

# Academic Integrity Fragility in Publication and Dissertation Lifecycles: An Administrative Failure Case Study in Taiwan

## Abstract (英文摘要)

**Title:** Academic Integrity Fragility in Publication and Dissertation Lifecycles: An Administrative Failure Case Study in Taiwan

*(Note: Case study title acting as the empirical foundation for the technological solution)*

As Taiwan's higher education institutions increasingly emphasize internationalization and cross-border industry-academia collaboration, the pressure to accelerate publication and dissertation lifecycles has exposed critical vulnerabilities in academic integrity governance. This paper examines a recent "failed case study" of a Ph.D. program at a university in Taiwan, exploring the systemic risks that emerge when institutional bureaucracy acts as a firewall to shield misconduct rather than a corrective mechanism.

Utilizing a single-case study methodology grounded in digital forensics (e.g., timestamped communications and collaborative platform logs), this research maps the trajectory of an academic integrity violation involving double-sided deception and dishonest authorship, which exploits the honor systems of double-blind review processes. The study reveals how a student exploited information asymmetry between an external mentor and an internal department chair to bypass "academic circuit breakers," leading to international publication retractions (desk rejections) and significant reputational damage. Furthermore, it highlights the phenomenon of "administrative closure"—where mid-level university administrators weaponize internal procedures and procedural delays to downplay public academic fraud into private disputes, thereby misleading upper management and exacerbating the crisis.

The findings suggest that current university-level autonomous investigations are insufficient to handle cross-border academic misconduct, particularly when local administrative structures are compromised by defensive risk aversion. This paper argues that performative graduation requirements—such as mandating international conference papers for Ph.D. candidacy—create toxic structural pressures that incentivize strategic deception and dishonest authorship. To

dismantle these perverse incentives, the study proposes an "Academic Integrity and Restorative Justice Framework." This framework advocates for replacing performative output targets with a progressive model of incremental research documentation backed by verified, transparent blind reviews that prioritize an honest scientific process. Furthermore, it calls for cross-institutional transverse investigation mechanisms by the Ministry of Education (MOE), mandatory ethical-psychological interventions for offenders, and the structural deployment of Open Science principles to restore institutional trust. This case serves as a crucial warning for higher education administration regarding the structural fragility of mentorship and the urgent need to transition from metric-driven gatekeeping to transparent, process-oriented governance.

**Keywords:** Academic Integrity, Institutional Failure, Higher Education Administration, Open Science, Mentorship Trust, Restorative Justice.

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## 中文摘要 (Chinese Abstract)

**論文副題：** 出版與學位論文生命週期中的學倫脆弱性：台灣高教行政失靈案例研究

隨著台灣高等教育機構日益強調國際化與跨國產學合作，加速發表與學位論文生命週期的壓力，暴露了學術誠信治理中的嚴重脆弱性。本文探討台灣某大學博士班近期的「體制失靈案例研究 (Failed Case Study)」，探究當機構官僚體系成為掩護不當行為的防火牆，而非糾正機制時，所衍生的系統性風險。

本研究採用基於數位鑑識（如具備時戳的通訊紀錄與協作平台日誌）的單一個案研究方法，描繪了一起涉及雙向欺瞞 (double-sided deception) 與不誠實署名 (dishonest authorship) 的學術誠信違規軌跡，該違規行為利用了雙盲審查機制中的特殊信任體制 (honor systems)。研究揭示了學生如何利用外部指導與內部系主任之間的資訊不對稱，繞過「學術熔斷機制」，最終導致國際發表遭退稿 (Desk Rejection) 及重大的聲譽損害。此外，本文突顯了「行政關門 (administrative closure)」現象——即大學中階行政人員將內部程序與行政拖延武器化，企圖將公共學術舞弊降格為私人糾紛，從而誤導高層管理者並加劇整體危機。

研究結果表明，當前大學層級的自主調查已不足以應對跨國學術不端行為，尤其當基層行政結構因防禦性風險規避而失能時更是如此。本文指出，現行將發表國際研討會論文列為博士候選人資格的「表演性／績效化 (performative) 畢業門檻」，實質上造成了扭曲的體制壓力，進而誘發投機性欺瞞與不誠實署名行為。為扭轉此類劣幣驅逐良幣的誘因結構，本研究提出一套「學術誠信與修復式正義框架」，倡議以「漸進式研究文獻紀錄 (具備經認證且透明的盲審軌跡)」取代單一的表演性發表指標，將考核核心由結果論的點數發表，轉移至對誠實科研過程的實質推進。

此外，結論呼籲教育部（MOE）建立跨機構的橫向直查機制、對違規者實施強制性誠信心理輔導，並全面整合開放科學（Open Science）原則以重建體制信任。本案對高教行政管理敲響了重要警鐘，凸顯學術指導關係在績效主義下的脆弱性，以及高教治理從「指標導向把關」轉型為「過程導向透明治理」的迫切需求。

**關鍵字：**學術誠信、體制失靈、高教行政管理、開放科學、指導互信、修復式正義。

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## 說明 (Explanatory Context)

### ✦ 會議投稿資訊 (Conference Information)

- **Target Conference:** The Asian Conference on Education (ACE 2026)
- **URL:**
  - [About ACE - The Asian Conference on Education \(ACE\)](#): The 18th Asian Conference on Education (ACE) is organised by [The International Academic Forum](#) (IAFOR) in collaboration with its Global and Events Partners. [Learn more about the IAFOR Global Partnership Programme.](#)
  - [APATE Submission System](#)
- **Conference Focus:** Innovation, Technology & Knowledge Curation
- **研究焦點 (Research Focus):** 提出具體解方。論證如何利用開放科學（Open Science）、數位鑑識（Digital Forensics）與時戳技術（Timestamps），將研究生命週期透明化。論證數位知識策展（Knowledge Curation）如何有效消弭資訊落差，將舉證責任由主觀行政解釋轉移至客觀數位軌跡。

## 與總計畫的關係

本研究為以下專案計畫之核心子計畫成果：

✦ **總計畫：新時代高教博碩士生指導之數位與學倫治理整合：基於開放科學的最佳實踐與快速爭端解決機制**

- **子計畫一（ACE 2026 論文 - 本篇）：**聚焦於「技術解方」，論證如何利用 OSF 數位平台知識策展與時戳防線，作為降本增效的「快速爭端解決機制」。
- **子計畫二（APATE 2026 論文）：**聚焦於「現象診斷」，利用賽局理論與資訊不對稱，對大學基層「行政關門」與學生的「雙向欺瞞」進行法理與體制失靈的深度解剖。
- **研究焦點：**提出具體解方。論證如何利用開放科學（Open Science）、數位鑑識（Digital Forensics）與時戳技術（Timestamps），將研究生生命週期透明化。

論證數位知識策展 (Knowledge Curation) 如何有效消弭資訊落差，將舉證責任由主觀行政解釋轉移至客觀數位軌跡。