Building World-Class Universities in Mainland China: Ten Years’ Experience of Shanghai Jiao Tong University

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Building WCU in China

• A dream of the Chinese people for generations
• Advocated over the past ten years
• The “985 Project”: National initiatives to develop WCU
  -- to establish a number of research universities and a number of key research centres of excellence
  -- 39 universities selected in two phases
  -- with 9 selected in the first phase
  -- the selected universities play an increasingly critical role both in the rejuvenation of higher education and in socio-economic reform in China
The Case of SJTU

- Founded in 1896
- Jointly operated by the MOE and Shanghai Municipal Government
- One of the top five universities in China
- One of the nine universities selected in the first phase of the “985 Project”
- 21 academic schools and departments, covering 65 subject areas

SJTU: Strategic Planning (1)

- Since 1996
  -- continuously making and modifying its strategic plans
  -- requiring schools and departments to make their strategic plans accordingly

- Goals: “three step” development
  -- to become a comprehensive, research-oriented, internationalised higher education institution by 2010
  -- to appear in the top 100 list in the world university rankings by 2020
  -- to achieve its overall world-class status by the middle of the 21st century
SJTU: Strategic Planning (2)

- Key Strategies
  - to improve faculty quality
  - to strengthen fundamental sciences
  - to encourage interdisciplinary research
  - to promote internationalisation
  - to serve the national needs

- Features of strategic planning
  - the first national university in modern China to officially establish a “University Vision”
  - a planned sequence of interventions and careful balance among the various targets
  - unifying different ideas, both top-down and bottom-up suggestions

Governance Structure and Management Reform

- Academic Council
  - to review various strategic plans regarding institutional development
  - to set up academic standards
  - to consult on major academic issues

- Evaluation of department/school performance
  - employing international benchmarking
  - evaluated by internationally renowned experts in each field
  - modifying strategic plans of the evaluated schools and departments according to evaluation results
Improving Faculty Quality (1)

- Raising recruitment requirements and criteria
- Global recruitment, equal opportunities for both internal and external applicants, at home and abroad
- Special initiatives to recruit faculty members with WCU work experience
  -- “Morning Star Programme”
  -- “Green Passage”

Improving Faculty Quality (2)

- Achievements
  -- overall size: over 2,900 full-time faculty members in 2008 (the ratio of students to teachers 15.1:1)
  -- quality: 64.4% with PhD degrees, and 12% holding PhDs from overseas universities

- Future Goals
  -- an estimated target of 3,400 full-time faculty
  -- 200 academicians from CAS and CAE
  -- 400 distinguished professors and 800 distinguished researchers
Encouraging Research Excellence

• Rewarding international publications
  -- from quantity to quality (three different categories according to their impact factor)
  -- publication requirement for postgraduate students

• Supporting research meeting international standards
  -- research environment
  -- optimal capital and “Start-up Bonus” scheme for new staff

• Encouraging applied research and technology transfer

• Utilising research resources for talent development
  -- “Participation in Research Programme” for undergraduate students
  -- university-industry partnership in postgraduate education

Promoting Internationalisation

• Bilingual teaching and learning

• Student international experience
  -- summer schools
  -- exchange students
  -- internships

• Dual degree programmes and joint institutions
  -- e.g. UM-SJTU Joint Institute
  -- overseas campus to deliver SJTU management courses

• International students at SJTU
  -- increasing number of international students
  -- increasing number of international students doing degree programmes
Diversifying Financial Resources

- Regular funding from the government (about 20%)
- Governmental funding of special initiatives (about 20%)
- Research income (about 30%)
- Tuition fees (about 20%)
- Donations and gifts (about 10%)

Concluding Remarks: University Transformation

- Changing management style: from traditional administration to strategic management
- Shifting development focus: from domestic standards to international ones, and from domestic competition to international competition
- Changing development orientation: from quantity-oriented to quality-oriented
Thank you!