174	54
School type	Public or National	217	67
	Private	108	33
Field type	Science	134	41
	Non-Science	191	59

For "preferred academic identity", three items were used. Typically, academics classify themselves as either teaching, research, or dual academic identity (Lee et al., 2020). Subjects were asked to rate the degree of preference for each of the identities using a five-point Likert-type scale with ratings from 1 (least preferred) to 5 (most preferred). Cronbach's alpha for reliability of the three academic identity items was computed at 0.72, indicating acceptable internal consistency.

Data from the survey were encoded and analyzed using the SPSS version 20.0 (IBM, Armonk, NY, USA), borrowed from the university. Descriptive statistics, such as the mean and standard deviation (SD), were completed to describe data distribution. Pearson's correlation was used to calculate the correlation between variables. Factor analysis using structural equation modelling was completed using the SPSS AMOS version 26.0 (IBM, Armonk, NY, USA) on lease agreement from Hearne software. Several criteria were used as a basis for the model fit: standardized root mean square residual (SRMR; values < 0.08 indicating a good fit); significant Chi-square; Chi-square divided by degrees of freedom (CMIN/df; ratio between 2 and 5 indicating a reasonable fit); root mean square error of approximation (RMSEA; values < 0.08 indicating a good fit), including 90% confidence interval (90% CI); and goodness of fit index (GFI), Tucker–Lewis index (TLI), and comparative fit index (CFI), all of which should have values > 0.90 to indicate a good fit (Byrne, 2010; Hu & Bentler, 1999). In addition, composite reliability (CR), discriminant validity (DV), and convergent validity (average variance extracted, AVE) were assessed (Anderson & Gerbing, 1988; Bollen, 1989; Fornell & Larcker, 1981; Ho, 2006). Independent samples t-tests were used to assess for group differences, such as genders, school type, and field type

3. Results

Table 2 shows the various variables and items for *subjects' experiences with mentor*, together with the mean, SD, communalities, and factor loadings. Communalities and factor loadings were well within the accepted parameters. Table 2 displays the three distinct variables, wherein quality training refers to how mentors trained their students, career opportunity was defined as the provision of opportunities in helping students become either a researcher or instructor, and quality advising was noted as the depth of doctoral student advising. Within subjects' perceived importance of the three variables, quality advising (M = 4.51) scored the highest, while provision of career opportunities (M

= 3.75) scored the lowest. For the individual items, my mentor provides constructive feedback (M = 4.62) scored the highest, while my mentor promotes my development as an instructor (M = 3.50) scored the lowest. Structural equation modelling results exhibited a good model fit with SRMR = 0.05, CMIN (24) = 31.47 with $p < 0.001$, CMIN/df = 1.31, RMSEA = 0.06 (90% CI 0 and 0.11), GFI = 0.93, TLI = 0.97, and CFI = 0.98. All items were well within the prescribed cutoff values.

Table 2. Item means, communalities, and factor loadings for experience with mentor.

Variables and Items (Variance Explained/Alpha Reliability)	Mean [1]	SD	Communalities	FL
Quality training (18.25%, 0.78)	4.30	0.72		
My mentor creates learning opportunities that increased in complexity over time	4.32	0.78	0.81	0.85
My mentor creates opportunities in which I learned to connect theory with practice	4.28	0.81	0.82	0.86
Career opportunity (25.52%, 0.82)	3.75	0.93		
My mentor promotes my development as a researcher (research opportunities)	3.87	1.02	0.69	0.79
My mentor promotes my development as an instructor (teaching opportunities)	3.50	1.14	0.78	0.86
My mentor promotes my development as a scholar (conference/publication)	3.86	1.08	0.75	0.84
Quality advising (27.62%, 0.79)	4.51	0.55		
My mentor provides constructive feedback	4.62	0.63	0.69	0.79
My mentor gives feedback in a timely manner	4.26	0.82	0.53	0.64
My mentor provides advice on my research	4.61	0.62	0.69	0.82
My mentor helped me clarify my research topic	4.55	0.73	0.66	0.81
Overall experience with mentor	4.19	0.57		

Notes: SD = standard deviation and FL = factor loading. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. Rotation converged in 4 iterations. Overall alpha reliability = 0.83. [1] Mean values for the perceived importance.

Table 3 shows the various variables and items for *subjects' experiences with peers*, together with the mean, SD, communalities, and factor loadings. Communalities and factor loadings were within the accepted parameters. Table 3 displays two distinct variables, wherein mutual growth—refers to the tendencies of doctoral students to share resources and information with each other, and support building refers to the tendencies of doctoral students to provide mutual support for each other. Within the variables, the perceived importance of support building (M = 4.21) was higher than mutual growth (M = 4.14). Nonetheless, both variables were considered as moderately high in perceived importance. As for the individual items, the community values intellectual contribution from new members (M = 4.38) scored the highest, while shares information regarding scholarship/financial aids (M = 3.72) scored the lowest. In addition, structural equation modelling results exhibited a good model fit with SRMR = 0.06, CMIN (25) = 25.56 with $p < 0.001$, CMIN/df = 1.18, RMSEA = 0.04 (90% CI 0 and 0.10), GFI = 0.93, TLI = 0.98, and CFI = 0.99, all of which were well within the acceptable values.

Table 3. Item means, communalities, and factor loadings for experience with peers.

Variables and Items (Variance Explained/Alpha Reliability).	Mean	SD	Communalities	FL
Mutual growth (35.33%, 0.82)	4.14	0.68		
Shares intellectual resources (articles, books, …)	4.33	0.80	0.72	0.83
Shares opportunities for professional advancement (conference, seminar, …)	4.28	0.80	0.74	0.86
Helps develop professional relationships with others in the field (networking …)	4.21	0.83	0.69	0.79
Shares opportunities for scholarship development (co-author, co-presentation, …)	4.18	0.87	0.53	0.61
Shares information regarding scholarship/financial aids	3.72	1.13	0.50	0.57
Support building (28.83%, 0.82)	4.21	0.64		
The community values intellectual contribution from new members	4.38	0.71	0.63	0.79
The community nurtures its members' intellectual curiosity	4.19	0.79	0.77	0.85
The community is large enough for members to learn from each other	4.17	0.86	0.72	0.77
The community provide guidance and support for new members/classmates	4.11	0.82	0.71	0.76
Overall experience with peers	4.18	0.58		

Notes: SD = standard deviation and FL = factor loading. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. Rotation converged in 3 iterations. Overall alpha reliability = 0.86.

Table 4. Item means, communalities, and factor loadings for curricular engagement.

Variables and Items (Variance Explained/Alpha Reliability)	Mean	SD	Communalities	FL
Research-oriented (28.41%, 0.79)	4.50	0.54		
Learn adequate research methodology techniques	4.51	0.65	0.72	0.80
Understand theoretical knowledge	4.49	0.67	0.76	0.85
Build publication skills	4.51	0.62	0.70	0.81
Administration-oriented (22.73%, 0.89)	3.58	0.84		
Enhance leadership potential	3.68	0.95	0.64	0.67
Better understand the purpose of higher education	3.78	0.99	0.62	0.68
Better understand university's mission	3.31	1.21	0.81	0.89
Develop institutional citizenship	3.47	1.13	0.71	0.81
Participate in policy making process	3.65	0.96	0.66	0.78
Develop negotiation skills	3.57	0.98	0.66	0.72
Problem-solving-oriented (17.61%, 0.84)	4.20	0.73		
Develop problem-solving skills	4.29	0.90	0.66	0.70
Balance priorities	4.09	0.98	0.67	0.77
Motivate for lifelong learning	4.15	0.87	0.68	0.77
Become creative	4.27	0.81	0.66	0.70
Overall curricular engagement	4.09	0.57		

Notes: SD = standard deviation and FL = factor loading. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. Rotation converged in 5 iterations. Overall alpha reliability = 0.90.

Table 4 shows the various variables and items for *curricular engagement*, together with the mean, SD, communalities, and factor loadings. Communalities and factor loadings were within accepted parameters. Table 4 displays three distinct variables, representing being research-oriented, administration-oriented, and problem-solving-oriented. Items within the variables refers to the different perceived competencies doctoral students are able to learn from course offerings. Within the variables, the perceived importance of being research-oriented (M = 4.50) scored the highest, while being administration-oriented (M = 3.58) scored the lowest. For the individual items, both learn adequate research methodology techniques and build publication skills (M = 4.51) scored the highest, while better understand university's mission (M = 3.31) scored the lowest. In addition, structural equation modelling results exhibited a mediocre model fit with SRMR = 0.07, CMIN (59) = 118.43 with $p < 0.001$, CMIN/df = 2.01, RMSEA = 0.10 (90% CI 0.08 and 0.13), GFI = 0.84, TLI = 0.88, and CFI = 0.91, most of which were within the minimum cutoff values.

Table 5 shows the descriptive statistics, reliability, validity, and correlation matrix of the variables. The composite reliability (CR) and convergent validity (average variance extracted—AVE) of the doctoral experience dimensions were computed. Table 5 shows that the CR was above 0.70 and 0.50 for AVE, which were within the cutoff value (Fornell & Larcker, 1981). Similarly, discriminant validity (DV) was assessed by comparing the square root of AVE with the correlations of the variables, resulting with values higher than the correlations, signifying adequate construct validity with dimensions experience with mentor, experience with peers, and curricular engagement. As for the correlational analyses, Table 5 also shows that all of the doctoral experience variables were significantly and positively correlated. To understand whether there were group differences within the variables, several independent samples t-tests were completed. Results show that there were no significant gender differences.

Table 5. Descriptive statistics, reliability, validity, and correlation matrix of the variables.

	Variables	PS	Mean	SD	CR	AVE	DV [1]	1	2	3	4	5	6	7	8	9	10	11	12
1	Quality training	3~5	4.39	0.65	0.80	0.67	0.82	**0.80**	0.47**	0.46**	0.41**	0.43**	0.51**	0.42**	0.36**	0.13	0.17	−0.06	−0.02
2	Career opportunity	1~5	3.72	0.91	0.82	0.61	0.78		**0.81**	0.37**	0.45**	0.31**	0.43**	0.32**	0.31**	0.38**	0.40**	0.33**	−0.06
3	Quality advising	2.5~5	4.55	0.55	0.82	0.53	0.73			**0.81**	0.26*	0.22*	0.36**	0.06	0.28**	0.15	0.25*	−0.05	0.07
4	Mutual growth	2~5	4.14	0.68	0.84	0.52	0.72				**0.82**	0.53**	0.54**	0.54**	0.35**	0.21*	0.22*	0.17	0.05
5	Support building	2~5	4.21	0.64	0.80	0.51	0.72					**0.82**	0.43**	0.45**	0.42**	0.16	0.19	0.14	−0.12
6	Research-oriented	2.33~5	4.50	0.54	0.79	0.56	0.75						**0.79**	0.36**	0.43**	0.09	0.25*	−0.04	0.12
7	Administration	1.33~5	3.58	0.84	0.87	0.53	0.73							**0.89**	0.58**	0.19	0.23*	0.15	0.05
8	Problem-solving	1.5~5	4.20	0.73	0.81	0.52	0.72								**0.84**	0.18	0.17	0.19	−0.06
9	Dual	1~5	3.53	1.09													0.53**	0.49**	0.04
10	Teaching	1~5	3.57	1.27														0.37**	0.18
11	Research	1~5	3.50	1.19															−0.22*
12	Age	22~64	40.53	11.73															

Notes. PS = possible scores, SD = standard deviation, CR = composite reliability, AVE = average variance extracted, and DV = discriminant validity. [1] Computed using the square root of AVE. Numbers 1 to 12 correspond to the variables. Age is in years. * $p < 0.05$, ** $p < 0.01$. Internal consistency values: Cronbach's alpha coefficients are on diagonals (values in bold). Pearson correlation coefficients are above the diagonals.

4. Discussion

The primary objective of the study was to validate a tool to be used as a means of understanding doctoral students' perceived importance and satisfaction of experiences with mentors, peers, and various curricular engagements. The survey instrument to measure doctoral students' experiences was validated. Results showed that within the three dimensions (experience with mentors, peers, and curricular engagements), nine distinct variables were validated: quality training, career opportunity, quality advising, mutual growth, support building, research-oriented, administration-oriented, and problem-solving-oriented. No significant gender differences were found across variables.

In addition to peer support, interactions with mentors were paramount. Previous studies addressing doctoral student experiences have noted the importance of interactions with mentors (Cockrell & Shelley, 2011; Zhao et al., 2007) and the services provided (Nwenyi & Baghurst, 2013). Services include both institutional and curricular, as well as individual, meaning support from faculty (Greene, 2015). Measuring which mattered most, subjects perceived that research-inclined training was more important than acquiring administrative skills. This is to be expected, given that doctoral education is considered to be a mostly research-oriented endeavor (Altbach, 2007); however, as noted by Nerad (2009), doctoral students should not focus exclusively on research training because the majority of graduates would typically become university academics. However, in Taiwan, the current scenario of securing a tenured position as an academic in a university setting is not common and considered quite difficult (Chang & Shaw, 2016). As such, in Taiwan, more emphasis should be placed on developing versatile doctoral students. This means that doctoral programs and faculty should provide resources to help both science and humanities/social science doctoral students prepare to succeed in non-academic careers.

In reference to research- and problem-solving-oriented course content, a strong inclination for doctoral students is the need for more research training. This is an expected finding. The importance of problem-solving skills was recognized as a valuable skill area under the current neoliberal management. The mean score showed that subjects were more inclined towards scholarship than marketization goals. This is important given that doctoral education generally includes various dimensions of scholarship that are embedded in the core mission of HEIs for research, teaching, and

service (Austin & McDaniels, 2006). In general, doctoral education is viewed as a socialization process for disciplinary norms and identities that are innately distinct (Golde, 2007). The inherent distinctions among disciplines are expected to become more pronounced as HEIs become marketized (Deem, 2020). However, findings show that there were no significant differences within subjects' career aspirations and goals.

Lastly, in reference to the predictors of preferred academic identity, findings consistently showed career opportunity as the key predictor for the different academic identities. This is quite important, although the perceived importance placed by subjects on career opportunity was not high; this interaction is actually very crucial in determining future career aspirations.

5. Conclusion

Expectations for careers in academia are changing in many fields and across institutional types. Institutional pressure to secure a competitive stance in the global university rankings means that graduating doctoral students who strive for careers in HEIs will be required to publish in top-tier academic journals, procure external funding, and earn reputations for being the best among peers. The pressures that doctoral students face, and will continue to face, are immense and require professional support to meet challenges successfully.

It is the relationships students have and develop, within the academic community, that provide support. Findings from this study address how and why relationships matter to the formation of academic identity as part and parcel on the journey toward formation of academic identity, graduation, and future career options. Few studies in the Taiwan context have included the variety of relationships students deem critical to success. Clearly, more research is needed in a variety of disciplines to understand the influence of students' multiple experiences on academic identity development.

In sum, the doctoral student experience is complex and multifaceted, and although it is increasingly examined in higher education research, there is still much to explore and understand about the topic. The present study aimed to uncover some of the empirically established factors that impact the experiences of doctoral students across disciplines and institution types. As such, it provides a useful starting point for future research.

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為因應 COVID-19 (武漢肺炎) 疫情，會議全部改為網路或線上 (online / virtual) 舉行，以下是 2020 年 8 月至 2021 年 7 月所參加的學術研討會：

September 5 – 6, 2020

2nd International Virtual TESOL Conference: Second Language Acquisition Research Advances Philippines [Online]

Total participants more than 100 scholars from Australia, Indonesia, South Korea, Taiwan, Saudi Arabia, Hong Kong, Philippines, Vietnam, Malaysia, and Ecuador. This conference is affiliated with Asian EFL conferences, which is one of the leading English as a foreign language conference in the Asia-Pacific region. Papers presented will be consider for publication in the Asian EFL Journal; a leading Scopus indexed journal.

Papers presented:

1) Challenges and experiences within an English as a medium of instruction class in Taiwan
2) Developing student leadership through biographies: An action research of an English course for junior high school students in Taiwan

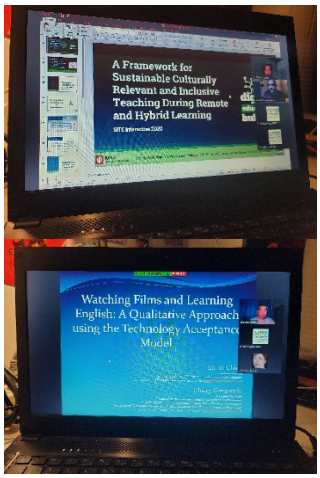
In general, the sudden shift of academic conferences online has also opened up various opportunities that scholars can think about. A more ecological greener way with virtually no travel needed, however, the lack of personal face-to-face interactions will need some adjustment at the beginning.

為因應 COVID-19 (武漢肺炎) 疫情，會議全部改為網路或線上 (online / virtual) 舉行，以下是 2020 年 8 月至 2021 年 7 月所參加的學術研討會：

October 26 – 28, 2020

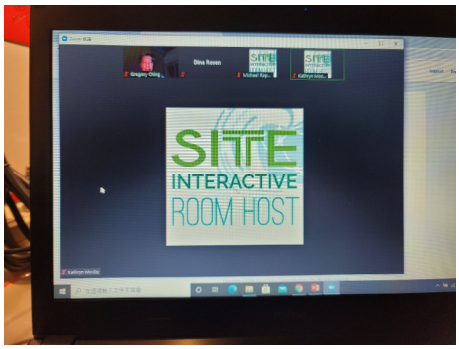
Society for Information Technology & Teacher Education Interactive Online 2020 Conference, USA. [Online]

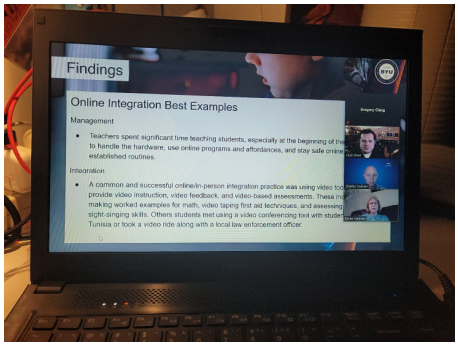
SITE interactive is the online conference organized by the Society for Information Technology and Teacher Education. More than 120 papers from all over the world participated using an online platform. SITE is the leading conference for educational technology and teacher education. Papers presented are included in a proceeding with ISBN.



Papers presented:

1) From face-to-face to blended learning: Teaching and learning during COVID-19 in Taiwan
2) A study on the elementary school teachers' information technology literacy and teaching beliefs in Taiwan
3) Intergenerational learning in action: A case study on a pre-school in Taiwan
4) Watching films and learning English: A qualitative approach using the technology acceptance model





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為因應 COVID-19 (武漢肺炎) 疫情，會議全部改為網路或線上 (online / virtual) 舉行，以下是 2020 年 8 月至 2021 年 7 月所參加的學術研討會：

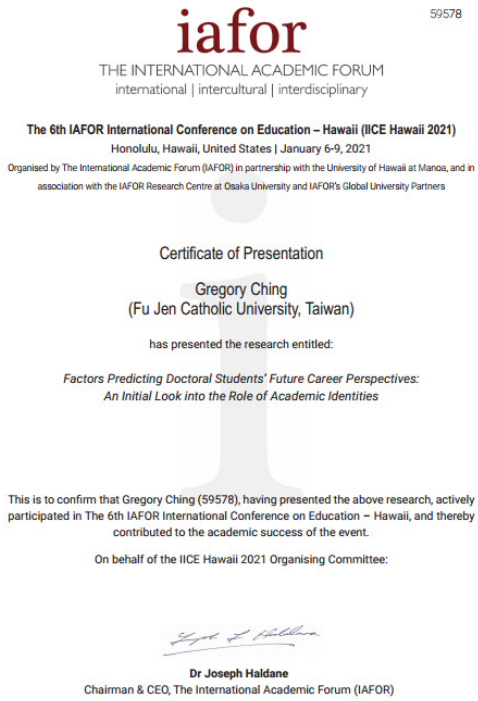
January 6 – 10, 2021

IAFOR International Conference on Education, Hawaii, USA. [Online]

IAFOR is one of the leading conference organizers in the Asia-Pacific region focusing on various topics in the social sciences and humanities. One of the advantage of attending IAFOR conferences is to be able to interact with scholars from Japan, South Korea, Hawaii, and many other presenters from within the region. Papers presented are included in a proceeding with ISBN.

Papers presented:

1) Factors predicting doctoral students' future career perspectives: An initial look into the role of academic identities
2) Expanding role of university department secretaries: Potential middle managers in the making



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The 6th IAFOR International Conference on Education – Hawaii (IICE Hawaii 2021)

Honolulu, Hawaii, United States | January 6-9, 2021

Organised by The International Academic Forum (IAFOR) in partnership with the University of Hawaii at Manoa, and in association with the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

Certificate of Presentation

Gregory Ching
(Fu Jen Catholic University, Taiwan)

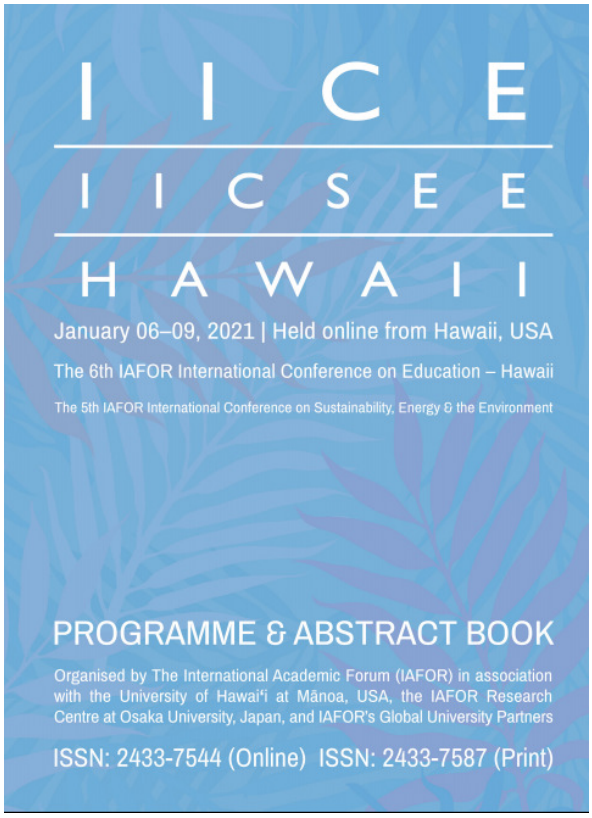
has presented the research entitled:

Factors Predicting Doctoral Students' Future Career Perspectives: An Initial Look into the Role of Academic Identities

This is to confirm that Gregory Ching (59578), having presented the above research, actively participated in The 6th IAFOR International Conference on Education – Hawaii, and thereby contributed to the academic success of the event.

On behalf of the IICE Hawaii 2021 Organising Committee:

Dr Joseph Haldane
Chairman & CEO, The International Academic Forum (IAFOR)



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為因應 COVID-19 (武漢肺炎) 疫情，會議全部改為網路或線上 (online / virtual) 舉行，以下是 2020 年 8 月至 2021 年 7 月所參加的學術研討會：

March 8 – 10, 2021

INTED2021: 15th Annual Technology, Education and Development Conference, Valencia, Spain. [Online]

INTED is one of the leading educational conference in Europe with more than 100 participants. Presenters are from various countries within the European community. Papers presented are included in a proceeding which is indexed by the web of science.

Papers presented:

1) Effects of university governance and academic identity towards faculty job stress, satisfaction, and performance in Taiwan
2) Understanding students' comments through sentiment analysis: A case of Fu Jen Catholic University Love School forum in Taiwan

INTED 2021

21st of December, 2020

ABSTRACT ACCEPTANCE LETTER

This is a confirmation that the abstract entitled:

"EFFECTS OF UNIVERSITY GOVERNANCE AND ACADEMIC IDENTITY TOWARDS FACULTY JOB STRESS, SATISFACTION, AND PERFORMANCE IN TAIWAN"
Author(s): Gregory Siy Ching, Yueh-Luen Hu

has been accepted as VIRTUAL presentation at inted2021.

Name of event: INTED2021 (14th annual International Technology, Education and Development Conference)
Dates: 8th-9th of March, 2021
Organisation: IATED

INTED2021 Local Organising Committee

In general, the sudden shift of academic conferences online has also opened up various opportunities that scholars can think about. A more ecological greener way with virtually no travel needed, however, the lack of personal face-to-face interactions will need some adjustment at the beginning.

為因應 COVID-19 (武漢肺炎) 疫情，會議全部改為網路或線上 (online / virtual) 舉行，以下是 2020 年 8 月至 2021 年 7 月所參加的學術研討會：

April 9 – 12, 2021

2021 Annual Conference of the American Educational Research Association, USA. [Online]

AERA is the most prestigious educational conference in the world. More than 10,000 educators from all over the world attend the annual conference each year.

Papers presented:

1) Academic identity formation of Taiwan academics and its influence over career trajectories
2) International student mobility and cross strait exchange in Taiwan universities

In general, the sudden shift of academic conferences online has also opened up various opportunities that scholars can think about. A more ecological greener way with virtually no travel needed, however, the lack of personal face-to-face interactions will need some adjustment at the beginning.

109年度專題研究計畫成果彙整表

計畫主持人：莊俊儒			**計畫編號：**109-2410-H-030-033-SSS		
計畫名稱：臺灣高等教育學術認同的本質與運用以博士生的觀點					
成果項目			量化	單位	質化 （說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等）
國內	學術性論文	期刊論文	0	篇	
		研討會論文	0		
		專書	0	本	
		專書論文	0	章	
		技術報告	0	篇	
		其他	0	篇	
國外	學術性論文	期刊論文	2	篇	1. Ching, G. S. (2021, July). Academic identity and communities of practice: Narratives of social science academics' career decisions in Taiwan. Education Sciences (ISSN: 2227-7102), 11(8), 388. (Scopus, ESCI) https://doi.org/10.3390/educsci11080388 2. Ching, G. S., Hu, Y.-L., & Roberts, A. (2021, August). The part and parcel of doctoral education: A gap analysis between the importance and satisfaction of the experience. Education Sciences (ISSN: 2227-7102), 11(9), 481. (Scopus, ESCI) https://doi.org/10.3390/educsci11090481
		研討會論文	2		1. Ching, G. S., & Hu, Y.-L. (2021, January 6-10). Factors predicting doctoral students' future career perspectives: An initial look into the role of academic identities. IAFOR International Conference on Education, Hawaii, USA. [Online] 2. Ching, G. S., & Chang, H.-H. (2021, January 6-10). Expanding role of university department secretaries: Potential middle managers in the making. IAFOR International Conference on Education, Hawaii, USA. [Online]
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		專書論文	2	章	1. Ching, G. S., & Chang, H.-H. (2021, January). Expanding role of university department secretaries: Potential middle managers in the making. In IAFOR Hawaii International Conference on Education Proceedings (pp. 497-509). IAFOR. (ISSN: 2189-1036) 2. Ching, G. S., & Hu, Y.-L. (2021, January). Factors predicting doctoral students' future career perspectives: An initial look into the role of academic identities. In IAFOR Hawaii Intrnational Conference on Education Proceedings (pp. 481-496). IAFOR. (ISSN: 2189-1036)
		技術報告	0	篇	
		其他	0	篇	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	4		張琇惠, 趙以樂, 許珮綺, 黃紹峰
		博士生	1		許雅涵
		博士級研究人員	0		
		專任人員	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
其他成果 （無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。）					