

Doctoral students' experience – Faculty mentorship	Importance				
My mentor ...	1	2	3	4	5
1. ... creates learning opportunities that increased in complexity over time					
2. ... creates opportunities in which I learned to connect theory with practice					
3. ... provides guidance toward degree completion					
4. ... provides constructive feedback on my dissertation					
5. ... gives feedback on my dissertation in a timely manner					
6. ... promotes my development as a researcher (provides research opportunities)					
7. ... promotes my development as a teacher (provides teaching opportunities)					
8. ... promotes my development as a scholar (provides conference / publication opportunities)					
9. ... provides advice on my research					
10. ... helped me clarify my research topic					
11. ... shows enthusiasm for my research topic					
12. ... considers my personal circumstances					

Doctoral students' experience – Intellectual community	Importance				
A community (students/classmates within the doctoral program) that ...	1	2	3	4	5
1. ... engages in the lively exchange of ideas					
2. ... shares intellectual resources (articles, books, ...)					
3. ... shares opportunities for professional advancement (information on conference, seminar, ...)					
4. ... helps develop professional relationships with others in the field or industry (networking)					
5. ... shares opportunities for scholarship development (co-author, co-presentation, group research)					
6. ... shares information regarding scholarship/financial aids					
7. ... values intellectual contribution from new members					
8. ... nurtures its members' intellectual curiosity					
9. ... is large enough for members to learn from each other					
10. ... provide guidance and support for new members/classmates					

Doctoral students' experience – Curricular engagement	Importance				
During the course of my study, I am able to ...	1	2	3	4	5
1. ... learn adequate research methodology techniques					
2. ... understand theoretical knowledge					
3. ... build my publication skills					
4. ... register in any class according to my interest					
5. ... express my opinions, comments, and give suggestions with regards to the course program					
6. ... build my presentation skills					
7. ... collaborate and work with others					
8. ... expand my professional network					
9. ... enhance my career planning skills					
10. ... practice my teaching skills					
11. ... enhance my communication skills					
12. ... develop my research grant writing skills					
13. ... develop my project management skills					
14. ... understand the ethical norms in doing research					
15. ... enhance my leadership potential					
16. ... better understand the purpose of higher education					
17. ... better understand my school's mission					
18. ... develop my institutional citizenship					
19. ... develop my problem solving skills					
20. ... participate in policy making process					
21. ... develop my negotiation skills					
22. ... develop ethics and integrity					
23. ... balance my priorities					
24. ... motivate for lifelong learning					
25. ... become creative					
26. ... understand how to become an entrepreneur					

I am able to ...	Confidence level				
	1	2	3	4	5
1. ... carry out a research study					
2. ... write manuscript for peer-reviewed publication					
3. ... teach disciplinary knowledge to undergraduate students					
4. ... apply expertise in addressing practical problems					
5. ... work collaboratively with other scholars					
6. ... transmit knowledge to a group of students					
7. ... communicate with students of different competencies and characteristics					
8. ... carry out administrative management tasks					
9. ... complete all the required courses					
10. ... cope with the competing demands from work, study, and home					
11. ... surpass difficult moments in life (positive: marriage, childbirth; negative: illness, death in the family)					
12. ... cope with the hours needed in studying					
13. ... realize that there are things that I don't know					
14. ... have the intelligence to complete the degree					
15. ... develop a passion and desire for learning					
16. ... finish what I started					
17. ... get good grades					
18. ... have the support of my family and friends					

Attitude towards doctoral education	Agreement				
	1	2	3	4	5
1. This is a poor time for any person to enroll in a doctoral program in my field					
2. If I had to do it over again, I would not enroll in a doctoral education					
3. My career is a source of personal strain					
4. Teaching and research are hardly compatible with each other					
5. There are various range of jobs for a doctoral graduate					
6. I am satisfied with the expected level of salary for a doctoral graduate					
7. Taking up a doctoral education is a very worthwhile investment					
8. Overall, my doctoral education experience is worth the time that I spend					

Career ideologies	Agreement				
	1	2	3	4	5
1. Higher education is best promoted on the basis of market-demand and user-pays principles					
2. Higher education is best promoted on the basis of educational need and academic standards principles					
3. Universities are first and foremost learning institutions focused on intellectual rigor and scholarship					
4. Universities are first and foremost business institutions focused on income generation and cost minimization					
5. The primary purpose of academic work is to encourage scholarship and student learning					
6. The primary purpose of academic work is to generate income via external research grants and industry linkages					
7. Academics need to offer students greater product choice as consumers					
8. Academics need to offer students structured learning focused programs					

Graduation requirements

Based on your understanding, before you can graduate you need to ...	Yes	No
1. ... take a prescribed set of courses		
2. ... write a thesis or dissertation		
3. ... receive intensive faculty guidance for your research		
4. ... chose your own research topic		
5. ... receive a scholarship during your studies		
6. ... receive an employment contract (for teaching or research) during your studies		
7. ... work at a research center not belonging to school		
8. ... work outside the school		
9. ... fund your doctoral training by yourself (or family)		
10. ... receive training in instructional skills or learned about teaching methods		
11. ... involve in research projects with faculty or senior researchers		
12. ... write a monograph for your dissertation		
13. ... compile book chapters and/or journal articles for your dissertation		
14. ... publish an article in a peer-reviewed journal		
15. ... present a paper in a conference		
16. ... conduct a survey for your data collection		
17. ... conduct interviews for your data collection		
18. ... pass a comprehensive examination		

Dissertation preference (Choose 1 per item)

For my dissertation, I am more inclined to do a ...

1. _____ Basic (theoretical)	_____ Applied (practice-oriented)
2. _____ Socially-oriented (intended for the betterment of the society)	_____ Commercially-oriented (intended for technology transfer)
3. _____ Local in scope	_____ International in scope
4. _____ Based in one discipline	_____ Interdisciplinary

Affiliation	Institutional actors (Choose all that apply)						
Who is the most influential in deciding on the ...	Faculty/Mentor	Chair	Other faculty	Other administrators	Students	Self-assessment	External reviewers
1. ... teaching content of the graduate program							
2. ... research topic of the students							
3. ... academic activities of the graduate program							

Empowerment of doctoral students	Likelihood				
How influential are doctoral students in shaping academic policies within the ...	1	2	3	4	5
1. Graduate program					
2. College					
3. School					

Institutional management	Agreement				
My graduate program has ...	1	2	3	4	5
1. ... a competent leader					
2. ... strong emphasis on the institution's mission					
3. ... good communication between management (administration/office staff) and faculty					
4. ... a top-down management style					
5. ... collegiality in decision-making processes					
6. ... a strong teaching performance orientation					
7. ... a strong research performance orientation					
8. ... a cumbersome administrative process					

Institutional resource	Agreement				
As I understand, my school ...	1	2	3	4	5
1. ... allocate resources based on the performance of the graduate program (number of publications, grants, ...)					
2. ... allocate funding based on the numbers of students					
3. ... consider research quality when hiring new faculty					
4. ... consider teaching quality when hiring new faculty					
5. ... consider practical relevance/applicability of the work done when hiring new faculty					
6. ... consider work experience outside academia (within the industry) when hiring new faculty					
7. ... consider foreign degree when hiring new faculty					
8. ... consider alumni when hiring new faculty					

Future career prospect	Likelihood				
	1	2	3	4	5
1. Teaching only position					
2. Research only position					
3. Teaching and research position – more inclined on teaching					
4. Teaching and research position – more inclined on research					
5. Industry					
6. Government					
7. Entrepreneurship (start own business)					

Future career preferences In my future job, I want to ...	Agreement				
	1	2	3	4	5
1. ... develop new ideas, processes or products, which are rooted in research					
2. ... work independently, while taking responsibility for my actions					
3. ... develop and maintain my professional networks or collaborations					
4. ... effectively plan, manage, and deliver projects					
5. ... work constructively with colleagues					
6. ... have the ability to obtain external funding					

Career decisions My career decision is based on ...	Agreement				
	1	2	3	4	5
1. ... salary					
2. ... job security					
3. ... career opportunities					
4. ... institutional prestige					
5. ... having opportunities to learn and enhance my competences					
6. ... having personal independence in teaching					
7. ... having personal independence in research					

8. ... having interest on the job itself					
Self-esteem Scale	Agreement				
	1	2	3	4	5
1. On the whole, I am satisfied with myself					
2. At times I think I am no good at all.					
3. I feel that I have a number of good qualities					
4. I am able to do things as well as most other people					
5. I feel I do not have much to be proud of					
6. I certainly feel useless at times					
7. I feel that I'm a person of worth, at least on an equal plane with others					
8. I wish I could have more respect for myself					
9. All in all, I am inclined to feel that I am a failure					
10. I take a positive attitude toward myself					

Demographics
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Birth year: 19____
Current school type: <input type="checkbox"/> Public/National <input type="checkbox"/> Private
Years in doctoral education (years): _____
Master education year graduate: 19/20 _____
Master education – Same school as now: <input type="checkbox"/> Yes <input type="checkbox"/> No
Master education – Taiwan: <input type="checkbox"/> Yes <input type="checkbox"/> No, which country _____
Academic Scholarly Performance
Number of conference presentations: _____ Local (Taiwan) _____ International
Number of peer-reviewed publications: _____ Chinese _____ English
Number of books or chapters published: _____ Chinese _____ English
How many of these are solo authorship: _____
Discipline (field): <input type="checkbox"/> Social Science <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Medical <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Engineering
Instructor certificate: <input type="checkbox"/> Yes <input type="checkbox"/> No

Teacher certificate: <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you currently have a scholarship: <input type="checkbox"/> Yes <input type="checkbox"/> No
Wife/Partner (skip if none) Wife/partner career in academia: <input type="checkbox"/> Yes <input type="checkbox"/> No Wife/partner education level: <input type="checkbox"/> High School or below <input type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Doctoral
Parents' education Father career in academia: <input type="checkbox"/> Yes <input type="checkbox"/> No Father education level: <input type="checkbox"/> High School or below <input type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Doctoral Mother career in academia: <input type="checkbox"/> Yes <input type="checkbox"/> No Mother education level: <input type="checkbox"/> High School or below <input type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Doctoral
Primary source of income: Current employment sector: <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Full-time student (please skip to next section) Current nature of employment (check all that apply): <input type="checkbox"/> Teaching <input type="checkbox"/> Research <input type="checkbox"/> Administrative <input type="checkbox"/> others Current employment mode: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Total work experiences, since college graduate (in years): Full-time (years): _____ Part-time (years): _____
Do you have a thesis/dissertation adviser: <input type="checkbox"/> Yes <input type="checkbox"/> No (please skip to next section) Number of doctoral students that your mentor supervise: _____ Have you undergone your dissertation proposal: <input type="checkbox"/> Yes <input type="checkbox"/> No
Desire to work in academia: <input type="checkbox"/> Yes <input type="checkbox"/> No