



VOLUME 2

# **Australian-Asian Research Collaborations in the Humanities**

Mapping the Present,  
Planning the Future

01. China

**Australian-Asian Research Collaborations in the  
Humanities: Mapping the Present, Planning the Future  
Volume 2 of 2**

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# 01

# China

This profile explores humanities research in China. Following a thematic introduction by Kam Louie, the substantive report by Brigid Freeman commences with an overview of the higher education system. It then proceeds to explore humanities research and cultural institutions, humanities research policy, funding and incentives, humanities research outputs, and international engagement.

# Introduction

KAM LOUIE

Humanities scholars in China have for millennia been both blessed and cursed by the imperial examinations system (the *keju*), which operated almost continuously from the Han Dynasty (206BCE–221CE) through to its abolition in 1905. This system was responsible for the most powerful and enduring bureaucracy on earth, with government officials being recruited from the successful examination candidates. It was divided into two parts: the *wenju* that tested the *wen* (cultural) arts attributes and the *wuju* that tested the *wu* (martial) arts. The system was greatly expanded and became entrenched in the Tang Dynasty (618–907), especially during the Empress Wu interregnum (690–705). In practice, the *wenju*, or civil service examinations, dominated, and yielded most of the officials responsible for governing the Empire. Because *wen* was understood to incorporate knowledge of the Confucian texts such as the *Book of History* and the *Book of Songs*, and to include expertise in arts such as painting and calligraphy, the system overwhelmingly rewarded male humanities scholars.

Indeed, most ambitious men aspired to having *wen* accomplishments, and becoming *wenren* (*wen* men). This explains why throughout Chinese history, officials and literati were often indistinguishable, and why they were widely regarded as the most accomplished artists of their times. The impact of this system is still felt today, and until the current leadership, many of whom trained as engineers

or in economics, almost all leaders in China have claimed to excel in the humanistic arts. And they wielded considerable power. Thus Mao Zedong took great pains to show he was versatile in Chinese history, literature, and accomplished as a calligrapher and poet. The Cultural Revolution, which many interpret as a movement aimed at rejecting traditional culture, was initiated by humanities scholars, many of whom – such as historian Qi Benyu and philosopher Guan Feng – were young and relatively unknown. Compared to most other cultures, therefore, Chinese humanities scholars can be said to have held public intellectual status and social prestige over a very long period.

While the *keju* system ensured that humanities scholarship was valued, it also had a pernicious side. With examinations being based mainly on the rote-learning of Confucian classics, originality and innovation in the humanities was only possible and publicly recognised within a strictly defined domain; and literary and artistic creativity likewise were restricted by those parameters. Scope was not the only problem. Almost by definition, humanities scholars (the *wenren*) were highly skilled in passing examinations that encouraged conformity and memory work. Structurally, it was not until 1905 when the *keju* system was abolished that the link between book-knowledge of the Confucian texts and political and social power was broken. Around the same time, modern universities with curricula and epistemological aims that we

now recognise as defining humanities study and research were established. Peking University and Tsinghua University, now the two most prestigious universities in the country, were established in 1898 and 1911 respectively. Despite the fact that this new direction in education was first undertaken more than a century ago, examination mania is still very much alive in China, and there are still many barriers to extending the scope in the humanities, and to encouraging innovation.

Peking University is the oldest modern-style university in China and is also known to be the best and most important in humanities research, while Tsinghua excels more in the STEM (science, technology, engineering, and mathematics) disciplines. Peking University was designed during the 1898 reforms as a replacement for the Imperial Academy (the *Taixue*). The top academic institution in imperial times was actually the Hanlin Academy, established in the Tang Dynasty by the Emperor Xuanzong (712–756) and enduring as the peak centre of learning until the end of the imperial system in 1911. Among its alumni, we see some of the most famous names in the humanities pursuits, stretching from the poet Li Bai (701–762) to the educator-philosopher Cai Yuanpei (1868–1940). Indeed, Cai Yuanpei, one of the last Hanlin academicians, was also the founding President of Peking University. Cai, who studied Western philosophy and psychology in Germany, brought the European university model to China. Under his presidency, students and staff enjoyed a diverse and critical approach to studies of cultures and civilisations unparalleled since the Hundred Schools of Thought in the time of Confucius (551–479BCE). For example, Chen Duxiu, Li Dazhao and Mao Zedong, founders of the Chinese Communist Party (CCP), all taught or worked at Peking University.

The fact that political leaders emerged from humanities-based backgrounds was no accident. Humanities research in China has been relatively well-endowed, and universities that are nationally renowned tend to be very strong in humanities research. Examples can be seen in Fudan University (founded 1905), Sun Yat-sen University (founded 1924) and Nanjing University (evolved from National Central University which was founded in 1928). In 1928, the Nationalist government also founded the Academia Sinica. This institution was designed to be like the old Hanlin Academy, as the top academic institution that admitted nationally leading scholars as its Fellows. From its founding, it officially included institutes that covered some

humanistic fields, such as history and philology. After 1949, it moved to Taiwan, and sciences, humanities and social sciences constitute its three main divisions.

After the departure of the Academia Sinica, the Chinese Academy of Sciences (CAS) was set up to replace it. However, the humanities did not retain the prestige it traditionally enjoyed. With the establishment of the People's Republic of China (PRC) in 1949, knowledge came to be defined as scientific, and as a result attention (and funding) was focused mainly on scientific research. The biggest influence on research culture in the 1950s and 1960s came from the Soviet Union, where central planning and scientific research were the dominant practices. In 1952, a nation-wide reorganisation of universities and departments (*yuanxi tiaozheng*) was carried out, which saw increased emphasis placed on the STEM disciplines, and the establishment of many technical institutions. As a result, during the first two decades of the PRC, researchers in the humanities attempted to reorient their scholarship in an effort to claim it as scientific. Literary analyses, for example, treated artistic works favourably if they were shown to be 'realist,' and Modernism was heavily criticised. During the Cultural Revolution (1966–1976), universities and research institutes as a whole were under attack, and for some years they were closed down altogether. In 1968 Mao affirmed that 'we need to have universities' but emphasised: 'I am referring mainly to scientific and technological universities here and not others.'

The 'scientific' emphasis meant that until 1977 – the year after the official ending of the Cultural Revolution – national level humanities research was located in CAS. In May that year, its Department of Philosophy and Social Sciences was relocated to form the Chinese Academy of Social Sciences (CASS). CASS now has thirty-one research institutes and about 3000 researchers. It is large and well-funded. Nonetheless, as its name implies, the 'scientific' approach is meant to underpin the study of all disciplines. Thus, even though it is large, it is not comprehensive in its pursuits. Most of its institutes and centres conduct research in the social sciences and its humanities disciplines tend to be in area studies. Philosophy, the discipline that originally split off from CAS, focuses on Marxism-Leninism. This situation is changing, as more and more academic exchanges are carried out and the number of researchers with postgraduate training or visiting fellowships in Western universities is increasing exponentially. Nonetheless, CASS

clearly defines itself as a think tank for central decision-makers.

Today, China ranks second to America in terms of its global economic power. The leadership have expended tremendous effort in attempting to ensure China's status as a leader in generating new knowledge – indeed, national research funding has now surpassed that of the United States, and the country now has more than 2000 tertiary institutions. For basic humanities research, funding for most researchers is obtained in the universities in which they work. In recent years, the Ministry of Education (MOE) has decided to create nine 'world-class' universities and thirty 'world-known' ones. They have accordingly provided huge resources through mechanisms such as the 211 Project and the 985 Project to ensure that sufficient funding is available for the selected universities. Although most of these funds are for the sciences, there is enough for the humanities to be very well endowed. As well as expanding tertiary level education, therefore, the Ministry is providing billions of yuan to elite universities.

It seems likely that humanities scholars will, with increased funding and improved working conditions, regain the social and political status they traditionally enjoyed. At the same time, they may also suffer the same tight controls that the Confucian hierarchy imposed on its scholar-officials. Unless the system is truly opened up, it is difficult to envisage the country producing research or creative works that are startlingly original and innovative. For example, for a country of over 1.3 billion people, the majority of whom are literate, China has produced only two Nobel Laureates in literature. Gao Xingjian, one of the two winners, renounced his Chinese citizenship and took up French citizenship before winning the prize. However, it is also true that transformations in China are happening so quickly that it is almost impossible to declare with any kind of certainty what surprises are in store. With a history of some 3000 years during which the humanities reigned supreme, humanities scholars in China could very well re-emerge and play a leading role, this time perhaps internationally.

REPORT 01

# China

BRIGID FREEMAN

## HUMANITIES RESEARCH AND CULTURAL INSTITUTIONS

### Higher education system features

Education in China is designed to support the party-state and advance the national agenda, which is set by the CCP through national institutions and party organs. Higher education is centred on curriculum rather than on research. The separation of teaching and research is a defining feature of the system (Wolverton, 2014, p. 6).

The PRC's higher education system was initially modelled on the Soviet system, and until the 1980s, 'focused on manpower supply under a rigid, centrally planned economy' (Huang, 2006, p. 2). After Mao's death in 1976, elements of Western higher education models were introduced. Oriented towards economic modernisation, the higher education system underwent a gradual transition from teaching-oriented, to teaching and research. It is now highly stratified, led by elite research-intensive universities in the China Nine University League (C9), similar to Australia's Group of Eight (Go8), the United Kingdom's Russell Group and the Ivy League in the United States of America. The C9 comprises Peking University, Nanjing University, Tsinghua University, Harbin Institute of Technology, the University of Science and Technology of China, Fudan University, Zhejiang University, Shanghai Jiao Tong University and Xi'an Jiao Tong University. Competition for entry

into these elite institutions through the nation-wide *gaokao* (college entrance examination) is intense.

China's central government regulates the higher education and research systems through legislation, policy and successive five-year plans, while provincial governments manage higher education institutions in their provinces (Yu et al., 2012, p. 17). Centrally, the State Council and MOE have principal responsibility; however, a small number of centrally administered universities come under the control of ministries other than MOE including the Ministry of Foreign Affairs, Ministry of Industry and Information Technology, Ministry of Public Security, and Ministry of Transport.

The CCP controls the higher education system and individual institutions. The administrative structure of universities includes a university-level Communist Party Committee (led by a Party Secretary) working in parallel with a non-party university administration (led by the university President). Communist Party branches operate at the departmental level to oversee Communist Party policy implementation in the university. From the end of the Cultural Revolution until the 1990s, 'the governance and operation of institutions were fundamentally based on the Communist Party's policies and principles' (Huang, 2006, p. 3). With the introduction of the *Education Act* (1995) and *Higher Education Act* (1998), the relationship between the Chinese government and universities began to shift, with reforms including devolution,

institutional mergers, corporatisation and growth of the private higher education sector. Since 2013, however, the government has been tightening ideological and other controls on the sector (Phillips and Yao, 2016). Universities are integrated into the political and bureaucratic systems; they are not autonomous.

The higher education system is a core site for the continuous reaffirmation of ‘socialism with Chinese characteristics,’ a rubric adopted by the Chinese government in the 1980s. Expectations that the sector will support the CCP’s place as the legitimate ruling party in China were emphatically restated by President Xi Jinping as recently as December 2016 (Phillips and Yao, 2016). But the sector has simultaneously been charged with responsibility for engendering the reforms necessary to restore China to its historic greatness. The *Higher Education Law* asserts the centrality of ‘Marxism-Leninism, Mao Zedong Thought and Deng Xiaoping Theory as [the] guide’ to the workings of the State (Standing Committee of the Ninth National People’s Congress [SCNPC], 1998, Article 3), while at the same time defining the role of higher education as ‘[training] people to become senior specialists imbued with the spirit of creativeness and the ability to practice, to develop science, technology and culture and to promote the socialist modernisation drive’ (SCNPC, 1998, Article 5).

In 2016, China’s higher education system comprised 2879 colleges and universities, excluding independent colleges linked to public universities. This total comprised 2595 regular colleges and universities (including 266 independent ones), and 284 colleges and universities for adults (including one private one) (MOE, 2016). Total national investment in higher education exceeded one trillion yuan, which represented an increase of more than 6 per cent over the 2015 figure (MOE, 2017).

The higher education system is structurally complex, encompassing institutions ranging from ‘academies, universities, colleges, vocational institutions, institutes of technology and certain other collegiate-level institutions, including vocational schools, trade schools, and career colleges that award academic degrees or professional certifications’ (Yu et al., 2012, p. 17). Essentially, the institutions may be differentiated as ‘university, college, vocational or regular institution, public [*gongban*], private [*minban*] or independent [*duli*]’ (Yu et al., 2012, pp. 17–18, 33). Public institutions include universities and colleges, whereas private and independent institutions are

restricted to college status. Colleges do not offer research training.

In addition to universities and colleges, the higher education system includes research institutes, many of which operate under CAS, CASS, and provincial and municipal academies. Research institutes, rather than universities or colleges, have historically been responsible for most of China’s research effort. Recently, however, leading universities have expanded their roles to perform both teaching and research roles. Research institutes may, in addition to undertaking research, enrol postgraduate students.

Colleges and universities are administered and financed by the central MOE, other central ministries and agencies, or provinces and provincial-level municipalities (Huang, 2006). In 1959, the central government promulgated a list of sixteen National Key Universities, with an additional forty-four following in 1960. By 1978, with the restoration of the system following its virtual demolition during the Cultural Revolution, eighty-eight National Key Universities had been identified. These universities, largely administered centrally by the MOE, were expected to play a leading role in nation building, by enhancing productivity in areas such as construction, defence, and agriculture (Liu, 2009, p. 5). The Chinese government subsequently abandoned this distinction and instituted a two-tier system of ‘central higher education institutions’ and ‘provincial higher education institutions,’ based on the institutions’ administering body (Yu et al., 2012, pp. 17–18). Central higher education institutions include Peking University, Renmin University of China, Fudan University, Sun Yat-Sen University and East China Normal University. Provincial higher education institutions include the Beijing Institute of Graphic Communication, Tianjin Foreign Studies University, Hebei Foreign Studies University, Shanxi University, and Dalian University of Foreign Languages (a full list is published by the MOE, 2014a). After 1998, the number of centrally administered colleges and universities declined as responsibility was shifted to provincial governments (Yan, Zhuo and Yu, 2006). The majority of the student population is educated by institutions administered at the provincial level, including public, independent, and private institutions.

Higher education programs generally consist of bachelor degrees (four to five years), masters degrees (two to three years) and doctoral programs



(approximately three years). These programs include vocational undergraduate (*zhuanke*) education, academic undergraduate (*benke*) education, and postgraduate education (Yu et al., 2012, p. 17). Universities require approval from the MOE to offer doctoral education. Private and independent colleges are not eligible to offer state-recognised postgraduate programs (Yu et al., 2012, p. 33).

China's elite universities are stratified into four tiers. The top tier comprises just two C9 members (Beijing University and Tsinghua University); the remaining seven make up the second tier. In the third tier are universities funded under the MOE's world class university 985 Project launched in 1998, and in the fourth are universities funded under the MOE/Ministry of Finance and State Planning Commission's 211 Project, launched in 1995, which aimed to enhance research standards (see [Appendix C](#)). Many of the contemporary leading universities were elite universities in the Maoist era, and a number predate the founding of the PRC. The remainder of China's higher education institutions sit below these four elite tiers. Across the higher education system, many centrally administered universities have progressively transitioned to become research-intensive institutions, while universities administered by state governments have become increasingly teaching-oriented (Liu, 2009, p. 24).

Colleges and universities are unevenly distributed throughout China's geographic regions (i.e., Eastern provinces, Central provinces, and Western provinces), with leading universities located in the East Central region, and in other urbanised, coastal regions. A disproportionate number of colleges and universities are located in Beijing, including leading universities (Tsinghua University, Peking University, Beijing Normal University), reflecting the high degree of centralisation of funding and expertise in the country. Universities funded under the 211 Project and 985 Project are overwhelmingly concentrated in three regions (Beijing, Jiangsu, and Shanghai). Colleges and universities in Western provinces and rural regions are less developed, and student populations are accordingly lower (Hawkins, Jacob and Li, 2009, p. 218). In 2000 the Chinese government launched the Western Development Program to focus attention on under-developed inner regions, including twelve provinces (Gansu, Guizhou, Qinghai, Shanxi, Sichuan, Yunnan, Guangxi, Tibet, Xinjiang, Ningxia, Inner Mongolia, and the Chongqing municipality). Most recently, the government extended this initiative

through the establishment of the West Triangle Economic Zone.

In parallel with the nation's economic development, China's higher education student population has grown dramatically, from a post-Cultural Revolution low of approximately 63,000 in 1977 (Hawkins, Jacob and Li, 2009, p. 221) to nearly 15 million in 2013 (i.e., *regular* students for normal courses, excluding *adult* enrolments) (MOE, 2014b). In 2013, the postgraduate student population – 51 per cent of which was female – was concentrated in masters degrees (1.5 million students). An additional 300,000 students were enrolled in doctoral degrees, nearly two thirds of whom were men (63 per cent) (MOE, 2014b). Women comprised just over half of China's regular student population (52 per cent) (MOE 2014b).

Ethnic minorities and low socio-economic status groups are under-represented in the higher education student population. Several strategies have been launched to address this imbalance, including National Higher Education Entrance Examination (*gaokao*) bonus points, student loans (Yu et al., 2012, p. 16) and admission quotas for ethnic minorities (see Leibold and Chen, 2014, p. 7). These approaches represent a 'mix of state/Han-led protection and development' with goals 'today idealized as a uniquely Chinese version of the "melting pot"' (Leibold and Chen, 2014, p. 6).

The rapid expansion of China's higher education student population has largely occurred in public universities (Kapur and Perry, 2015, p. 10) at the lower level, and new private and independent colleges (Yu et al., 2012, p. 22). This is in contrast to the situation in other Asian countries such as Japan, Korea and India, where growth has predominantly occurred in private institutions. In China, the overall number of private institutions is relatively small, reflecting start-up difficulties in an authoritarian political system. The central government's enrolment quota system controls enrolment growth for all National Unified Admission Process (*tongzhaos*) undergraduate and postgraduate programs (Yu et al., 2012, p. 28). China's tertiary education enrolments (i.e., including academic and vocational, on campus and distance, regular and adult) totalled 34 million in 2013, rising to over 36 million in 2015 (Central Government Portal, 2016).

The rapid expansion of the higher education student population has led to concerns regarding system quality and graduate outcomes (Liu, 2009, p. 25), which have been aired through various

**TABLE 1** Number of Regular Students for Normal Courses in Higher Education Institutions by Discipline, All Programs, Masters and Doctoral Degrees, China (2013)

Discipline	Graduates, all programs (2013)	Enrolments, all programs	Enrolments, masters degrees	Enrolments, doctoral degrees	Total enrolments, masters and doctoral degrees	Estimated graduates, all programs for next year
Engineering	1,058,768	4,953,334	525,743	122,475	648,218	1,171,858
Administrators	575,152	2,750,404	214,852	23,982	238,834	645,874
Literature	355,662	1,479,974	83,224	10,258	93,482	366,583
—of which: Foreign Language	(200,312)	(813,777)	n/a	n/a	n/a	(202,609)
Arts	271,544	1,344,716	49,111	2,342	51,453	300,015
Science	248,790	1,076,027	131,314	52,683	183,997	263,721
Medicine	192,344	1,064,363	164,199	32,422	196,621	211,467
Economics	193,530	882,890	64,936	12,612	77,548	210,209
Law	122,676	535,423	105,998	15,416	121,414	132,181
Education	104,691	517,344	79,791	5,455	85,246	115,184
Agriculture	58,752	259,837	51,208	12,570	63,778	61,125
History	15,773	70,836	13,705	4,100	17,805	17,129
Philosophy	2,034	9,205	10,879	3,790	14,669	2,104
Military Science			710	178	888	
TOTAL:	3,199,716	14,944,353	1,495,670	298,283	1,793,953	3,497,450
—of which: Female	1,623,403	7,738,044	768,408	110,076	878,484	1,710,277

Source: Ministry Of Education (MOE), 2014b; MOE, 2014c.

media channels (see, for example, Guan, 2016). While the Chinese government has introduced a range of quality assurance systems, the integrity of such systems has been called into question. For example, while the Higher Education Evaluation Centre (HEEC) was established in 2004 to undertake evaluations of teaching quality, evaluations conducted by the HEEC between 2004 and 2008 ranked 74 per cent of nearly 600 institutions as ‘Excellent’ (Yu et al., 2012, p. 32).

China’s higher education student enrolments are concentrated in engineering (4.95 million) and administration (2.75 million), with large numbers undertaking literature (including foreign languages) (1.48 million), arts (1.34 million), science (1.08 million) and medicine (1.06 million). The smallest numbers of students are enrolled in the politically sensitive disciplines of history (70,836) and philosophy (9,205) (MOE 2014b). Postgraduate student enrolments are concentrated in engineering, science and medicine (MOE 2014c) (Table 1).

By 2013, the rapid expansion of China’s higher education system had lifted the gross enrolment ratio (GER) to 30 per cent. While this is considerably higher than India’s (24 per cent), it remains low compared to the advanced economies of Korea (95 per cent), Hong Kong (67 per cent) and Japan (62 per cent) (UNESCO Institute of Statistics, 2016). Universalisation of China’s school education population, coupled with a growing and increasingly aspirational middle class, has contributed to high unmet demand at the higher education level. The government established a GER target of 40 per cent, which would bring the total number of regular higher education enrolments to 35.5 million by 2020, including 40 per cent at the postgraduate level (CCP National Congress, 2010, pp. 9, 11). China’s GER in tertiary education reached 53.8 per cent in 2019 (UIS, 2021).

English-language instruction has been introduced in prioritised higher education subjects. Although initially this did not extend to the humanities (see MOE, 2001), English-language subjects are now offered in humanities degrees at many elite

**TABLE 2** China Academic Degrees and Graduate Education Development Centre Humanities Rankings (2012)

Discipline	2012 Leading Universities
Philosophy	Peking University, Renmin University, Fudan University, Sun Yat-Sen University, Nanjing University
Ethnology	Central University for Nationalities, Yunnan University, Lanzhou University, Southwestern University for Nationalities, Xiamen University
Chinese Language and Literature	Peking University, Beijing Normal University, Fudan University, Nanjing University, Shandong University
Foreign Languages and Literature	Peking University, Beijing Foreign Studies University, Shanghai Foreign Studies University, Nanjing University, Guangdong University of Foreign Studies and Trade
Journalism and Communication	Renmin University, Communication University, Fudan University, Wuhan University, Tsinghua University
History	Peking University, Beijing Normal University, Fudan University, Renmin University, Nankai University

Source: World Education News & Reviews, 2010; China Academic Degrees and Graduate Education Information, n.d.

universities. There has been resistance to such measures, in part due to ‘cultural nationalism’ (Wang and Zhao, 2004, p. 94). Deputy Director of the State Language Commission and Director of the Language Use and Management Bureau, Wang Dengfeng, has strongly supported continued emphasis on the Chinese language, arguing for the need to ‘protect Chinese culture, and protect the intactness and purity of the Chinese language and characters’ (cited in Flowerew and Li, 2009, p. 3). The increase in English-language instruction in much of Asia, including China, has been exponential. It is aided by the large numbers of faculty hired from among returned students who have completed their postgraduate study at universities abroad (Cai, 2010; Hu and McKay, 2012; Wu et al., 2010).

There is an extremely large pool of researchers in China, totalling 2.07 million (headcount) in 2014, approximately 550,000 of whom were based in the higher education sector, with the remainder being located in government institutions and industry (Organisation for Economic Co-operation and Development [OECD], n.d.). While the number is large, China’s researcher population has faced ‘complex intergenerational relations which have been made more difficult by a missing age cohort as a result of the Cultural Revolution’ (Cao and Suttmeier, 2001, p. 974). Such intergenerational frictions have diminished over time, and ‘brain circulation’ increasingly presents opportunities to leverage the contribution of China’s considerable diaspora, but the large number of Chinese students educated abroad has introduced new conflicts into the academy.

Average faculty entry-level salaries at public institutions remain low, even taking into account

differences in purchasing power, and there are large gaps between entry- and top-level salaries, and between institutions (Altbach, Reisberg and Pacheco, 2012, p. 9). The prestige of an appointment at an elite university often comes at a price, with higher salaries available for comparable appointments at lower tier universities due to the source of the funding (i.e., centre versus municipality or province).

China’s leading higher education institutions are represented in the C9 grouping and are supported by the central government under the 211 Project and 985 Project. These projects marked turning points in the development of a more competitive higher education system. In global rankings, Chinese universities have a growing presence. In 2016, China recorded 41 universities in the Academic Ranking of World Universities (ARWU) ‘top 500’ (ShanghaiRanking Consultancy, 2016), including two in the ‘top 100’ (Tsinghua University and Peking University). Four universities were ranked in the ‘top 100’ of the Quacquarelli Symonds Limited (QS) World University Rankings 2016–2017 (QS, 2016), including Tsinghua University, Peking University, Fudan University and Shanghai Jiao Tong University. The Times Higher Education (THE) ranked Peking University equal second in the Asian region with Nanyang Technological University in Singapore (THE Asia University Rankings, 2016). The THE Asia University Rankings 2016 ‘top 100’ included 22 Chinese universities. (See [Appendix B](#).)

The MOE’s China Academic Degrees and Graduate Education Development Centre ranks graduate schools according to ‘national key disciplines,’ being disciplines recognised by the central government as having special importance and deserving of

**TABLE 3** Academic Divisions and Humanities Research Institutes, Chinese Academy of Social Sciences

Academic Divisions	Humanities Research Institutes
Academic Division of Philosophy and Literature	Institute of Literature Institute of Ethnic Literature Institute of Foreign Literature Institute of Linguistics Institute of Philosophy Institute of World Religions
Academic Division of History	Institute of Archaeology Institute of History Institute of Modern History Institute of World History Research Centre for Chinese Borderland History and Geography Institute of Taiwan Studies
Academic Division of International Studies	Institute of World Economy and Politics Institute of Russian, Eastern European and Central Asian Studies Institute of European Studies Institute of West-Asian and African Studies Institute of Latin American Studies National Institute of International Strategy Institute of American Studies Institute of Japanese Studies
Academic Division of Social, Political and Legal Studies	Institute of Journalism and Communication Studies

Source: Chinese Academy of Social Sciences (CASS), n.d.

financial support. The leading universities for humanities were identified in the 2007–2009 and 2012 rankings exercise for philosophy, ethnology, Chinese language and literature, foreign languages and literature, journalism and communication, and history (see [Table 2](#) for 2012 results). Other Chinese university rankings systems include the Chinese Academy of Management Science annual ranking, Renmin University Institute of Higher Education top 50 ranking, China University Alumni Centre Rankings and Netbig.

While China’s elite universities have advanced rapidly in global rankings, the scope of research and university teaching in the humanities and social sciences is visibly constrained by the political environment. There are many areas in which research cannot be undertaken, or if undertaken cannot be published, owing to political sensitivities. The same is true of classroom teaching, which in 2013 became subject to the ‘seven prohibitions’ against discussion of constitutional democracy, civil society, economic liberalisation, freedom of the press, historical critiques of the Communist Party, challenges to socialism with Chinese characteristics, and discussion of ‘universal values’ (i.e., local code for human rights and freedoms, including academic freedom) (Farrar, 2013). The core business of higher education is defined by the State Council (2015) as ‘studying, researching and propagating Marxism, fostering and carrying forward the Socialist core

value system, and providing talent guarantees and intelligent support for the realisation of the Chinese Dream of the great rejuvenation of the Chinese nation’ (PRC, State Council, 2015). In December 2016, President Xi Jinping called on universities to serve as strongholds for the Party and the Government, and for university teachers to be ‘staunch supporters’ of party governance (Phillips and Yao, 2016).

### Humanities research in leading higher education institutions

#### Humanities research

China’s humanities and social science research and scholarship have undergone various stages of development since the establishment of the PRC. Li and Li (2015) have periodised this progression: from the pre-reform phase (1956–1977), the introduction of Western ideas following the reform and opening-up policy (1978–1991), assimilation and development of domestic practices (1992–2000), and recent developments (2001–present) (p. 1998). This periodisation reflects the major influence of three key speeches including Deng Xiaoping’s 1983 speech on education for modernisation, and his 1992 southern tour speech, along with Jiang Zemin’s 2001 speech on the importance of the natural sciences, and philosophy and social sciences. Xi Jinping’s 2016 speech on

the importance of ideological and political work in higher education may prove to be beginning of a new period (Wu and Hu, 2016).

The premier academic institution for research humanities and the social sciences in China is CASS, with a staff of more than 3000 scholars. Established in 1977, CASS is both a prestigious academic institution, and an academy affiliated with the State Council. Its research is overseen and often assigned by the CCP and, when a difficult decision becomes necessary, ‘the central government leaders will first turn to the CASS’ (Zhu, 2013, p. 56). CASS encompasses a number of humanities research institutes across academic divisions (Table 3).

Government funding for CASS humanities research, which is largely provided through the National Social Sciences Fund, has focused on history, and philosophy and literature, with some funding also provided to linguistics, religious studies, ethnology and anthropology, archaeology, and area studies. Through work in these areas, CASS scholars play key roles in creating national identity, conceptualising the nation and the CCP, influencing policymaking, and redefining ‘Chineseness’ (Sleeboom-Faulkner, 2007, p. 9). CASS’s China Social Sciences Press publishes a large number of books, while CASS’s journals include *Trends in Recent Researches on the History of China*, *Archaeology* and *World Philosophy*. The Australian Academy of the Humanities (AAH) has engaged in delegation exchanges with CASS and was represented at the fortieth anniversary of its founding in 2017.

### Leading universities

Humanities research is well represented in all of China’s elite C9 universities, and very obviously at Peking, Nanjing and Fudan universities. These universities have all participated in the 211 and 985 Projects, host a number of key humanities research bases (see below), specialise in prioritised disciplines, and have introduced a range of internationalisation strategies.

Peking University, based in Beijing, has long been distinguished by its strength in humanities and social science disciplines, including Chinese language and linguistics, history and philosophy. Known colloquially as Běidà, Peking University consistently ranks ahead of all other Chinese higher education institutions in world university rankings. The Peking University’s Department of Chinese Language and Literature encompasses schools focused on classical, modern and contemporary

Chinese language and literature, Chinese linguistics, philology, comparative literature, and folk literature. The Department of History spans ancient, modern and contemporary Chinese history, European and American history, and Asian, African, and Latin American history. The Department of Philosophy also has a wide reach, spanning Marxist philosophy, Chinese and foreign philosophy, logic, ethics, aesthetics, Buddhism and Taoism, Christianity and Religious studies, and the philosophy of science. The School of Marxism encompasses fundamental theories of Marxism, Marxism in China, scientific socialism, political economy, and political education. The School of Foreign Languages spans English, Oriental languages, Japanese, Arabic, Spanish, French, German, and Russian. The university houses several national key research centres (Table 4), with concentrated effort focused on Chinese classical texts, theoretical systems of socialism with Chinese characteristics, Chinese linguistics, foreign philosophy, Chinese ancient history, oriental literature, aesthetics, and fine arts.

Nanjing University, based in Nanjing in the Jiangsu province, is a leading research-intensive university with strengths in humanities disciplines including Chinese new literature and history. The School of Liberal Arts conducts programs in Chinese language and literature, and drama and field studies. The School of History has a wide range, covering Chinese history, world history, and archaeology. The Department of Philosophy (Religious Studies) encompasses Marxist philosophy, Chinese philosophy, foreign philosophy, philosophy of science, logic, ethics, religious studies, eastern philosophy and religious studies. The School of Foreign Studies focuses on language and culture studies, covering English, French, German, Spanish, Russian, Japanese and Korean. The university houses several national key research centres, with effort concentrated on China’s new literature, the history of the Republic of China, the study of Marxism, the national cultural industry, linguistic and strategic studies, contemporary foreign literature and culture, Confucianism, Buddhism, Taoism, and traditional Chinese culture, and media. The university has extensive library and museum holdings.

Fudan University, based in Shanghai, excels in the humanities and social sciences including Chinese ancient literature, philosophy and history with a special emphasis on national construction. Key academic structures include the Department of Chinese Language and Literature, School

**TABLE 4** Select Leading Humanities and Arts Institutes, Universities and Projects: Humanities and Arts Teaching and Research Strengths, China

Discipline	Institutions, Centres and Projects	Humanities Teaching and Research
Language and Linguistics	Peking University Nanjing University Fudan University Sun Yat-Sen University Renmin University of China East China Normal University	Oriental languages: Chinese language (classical, modern, second language) Japanese, Korean classical philology ancient languages Foreign languages and linguistics (European: French, German, Russian, Spanish; Arabic, Persian and Hebrew) Translation studies Linguistics: Chinese linguistics foreign, applied and functional linguistics
History	Peking University Nanjing University Fudan University Sun Yat-Sen University Renmin University of China East China Normal University Chinese Academic of Social Sciences	Chinese history (ancient, modern, contemporary, Qing studies) European, American, Asian, African, and Latin American history World history, history of international relations Ethnic history Taiwan studies, Chinese borderland history/borderland studies Historical geography
Philosophy and Religion	Peking University Nanjing University Fudan University Sun Yat-Sen University Renmin University of China East China Normal University Chinese Academic of Social Sciences	Chinese philosophy, traditional Chinese culture, Chinese philology Eastern philosophy Marxism/Marxist philosophy/Marxism philology Chinese modernisation Foreign philosophy, Western philosophy/thought Contemporary capitalism Logic, aesthetics, ethics Philosophy of science and technology Religious studies Confucianism, Buddhism, Taoism, Christianity Phenomenology, folklore, epistemology
Archaeology	Peking University Nanjing University Chinese Academy of Social Sciences	Archaeology, archaeometry Cultural heritage Relics conservation
Area Studies / Asian Studies	Peking University Nanjing University Fudan University Sun Yat-Sen University East China Normal University Chinese Academy of Social Sciences	Asia: Chinese studies; Hong Kong, Macao, and Pearl River Delta studies; Taiwanese studies; Japanese studies; Korean studies; Southeast Asian studies; overseas Chinese studies Russian studies Eastern European, Central Asian studies European studies (North European, Eastern European, former Soviet Union socialist countries, Germany) West-Asian, African studies Latin American studies American studies, Australian studies Foreign studies
Cultural and Communication Studies	Peking University Nanjing University Fudan University Sun Yat-Sen University East China Normal University Chinese Academy of Social Sciences	Cultural studies (Mainland China, Taiwan, Hong Kong, Macao, Lingnan culture) Cultural heritage Journalism Communication (culture, internet, Russian intercultural, management, public) Media (Russian media, world Chinese language media, market and media, financial news, new media) Modern publishing and advertising Information studies

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TABLE 4 continued

Discipline	Institutions, Centres and Projects	Humanities Teaching and Research
English Language and Literature	Peking University Nanjing University Fudan University Sun Yat-Sen University East China Normal University	English language and literature Anglo-American language and literature
Literature	Peking University Nanjing University Fudan University Renmin University of China East China Normal University	Oriental literature Chinese literature (classical/classics, ancient, modern, contemporary, new, comparative, world), Chinese book studies Foreign literature (European, American, Persian) Folk literature World literature
The Arts	Peking University Nanjing University Fudan University Sun Yat-Sen University Renmin University of China East China Normal University	Art education, art theory, cultural creativity, cultural industries Art history Aesthetics, modern arts Fine arts (sculpture, painting, interior design, environmental art) Movie, television Museology (music, folk music, music artistic language, piano, wind, string) Performing arts (theatre, opera/voice) Calligraphy Design Chinese and Western arts
Digital Humanities	Wuhan University Fudan University Peking University	Historical and current geographical information systems, visualisation techniques, humanities databases, ancient text digitisation, video and virtual reality, databases, electronic literary analysis systems

of Foreign Languages and Literature, and the Institute of Ancient Books Collation and Studies. In philosophy and history, notable structures include the School of Philosophy, Department of History, and Department of Cultural Heritage and Museum Curation. Fudan University also hosts the National Institute for Advanced Humanistic Studies. Humanities initiatives supported under the 985 Project include the Centre for Contemporary Foreign Marxism and Foreign Thought Studies, the State Innovative Institute for American Studies, the State Innovative Institute for News Communications and Media Social Studies, and the State Innovative Institute for Unearthed Texts and Ancient Character Studies.

In addition to C9 universities, several other comprehensive and specialist universities have notable humanities research capacity. Sun Yat-Sen University was established in 1924 by Sun Yat-Sen, the ‘Father of the Nation’. Based in Guangdong Province, neighbouring Hong Kong and Macao, Sun Yat-Sen University specialises in philosophy, Marxist theory, Chinese language and literature, foreign languages and literatures, and Chinese

history. Renmin University in Beijing, developed from foundations laid during the War of Resistance against Japan, was the first university to be founded in the PRC and was appropriately named ‘People’s University’ (*Renmin daxue*). It is closely associated with the CCP, accounts for a majority of degrees held by the current leadership (Cheng, 2016), and hosts the Academy of CCP History and Theory. It also hosts research bases focused on Buddhism and religious theory, ethics and moral reconstruction, Qing history, European studies, and journalism and social development, along with the Research Centre for Humanistic Beijing. East China Normal University, based in Shanghai, has actively pursued internationalisation, in part through establishing nine Confucius Institutes with foreign institutions. This university also hosts humanities research bases focused on modern Chinese thought and culture, Chinese characters, Russian studies, and modern Chinese city studies. Among other notable comprehensive universities with strong humanities profiles are Jilin University in northeast China, Nankai University in Tianjin, Wuhan University

in Hubei, Shandong University and Xiamen University in Fujian.

These leading universities, along with the CASS, have teaching and research strengths across the range of humanities (Table 4).

Australian Studies is a well-established field of teaching and research in China, and there are more than thirty dedicated Australian Studies Centres based in language and humanities departments in universities and academies across the country. Successful local centres often enjoy long-standing twinning relations with universities in Australia: Beijing Foreign Studies University with Griffith University; Shanghai East China Normal University with La Trobe University; and Renmin University with Deakin University are some notable examples. The locally based National Association of Australian Studies in China convenes a biennial Australian Studies conference and maintains a national website. The Australian-based Foundation for Australian Studies in China (FASIC), an offshoot of the Australia China Council, convenes a conference in China in alternate years, and offers competitive project awards for centres in China. FASIC also supports the BHP Billiton Chair of Australian Studies at Peking University.

Digital humanities is an emerging field in China, reflecting both information technology and geographic information system (GIS) advancements, and Chinese government funding for digitisation and database development projects (Tsui, 2016). For example, the national digital library project developed databases of Jiagu language inscriptions and rubbings (Yangjianhang, 2012). The Wuhan University interdisciplinary Digital Humanities Research Centre employs historical GIS, visualisation techniques, humanistic databases, ancient text digitisation, video and virtual reality for humanities research. The centre is a member of centerNet and has established the Digital Humanities Alliance and Digital Humanities Centre Network to foster international scholarly collaboration.

The Fudan University Research Centre on History and Geography, again employing historical GIS, has collaborated with international partners including the Australian Consortium for the Asian Spatial Information and Analysis Network (previously at Griffith University), and Harvard University. Peking University has developed a database and electronic literary analysis system for Tang Dynasty poetry. The China Biographical Database project, involving Peking University, Harvard University, and Academia Sinica, is among the emerging international collaborative digital humanities projects focused on China's historical records. The scope of digital humanities, however, may be curtailed by government restrictions on access to pre-modern books and archival material (Tsui, 2016).

### Key humanities research bases

In addition to research capacity housed in these universities, the MOE has established 151 key humanities and social science research bases, of which 84 are specific to the humanities (National Planning Office of Philosophy and Social Science [NPOPSS], 2011). These research bases were largely supported under the *Plan to Build up Key National Bases for Humanities and Social Sciences Research in Regular Higher Education Institutions* (for further detail on the plan see Yang and Yeung, 2002).

The key humanities bases demonstrate research strengths in history (with twelve bases), philosophy (twelve), linguistics (eight), international studies (eight), and Chinese literature (seven). The emphasis on history and philosophy reflects the significance of these disciplines in ideological work. Key bases have also been allocated for ethnology (four), journalism and communication studies (four), archaeology (two), Hong Kong, Macau, and Taiwan studies (two), religious studies (two), foreign literature (one) and library, document and information science (one). An additional twenty-one comprehensive (generally interdisciplinary or multidisciplinary) bases have also been nominated (Table 5).



**TABLE 5** Ministry of Education Key Humanities Research Bases, China

University	Key Research Base	Subject
Peking University	Research Centre of Eastern Literature	Foreign literature
	Institute of Foreign Philosophy	Philosophy
	Centre for Chinese Linguistics	Linguistics
	Centre for Ancient Chinese Classics and Archives	History
	The Centre for the Study of Chinese Archaeology	Archaeology
	Centre for Chinese Ancient History Research	History
	Centre for Aesthetics and Aesthetic Education Research	Philosophy
Fudan University	The Research Centre for Chinese Ancient Literature	Chinese literature
	The Research Centre for Information and Communication Studies	Journalism and communication
	Contemporary Marxism Research Centre	Philosophy
	Centre for Historical Geographical Studies	History
	Centre for American Studies	International studies
	The Centre for Comparative Studies of Modernization	Comprehensive
Sun Yat-Sen University	Centre for Studies of Hong Kong, Macao and Pearl River Delta	Hong Kong, Macau, and Taiwan studies
	Institute of Marxist Philosophy and Modernization	Philosophy
	Institute of Logic and Cognition	Philosophy
	Centre for Historical Anthropology	History
	Centre for Chinese Intangible Cultural Heritage Research	Comprehensive
Renmin University of China	Institute for the Study of Buddhism and Religious Theory	Religious studies
	National Centre for Ethics and Moral Reconstruction	Philosophy
	The Institute of Qing History	History
	Centre for European Studies	International studies
	Journalism and Social Development Research Centre	Journalism and communication
East China Normal University	Institute of Modern Chinese Thought and Culture	Comprehensive
	Centre for the Study and Application of Chinese Characters	Linguistics
	Centre for Russian Studies	International studies
	The Centre for Modern Chinese City Studies	Comprehensive
Beijing Normal University	Research Centre for Folklore, Classics and Chinese Characters	Comprehensive
	Literature Research Centre	Chinese literature
	Centre for Studies of Historical Theory and Historiography	History
	Centre for Values and Culture Research	Philosophy
Wuhan University	The Centre of Traditional Chinese Cultural Studies	Comprehensive
	Centre for the Source of Information Research	Library, document, and information science
	Centre for Studies of Media Development	Journalism and communication
Jilin University	Centre for Northeast Asia Studies	International studies
	Research Centre for Chinese Frontier Archaeology	Archaeology
	Centre for Fundamentals of Philosophy	Philosophy

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TABLE 5 continued

University	Key Research Base	Subject
Nankai University	Research Institute of Social History of China	History
	Centre for Modern World History Research	History
Xiamen University	Taiwan Research Institute	Hong Kong, Macau, and Taiwan studies
	Centre for Southeast Asian Studies	International studies
Nanjing University	Centre for Research of Chinese New Literature	Chinese literature
	Centre for History of Republic of China Research	History
Shandong University	Centre for Zhouyi and Ancient Chinese Philosophy	Philosophy
	Centre for Art Aesthetic Research	Chinese literature
	Centre for Judaic and Inter-Religious Studies	Philosophy
Sichuan University	Institute of South Asian Studies	International studies
	Institute of Religious Studies	Religious studies
	Institute of Chinese Tibetology	Ethnology
	Institute for Non-orthodox Chinese Culture	Comprehensive
Central China Normal University	Institute for China Modern History Research	History
	Institute for China Rural Studies	Comprehensive
	Centre for Linguistics and Linguistics Education	Linguistics
Beijing Foreign Studies University	National Research Centre for Foreign Language Education	Linguistics
Beijing Language and Cultural University	Centre for Teaching Chinese as a Foreign Language	Linguistics
Guodong University for Foreign Studies	Centre for Linguistics and Applied Linguistics	Linguistics
HeiLongjiang University	Centre for Russian Language Literature and Culture Studies	Linguistics
Zhejiang University	Centre for Studies of History of Chinese Language	Linguistics
Anhui Normal University	Centre for Chinese Poetry Research	Chinese literature
Capital Normal University	Centre for Chinese Poem Research	Chinese literature
Lanzhou University	Institute of Dunhuang Studies	Chinese literature
Hebei University	Centre for Studies of History of the Song Dynasty	History
Northeast Normal University	Centre for History of World Civilisations	History
Hunan Normal University	Centre for Moral Culture Research	Philosophy
Shanxi University	Research Centre for Philosophy of Science and Technology	Philosophy
Communication University of China	National Centre for Radio and Television Studies	Journalism and communication studies
Jinan University	Institute of Overseas Chinese Research	International studies
Shanghai International Studies University	Institute for Middle East Research	International studies
Inner Mongolia University	Centre for Mongolian Studies	Ethnology
Minzu University of China	Centre for China Minority Research	Ethnology
Yunnan University	Centre for Studies of Chinese Southwest's Borderland Ethnic Minorities	Ethnology
Anhui University	Centre for Hui Studies	Comprehensive
Central Conservatory of Music	Institute of Musicology	Comprehensive
Fujian Normal University	The Centre for Studies of Fujian and Taiwan	Comprehensive

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**TABLE 5** continued

University	Key Research Base	Subject
Henan University	Research Centre for Yellow River Civilization and Sustainable Development	Comprehensive
Ningxia University	Centre for Xixia Research	Comprehensive
Northwest Normal University	Centre for Northwest Minority Education Development Research	Comprehensive
Shandong University	Centre for Xilu Culture Research	Comprehensive
Shanghai Normal University	Centre for Urban Culture Research	Comprehensive
Shenzhen University	China Centre for Special Economic Zone Research	Comprehensive
Sichuan Normal University	Centre for Bashu Cultural Studies	Comprehensive
Southwest University	Centre for Studies of Education and Psychology of Minorities in Southwest China	Comprehensive
Suzhou University	Centre for Chinese Urbanization Studies	Comprehensive
Yanbian University	Centre for Korea-Japan Cultural Comparison Research	Comprehensive

**TABLE 6** Number and Percentage of Regular Students for Normal Courses in Higher Education Institutions in the Humanities; All Programs, Masters and Doctoral Degrees, China (2013)

	Graduates all programs (2013)	Enrolments all programs	Enrolments masters degrees	Enrolments doctoral degrees	Total enrolments masters and doctoral degrees	Estimated graduates all programs for next year
Literature	355,662	1,479,974	83,224	10,258	93,482	366,583
of which: Foreign Language	(200,312)	(813,777)	n/a	n/a	n/a	(202,609)
History	15,773	70,836	13,705	4,100	17,805	17,129
Philosophy	2,034	9,205	10,879	3,790	14,669	2,104
Total Humanities	373,469	1,560,015	107,808	18,148	125,956	385,816
	12%	10%	7%	6%	7%	11%

Source: Ministry Of Education (MOE), 2014b; MOE, 2014c.

Several Chinese universities also host Chinese Confucius Research Institutes or Confucius Culture Institutes (e.g., Qufu Teachers University) that concentrate on traditional Chinese culture and Confucianism. Globally, there are more than 500 Confucius Institutes. These institutes, administered by the Office of Chinese Language Council International (Hanban), are affiliated with the MOE under the supervision of the Central Propaganda Department, and generally operate as a partnership between a Chinese and an international university. Confucius Institutes attempt to advance China's soft power by promoting Chinese culture and language globally, and encouraging international exchange. They are, however, a source of controversy in Western countries due to concerns about their compatibility with academic freedom; in recent

years, a number of Confucius Institutes in North America and Europe have closed (Bernstein, 2017).

### Humanities undergraduate provision and research training

In 2013, 10 per cent of all regular students for normal courses in higher education were enrolled in humanities programs, including 7 per cent in humanities masters degrees, and 6 per cent in humanities doctoral programs. Enrolments in literature dominated these enrolments (with 'literature' encompassing foreign language programs). There were comparatively few students enrolled in philosophy programs (MOE, 2014b; MOE, 2014c) (Table 6).

## Humanities academic societies

China does not have voluntary, independent, professional associations, and has no equivalent to Australia's learned academies, or to other organisations that foster independent research, learning, and publication.

## Cultural institutions and humanities infrastructure

China hosts a wealth of cultural institutions and humanities infrastructure, much of which is state owned. The number of museums has grown remarkably, from approximately 20 in 1949 (Denton, 2005, p. 566) to nearly 4000 in 2012 (*Mad about museums*, 2013). China's museums range from leading examples (most notably the Palace Museum in Beijing), to museums commemorating wars, revolutionary history, and the history of the Communist Party, as well as the many reform-era museums showcasing local history, folk traditions, and the fine arts. The National Museum of China, incorporating the former Museum of the Chinese Revolution, and the National Museum of History, is located on Tiananmen Square, Beijing. Many of China's provincial capitals, including Xian and Nanjing, host important museums with valuable collections. Museums focusing on modern China have shifted from 'pedagogical tools for the teaching of Party history to the masses... towards representations of the past that legitimize the contemporary ideology of commerce, entrepreneurship and market reform' (Denton, 2005, p. 567). While the central government continues to play a pivotal role in determining exhibition policies, there has been a recent shift from emphasis on communist ideology to cultural nationalism (Marzia, 2014), reflecting the CCP's own changing ideological framework.

The National Library of China in Beijing is the third largest library globally, and the largest in Asia. Provincial cities and academic institutions also host important libraries (e.g., Shanghai Municipal Library, and Peking University Library). Key archives include Beijing's First Historical Archives of China which houses records of the Ming and Qing dynasties, Nanjing's Second Historical Archives of China, which houses records from the Kuomintang, and the Central Archives (or State Archives Administration), which houses records from the CCP. In recent years, access to many archival collections has been increasingly restricted, reportedly as digitisation proceeds. In particular, access to records relating to the CCP has

been problematic (Sharma, 2014) with potentially adverse effects on humanities and social science research.

## HUMANITIES RESEARCH POLICY, FUNDING AND INCENTIVES

### Humanities-related policies and reforms

The Chinese government's various commitments to the humanities are reflected in key plans and decisions announced over the past two decades. In 1999, MOE launched the *Plan to Build up Key National Bases for Humanities and Social Sciences Research in Regular Higher Education Institutions*. The plan aimed to support research bases combining theoretical and applied research spanning traditional humanities and social science disciplines and multidisciplinary research (Yang and Yeung, 2002, p. 21). Subsequently, research bases were established concentrating on history, philosophy, linguistics, international studies, and Chinese literature (see above).

### Higher education reform: influence on humanities research

China's higher education reforms over the past two decades derives largely from the introduction of the *Education Act* (1995) and the *Higher Education Act* (1998). These acts initiated a devolution of central government responsibility, institutional corporatisation, rapid growth in the number of colleges, universities and higher education students, and the implementation of several world class university projects. In 2010, the 17<sup>th</sup> CCP National Congress issued the *Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010–2020)*. This plan established major goals for education and human resource development by 2020, 'basically [to] modernize education, bring a learning society into shape, and turn China into a country rich in human resources' (CCP National Congress, p. 9). Higher education reforms articulated at the time included 'raising higher education quality in an all-round way; bettering cultivation of talents or professionals; elevating research levels; buttressing social service capacities; [and] optimising a distinctive higher education structure' (CCP National Congress, 2010, p. 2). Concurrently, the plan aimed to promote the rule of law in education and intensify organisation and Party leadership over education (p. 3). The plan prioritised 'natural science, technological science, philosophy and social sciences,' through sharing

**TABLE 7** Examples of Chinese Ministries Responsible for Higher Education Institutions

Ministry	Higher Education Institution
Ministry of Foreign Affairs	Beihang University (Beijing University of Aeronautics and Astronautics)
	Beijing Institute of Technology
	China Foreign Affairs University
Ministry of Industry and Information Technology	Harbin Institute of Technology
	Harbin Engineering University
	Nanjing University of Aeronautics and Astronautics
	Nanjing University of Science and Technology
	Northwestern Polytechnical University
Ministry of Public Security	People's Public Security University of China
	Chinese People's Armed Police Force Academy
	The Central Institute for Correctional Police
	National Police University of China
	China Maritime Police Academy
	Railway Police College
Ministry of Transport	Civil Aviation University of China
	Dalian Maritime University
	Shanghai Civil Aviation College
	Guangzhou Civil Aviation College
	Civil Aviation Flight University of China

scientific resources, increasing interdisciplinary teaching and research teams, and the evaluation of research. With reference to the HASS (humanities and social sciences) area, the plan stated that 'higher education educational institutions shall also take an active part in studying and developing Marxist theories. A program for boosting college studies in philosophy and social sciences shall be carried out in depth' (p. 18). At the same time the plan committed to further opening up China's education system by increasing educational exchanges and cooperation, increasing inbound 'world-class experts and scholars to teaching, research and managerial jobs in China,' and increasing the number of returning graduates (p. 34).

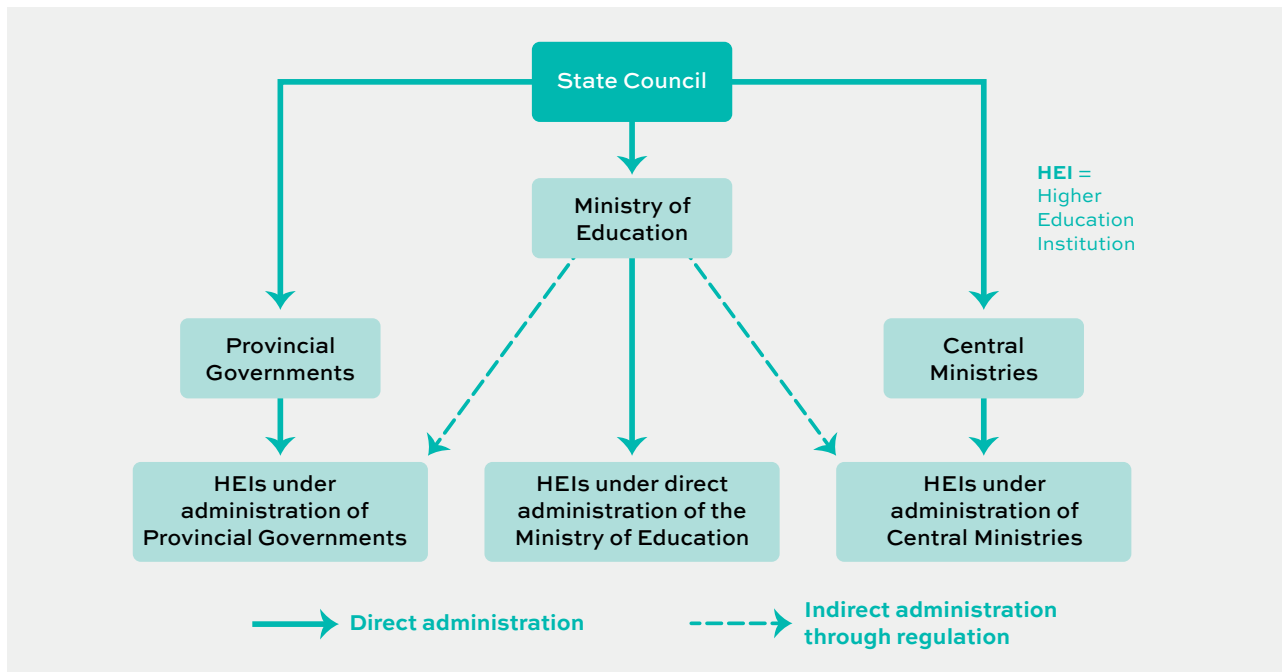
Higher education reform is influenced by national science and technology plans. The *National Medium- and Long-Term Program for Science and Technology Development (2006–2020)* (PRC, The State Council, 2006) established predominantly STEM-based 'main areas and priority topics,' including energy, water, and mineral resources, the environment, agriculture, manufacturing, transportation, information and modern service, population and health, urbanisation and city development, public security, and national defence. Further, the plan establishes major special projects

in frontier technologies and basic research, the latter including interdisciplinarity and emerging disciplines. Guiding principles include 'indigenous innovation, leapfrogging in priority fields, enabling development, and leading the future' (PRC, The State Council, 2006, p. 10). Such STEM-focused priorities provide the context for interdisciplinary opportunities for humanities scholars seeking to work with STEM (and social science) disciplines.

### Structures (Ministries, Departments, Councils)

China's higher education system is administered by both central and provincial governments. Centrally, the State Council (as Cabinet to the central government) and MOE have overall responsibility for higher education and guide the provincial governments. Some universities are under the control of other ministries (**Table 7**), with changes to administrative arrangements occurring over time.

Other universities come under the control of central authorities such as the National Health and Family Planning Commission, federations (e.g., All-China Federation of Trade Unions and All-China Women's Federation), special administrations (e.g., China Earthquake Administration) and the General



**FIGURE 1** China's Higher Education Administrative System

Source: Cited in Yu et al., 2012, p. 24, adapted from Zhou, 2006, figure 2.1.

Office of the CPC Central Committee (e.g., Beijing Electronic Science and Technology Institute).

The State Council Steering Group for Science, Technology and Education establishes the five-year plans, and higher education policy. The higher education administrative system may be depicted as outlined in **Figure 1**.

The MOE Social Science Division is responsible for humanities research, including 'the organisation and co-ordination of major national humanities and social science research projects and [guiding] the implementation of these projects' (Chinese Government Public Information Online [CGPIO], 2014a.). The MOE's Research Centre for Social Science Development undertakes research regarding philosophy, social science theories, and issues relating to building socialism with Chinese characteristics in higher education institutions (CGPIO, 2014b).

The Ministry of Science and Technology establishes research policy, laws and regulations for the higher education system.

### Research funding

From the first decade of the twenty-first century, China's system for humanities research funding became increasingly diversified (Wei, 2010, p. 269). Research proposals were invited on either 'guided [or] self-initiated research topics' and were subject

to peer review (Wei, 2010, pp. 270–71). Research projects are also subject to evaluation, using the evaluation system developed by the CASS Bureau of Scientific Research Management. This system uses bibliometrics derived from the Chinese Humanities and Social Sciences Citation Database and Chinese Social Sciences Citation Index (CSSCI).

### Funding bodies, programs and incentives

#### NATIONAL SOCIAL SCIENCE FOUNDATION

The National Social Science Foundation (NSSF) operates under NPOPSS. Led by the head of the Central Propaganda Department (under Liu Yunshan, 2000–2012 and Liu Qibao 2012–2017), the NPOPSS 'is nested tightly within the [CCP's] propaganda system' (Holbig, 2014, p. 18). The Leading Group for National Planning of Philosophy and Social Sciences, which is respondent to the Central Leading Group for Propaganda and Ideological Work (Holbig, 2014, p. 19), has responsibility for the development of NSSF plans, budgets, and research fund guidelines, in addition to recruiting membership of fund review panels.

NSSF funding supports humanities research on Marxist thought, history (party history, Chinese history, world history), literature (Chinese literature, foreign literature, linguistics), philosophy, religion, archaeology, journalism and

communication, art, and international studies. Applicants from various types of institutions are eligible to apply for NSSF funding, including ‘universities, social science academies, government research departments, public administration schools and military research institutions’ (Wei, 2010, p. 269). While researchers at many institutions are eligible to apply, the NSSF may prioritise specific disciplines or themes. For example, the *South China Morning Post* reported in 2014 that NSSF predominantly funded research regarding Xi Jinping’s ‘thoughts or ideology,’ and excluded proposals focused on ‘unmentionable’ issues such as ‘universal values, press freedom, civil society, citizens’ rights, the party’s historical aberrations, the “privileged capitalistic class” and the independence of the judiciary ... Western philosophy, constitutional law [and] judicial independence’ (Huang, 2014).

#### **MOE HUMANITIES AND SOCIAL SCIENCE RESEARCH FOUNDATION**

The MOE allocates research funding through annual general humanities and social science research programs, including planned funding programs, youth funding programs, self-funded programs, special programs designated by the Ministry, and the West region and border area programs for supporting humanities and social sciences research in those areas. The MOE Humanities and Social Science Research Foundation (also referred to as the Humanities and Social Science Research Project) supports humanities and social science research in universities (Wei, 2010, p. 269). Research funding is available for a range of humanities disciplines, including philosophy; Chinese literature; foreign literature; linguistics; history; archaeology; ethnology and culturology; religious studies; journalism and communication; library, information and documentation science; Hong Kong, Macau, and Taiwan studies; international studies; arts; and interdisciplinary/integrated research.

#### **FUNDING FOR INTERNATIONALISATION**

The Chinese government and academies have long funded inbound and outbound international mobility. The range of schemes includes the CAS Hundred Talents Program (which commenced in 1994), MOE Spring Light Program (1996), MOE Changjiang Scholars Program (1998), CAS International Partnership Program for Creative Research Teams (2001), MOE Program Introducing Talents of Discipline to Universities

(2006) and Central Committee of the Communist Party of China 1000 Talents Scheme (2008). The government has also introduced various schemes to incentivise China’s diaspora to return such as the Thousand Talent Program, initiated by the Central Origination Department of the CCP. MOE also funds international mobility scholarships administered through the China Scholarships Council (CSC). The CSC is responsible for the recruitment of international students and visiting scholars into nominated Chinese institutions, and the management of Chinese Government Scholarship Programmes (including the Chinese Government Scholarship Scheme, the China/ UNESCO Great Wall Fellowship Scheme, the Distinguished International Students Scholarship Scheme, HSK (Chinese Proficiency Test) Winner Scholarship Scheme, and Chinese Cultural Research Fellowship Scheme). At the institutional level, elite universities are more likely to have integrated internationalisation strategies and funding than provincial institutions (Yang, 2014, p. 157).

#### **HUMANITIES RESEARCH OUTPUTS**

China’s contribution to global research publications has increased dramatically following the introduction of a comprehensive range of strategies to improve university global rankings, increase research publication output, and shift publication to high-impact, English-language publications indexed on international citation databases. The Chinese government has launched more than 200 English-language publication series, several of which, such as Oxford’s Chinese Journal and the Emerald China series, are in partnership with academic publishers. While these publications reportedly meet international standards for peer review, they remain subject to scrutiny for compliance with CCP policy (Fitzgerald, 2013). Faculty are encouraged to publish in English-language publications through institutional bonus schemes, most particularly in the humanities for publication in Western journals indexed in the Social Science Citation Index and the Arts and Humanities Citation Index (Flowerdew and Li, 2009, p. 3). Bonuses awarded for publication in these citation indexes have been described as ‘extravagant’ (Li and Li, 2015, p. 2002).

China’s humanities research publications are concentrated in language and linguistics, literature and literary theory, history and philosophy of science, history, conservation, philosophy and archaeology (SCImago Journal & Country Rank [SJR], 2016a). Humanities publications indexed

on the SJR increased exponentially in the period 1996 to 2014 (from a low base of 81 to 2626).<sup>1</sup> Low output remains in music, museology, and classics (SJR, 2016a) (Table 8). Despite the push for English-language publication, the dominant language of publication for Chinese academics in the humanities and social sciences remains Chinese (Flowerdew and Li, 2009, p. 1). Yang’s observation in 2003, still holds; ‘China’s scholars in the humanities and social sciences have achieved far less international visibility than their colleagues in engineering and natural sciences’ (Yang, 2003, p. 188), with Chinese publications in 2015 dominant in engineering, materials science, chemistry, and computer science (SJR, 2016b). With limited access to research from outside China, coupled with high level political intervention, Chinese humanities scholars remain at a disadvantage domestically and internationally.

**TABLE 8** Humanities Publications (and ‘Arts and Humanities, Miscellaneous’) by Subject Categories, China (1996–2014)

Subject category	1996	2014
Language and Linguistics	2	485
Literature and Literary Theory	1	200
History and Philosophy of Science	29	136
History	5	122
Conservation	9	118
Philosophy	–	108
Archaeology (Arts and Humanities)	2	89
Religious Studies	1	58
Visual Arts and Performing Arts	–	50
Music	3	31
Museology	–	13
Classics	–	1
Arts and Humanities (Miscellaneous)	29	1,215
TOTAL:	81	2,626

Source: SCImago Journal & Country Rank (SJR), 2016a.

The total number of citations for all arts and humanities publications for this period is 173,577 (h index = 174), including a large number of self-citations. China’s contribution towards the region’s total number of publications has increased from 8 per cent in 1996, to 31 per cent in 2014, such that China is now the region’s largest producer of arts and humanities publications (SJR, 2016a). Concurrently, China’s increasing contribution

towards the global research system is evidenced by growth from 0.3 per cent in 1996 to 2 per cent in 2014, well in excess of Japan (1 per cent) (SJR, 2016a).

## INTERNATIONAL ENGAGEMENT

The launch of the Cultural Revolution in 1966 saw the closure of universities across the country, and it would take more than a decade for a conventional higher education system to re-emerge. Nonetheless, gradual restoration of the system in the 1970s was accompanied by the resumption of small-scale international engagement through the intake of students from friendly powers. With the beginning of the Reform Era, the Chinese government began to promote internationalisation in the higher education system (Flowerdew and Li, 2009, p. 3). Internationalisation was a key strategy for realising “the four modernisations” of industry, agriculture, defence, science and technology’ (Yang, 2014, p. 151). Over time, China’s internationalisation efforts have shifted from importing foreign (Western) knowledge, to ‘introducing the world to China and bringing China to the world,’ and in doing so ‘combin[ing] Chinese and Western elements at all levels’ (Yang, 2014, pp. 157, 159).

Key government internationalisation strategies range from international student and faculty mobility for study or research; internationalising teaching and learning (e.g., foreign textbooks, English medium of instruction), and transnational education provision by foreign providers in Chinese universities (Yang, 2014, p. 152). The central government has long supported scholarship schemes for Chinese graduate students to gain overseas experience, for example through the China Scholarship Council (see section above). In part, this trend developed as ‘the government realises that there is a gap between China’s PhD training quality and those of western developed countries’ while giving ‘special intangible and political assets to those who return from overseas study, framing them into the political system of the country’ (Shen, Wang and Jin, 2016, p. 348). Higher education institutions that received support under the 211 Project and 985 Project have had greater resources to introduce internationalisation strategies, again illustrating the highly stratified nature of the Chinese system. Within the institutions supported under the 985 Project, some social sciences disciplines (i.e., economics,

1. There are limitations in referencing each of these databases, for the purpose of providing an indication of humanities research strength. Alternative databases include Scopus, Google Scholar and CSSCI (Li and Li, 2015, p. 2006).



management, and education) are considered to be more internationalised, with students and faculty more globally mobile (Ma and Yue, 2015).

Recent CCP plans (see the *Outline of China's National Plan for Medium and Long-term Education Reform and Development [2010–2020]*) (CCP National Congress, 2010) support internationalisation as a soft power strategy, including increasing the number of inbound international students and faculty, introducing foreign language-medium for more disciplines, increasing the number of Chinese graduates with international qualifications, and increasing research collaborations. Similarly, this plan envisages increased teaching of Chinese overseas, and deploying Confucius Institutes globally (CCP National Congress, 2010, p. 35).

### Inbound international students

In 2014, the MOE reported 377,054 inbound international students (cited in Department of Education and Training [DET], 2016, p. 1), representing continued growth from 2013. Inbound international students were concentrated in research-intensive universities (Ma and Yue, 2015, p. 222); however, the majority of inbound international students (56 per cent) were studying non-award programs (DET, 2016, p. 1). These students were predominantly from Korea (17 per cent), the United States (6 per cent), and Thailand (6 per cent). Australia ranked nineteenth with only 4721 students (DET, 2016, p. 1). It remains to be seen whether Australia's contribution to the total number of inbound international students to China will grow appreciably under the New Colombo Plan.

### Outbound international students

China has a history of outbound international student mobility dating back to the second half of the nineteenth century. Furthermore, in 1981 the Chinese government allowed Chinese students to privately finance study abroad (Huang, 2007, p. 53), and from that point, the number of outbound international students increased dramatically. The total number of outbound Chinese students reached a world-leading 712,157 in 2013, with key destinations including the United States, Australia, United Kingdom, Canada, and Hong Kong (UNESCO Institute of Statistics, 2016). This scale positions China as the country of origin with

the largest number of outbound internationally mobile students. Many of China's international students complete their studies and remain overseas (particularly in the United States), thereby contributing to China's growing, well-qualified diaspora. While the number of outbound international students has increased, there has been some backlash in China regarding the spread of Western values (see Chen, 2015).

### Scholarly collaboration

China's involvement in international scholarly collaborations has increased considerably in recent decades. Collaboration occurs most often with scholars in the United States, followed by Germany, the United Kingdom and Japan (Nature, 2015, p. S68). The rapid increase in international collaboration involving co-authorship has been attributed in part to support for visiting faculty and research students sponsored by the China Scholarships Council (requiring attribution to a Chinese institution) (Li and Li, 2015, p. 2003). China's large diaspora play an important role in international scholarly collaboration.

In the humanities and social sciences, China's largest collaborators (as reported on the Social Science Citation Index and Arts and Humanities Citation Index of the Web of Science) were the United States, Hong Kong, and England during the period 2001–2012 (Yi and Yi, 2015, p. 2001), with bilateral international collaboration characterising the co-authorship patterns (p. 2001).<sup>2</sup> However, these patterns have changed over time. During the period between 1996 and 2004 the proportion of China's arts and humanities documents involving international collaboration fluctuated between approximately 40 and 55 per cent; however, from 2005 to 2014, the proportion decreased and has fluctuated between approximately 20 and 30 per cent (SJR, 2016a). This suggests that in recent years China's arts and humanities publications by indigenous researchers and research teams are achieving higher levels of exposure.

The AAH's *Survey of the International Collaboration of Fellows*, conducted in 2013, identified research-based collaborations of AAH Fellows. Collaborations between AAH Fellows and faculty in China represented a large proportion of all Australia-Asia collaborations, and all international collaborations overall. China ranked sixth in terms of country of collaboration, behind the United

2. The publication trends do not yet include multilateral international collaborations.

States, the United Kingdom, Germany, France, and Canada but ahead of all other Asian countries and territories. China also ranked sixth as a research focus, behind the United Kingdom, France, Germany, the United States, and Italy, again leading all other Asian countries and territories.

Collaborations were identified between AAH Fellows and partners at various Chinese higher education institutions, ministries, and cultural institutions. AAH Fellows in Asian Studies had a large number of collaborations including CASS and universities (Peking University, Central University for Nationalities, East China Normal University, Beijing Foreign Studies University, Nanjing University, Sun Yat-Sen University, and the China University of Mining and Technology). They also had linkages with MOE, Beijing National Library, and Songshan International Forum. The Beijing Foreign Studies University was a partner in an English-focused collaboration, while Yuxi Normal University was involved in a linguistics-based collaboration. For European languages and cultures, partners included CASS, Peking University, and MOE, whereas in history, collaborators included the Beijing Foreign Studies University, Renmin University, Peking University, the China University of Mining and Technology, and University of Shanghai for Science and Technology. In philosophy and religion, collaborations included the Maritime Museum Quanzhou, Xinjiang University, Henan University, and the University of Shanghai for Science and Technology. In archaeology, AAH Fellows had linkages with Henan Institute of Archaeology, Yunnan Institute of Cultural Remains and Archaeology, and the CASS Institute of Archaeology. In classics, partners included Peking University and Beijing Foreign Studies University; whereas in culture and communication studies, partners included the China Executive Leadership Academy Pudong, Communication University of China, and the Shanghai Theatre Academy. AAH Fellows had sought research funding from MOE, the Ministry of Public Security, State Council, and individual universities.

## CONCLUSION

China's higher education system is immense and growing. Research intensity and publication output has increased dramatically in recent years, as has Chinese university recognition on international university rankings. However, China's higher education system is highly stratified, led by elite research-intensive C9 universities,

and it continues to be defined by the separation of teaching and research. In the humanities, China's research strengths are most evident in languages and linguistics, literature, history, history and philosophy of science, philosophy, and conservation. Despite these strengths, universities remain structurally integrated into the political and bureaucratic systems, and humanities research is constrained by the need to accommodate the requirements of the party-state. As a consequence, the international impact of Chinese research in the humanities is limited outside of sinological fields.

China's language and linguistics teaching and research capacity spans Asian languages (Chinese, Japanese, Korean), Russian, and other foreign languages (French, German, Spanish, Arabic, Persian, and Hebrew). China's universities also have expertise in linguistics and literature (Chinese and foreign), and this is likely to increase following the nomination of eight key humanities research bases concentrating on linguistics, and a further seven focused on Chinese literature. In terms of Chinese language and literature, notable examples of research intensity include Peking University and Nanjing University, while in foreign languages and literature (including English), these universities, along with the Beijing Foreign Studies University, Guangdong University of Foreign Studies and Trade and Sun Yat-Sen University provide leading examples. CASS literature and linguistics institutes are also prominent in this area.

China's history teaching and research is geographically wide-ranging, spanning Chinese history, Chinese borderland history, and other Asian history. China's universities also focus more broadly on European, American, Latin American, African, and world history. China's history research capacity is well illustrated by the twelve key humanities research bases located at leading research-intensive universities such as Beijing Normal University, Fudan University, and Nankai University, and at CASS history institutes exploring modern history, world history, and Chinese borderland history and geography. As noted above, Chinese history is a highly sensitive research area and constraints on publication in particular areas act as a disincentive to research activity. State funding channels scholarly resources into strategically useful areas. The South China Sea Research Centre at Nanjing University is a case in point.

China's philosophy and religion teaching and research is diverse, ranging from Chinese

philosophy and philology, Marxism, foreign or Western philosophy and thought, and the philosophy of contemporary capitalism, science, and technology. Leading philosophy universities include Peking University, Renmin University, Fudan University, Sun Yat-Sen University, and Nanjing University. Chinese universities also offer programs and conduct research in Confucianism, Buddhism, Taoism, Christianity, phenomenology, folklore, and epistemology. Leading ethnology universities include the Central University for Nationalities, Yunnan University, Lanzhou University, Southwestern University for Nationalities, and Xiamen University. The Chinese government has supported the development of ethnology research through the nomination of four key humanities research bases, along with two religious studies bases. CASS is also active in these areas, through the CASS Institute of Philosophy, and the CASS Institute of World Religions.

China's universities are also active in area studies and Asian Studies. In area studies, China's teaching and research span Europe, Africa, America, Latin America, Australia, and foreign studies more broadly. In Asian studies, teaching and research focuses on China, Hong Kong, Macao, Pearl River Delta, and Taiwan, Japan, Korea, South East Asia, overseas Chinese, West Asia, and Russia (and the former Soviet republics). Eight key humanities research bases focus on international studies, and a further two on Hong Kong, Macau, and Taiwan studies. In addition to university research, CASS institutes are very active in this area, focusing on Taiwan studies, Russian, Eastern European and Central Asian studies, and foreign studies (Europe, Africa, America, and Latin America). In

the performing and visual arts, China's teaching and research spans Chinese and Western arts, fine arts, film, television, and museology. Four key humanities research bases have been established in journalism and communication, complementing the CASS Institute of Journalism and Communication Studies. Finally, in archaeology, leading universities such as Peking University and Nanjing University, along with the CASS Institute of Archaeology, undertake archaeology, archaeometry, cultural heritage, and conservation research.

The Chinese government has actively pursued internationalisation, from international student and faculty mobility, transnational education provision by foreign providers, and scholarly collaboration. China sends the largest number of international students overseas for higher education, and many who graduate remain overseas. China's internationalisation strategy has shifted from importing foreign knowledge, to soft power, in large part through deploying Confucius Institutes globally. These Institutes vary greatly from one to the next, but on the whole are not significant sites of humanities research.

Chinese involvement in international research collaboration has increased considerably in recent decades, with joint publications predominantly oriented towards the United States, Germany, the United Kingdom, and Japan, although Australia is also well-represented. As an emerging research node with a vast university sector, China is an important partner for Australia in the area of humanities research, within the limits dictated by political constraints on the sort of research that can be undertaken.

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APPENDIX A

KEY INDICATORS, CHINA

<b>Geographical location</b>	East Asia, bordering the East China Sea, Korea Bay, Yellow Sea and South China Sea, between Vietnam and North Korea <sup>^</sup>
<b>Economy</b>	Predominantly services (48 per cent), industry (43 per cent) and agriculture (9 per cent) (2015 estimate) <sup>^</sup>
<b>Population</b>	1,371,220,000 <sup>*</sup>
<b>Official Language</b>	Standard Chinese or Mandarin (Putonghua, based on the Beijing dialect). Other widely spoken languages/dialects include Yue (Cantonese), Wu (Shanghainese), Minbei (Fuzhou), Minnan (Hokkien-Taiwanese), Xiang, Gan, Hakka, and minority languages <sup>^</sup>
<b>Ethnicity</b>	Han Chinese 92%, Zhuang 1%, other (including Hui, Manchu, Uighur, Miao, Yi, Tujia, Tibetan, Mongol, Dong, Buyei, Yao, Bai, Korean, Hani, Li, Kazakh, Dai and other) (7%) <sup>^</sup>
<b>Religions</b>	Buddhist 18%, Christian 5%, Muslim 2%, folk religion 22%, Hindu < 0.1%, Jewish < 0.1%, other 1% (includes Daoist [Taoist]), unaffiliated 52% <sup>^</sup>
<b>GNI per capita (2011 PPP\$)</b>	12,547 (2014) <sup>#</sup>
<b>Human Development Index</b>	0.501 (1990) 0.727; ranked 90 (2014) <sup>#</sup>
<b>Population Density</b>	146 people per square kilometre (2015) <sup>*</sup>

**Sources:** <sup>^</sup>Central Intelligence Agency, 2015; <sup>#</sup>United Nations Development Programme, 2015, pp. 209, 212; <sup>\*</sup>World Bank Group 2016.

**Abbreviations:** GNI = gross national income; PPP = purchasing power parity



APPENDIX B

UNIVERSITY RANKINGS, CHINA (ARWU, QS, THE)

Academic Ranking of World Universities (ARWU) 'top 500' 2016			Quacquarelli Symonds (QS) World University Rankings 2016-2017 'top 500'		Times Higher Education (THE) World University Rankings (Asia University Rankings 2016)	
Country Rank	Institution	World Rank	Institution	World Rank	Institution	Asia University Ranking
1	Tsinghua University	58	Tsinghua University	=24	Peking University	=2
2	Peking University	71	Peking University	39	Tsinghua University	5
3-6	Fudan University	101-150	Fudan University	43	University of Science and Technology of China	14
3-6	Shanghai Jiao Tong University	101-150	Shanghai Jiao Tong University	61	Fudan University	19
3-6	University of Science and Technology of China	101-150	University of Science and Technology of China	=104	Zhejiang University	25
3-6	Zhejiang University	101-150	Zhejiang University	110	Nanjing University	29
7-9	Harbin Institute of Technology	151-200	Nanjing University	=115	Shanghai Jiao Tong University	=32
7-9	Sun Yat-sen University	151-200	Beijing Normal University	257	Sun Yat-sen University	40
7-9	Xian Jiao Tong University	151-200	Wuhan University	275	Wuhan University	=55
10-18	Beijing Normal University	201-300	Harbin Institute of Technology	=278	Tianjin University	58
10-18	Huazhong University of Science and Technology	201-300	Sun Yat-sen University	=297	East China University of Science and Technology	63
10-18	Jilin University	201-300	Nankai University	=315	Huazhong University of Science and Technology	=68
10-18	Nanjing University	201-300	Tongji University	=315	Harbin Institute of Technology	75
10-18	Sichuan University	201-300	Xi'an Jiao Tong University	318	Xiamen University	77
10-18	Soochow University	201-300	Beijing Institute of Technology	389	Soochow University	78
10-18	South China University of Technology	201-300	Renmin (People's) University of China	421-430	Xi'an Jiao Tong University	=80
10-18	Southeast University	201-300	Beihang University (former BUAA)	431-440	China Agricultural University	82
10-18	Xiamen University	201-300	Huazhong University of Science and Technology	441-450	East China Normal University	83
19-31	Beihang University	301-400	Shanghai University	451-460	Renmin University of China	88
19-31	Central South University	301-400	Xiamen University	451-460	South China University of Technology	89
19-31	China Agricultural University	301-400	East China University of Science and Technology	471-480	Tongji University	92
19-31	China University of Geosciences (Wuhan)	301-400	Dalian University of Technology	481-490	Dalian University of Technology	93
19-31	Dalian University of Technology	301-400	Tianjin University	481-490		
19-31	East China University of Science and Technology	301-400	Jilin University	491-500		
19-31	Lanzhou University	301-400				

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APPENDIX B

UNIVERSITY RANKINGS, CHINA (ARWU, QS, THE) CONTINUED

Academic Ranking of World Universities (ARWU) 'top 500' 2016			Quacquarelli Symonds (QS) World University Rankings 2016–2017 'top 500'		Times Higher Education (THE) World University Rankings (Asia University Rankings 2016)	
Country Rank	Institution	World Rank	Institution	World Rank	Institution	Asia University Ranking
19–31	Nankai University	301–400				
19–31	Shandong University	301–400				
19–31	Tianjin University	301–400				
19–31	Tongji University	301–400				
19–31	University of Electronic Science and Technology of China	301–400				
19–31	Wuhan University	301–400				
32–41	Beijing University of Chemical Technology	401–500				
32–41	Capital Medical University	401–500				
32–41	Donghua University	401–500				
32–41	Hunan University	401–500				
32–41	Nanjing Medical University	401–500				
32–41	Nanjing University of Science and Technology	401–500				
32–41	Northeast Normal University	401–500				
32–41	Ocean University of China	401–500				
32–41	Peking Union Medical College	401–500				
32–41	Wuhan University of Technology	401–500				

Source: ShanghaiRanking Consultancy, 2016; QS, 2016; THE Asia University Rankings, 2016.

APPENDIX C

TIERS, CHINESE HIGHER EDUCATION INSTITUTIONS

Tier 1

- Beijing University
- Tsinghua University

Tier 2

- Fudan University
- Harbin Institute of Technology
- Nanjing University
- Shanghai Jiao Tong University
- University of Science and Technology of China
- Xi'an Jiao Tong University
- Zhejiang University

Tier 3

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Tianjin University</li> <li>• Huazhong University of Science and Technology</li> <li>• Xiamen University</li> <li>• Hu'nan University</li> <li>• Central South University (also known as Zhongnan University)</li> <li>• Beijing Institute of Technology</li> <li>• Nankai University</li> <li>• Southeast University</li> <li>• Wuhan University</li> <li>• Shandong University</li> <li>• Ocean University of China</li> <li>• Jilin University</li> <li>• Dalian University of Technology</li> <li>• Chongqing University</li> <li>• Sichuan University</li> <li>• Northeast University</li> <li>• Tongji University</li> </ul> | <ul style="list-style-type: none"> <li>• Beihang University (also known as Beijing University of Aeronautics and Astronautics)</li> <li>• University of Electronic Science and Technology of China</li> <li>• Lanzhou University</li> <li>• Northwestern Polytechnical University</li> <li>• Beijing Normal University</li> <li>• China Agriculture University</li> <li>• Central University of Nationalities</li> <li>• Renmin University of China (also known as People's University)</li> <li>• Northwest Agricultural and Forestry University</li> <li>• National University of Defence Technology</li> <li>• South China University of Science and Technology</li> <li>• Sun Yat-Sen University (also known as Zhongshan University)</li> <li>• East China Normal University</li> </ul> |
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Tier 4

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Anhui University</li> <li>• Beijing Foreign Studies University</li> <li>• Beijing Forestry University</li> <li>• Beijing Jiaotong University</li> <li>• Beijing Sport University</li> <li>• Beijing University of Chemical Technology</li> <li>• Beijing University of Chinese Medicine</li> <li>• Beijing University of Posts and Telecommunications</li> <li>• Beijing University of Technology</li> <li>• Central Conservatory of Music</li> <li>• Central University of Finance and Economics</li> <li>• Chang'an University</li> <li>• China Pharmaceutical University</li> <li>• China University of Geosciences</li> <li>• China University of Mining and Technology</li> <li>• China University of Petroleum</li> <li>• China University of Political Science and Law</li> <li>• Communication University of China</li> <li>• Dalian Maritime University</li> <li>• Donghua University</li> <li>• East China University of Science and Technology</li> <li>• Fourth Military Medical University</li> <li>• Fudan University</li> <li>• Fuzhou University</li> <li>• Guangxi University</li> <li>• Guangzhou University of Traditional Chinese Medicine</li> <li>• Guizhou University</li> <li>• Hainan University</li> <li>• Harbin Engineering University</li> <li>• Harbin Institute of Technology</li> <li>• Hebei University of Technology</li> </ul> | <ul style="list-style-type: none"> <li>• Hefei University of Technology</li> <li>• Hohai University</li> <li>• Huazhong Agricultural University</li> <li>• Huazhong Normal University</li> <li>• Hunan Normal University</li> <li>• Inner Mongolia University</li> <li>• Jiangnan University</li> <li>• Jinan University</li> <li>• Liaoning University</li> <li>• Nanchang University</li> <li>• Nanjing Agricultural University</li> <li>• Nanjing Normal University</li> <li>• Nanjing University</li> <li>• Nanjing University of Aeronautics and Astronautics</li> <li>• Nanjing University of Science and Technology</li> <li>• National University of Defense Technology</li> <li>• Ningxia University</li> <li>• North China Electric Power University</li> <li>• Northeast Agricultural University</li> <li>• Northeast Forestry University</li> <li>• Northeast Normal University</li> <li>• Northwest University</li> <li>• Peking Union Medical College</li> <li>• Peking University</li> <li>• Qinghai University</li> <li>• Second Military Medical University</li> <li>• Shaanxi Normal University</li> <li>• Shanghai International Studies University</li> <li>• Shanghai Jiao Tong University</li> <li>• Shanghai University</li> <li>• Shanghai University of Finance and Economics</li> </ul> |
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Tier 4 continued

- Shihezi University
- Sichuan Agricultural University
- South China Normal University
- Southwest Jiaotong University
- Southwestern University of Finance and Economics
- Suzhou University
- Taiyuan University of Technology
- Tianjin Medical University
- Tsinghua University
- University of International Business and Economics
- University of Science and Technology Beijing
- University of Science and Technology of China
- University of Tibet
- Wuhan University of Technology
- Xi'an Jiaotong University
- Xidian University
- Xinjiang University
- Xinjiang Medical University
- Yanbian University
- Yunnan University
- Zhejiang University
- Zhengzhou University
- Zhongnan University of Economics and Law

Source: World Education News & Reviews, 2010.