

CHINESE UNIVERSITIES AND COLLEGES

2nd Edition

**Chinese Education Association for
International Exchange**

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SECOND EDITION

Compiled by Chinese Education Association
for International Exchange

Higher Education Press

(京)112 号

Compiled by Chinese Education Association for International Exchange

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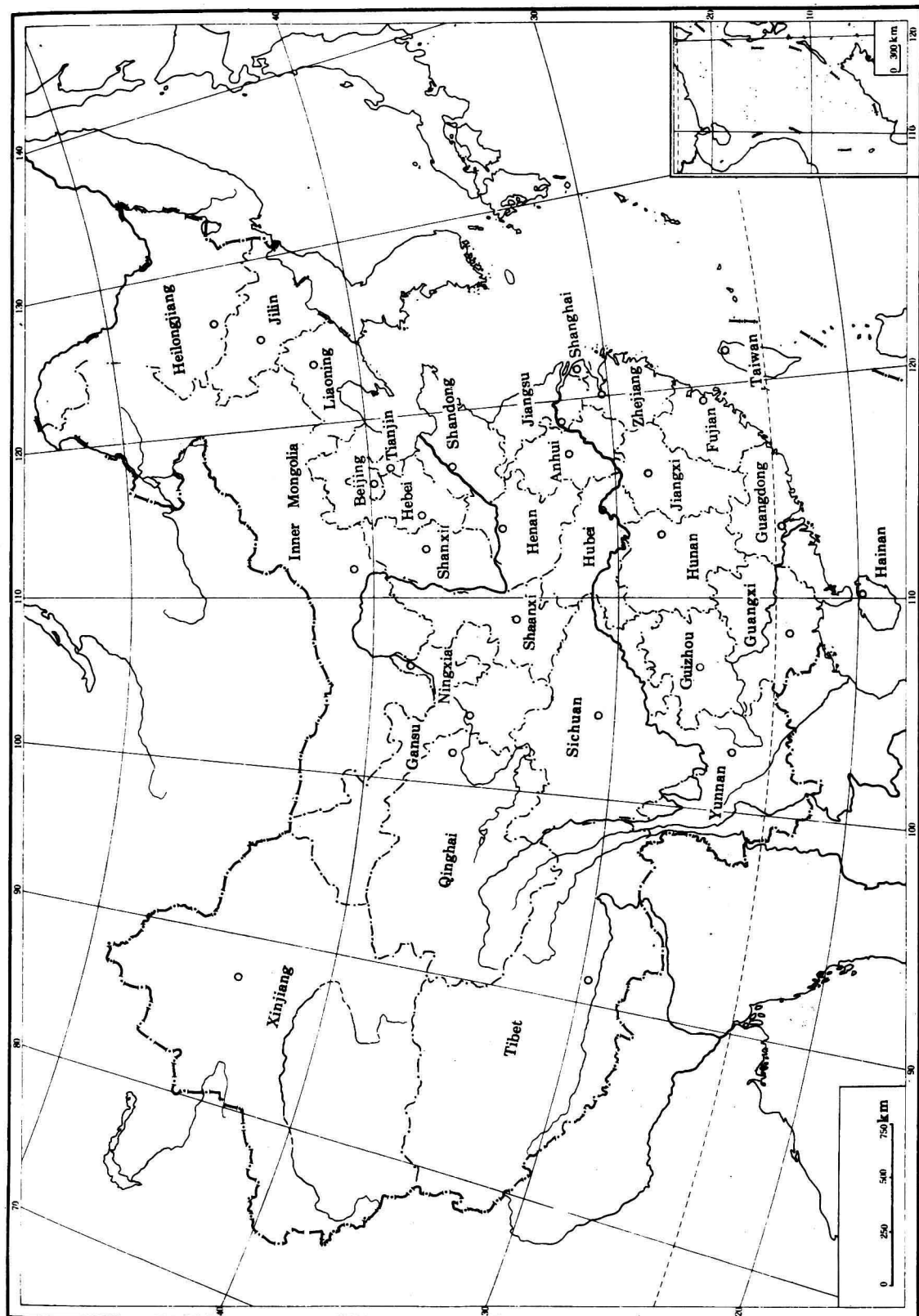
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55 Shatan Houjie, Beijing, 100009, P. R. China

Fax: 0086-1-4014048

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ISBN7-04-005070-6/Z·194



PREFACE

The Second Edition of *Chinese Universities and Colleges* is compiled and produced as part of the ongoing commitment of Chinese Education Association for International Exchange to enhancing educational exchange and cooperation between China and other countries and regions. It is intended mainly for foreign readers interested in understanding contemporary Chinese higher education, and particularly for those who are concerned about teaching or studying in Chinese colleges and universities.

This new edition contains listings for more than 1,062 higher education institutions nationwide (not yet including those in Taiwan Province) officially recognized by the State Education Commission of the PRC early in 1993. It is based on information provided in questionnaires mailed out during the spring of 1993 to the above-mentioned colleges and universities. Most of the questionnaires were received by June 1993. Some institutions did not respond, and some responded with incomplete information. Fortunately, Bureau of Planning & Capital Construction of the State Education Commission and many provincial education commissions/departments and higher education bureaus timely offered their assistance in providing the necessary information which we were not able to obtain directly from some schools.

It is the hope of CEAIE that the foreign readers will find this book a comprehensive and indispensable resource in learning contemporary Chinese colleges and universities.

How to use the book

The 30 provinces, municipalities and autonomous regions listed are arranged in the alphabetical order. In the Sections of each province, municipality, or autonomous region, the individual colleges and universities are arranged in the same order. For readers unfamiliar with locations of the interested colleges and universities, an index also arranged in the alphabetical order of all the schools located in different places is attached.

There are generally two major categories of higher education institutions in China. One category is the colleges and universities which offer bachelor's and higher degrees, the other is the junior colleges which mainly offer 2-year or 3-year non-degree tertiary programs. In this book, those junior colleges are earmarked by " * ".

Acknowledgements

This book was compiled through the enormous efforts of many departments/institutions and individuals.

First of all, we owe our sincere thanks to all the colleges and universities listed in this book for their time and effort, without which this book could not be possible.

We are also grateful to many provincial education commissions/departments and higher education bureaus for offering their prompt assistance in providing part of the materials we find indispensable for the book.

We would also like to mention our indebtedness to Prof. Long Zhengzhong, former Director of Higher Education Department, State Education Commission for contributing the authoritative introductory article on contemporary higher education in China, and also to Ms. Yan Meihua at Department of Foreign Affairs of State Education Commission for providing the article on foreign students studying in China.

We are particularly grateful to Institute of International Education (IIE), U.S.A., Association of International Educators, NAFSA, U.S.A., and American Association of State Colleges and Universities (AASCU) for their good advice and valuable suggestions.

Last but not least important, we would also like to express our appreciation to Mr. Cao Siping and Mr. Peng Zhen of CEAIE for their work in the earlier period of preparing the book.

**Chinese Education Association
For International Exchange**

July, 1993

The Editor's Note

The current reforms in higher education institutions in China aim at upgrading teaching quality and increasing school-running efficiency. In order to utilize all kinds of available resources fully and properly and to meet the demand of the socialist market economy, school-running by joint forces is highly encouraged, and it takes a variety of forms. The highest form is to merge several small colleges and universities into one university. At present, such a merger is in the process, with some universities and colleges changed their former names or merged into other universities. Therefore, the number of universities and colleges in China as listed in this book is now in the constant change.

The universities and colleges which change their names or are merged are listed in APPENDIX B.

July, 1994

HIGHER EDUCATION IN CHINA

The 1980s saw great development in China's higher education. A multi-level, multifarious socialist system of higher education with a comprehensive range of subjects has taken shape. By the end of 1992, the number of universities and colleges has reached 1,053. Of these, 36 are under the jurisdiction of the State Education Commission, 317 are run by ministries and 722 are local. The total staffs of these institutions number 1,013,600, out of which, 387,600 are full-time teachers. The total enrolment of undergraduate students reach 2,184,400, and of post-graduates, 94,200. The numbers of universities and colleges, teaching staffs and students in 1992 are, respectively 1.8, 1.91 and 2.48 times as many as those in 1978. The number of college graduates in these ten years totalled 4,600,000, exceeding the total number of graduates in the three decades before 1978.

In February 1980, the National People's Congress examined and approved Regulations of People's Republic of China on Academic Degrees, which established the 3-level degree system of bachelor, master and doctorate. On the basis of these regulations, departments concerned set up a series of rules and regulations concerning postgraduate education and degree awarding, thereby accelerating its development. At present, 586 institutions are authorized to award master's degree, of which 395 are colleges and universities. Authorized master's programs number 7,400, of which 6,100 are in colleges and universities. Institutions authorized to award doctoral degrees total 248, out of which, 185 are universities and colleges. Doctoral programs number 2,100, of which, 1,700 are in universities and colleges. By the end of 1992, 220,000 students have been awarded master's degrees, and 14,000 awarded doctoral degrees.

The past decade also saw great progress in scientific research in institutions of higher learning. Up to now, 1,700 research institutes in natural sciences, 220 research institutes in social sciences, and 540 research sections have been established. Universities and colleges have designated over 400 key research fields and are setting up 99 national laboratories with World Bank loans and domestic funds. Universities and colleges have been playing a key role in the country's scientific research and contributing significantly to the research of basic theories and applications and to technology development. They have cropped 46% of the science prizes awarded by the state, 27% of the invention prizes and 21% of the prizes for technology progress. Statistics show that the social science research programs during the "6th 5-year Plan" and the "7th 5-year Plan" periods undertaken or participated in by universities and colleges exceed half of the total number.

The structure of specialities for undergraduate education has been readjusted. Policies established by the 3rd Plenary Session of the 11th National Congress of the Communist Party of China paved the way for the development of such basic social science subjects as literature, history and philosophy and such applied humanities subjects as finance and economics, politics and law. Compared with 1978, the present enrolment of students majoring in finance and economics has increased by 12.5 times, that of students majoring in politics and law increased by

39.4 times and in general humanities by 2.8 times. Meanwhile, a number of new, interdisciplinary and badly-needed subjects, such as electronics, computer science, energy, environment, material, biological technology and medical technology, have also developed.

Non-degree junior college professional training, which has a great social demand but was a weak point in China's higher education system, has also developed quickly in the past few years. By 1992, junior colleges have increased to 455, taking up 42.6% of the total number of colleges and universities. The enrolment of these schools has reached 793,700, about 36% of total student enrolment. The aim of junior college education is also made clear, which is to train advanced practical personnel for local governments, agencies and business. This type of education stresses application of theoretical knowledge and practical abilities. Curriculums in basic theories aim at applicability and necessity, and stresses the command of basic concepts and intensive application. Curriculums of specialities give priority to utility. Practice also takes up an important part of the curriculums. Developing along these lines, China's tertiary professional training is well under way.

Higher education in minority regions has increased rapidly. Colleges for nationalities now number 11, with an enrollment of 21,400. The number and enrolment of colleges and universities in remote border provinces have tripled. Uneven geographical distribution of universities and colleges has been improved.

Reforms in higher education are under way on all sides. In the administration system, universities and colleges are given more latitude. Inter-departmental, cross-regional connections are strengthened. In some provinces and municipalities, local governments are exercising more decision-making power in higher education. At the same time, in order to strengthen overall supervision and administration, the state has also promulgated provisional regulations on higher education administration, institution establishment and higher education evaluation.

The system of student enrolment has been modified. Besides the state planning, students can also be enrolled according to social needs. Student enrollment is on the whole more flexible. Reforms have also been made in the job assignment system for graduates. Since 1983, a number of institutions have experimented with the methods of "two-way choice" and "interviews between students and employers" under the guidance of the state job assignment policy and plan.

As for classification of specialities, the catalogue of specialities has been modified since 1982. As a result, the range of subjects has been broadened and students become more adaptable. Specialities in humanities, science, engineering, agriculture and medicine have been reduced from 1,343 to 671. To further broaden the range of specialities and avoid overelaborate divisions of specialities so that the institutions of higher learning can better serve the needs of economic, scientific & technological, and social developments, and reforms, a new catalogue of specialities has been drafted.

Reforms in various branches of academic studies have made new progress. Since early 1988, extensive investigations have been made of the incongruity between the scope, structure, aims, modes of training and practical needs. Based on these investigations, reforms measures have been proposed and effected. Higher education in agriculture and forestry has explored the potentialities of training qualified students for practical agricultural and forestry production

needs and rural economic development. Experiments have been made in the levels of education, enrollment methods, and curriculums. Various teaching experiments have been carried out, with special importance attached to foreign language teaching and computer skills training.

Although great achievements have been made in the development and reforms in China's higher education in the past decade, Chinese higher education still faces serious problems, notably the shortage of funds and the incompatibility with national economic development. The 1990s is a crucial period in China's socialist modernization and construction. The main tasks in higher education reform and development during this period are to stick to the socialist direction in university-running, reform higher education administrative system, transform governmental functions, further decentralize powers to colleges and universities, reform on-campus managerial system and mechanism, deepen education and teaching reforms, and explore new approaches in higher education development. By the end of the century, with a greater scope, a more appropriate structure, an upgraded teaching quality and an apparent improvement in efficiency, a higher educational system with Chinese characteristics would be basically established.

OVERSEAS STUDENTS IN CHINA

The Chinese government began to recruit foreign students in the 1950s, when the new People's Republic was still in the period of economic recovery. Except for the period from 1966 to 1972, the enrollment of foreign students for study in China has seen a steady growth throughout these years. Owing to China's increasing international influence and its educational development, especially to its open policy and economic reforms, more and more students and scholars over the world are anxious to study in China. The government in its turn is attaching more importance and giving more supports to the training of foreign students. The number of foreign students, including students of all types and levels from all parts of the world, is constantly on the rise.

According to inter-governmental agreements, and understandings reached between the State Education Commission of P. R. China and overseas organizations, altogether 4,000 foreign students were awarded full or partial scholarships for study in China in the 1992-1993 academic year. These include 2,100 undergraduates, 400 postgraduates, 1,250 trainees and 250 senior trainees. They are from 117 countries, 29 of which are Asian, 42 African, 25 European, 16 American and 5 Oceanian.

Apart from students accepted according to the governmental plan, about 10,000 foreign students were enrolled by universities and colleges on their own decision. Of these, 4,000 were enrolled as long-term students, while 6,000 were involved in short-term programs. They were from 57 countries, primarily Japan, the United States, Korea, Britain, France and Germany. In the 1993 academic year, about 14,000 foreign students were accepted for study in China.

Currently, foreign students are enrolled by altogether 200 universities and colleges in 28 provinces, autonomous regions and municipalities (except for Tibet and the Ningxia Hui Autonomous Region). These institutions range from comprehensive universities to polytechnic universities and colleges of engineering, communications, metallurgy, mining, geology, textile, light industry, medicine, arts, etc. 66 of these institutions offer scholarships to foreign students. On top of their regular teaching staff, facilities and classroom and bedroom buildings, they receive special funding from the State Education Commission as a means of improving the conditions for foreign students.

Foreign students applying to study in China have a wide range of subjects to choose from. The institutions above-mentioned offer altogether 800 specialities/programs in the humanities, sciences, economics, engineering, agriculture, medicine, acupuncture, drama, fine arts and handicraft, etc. Interested students are referred to "An Introduction to Chinese Universities and Colleges Enrolling Foreign Students (1991)" compiled by International Cooperation Department of the State Education Commission.

In the Chinese education system, institutions of higher learning offer undergraduate, postgraduate and doctoral programs. An undergraduate program, which lasts 4-5 years, leads to a bachelor's degree. A master's program, of 2.5-3 years' duration, leads to a master's degree.

A doctoral program, which covers about 3 years, leads to a doctoral degree. For foreign students, the State Education Commission has set up specially two types of programs, the ordinary trainees program and the senior trainees program. The former covers a 12-year period while the latter lasts for one year. Besides, the State Education Commission also arranges for foreign students to make short-term research visits to Chinese universities and colleges.

Students with full scholarships, apart from enjoying a tuition waiver, free accommodations, medical care and group tour favors and free use of textbooks and laboratories, are also entitled to a monthly stipend of RMB 350, 380 or 410 yuan, which will cover the student's meals and daily expenses. Students enjoying partial scholarships are entitled to one or more of the above-mentioned favorable treatments according to the agreements reached. Students without scholarships will be responsible for all their own expenses. Tuition fees vary from school to school. For an undergraduate in the humanities, the normal rate is US \$ 2,000; for a postgraduate, US \$ 2,500; for a doctoral student, US \$ 3,000. As for students majoring in subjects other than the humanities, the tuition fee is US \$ 2,500 for an undergraduate, US \$ 3,000 for a postgraduate and US \$ 5,000 for a doctoral student. The accommodation fee is US \$ 90—180 per month.

Students applying for scholarships of the State Education Commission may write directly to the departments concerned or consult the Chinese embassies in their countries. The application deadline for each year is March 31. Applicants shall fill in application forms for foreign students expecting to study in China. Other materials of application include a health certificate, diploma or degree certificate, a transcription of academic records and recommendation letters. Students applying to study music and the fine arts shall also present tapes or photographs of their works. Applicants for the sciences, engineering, agriculture and medicine shall take part in examinations held by Chinese embassies. For postgraduate students, course work is compulsory. Students whose theses fail to pass should graduate as ordinary trainees.

The State Education Commission has also established scholarships for sinologists and foreign teachers of Chinese, which provide them with favorable conditions to study and do in-depth research work in China. Applications for these scholarships may be submitted to Chinese embassies.

Depending on their own needs and conditions, Chinese universities and colleges are also authorized to accept their own foreign students. The main channels are exchange programs, individual applications and recommendations by overseas institutions. In such cases, applicants shall contact directly the institutions concerned. Many Chinese universities also offer long or short-term intensive program in teaching foreign students the Chinese Language.

To meet the needs of some countries, the State Education Commission of China attach special importance to developing postgraduate and trainee education. To avoid the language problems of the students and shorten their stay in China, some universities also offer postgraduate and training programs in English. The subjects taught are usually of practical use. Beginning from the 1993—1994 academic year, courses conducted in French will also be available. Students in these programs should also learn some Chinese in order to facilitate their life in China.

Students who win the scholarships of the State Education Commission or are enrolled directly by Chinese universities and colleges should apply for visa at the Chinese embassies or con-

ulates with the admission notices and other concerned documents.

After registration at the receiving universities and colleges in China, foreign students will begin their study according to the overall plan. They will be given careful and ready guidance and help. They are free to join the students' union and take part in other cultural, sports and academic activities on campus. They are also encouraged to make friends with the Chinese teachers and students and people from other walks of life. They should abide by university regulations and Chinese laws.

The recruitment and training of foreign students is a work of great significance in advancing the educational, scientific and cultural exchanges and economic cooperations with other countries, in promoting mutual understanding and maintaining world peace. For this reason, we welcome more and more foreign students to study in China. Chinese universities and colleges will not only offer them first-rate teaching, but will also help them to better understand China and its people.

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Beijing

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Guangzhou Institute of Foreign Trade

Guangzhou Institute of Physical Education

Guangzhou Maritime College *

Guangzhou Medical College

Guangzhou Teachers College

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Guangzhou University *

Hanshan Teachers Training College *

Huiyang Teachers Training College *

Jiaying University *

Jinan University

Shantou University

Shaoguan University *

Shenzhen Teachers Training College *

Shenzhen University

South China Agricultural University

South China Construction Institute

South China Normal University

South China University of Technology

Sun Yatsen University of Medical Sciences

Wuyi University

Xijiang University *

Xinghai Music Conservatory

Zhanjiang Agricultural Junior College *

Zhanjiang Fisheries College

Zhanjiang Teachers College

Zhongkai Agrotechnical College

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Guangxi Zhuang Autonomous Region

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Guizhou Province

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Hainan Province

Hainan Medical College
 Hainan Teachers College
 Hainan University
 Qiongzhou University *
 South China College of Tropical Crops

Hebei Province

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