

Annual Report

on China Graduate Education

(2014)



Association of Chinese Graduate Schools

高等教育出版社

EDITORIAL COMMITTEE

Annual Report on China Graduate Education (2014) (hereinafter abbreviated as the Annual Report), compiled by Association of Chinese Graduate Schools, is conducted to review the latest developments and trends concerning graduates' educational policies and practices in China. The Annual Report highlighted several hot issues, such as the employment status of full-time graduates with professional master's degrees, the studies and employment status of female graduates, the sources and cultivation status of international graduates in China, the bypass and elimination mechanism of graduate cultivation, the implementation of international assessment of disciplines and its influence on graduate education. It has given an in-depth discussion of the above-mentioned themes.

Annual Report on China Graduate Education (2014)

Association of Chinese Graduate Schools

- Wang Xiaoyin, Director, Secretary of the ACGS
- Qo Yizhen, Vice Director, Secretary of the ACGS
- Members:
- Wu Xiaoguo, Assistant President and Vice President of the Association of Chinese Graduate Schools, University of China
- Yao Qiang, Dean of Graduate School, Tsinghua University
- Huang Haiyan, Executive Dean of Graduate School, Tsinghua University
- Luo Aiqin, Vice Dean of Graduate School, Tsinghua University
- Du Zhenmin, Executive Dean of Graduate School, Tsinghua University
- Yu Jianjun, Executive Dean of Graduate School, Tsinghua University
- Li Limin, Executive Dean of Graduate School, Tsinghua University
- Wang Ming, Vice Dean of Graduate School, Tsinghua University
- Bai Haili, Executive Dean of Graduate School, Tsinghua University
- Hu Xiangpei, Executive Dean of Graduate School, Tsinghua University
- Gong Enpu, Executive Dean of Graduate School, North China University of Science and Technology
- Zhao Dingxuan, Executive Dean of Graduate School, Jilin University
- Zhen Liang, Executive Dean of Graduate School, Harbin Institute of Technology
- Zhong Yang, Dean of Graduate School, Tsinghua University
- Lei Xinghui, Executive Dean of Graduate School, Tsinghua University



高等教育出版社·北京

Abstract

Annual Report on China Graduate Education (2014) (hereinafter abbreviated as the Annual Report), compiled by *Association of Chinese Graduate Schools*, is conducted to review the latest developments and trends concerning graduates' educational policies and practices in China. The Annual Report highlighted several hot issues, such as the employment status of full-time graduates with professional master's degree, the studies and employment status of female graduates, the sources and cultivation status of international graduates in China, the bypass and elimination mechanism of graduate cultivation, the implementation of international assessment of disciplines and its influence on graduate education. It has given an in-depth discussion of the above-mentioned themes, and then put forward pertinent measures and constructive suggestions. To some extent, the Annual Report can be regarded as a useful reference book for officials from educational administrative departments, deans of graduate schools, and staff of graduate education management, graduate supervisors as well as those theoretical researchers.

图书在版编目 (C I P) 数据

中国研究生教育年度报告 = Annual Report on China Graduate Education.2014: 英文 / 中国研究生院院长联席会编著. --北京: 高等教育出版社, 2015.12
ISBN 978-7-04-044964-8

I. ①中… II. ①中… III. ①研究生教育-研究报告
-中国-2014-英文 IV. ①G643

中国版本图书馆 CIP 数据核字(2016)第 035163 号

策划编辑 徐 可 责任编辑 徐 可 封面设计 张 楠 版式设计 马敬茹
责任校对 刘 莉 责任印制 毛斯璐

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
印 刷 北京中科印刷有限公司
开 本 787mm×1092mm 1/16
印 张 3
字 数 62 千字
购书热线 010-58581118

咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版 次 2015 年 12 月第 1 版
印 次 2015 年 12 月第 1 次印刷
定 价 19.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换

版权所有 侵权必究
物 料 号 44964-00

EDITORIAL COMMITTEE

Directors:

- Gao Song, Vice President and Dean of Graduate School, Peking University, Secretary-general of the ACGS

Vice Directors:

- Gong Qihuang, Executive Dean of Graduate School, Peking University
- Wang Jiaping, Executive Dean of Graduate School, Zhejiang University
- Zheng Xiaolin, Executive Dean of Graduate School, Chongqing University
- Liu Yubin, Executive Dean of Graduate School, Nankai University
- Wang Tianbing, Vice Dean of Graduate School, Peking University

Secretary-general

- Wang Xiaoyue, Director, Secretariat of the ACGS
- Qu Yizhen, Vice Director, Secretariat of the ACGS

Members:

- Wu Xiaoqiu, Assistant President and Executive Dean of Graduate School, Remin University of China
- Yao Qiang, Dean of Graduate School, Tsinghua University
- Huang Haijun, Executive Dean of Graduate School, Beijing University of Aeronautics and Astronautics
- Luo Aiqin, Vice Dean of Graduate School, Beijing Institute of Technology
- Du Zhenmin, Executive Dean of Graduate School, University of Science and Technology Beijing
- Yu Jialin, Executive Dean of Graduate School, China Agricultural University
- Li Limin, Executive Dean of Graduate School, Peking Union Medical University
- Wang Ming, Vice Dean of Graduate School, Beijing Normal University
- Bai Haili, Executive Dean of Graduate School, Tianjin University
- Hu Xiangpei, Executive Dean of Graduate School, Dalian University of Technology
- Gong Enpu, Executive Dean of Graduate School, Northeastern University
- Zhao Dingxuan, Executive Dean of Graduate School, Jilin University
- Zhen Liang, Executive Dean of Graduate School, Harbin Institute of Technology
- Zhong Yang, Dean of Graduate School, Fudan University
- Lei Xinghui, Executive Dean of Graduate School, Tongji University

- Wang Yaguang, Executive Dean of Graduate School, Shanghai Jiao Tong University
- Tang Yuguang, Executive Dean of Graduate School, East China Normal University
- Zhu Junjie, Vice Dean of Graduate School, Nanjing University
- Jin Baosheng, Executive Dean of Graduate School, Southeast University
- Tu Jing, Executive Dean of Graduate School, University of Science and Technology of China
- Tao Tao, Executive Dean of Graduate School, Xiamen University
- Chen Chuanfu, Dean of Graduate School, Wuhan University
- Xie Xiaolin, Dean of Graduate School, Huazhong University of Science and Technology
- Zhang Shouting, Executive Dean of Graduate School, China University of Geosciences, Beijing
- Du Yuansheng, Executive Dean of Graduate School, China University of Geosciences, Wuhan
- Wang Zhenguo, Dean of Graduate School, National University of Defense Technology
- Bao Jigang, Dean of Graduate School, Sun Yat-sen University
- Chen Tianning, Executive Dean of Graduate School, Xi'an Jiaotong University
- Wang Haiyan, Executive Dean of Graduate School, Northwestern Polytechnical University
- Wang Yanfen, Vice President of University of Chinese Academy of Sciences
- Liu Zhigang, Executive Dean of Graduate School, Beijing Jiaotong University
- Wang Wenbo, Executive Dean of Graduate School, Beijing University of Posts and Telecommunications
- Zhang Zhiqiang, Executive Dean of Graduate School, Beijing Forestry University
- Gao Hang, Dean of Graduate School, Northeast Normal University
- Lin Jiaping, Executive Dean of Graduate School, East China University of Science and Technology
- Jiang Ju, Executive Dean of Graduate School, Nanjing University of Aeronautics and Astronautics
- Bai Lianfa, Executive Dean of Graduate School, Nanjing University of Science and Technology

- Gao Jingxiang, Executive Dean of Graduate School, China University of Mining and Technology
- Xu Zhiqiang, Executive Dean of Graduate School, China University of Mining and Technology, Beijing
- Hou Xilin, Executive Dean of Graduate School, Nanjing Agricultural University
- Jia Lei, Assistant President and Executive Dean of Graduate School, Shandong University
- Wang Zhiming, Executive Dean of Graduate School, China University of Petroleum, Beijing
- Lin Chengyan, Executive Dean of Graduate School, China University of Petroleum, Huadong
- Li Shutao, Dean of Graduate School, Hunan University
- Li Jie, Assistant President and Dean of Graduate School, Central South University
- Zhang Qinyuan, Executive Dean of Graduate School, South China University of Technology
- Zuo Weimin, Executive Dean of Graduate School, Sichuan University
- Liu Guoxiang, Executive Dean of Graduate School, Southwest Jiaotong University
- Liao Yun, Executive Dean of Graduate School, University of Electronic Science and Technology of China
- Ji Hongbing, Executive Dean of Graduate School, Xidian University
- Chen Ximeng, Executive Dean of Graduate School, Lanzhou University
- Jiang Bei, Dean of Graduate School, Second Military Medical University
- Su Jingkuan, Dean of Graduate School, Forth Military Medical University
- Chen Heng, Executive Dean of Graduate School, Harbin Engineering University
- Dong Zengchuan, Executive Dean of Graduate School, Hohai University
- Wu Pute, Vice President and Executive Dean of Graduate School, Northwest Agricultural and Forestry University

Preface

Since the beginning of 2014, Ministry of Education has issued a series of policy documents concerning the general requirement stipulated at the 18th Central Committee of CPC that the governance system and capacity of education should be further modernized. Those documents aim to implement and expand the autonomy in school-running through promoting the management, school-running & assessment separating mechanism, and clarify the rights, responsibilities and obligations of various bodies within the university through improving higher education institutions' internal governance structure so that university will become a self-disciplined and self-propelled school-running entity in a real sense. As an important part of higher education in China, postgraduate education has ushered into a new period of reform and development.

According to the goal of reform stated at the 18th Central Committee of CPC and with the work focusing on quality improvement, the Ministry of Education and the Academic Degrees Committee of the State Council introduced several documents *Suggestions on Strengthening the System of Degree and Postgraduate Education Quality Assurance and Supervision*, *Qualified Assessment Methods for Degree-conferring Units*, *Sampling Review Methods of Master and Doctoral Thesis*, and meanwhile, canceled the approval of national key disciplines and issued the new *Methods for the Management of Degree Certificate and Degree-conferring Information*. All the above-mentioned measures indicate that a key direction for deepening overall reform in postgraduate education has been clear, namely streamlining administration and delegating power to the lower levels as well as managing education by law, implementing degree-conferring units' principal position of rights and responsibilities, strengthening the regulation and guidance of educational administrations, and encouraging academic organizations, industrial sectors and public institutions to actively participate and supervise so as to establish a quality assurance system of multiple participants for postgraduate education. And at the National Conference on the Quality of Postgraduate

Education & the 31st Session of the Academic Degrees Committee under the State Council, State Councilor Liu Yandong put forward a series of specific tasks, goals and requirements on how to improve the internal quality assurance system and effectively enhance external quality assessment and supervision.

As a non-government organization guided by the Ministry of Education and the Academic Degrees Committee of the State Council, Association of Chinese Graduate Schools (ACGS) shoulders the responsibility of researching possible plans or key issues in the development of degree and postgraduate education, putting forward suggestions for the reform and development and providing consultations for national decision-making. In the context of promoting the management, school-running & assessment separating mechanism, how should ACGS play a role as a mediator between postgraduate training units and educational administrations in gathering problems faced by each ACGS member, drawing lessons from the reform and trials while communicating in time with departments in charge, and finally providing some relevant policy advice in order to promote the overall improvement of our postgraduate education? Without doubt, these are new challenges confronted by ACGS, which will also take ACGS on a more significant role under the new circumstances.

In response to the changing situation and new requirements, *Annual Report on China Graduate Education (2014)* (hereinafter referred to as the Report) is compiled with a view that training units are the principal quality entity of rights and responsibilities. The Report has stuck to the former research style characterized by “emphasis on evidence”. It has attempted to investigate on some urgent issues faced by ACGS members, such as the employment status of female graduates and full-time graduates with professional master’s degree; it has analyzed the existing problems in the operation of the bypass & elimination mechanism—an important phase of postgraduate quality assurance system; it has summarized the practices and experience in the international assessment of disciplines, which has been implemented by a couple of universities; it has also studied the sources and cultivation status of international graduates in China.

We firmly believe that the above-mentioned topics will give us a clear and vivid picture of the status quo and quality problems existing in our postgraduate education system. Furthermore, it will help the training units to have a comprehensive understanding of the reform practices. It can be concluded that the aim of this Report lies in revealing problems, sharing the experience, undertaking

PREFACE

research and discussions, and developing in a cooperative way, which is also important for ACGS to establish a coordinating mechanism among its members and play the role as a mediator between the training units and the government departments.

Contents

To Improve "Management, School-running and Assessment" Separating Mechanism, and to Promote the Overall Reform of Graduate Education	1
I. Focuses of Graduate Education Reform in 2014 and its Trend	1
1. Promoting the Management, School-running & Assessment Separating Mechanism and Further Streamlining Administration and Delegating Power	2
2. Improving Higher Education Institutions' Interest Governance Structure to Establish Modern University System	3
3. Improving the Quality of Graduate Cultivation with Curricula Construction as a Start	5
4. Persisting on the Connotative Development of Higher Education & Strengthening the Quality Supervision and Assurance of Postgraduate Education	5
II. Analysis of the Focuses and Hotted Issues in 2014	6
1. Analysis of the Employment States of Full-time Graduates with Professional Master's Degree	7
2. Analysis of the Studies and Employment Status of Female Graduates	11
3. Analysis of the Sources and Cultivation Status of International Graduates in China	14
4. Research on the Bypass and Elimination Mechanism of Graduate Cultivation	18
5. Research on the Implementation of International Assessment of Disciplines and Its Influence on Graduate Education	20
III. Annual Summary	23
Appendix: Basic Data of China Postgraduate Education	26
Table 1 Statistics on China's Graduate Education 2013	26
Table 2 Statistics on China's Graduate Education 2013	27

Contents

To Improve “Management, School-running and Assessment” Separating Mechanism, and to Promote the Overall Reform of Graduate Education	1
I. Focuses of Graduate Education Reform in 2014 and its Trend	1
1. Promoting the Management, School-running & Assessment Separating Mechanism and Further Streamlining Administration and Delegating Power	2
2. Improving Higher Education Institutions’ Internal Governance Structure to Establish Modern University System	3
3. Improving the Quality of Graduate Cultivation with Curricula Construction as a Start	5
4. Persisting on the Connotative Development of Higher Education & Strengthening the Quality Supervision and Assurance of Postgraduate Education	5
II. Analysis of the Focuses and Heated Issues in 2014	6
1. Analysis of the Employment Status of Full-time Graduates with Professional Master’s Degree	7
2. Analysis of the Studies and Employment Status of Female Graduates	11
3. Analysis of the Sources and Cultivation Status of International Graduates in China	14
4. Research on the Bypass and Elimination Mechanism of Graduate Cultivation	18
5. Research on the Implementation of International Assessment of Disciplines and Its Influence on Graduate Education	20
III. Annual Summary	23
Appendix: Basic Data of China Postgraduate Education	26
Table 1 Statistics on China’s Graduate Education 2013	26
Table 2 Statistics on China’s Graduate Education 2013	27

CONTENTS

Table 3	Statistics on Graduates from China's Universities and Colleges 2013 (by Program Type and Control of Institution)	28
Table 4	Statistics on Graduate Education of China's Universities and Colleges 2013(by discipline)	29
Table 5	Number of Graduate Supervisors by Supervisor Level (2002-2013)	30
Table 6	Number of Graduate Supervisors by Title Level(2013)	31
About ACGS	32

To Improve "Management, School-running and Assessment" Separating Mechanism, and to Promote the Overall Reform of Graduate Education

The year 2014, a very eventful one, has witnessed the full-scale comprehension and implementation of the spirit of the Third Plenary Session of the 18th Central Committee of CPC in the educational field and the advancement of the deep reform conducted in all aspects of education. At the beginning of the year, the Ministry of Education clarified the general requirement for the annual educational work that the governance system and capacity of education should be further modernized and satisfying education should be delivered to people, which saw the initiation of a new round of reform in education regarding the mechanism. As the highest level for talent cultivation, graduate education, like education in all other stages, ushered in a new period of reform and development. Therefore, this report, based on related policy documents and monographic research, has summarized the hot issues and focuses of graduate education in this year, hoping to arouse the attention and reflection of the public.

I . Focuses of Graduate Education Reform in 2014 and its Trend

In 2014, a series of policy documents related to promoting the modernization of the governance system and capacity of education and managing education by law were introduced, which created a favorable policy environment for the reform of graduate education system.

1. Promoting the Management, School-running & Assessment Separating Mechanism and Further Streamlining Administration and Delegating Power

Implementation of the management, school-running & assessment separating mechanism is an important way to transform government functions, streamline administration and delegate power, so as to further modernize the governance system and capacity of education. The annual work of the Ministry of Education in 2014 explicitly pointed out that the management, school-running and assessment separating mechanism should be formulated in order to clarify the responsibility of governments at all levels, implement and expand the autonomy in school-running and ensure the proper power delegation. To put the work focus of the Ministry of Education into practice, the Academic Degrees Committee of the State Council issued “*Circular on Assessment Method for Qualified Authorized Centre for Degree by Academic Degrees Committee of the State Council, Ministry of Education*” in January 29, 2014, and introduced “*Notice on Launching Assessment of Qualified Authorized Centre for Degree*” in June, which officially launched the assessment of authorized centers for degree with 6 years as a round. Different from the past, the assessment of authorized centers for degree this time features the following merits: stressing the diagnostic self-assessment and focusing on finding problems to form features; the assessment standard and content are determined by the degree-conferring units themselves to highlight talent cultivation characteristics instead of emphasizing research capability; the degree-conferring units can withdraw and regulate authorized centers for degree by themselves according to their self-assessment results and their reality; the self-assessment report will be open to the public through “National Academic Degrees and Graduate Education Quality Information Platform”. Therefore, the launch of the assessment of authorized centers for degree was not merely a routine work but an exploration into a new management mechanism, which was of great significance. It fundamentally changed the traditional administrative department-oriented assessment method in terms of systems and mechanisms, defined the authority and responsibility of the

training units in quality assurance, and thus fulfilled the goal to streamline administration, delegate power and implement the autonomy in school-running.

Besides, to practice the reform spirit of the State Council and remove the impediments brought by redundant administrative examinations and approvals for autonomy in university and college running, the Ministry of Education issued in October “*Notice on the Abolishment of ‘Suggestions on Enhancement of National Key Discipline Construction by the Ministry of Education’*”, “*Decision on the Abolishment of ‘Suggestions on Enhancement of National Key Discipline Construction by the Ministry of Education’ (Teaching and Research [2006] No.2)* and *Circular on Interim Procedures of National Key Discipline Construction and Management by the Ministry of Education (Teaching and Research [2006] No.3)*”. A number of policy documents related to graduate education were also considered to be abolished, which exerted positive influence on transforming government functions and giving full play to the independent exploration of universities and colleges in graduate education.

2. Improving Higher Education Institutions’ Internal Governance Structure to Establish Modern University System

To transform government functions, streamline administration and delegate power to the lower levels, the government should not only adjust its role, but more importantly, establish a governance structure and system upholding “running a school by law, independent administration, democratic supervision and social participation” in colleges and universities. Therefore, to facilitate the reform of higher education institutions’ internal management system, the Ministry of Education accelerated the formulation and approval of university or college constitution in an all-round way this year. On May 13, the constitutions of Jilin University, Shanghai Jiaotong University, Tongji University, Sichuan University, Northwest Agriculture & Forestry University, Northeast Normal University, Shanghai University of Finance and Economics, China University of Mining and Technology and Southwest University were

examined and approved, so were those of Lanzhou University, Shandong University, Wuhan University, East China Normal University, Chongqing University, Tianjin University, Northeastern University and Beijing Foreign Studies University on July 21. By the end of 2014, constitutions of over 40 universities directly under the Ministry of Education had been examined and approved. Meanwhile, to guide the adjustment of universities and colleges' internal governance structures and coordinate the constitution construction of colleges, the Ministry of Education issued *Procedures of Academic Committee of Institutions of Higher Learning*, and *Procedures of Council of Institutions of Higher Learning (on trial)* respectively on March 5 and July 16, which correspondingly made clear-cut regulations and demarcation on the position and responsibility of academic committees, as well as the component, role and duty of councils in institutions of higher learning, thus providing important policy guidance for improving college internal governance structures, practicing professors' academic governance and academic democracy, and promoting autonomy of higher education institutions in school-running.

It is also important for graduate education to improve universities or colleges' internal governance structures and permit autonomy in school-running according to the Constitution, which to a large extent provides institutional assurance for autonomy in school-running. Take the approved Constitution of Tsinghua University for example, it clearly states that the university has the right to independently set and adjust disciplines and majors according to the national strategy and the university's development; determine the level, structure, program and mode of enrollment as well as diversified talent selection systems in accordance with the talent cultivation goal and the approved education scale; make and implement education program, teaching plan and courses based on social demands for talents and adjust the specific length of study according to law; and decide the disciplines that can confer doctor's degree, master's degree and bachelor's degree, formulate the corresponding criteria by law, and determine printing specifications of diplomas. The above rights of universities concern every aspect of graduate cultivation, which not only

endow universities with necessary autonomy and vitality but also intensify the dominant role of universities in quality assurance embodying authority commensurate with responsibility.

3. Improving the Quality of Graduate Cultivation with Curricula Construction as a Start

The quality of graduate cultivation not only requires proper systems and mechanisms but more fundamentally lies in the standardized curricula construction and an optimized curricula system. In view of the weakness in curricula construction of China's graduate education, the Ministry of Education issued *Suggestions on Improving and Advancing Curricula Construction of Graduate Education* on December 5, 2014, which required that training units emphasize the important role of course studies in graduate education and intensify curricula construction based on ability cultivation and future development of graduates. The document reiterated the dominant role and responsibility of training units in curricula construction and emphasized on constructing scientific curriculum system, widening discipline cultivation and developing abundant and superior curriculum resources with ability and creativity cultivation as a key component; reinforced the examination of old and new curricula to improve elective system and examination system, innovate teaching modes and enhance teaching quality; and strengthened teaching management and supervision of graduate curricula to improve the corresponding system and policy guarantee. It indicated that the authority was well aware of the status quo of curricula construction of graduate education and that tightened management and supervision in the cultivation process had been an important mean for training units to improve quality.

4. Persisting on the Connotative Development of Higher Education & Strengthening the Quality Supervision and Assurance of Postgraduate Education

The building-up of high-level talent team in China lies more in the quality than in the quantity. Under the international situation and internal

realities faced by our postgraduate education, on 6th November 2014, State Councilor Liu Yandong made a speech named by “Deepening the Reform and Optimizing the Structure to Comprehensively Improve the Quality of Postgraduate Education” at the National Conference on the Quality of Postgraduate Education & the 31st Session of the Academic Degrees Committee under the State Council. Besides summarizing this year’s achievements, Ms. Liu highlighted the role of postgraduate education, from the historical and international perspectives, in realizing the national strategy, promoting the establishment of a modernized and strong country as well as supporting national innovative development and economic upgrading. Grounded on the situations and problems, she put forward the core task of postgraduate education in the new era, namely “improving the quality and promoting the connotative development”. In fulfilling this task, Ms. Liu thought measures should be taken from the following seven aspects: having a scientific quality outlook of postgraduate education, accelerating the reform of postgraduate training mode, enhancing the establishment of supervisor team, improving the internal quality assurance system, strengthening external quality assessment and supervision, promoting the legalization of postgraduate education, improving the internalization of postgraduate education, etc.

II . Analysis of the Focuses and Heated Issues in 2014

Based on the reform, trend and concerns of China’s graduate education at present, we mainly conducted the following five monographic researches this year: analysis of the employment status of full-time graduates with professional master’s degree, analysis of the studies and employment status of female graduates, analysis of the sources and cultivation status of international graduates in China, research on the bypass and elimination mechanism of graduate cultivation and research on the implementation of international assessment of disciplines and its influence on graduate education. In addition, given that the overall fee