

Chinese doctoral education

Part I: Context

1. History

China began to recruit doctoral students from 1979, there were only about 30 doctoral candidates in 1982. By 1988, the number of doctoral students or candidates had increased to 10,525 and graduates to 1,538. With the rapid and steady rise in numbers of undergraduate students since 1998 (other than for 2003 and 2007), there has been a similar growth in numbers of doctoral students. Over the period 1995 to 2014, the number of new entrants and graduates at a doctoral level increased more than sixfold (from 11,056 in 1995 to 72,634 in 2014) and more than tenfold (from 4,641 to 53,653) respectively.

2. Size and Demography of Doctorate Pool:

doctorate degrees awarded annually in 2005(27677), 2010(48987), 2015(58113), 2016(59649)

The distribution of PhDs among your country's universities? The demographic characteristics? (% international students, women & men, major fields of study)

In 2016, the number of doctoral students in Chinese universities was about 342,200, and women accounted for 39%

Percentage of doctoral, academic master's and bachelor's degree in various disciplines in 2016

Disciplines	Doctoral (%)	Master (%)	B. A. (%)	合计 (%)
Philosophy	1.17	1.05	0.05	100
Economics	3.97	6.15	6.48	100
Law	4.97	7.99	4.03	100
Education and psychology	1.46	3.85	3.4	100
Literature	3.67	6.8	15.65	100
History	1.29	1.3	0.45	100
Natural sciences	23.69	14.38	9.23	100
engineering	35.93	34.03	30.3	100
Agronomy	4.41	3.39	1.55	100
Medicine	12.58	9.35	5.17	100
Management	5.99	8.53	20.83	100
Arts	0.88	3.17	2.87	100
Total	100	100	100	100

In 2016, there were 6 935 doctoral students studying at their own expense in China, and there are 11,116 international doctoral students receive Chinese scholarship.

3. Time-to-degree and Completion of Degree

Average 4 years to complete doctoral degree.

4. Purpose and Goals of Doctoral Education

The main purpose of doctoral students is to cultivate research talents. However, the proportion of PhD graduates employed in academia has declined in recent years.

Part II: Structure of Doctoral Education

- a. Main National Policies/Reforms Affecting Doctoral Education: Is policy for doctoral education developed by a Ministry or others?

Yes, the policy on doctoral education is mainly formulated by the Ministry of Education. However, colleges and universities have greater autonomy in how to evaluate doctoral students' quality.

- b. Funding: What is the relative support for PhD candidates through various kind of support mechanisms (individual fellowships, project funding, structured PhD funded programs/Doctoral Schools, Industry PhD's, Inter Institutional Collaborative doctoral program, etc

Scholarships for doctoral students are mainly provided by the government and cover the tuition and basic living expenses of students. In the social and natural sciences, doctoral students can also receive some research assistantship from supervisors

- c. Quality Assurance/control: Are there national guidelines? What role do the universities and possibly funding agencies play in the setting and monitoring of quality?

The Ministry of Education entrusts various disciplines to establish basic quality standards. In addition, the government will organize scholars to conduct random checks on doctoral thesis. But overall, doctoral evaluation standards are in the hands of universities and scholars.

- D, Career paths of doctorate recipients: Who collects data doctoral recipients' career path? data website? What level of career support for doctoral candidates is available in universities?

The government department has statistics on the employment of doctoral graduates, but it is relatively rough. Chen Hongjie and Shen Wenqin's research team surveys Chinese doctoral graduates every year, and this survey includes employment data.

Part III: Trends

1. International Collaboration: Is collaboration in PhD training encouraged? What are the trends? (intersectoral - industry/government/non-profit collaboration; interinstitutional collaboration within the country). Are joint degrees and co-supervision with other universities encouraged?

The China Scholarship Council sponsors about 3,000 Chinese doctoral students to go abroad for 6-24 months. However, there are not many joint trainings of doctoral students between universities and enterprises.

2. Equal Opportunities: Are there policies in your country aiming at diversity and inclusion in doctoral education focusing on overcoming inequalities in the larger social structure?

There are special enrollment policies for ethnic minorities. The state provides these students with full scholarships and lower admission requirements.

3. Digital Transformation: How has digital transformation influenced the process of doctoral education and training (e.g. MOOCs, life streaming of dissertation defense, new forms of digital dissertations, open science policy)?

The impact in this area is very small

4. Most Important Aspects for Your Country: Currently what are the most burning issues in doctoral education in your country? For example, working conditions, job insecurity, and other pressures on doctoral students? Which issues in doctoral education does your country plan and/or need to address in policies for the future?

The research funding of colleges and universities has increased year by year, and doctoral students are one of the main forces of scientific research. Therefore, all colleges and universities hope to increase the number of doctoral students, which is one of the biggest challenges.

In addition, a large number of outstanding students choose to study for a Ph.D. abroad, resulting in insufficient supply of outstanding students in some disciplines.