

Research and investigation into corruption and control of corruption in the higher education sector*

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Abstract: Corruption in higher education has become an important form of corruption in contemporary China. This research is built on the basis of a questionnaire-based investigation into the following three groups: cadres in higher education, students in higher education, and the parents of students in higher education. This paper looks separately at: the general state of corruption in higher education; the important fields, official posts, and social sectors relating to corruption in higher education; the causes of corruption in higher education; and personal experiences of, and opinions towards, corruption in higher education. Lastly, it probes issues such as possible measures to reduce corruption. The investigation has discovered that corruption in higher education is already rather widespread, although it is less serious than in other fields. Building infrastructure, decision-taking, and student enrolment have already become the three areas in higher education in which corruption is most serious. There is a close connection between corruption in higher education and current poor management in the higher education management system. The direction to take in reducing corruption is to move towards good governance in higher education: specifically, to allow teachers and students more participation in pedagogical research and pedagogical affairs; to increase the transparency of basic information regarding the management in higher education institutions, especially regarding financial affairs; to have more external supervision

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and auditing of the management in higher education; and to have fairer competition between different types of higher education institution.

Key words: corruption in higher education, manifestations and causes, good governance in higher education

Corruption in the field of higher education (below simply referred to as ‘corruption’) has already become an important form of corruption in contemporary China, and has caught the attention of all sectors of society. From July to October 2012, with the assistance of the Research Committee on Clean Governance in Higher Education and the Political-Legal School of Northeastern Normal University, and the training department of the National Academy of Education Administration, the author undertook a questionnaire-based investigation into three ‘interest groups’, namely leading cadres at all levels in higher-level educational institutes, students in higher education, and the parents of students in higher education (see Appendix 1 for a sample of these questionnaires). The quantity of effective questionnaires received from each group was 114, 118, and 139 respectively. An analysis of the basic information on people in the samples shows that those in the three groups who responded were generally fairly representative in terms of their sex, age, region, profession, and type of post within the institute of higher education (see Appendix 2 for relevant information on the questionnaires). The content of the investigation included the general state of corruption in higher education, the specific manifestations and causes of corruption, respondents’ personal experiences of corruption and their corresponding attitudes towards corruption, and measures to control corruption. This paper will encompass all these main topics.

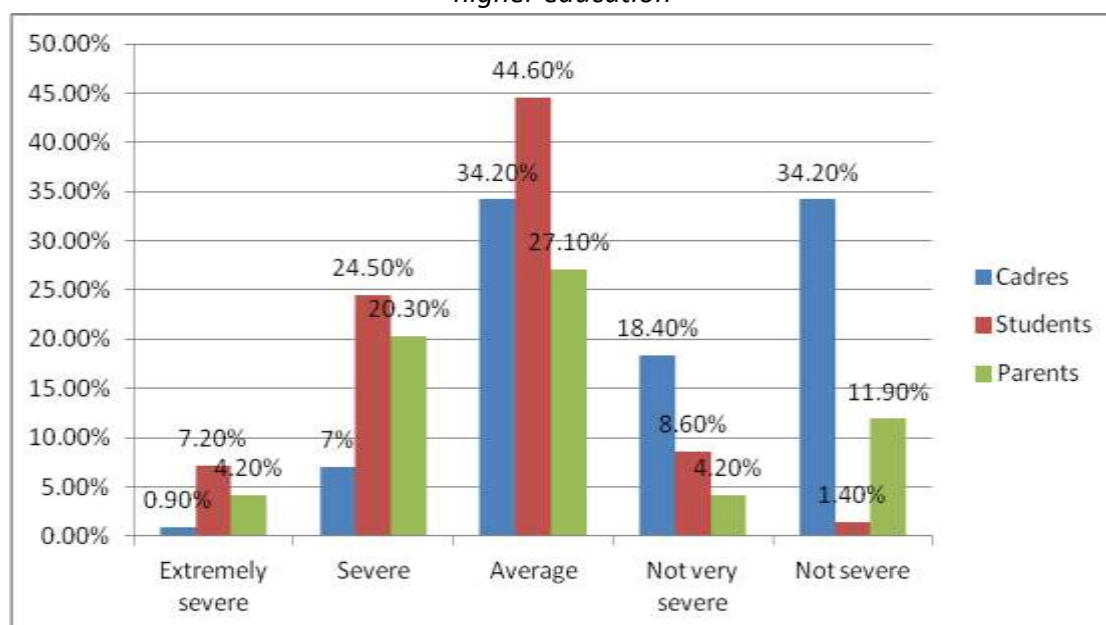
A) An evaluation of the general state of corruption in higher education

This questionnaire-based investigation looks into the current severity of corruption, the frequency of corruption, the state of academic honesty and morality, the specific negative impacts of corruption in higher education, the extent of the negative impacts brought by corruption, and changing trends of corruption in higher education according to the three different groups.

A1) Respondents generally believe that current levels corruption in higher education are low in comparison to corruption in other fields, but there are rather large differences of opinion between groups

Answers from the three groups of respondents to the question “In comparison to corruption in other fields, how serious do you believe corruption in higher education to be at the moment?” are shown in the table below:

Table 1 - Respondent groups' evaluations of the comparative severity of corruption in higher education

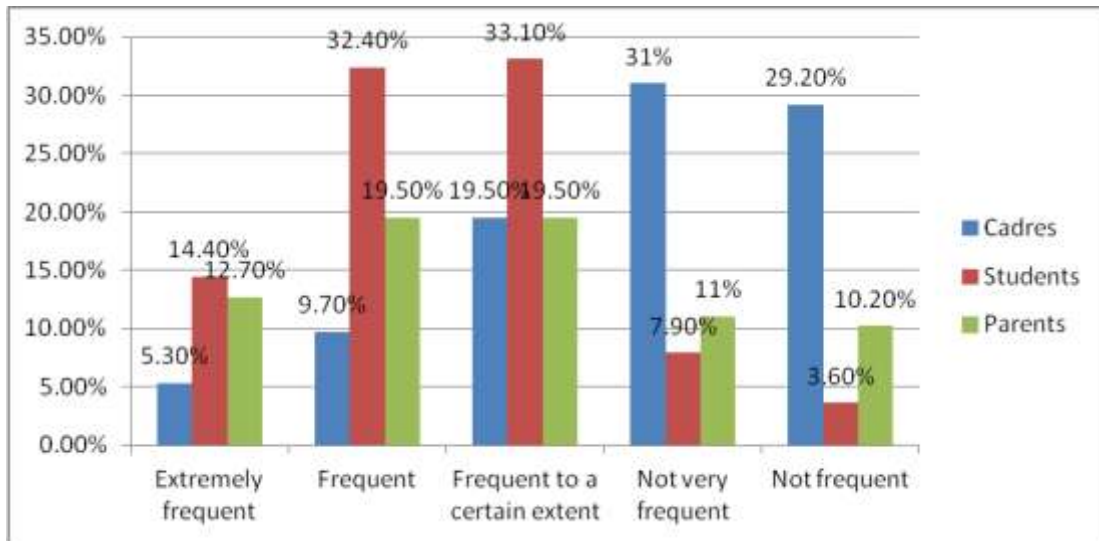


From the table above one can see that the portion of the three interest groups questioned who believed corruption in higher education to be ‘severe’ or ‘extremely severe’ in comparison to other fields was quite small, indicating that the three kinds of corruption in higher education were not more severe than corruption in other fields. Yet even if these three interest groups all believed that corruption was less severe in higher education than in other fields, cadres in higher education clearly made more optimistic evaluations of corruption in higher education, diverging significantly from the other two groups’ evaluations.

A2) Students in higher education and the parents of students in higher education believe corruption is rather frequent, whereas leaders at all levels in higher education do not believe it to be frequent.

Answers from the three respondent groups to the question “How frequent do you think corruption in higher education is currently?” are shown in the table below:

Table 2 - Respondent groups’ evaluations of the frequency of corruption in higher education:

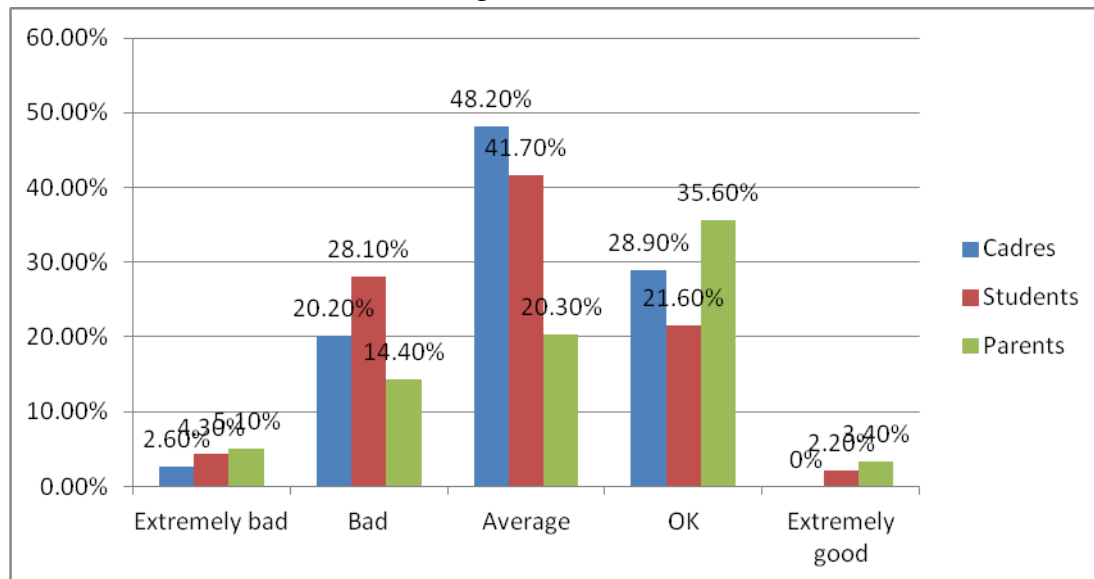


The table above shows that the proportion of students in higher education and their parents who believe that at the moment corruption frequently exists in higher education is over 50%. On the other hand, the proportion of cadres in higher education who believe that corruption in higher education is “not too frequent” or “not frequent” is 60.2%. This illustrates that the majority of cadres in higher education who were interviewed did not believe corruption in higher education to be frequent at the moment – a great difference from the evaluations of other two interest groups.

A3) The state of academic integrity in higher education attracted the attention and concern of leaders at all levels in higher education, students in higher education, and the parent of students

Answers from the three respondent groups to the question “What do you think is the current state of academic honesty and morality in higher education?” are shown in the table below:

Table 3 - Respondent groups' evaluations of the current state of academic integrity in higher education



The table above shows that concern for academic honesty and morality in higher education shown by cadres and students is clearly greater than that shown by the parents of students. Parents of students were comparatively less informed on this topic, with the proportion of those responding “hard to say” reaching 21.2%.

A4) Cadres in higher education, students in higher education, and the parents of students had a deep understanding of the harm caused by corruption in higher education, but different groups focused on different aspects.

On asking the three interest groups about the specific kinds negative impacts of corruption in higher education, leaders at all levels of higher education, students in higher education, and the parents of students showed differences in the order of importance in which they listed negative impacts, as shown in the table below:

Table 4 – Rankings of the specific negative impacts of corruption in higher education according to the three respondent groups

Specific negative impact of corruption in higher education	Ranking according to cadres	Ranking according to students	Ranking according to parents
① Corruption directly impacts the quality of talent development in higher education	5	1	1
② Corruption impacts people's willingness to study or take up positions at national institutions of higher education	8	7	7
③ Corruption is an obstacle to intellectual and theoretical innovation	6	4	4
④ Corruption impacts positivity in teaching and in scientific research	4	3	3
⑤ Corruption impacts the positivity and ability to innovate of students in their study and in their research	7	5	5
⑥ Corruption distorts the social image of teachers and institutes in higher education, and lowers the	1	6	6

social status of teachers			
⑦ Corruption directly impacts the development of higher level education	2	4	2
⑧ Corruption seriously impacts the cultural soft power of the nation	3	2	3

NB: This table has been created by the author himself using statistics. Where the orders are parallel, this indicates that the numerical value assigned by respondent groups to the negative impacts of corruption was the same.

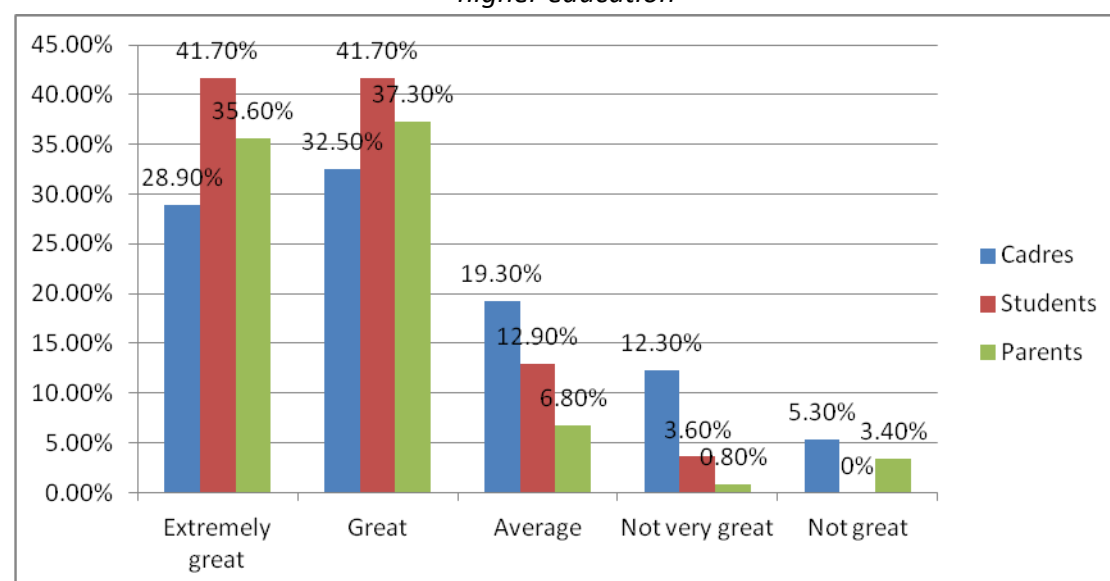
It can be seen from the table above that leaders at all levels and all departments in higher education believe that the kinds of harm done by corruption which deserve most attention, and which take the first three places, are (in order): that corruption distorts the social image of teachers and institutes of higher education, and lowers the social status of teachers; that corruption directly impacts the development of higher level education; and that corruption seriously impacts the cultural soft power of the nation. Students believe that the kinds of harm done by corruption which deserve most attention, and which take the first three places, are (in order): that corruption directly impacts the quality of talent development in higher education; that corruption seriously impacts the cultural soft power of the nation; and that corruption impacts positive attitudes in teaching and in scientific research. All three groups included ‘the impact of corruption on the nation’s cultural power’ in their choices of the top three negative impacts of corruption, illustrating a strong consensus on this topic. Cadres and parents gave the same ranking on the issue of ‘the direct impact of corruption on the development of higher level education’. Similarly noteworthy is that there were two items which were the same in the students’ and parents’ top three negative impacts of corruption, namely ‘the direct impact of corruption on the quality of talent development in higher education’ and ‘the impact of corruption on positivity in teaching and in scientific research’. Upon soliciting opinions from the three groups on “any other negative impacts of corruption”, the largely unanimous opinion of students and their parents was that “corruption impacts on the values students hold and the value judgments they make, and has a serious negative impact on students when they proceed into society”. This was a new finding for us resulting from this questionnaire.

A5) Students in higher education, the parents of students, and cadres in higher education all had clear beliefs on the degree of harm done by corruption in higher education, but different evaluations of this degree.

Answers from the three respondent groups to the question “What do you think is the

degree of harm done by corruption in higher education?” were as below:

Table 5 - Respondent groups' evaluations of the degree of harm done by corruption in higher education

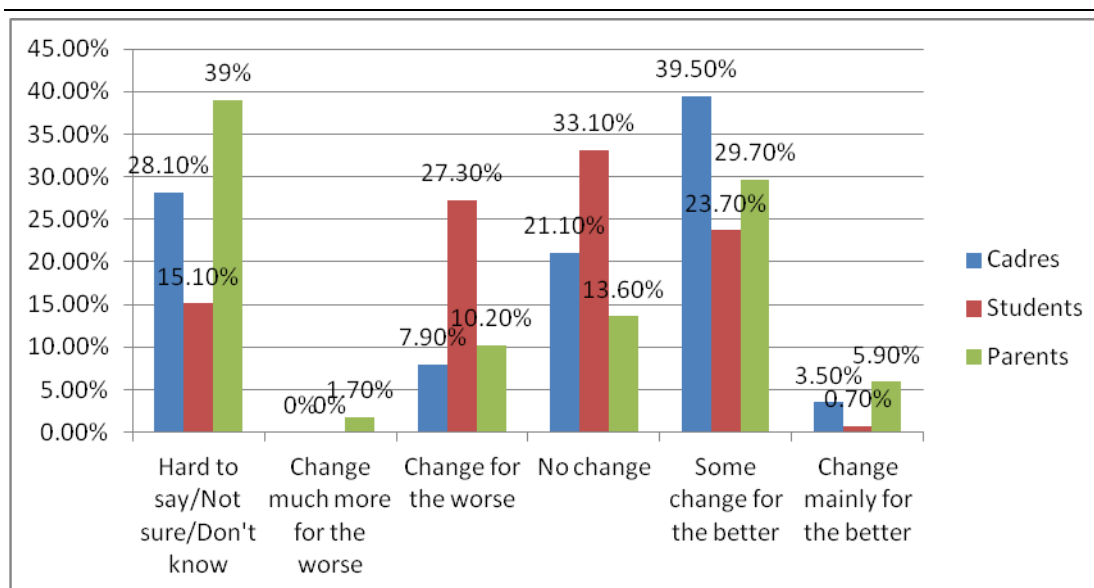


The table above shows that all of the three interest groups believed the negative impacts of corruption to be great or extremely great. But due to the difference in their position, cadres' evaluations of the negative impacts of corruption were clearly less than those of the other two groups.

A6) With regard to changing trends in corruption in the next 3 to 5 years, cadres and parents took a cautiously optimistic attitude, whereas students took a pessimistic attitude

Answers from cadres, students, and parents to the question “What do you think will be the changing trends in higher education corruption in the next 3 to 5 years?” are shown in the table below:

Table 6 – Evaluations of changing trends in higher education corruption in the next 3 to 5 years



NB: This table has been created by the author himself using statistics.

The table above shows that cadres and parents in general took a cautiously optimistic view of the changing trends in corruption in the next 3 to 5 years. Yet the proportion of students who selected 'no change' reached 33.1% and the proportion who selected 'change for the worse' was 27.3%, both more than the proportion of those who selected 'change mainly for the better' or 'some change for the better', which put together were 24.5%. This indicates that the opinions of students on the changing trends of corruption in the next 3 to 5 years are more pessimistic. At the same one must take note that the proportion of cadres and parents who replied 'unsure' was rather high, indicating that those selecting this option took more of a 'wait and see' attitude towards future changes.

B) An analysis of the widespread appearance of corruption across fields, positions, social sectors, and the reasons for this

This questionnaire-based investigation has undertaken an open investigation and analysis of the widespread appearance of higher education corruption across fields, posts, social sectors, and into various factors which may cause corruption, and has made several interesting discoveries.

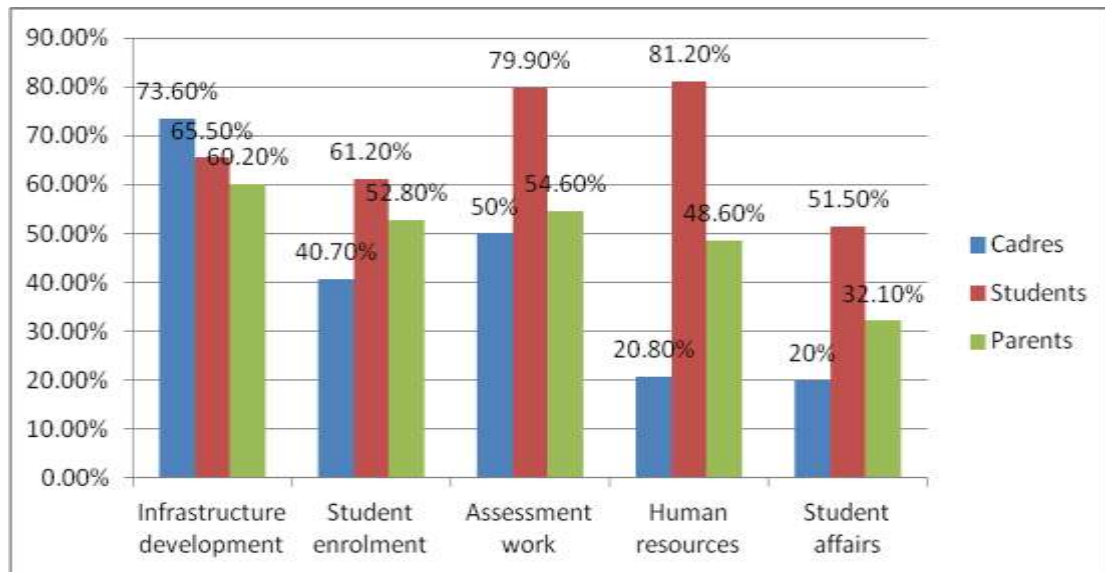
B1) Distribution of the severity of corruption across different fields of higher education

For this investigation the three interest groups were first asked for their evaluations

of the severity of corruption in five important fields of work in higher education – infrastructure development, student enrolment, assessment work, human resources, and student affairs – and then further asked for their evaluations of the severity of corruption in sub-categories within each of these five larger categories.

B1.1) Evaluations of the frequency of corruption across five main fields of work in higher education

Table 7 – The three interest groups' evaluations of the frequency of corruption in five main fields of work in higher education



Evaluations of the frequency of corruption in the five main areas of work in higher education showed great similarity and little differentiation across the three respondent groups. Cadres and parents showed surprisingly similarities in their evaluative rankings. In students' evaluations there was no difference between the corruption involved in assessment work and the corruption involved in student affairs. It is noteworthy that students placed human resources work at first place, placed infrastructure development at third place (and not first place), and left student enrolment out of the first three places. One may say that as far as the general rankings of corruption frequency in these five main fields are concerned, the rankings of cadres and parents are more authoritative, because their information is more symmetrical and their experience of society is richer.

B1.2) Evaluations of areas in higher education infrastructure development in which corruption frequently occurs

The field of infrastructure development in higher education can be further divided into the two fields of infrastructure construction, on the one hand, and the purchase

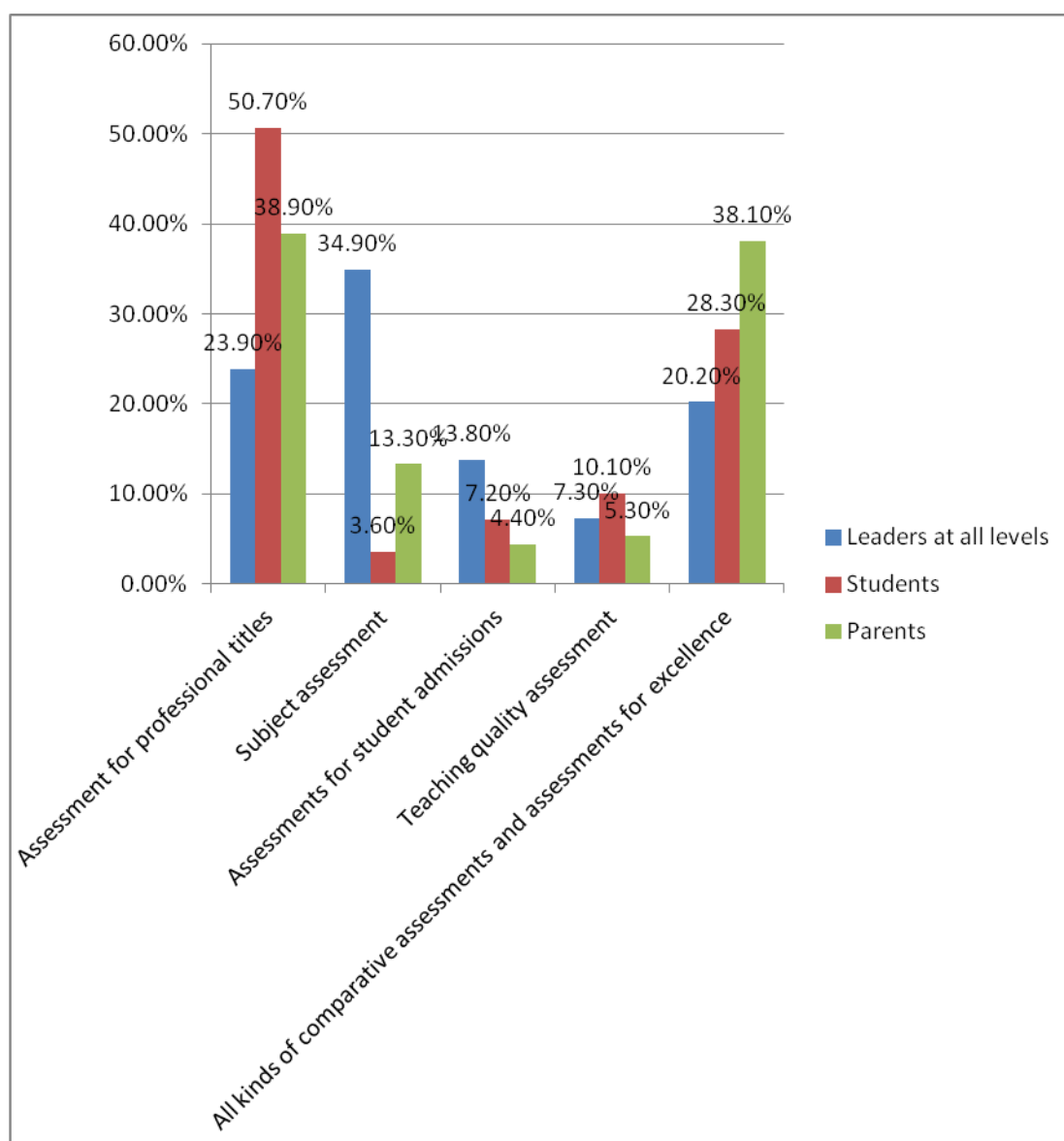
of goods and materials, on the other. On being asked in which sub-category of infrastructure development corruption primarily occurred, the proportions of cadres, students, and parents who replied that it was the sub-category of infrastructure construction were 73%, 49.6%, and 53.6% respectively. This illustrates that the cadres and parents questioned generally believe infrastructure construction to be the sub-category of higher education infrastructure development in which corruption is most serious. Yet more than half of students believe that the purchase of goods and materials is the sub-category of higher education infrastructure development in which corruption is most serious. One may say that in evaluations of the severity of corruption in infrastructure development, the selections made by cadres and parents are more reliable due to the more symmetrical information and experience of society which they possess.

B1.3) Evaluations of areas in higher education student enrolment work in which corruption frequently occurs

The work of student enrolment can be further divided into the two sub-categories of undergraduate enrolment and post-graduate enrolment. On being asked in which sub-category of student enrolment work corruption primarily occurred, the proportions of cadres, students, and parents who replied that it was post-graduate enrolment were 58.4%, 61.2%, and 56.1% respectively. This illustrates that the majority of people in all three interest groups questioned believed corruption to be more serious in the enrolment of post-graduate students.

B1.4) Evaluations of areas of higher education assessment work in which corruption frequently occurs

Table 8 – The three groups' evaluations of the degree of corruption in each of the sub-categories of higher education assessment work



The table above shows both similarities and differences in the three groups' evaluations of the degree of corruption in each of the sub-categories of assessment work. 'Assessment for professional titles' and 'all kinds of assessments and evaluations' both entered the top three rankings in all three groups' evaluations. The student group's evaluation of teaching quality assessment as a field in which corruption frequently occurs is also noteworthy. Cadres possess rather more symmetrical information on all kinds of assessment, and so their evaluative rankings are more authoritative. Their ranking was (in order): subject assessment, assessment for professional titles, all kinds of assessments and evaluations, assessments for student admissions, and teaching quality assessment.

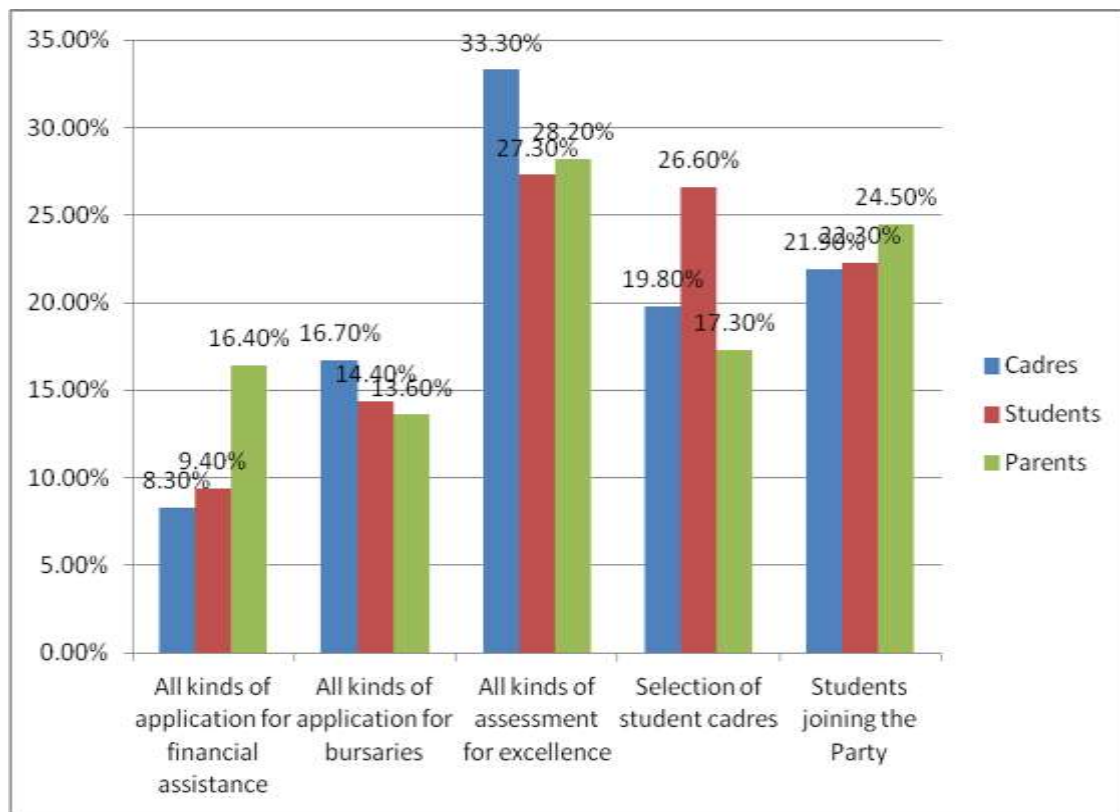
B1.5) Evaluations of areas in higher education human resources work in which corruption frequently occurs

Human resources work in higher education can be further split into the two fields of recruiting teachers, and selecting and appointing. On being asked in which sub-category of human resources work corruption primarily occurred, the proportions of cadres, students, and parents who replied that it was in the selection and appointment of cadres were 65.7%, 88.4%, and 84.2% respectively. This shows the majority of those questioned in the three interest groups believed the selection and appointment of cadres to have become a serious issue in human resources work. Also worth noting is that 34.3% of cadres believed the recruitment of teachers to have become a serious issue in human resources work.

B1.6) Evaluations of areas of student affairs in higher education in which corruption frequently occurs

Student affairs can be divided into these five areas: students joining the party, the selection of student cadres, all kinds of evaluation for excellence, applications for all kinds of scholarships, and all kinds of applications for assistance. The questionnaire included the three respondent groups’ evaluations of the frequency of corruption in these three sub-categories of student work. For the results, see below:

Table 9 – The three respondent groups’ evaluations of the frequency of corruption in student affairs in higher education



From this table one can see that cadres, students, and parents all believed “all kinds of assessments for excellence” was the main area of student affairs in which corruption frequently occurred. “Students joining the party” and “selection of

student cadres” both made the top three in the evaluations of all three groups, although students differed from the other two groups in placing “selection of student cadres” in second place. Since students are more informed on this issue, their evaluative rankings are more authoritative.

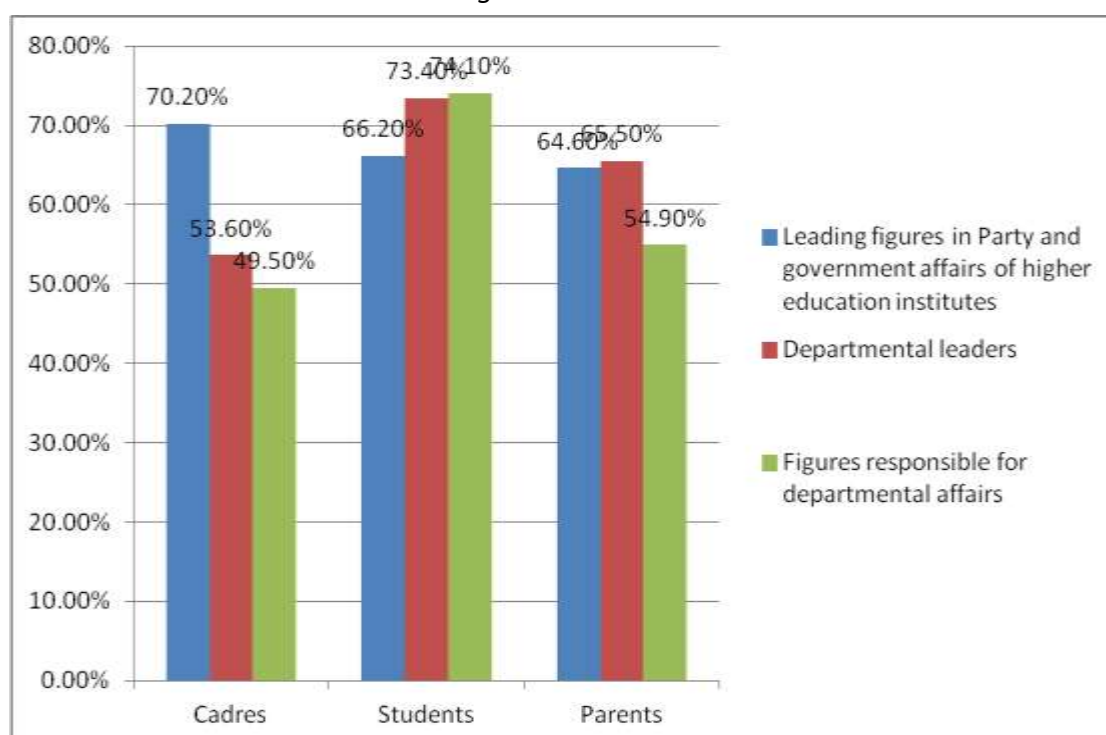
B2) Evaluations of the risks of corruption in specific posts in higher education

The questionnaire asked the three respondent groups for their evaluations of the risks of corruption in specific posts in higher education. Their evaluations are as below.

B2.1) Evaluations of the risks of corruption in specific posts in higher education

We have made rankings by adding together proportions of the three respondent groups’ answers “extremely great” and “quite great” to the degree of risk of corruption in specific posts in higher education. The results are shown in the following table:

Table 10 – The three groups’ evaluations of the risks of corruption in specific posts in higher education



From the table above one can see that the three respondent groups made different evaluative rankings of the kind of post with the highest risk of corruption. Cadres have more occasions for contact with leading figures in the Party and government

affairs of higher education institutions, and believe that the authority and the funds in the hands of such figures are in greater danger of corruption as a consequence. Students have more contact with those responsible in relevant departments, and believe that the opportunities for the latter to be corrupt are greater. To achieve their ends, parents have more contact with departmental heads, and believe that the latter are in more danger of being corrupt.

This investigation also made open-ended inquiries, and asked interviewees which other posts they believed to have high risks of corruption. Many answers from students included cadres in student societies, secretaries of Communist Youth League Committees, tutors, instructors, and those in administrative and logistics posts. Parents gave basically the same responses as students, at the same time adding posts directly dealing with people.

B2.2) Evaluations of the main areas of corruption among leaders in the party and government affairs of educational institutions

Table 11.1 – Respondent groups' evaluations of the main areas of corruption in the party and government affairs of educational institutions (first choices)

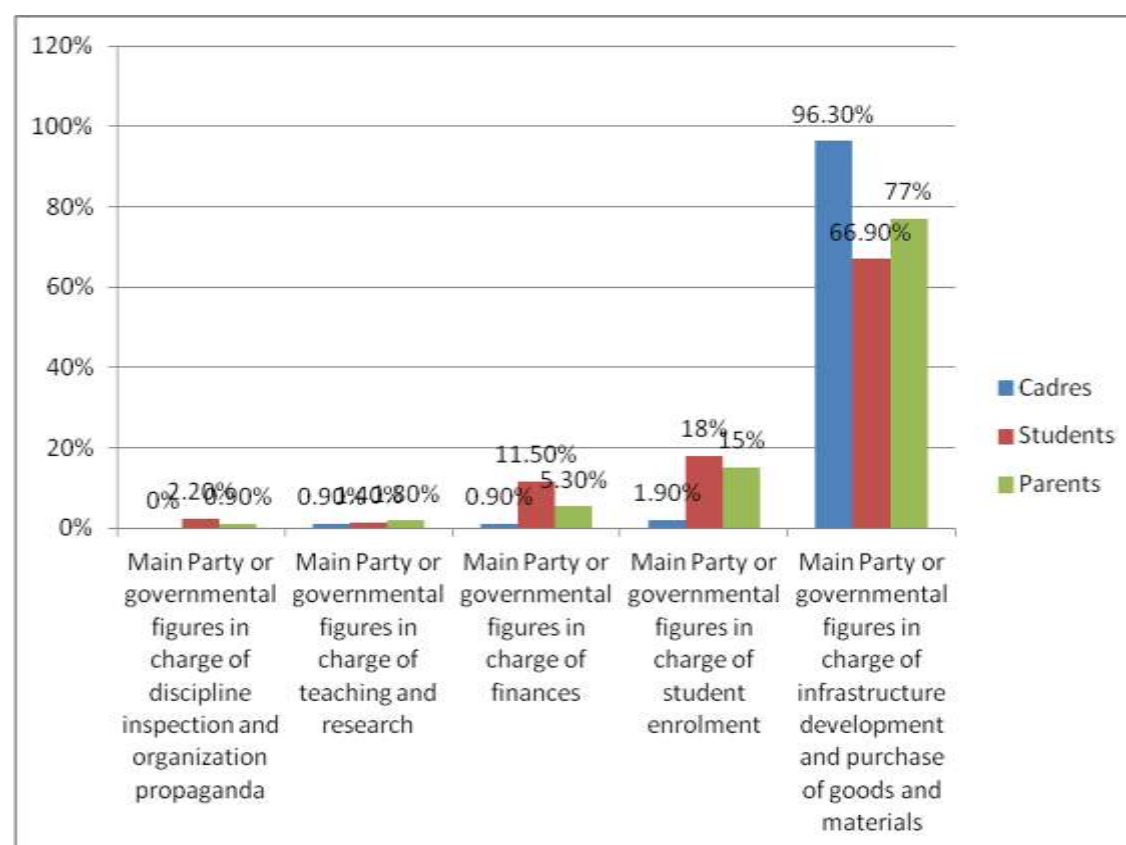
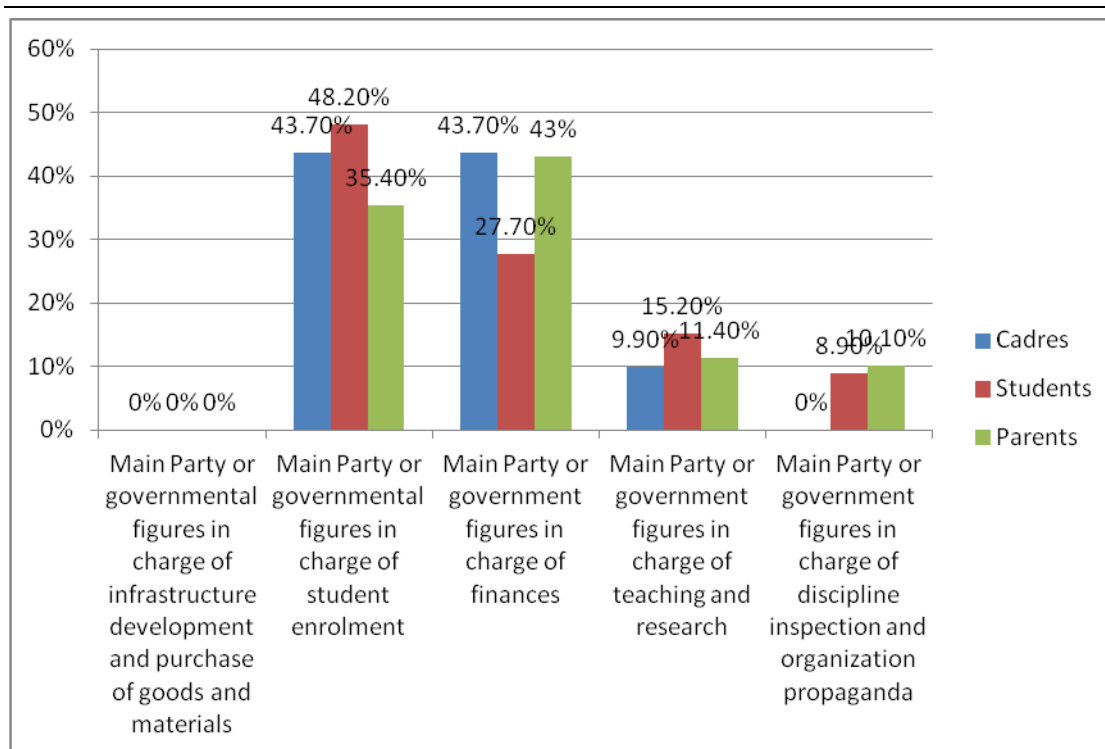


Table 11.1 – Respondent groups' evaluations of the main areas of corruption in the party and government affairs of educational institutions (second choices)



It can be seen from the tables above that the three groups of cadres, students, and parents believe that corruption among the leaders of party and government affairs of educational institutions primarily occurs in infrastructure development, purchase of goods and materials, and student enrolment. It must also be noted that finance is one area of corruption among the leaders of party and government affairs of educational institutions which closely followed these three areas.

B2.3) Evaluations of the primary areas in which corruption occurs in departmental leadership

Table 12.1 – Respondent groups' evaluations of the primary areas in which corruption occurs in departmental leadership (first choices)

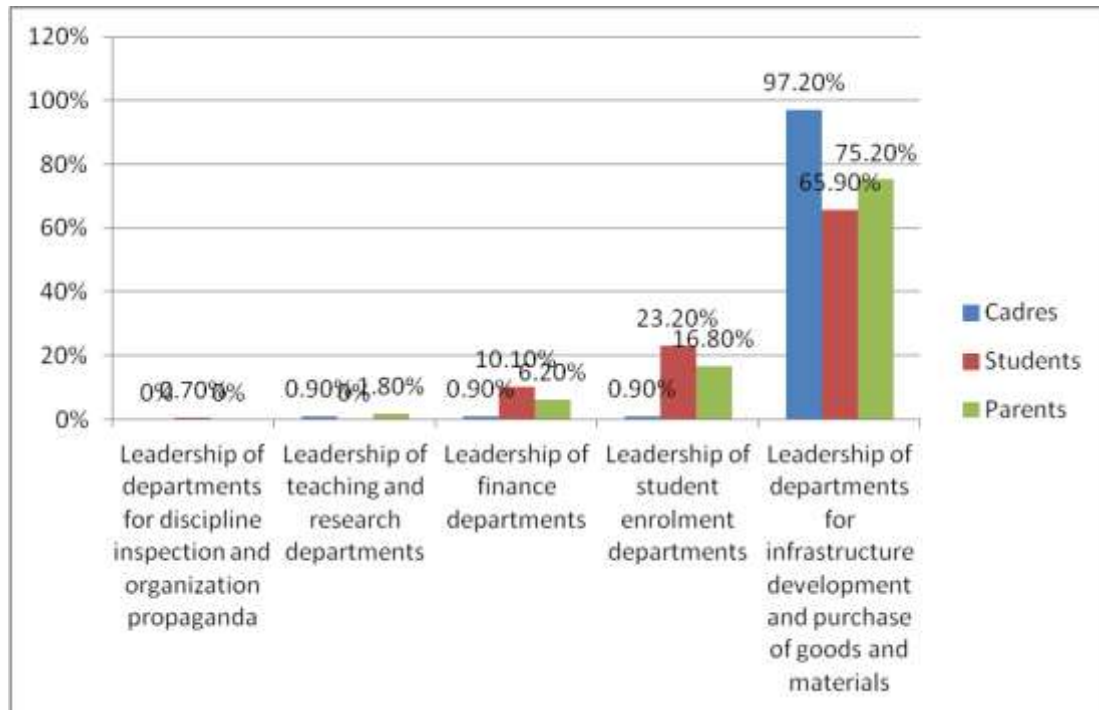
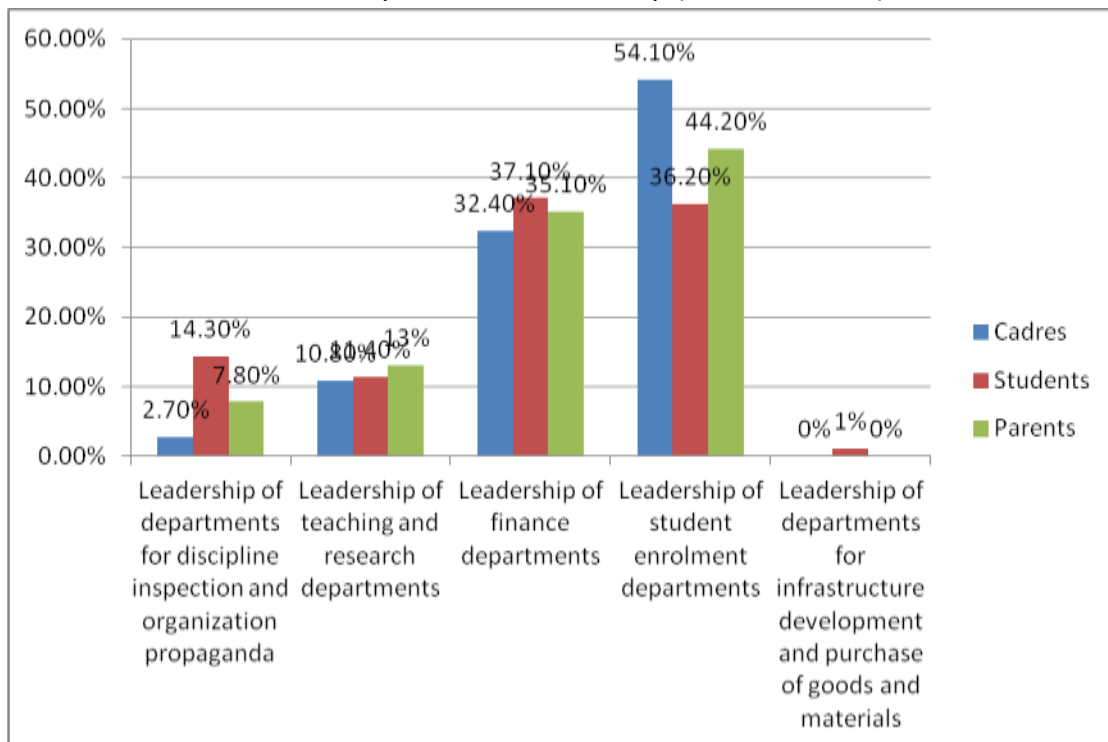


Table 12.2 - Respondent groups' evaluations of the primary areas in which corruption occurs in departmental leadership (second choices)



It can be seen from the tables above that the three respondent groups all believed the departmental leadership for infrastructure development and the purchase of goods and materials, and the departmental leadership for student enrolment to be the two posts with the greatest risk of corruption. At the same it must be noted that,

according to all three groups, the leadership of financial departments was a post with a high risk of corruption.

B2.4) Evaluations of the primary areas in which corruption occurs among those responsible for departmental affairs

Table 13.1 – Respondent groups' evaluations of the primary areas in which corruption occurs among those responsible for departmental affairs (first choices)

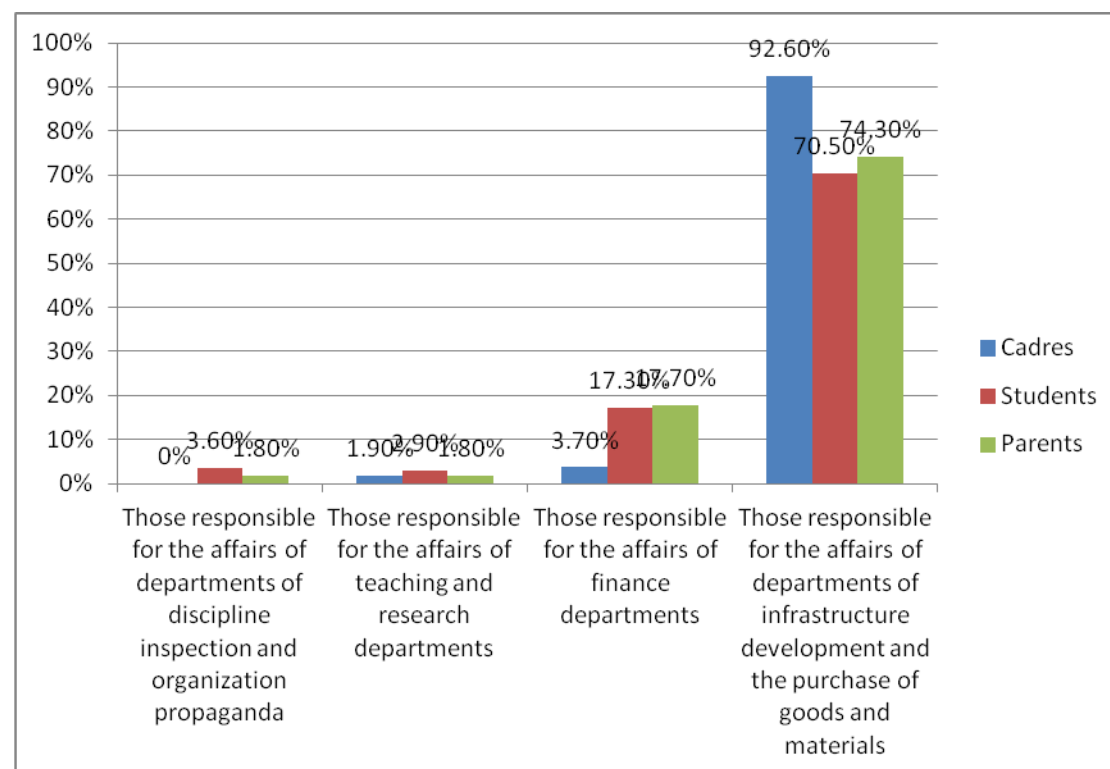
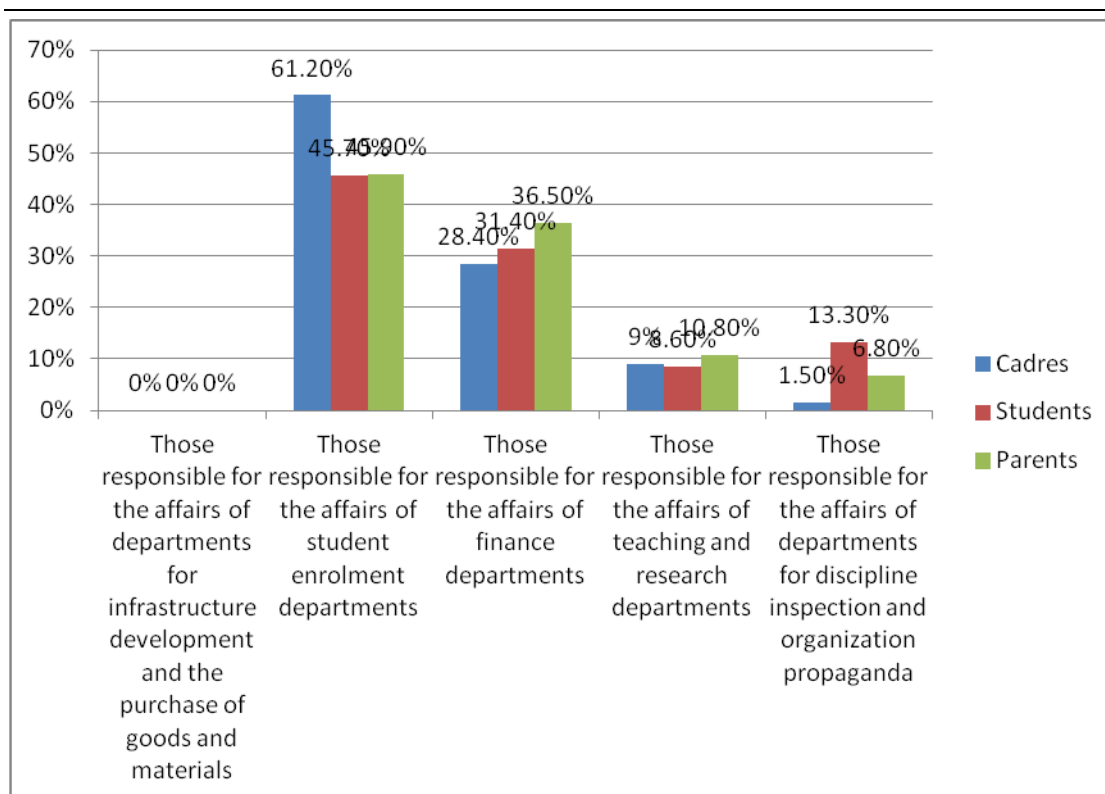


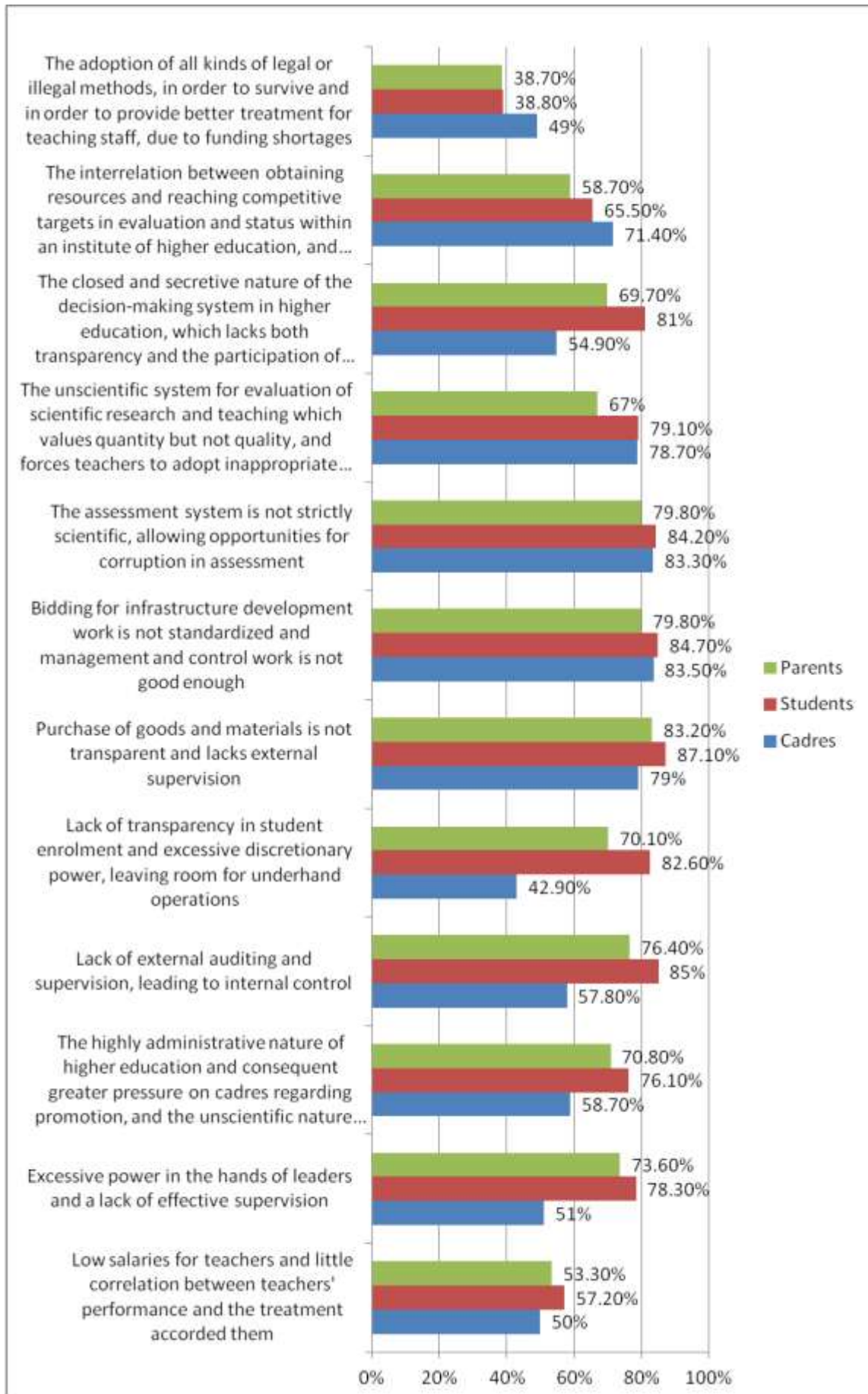
Table 13.2 – Respondent groups' evaluations of the primary areas in which corruption occurs among those responsible for departmental affairs (second choices)



It can be seen from the tables above that cadres, students, and parents all believe that those responsible for the affairs of departments related to infrastructure development and the purchase of goods and materials, and those responsible for the affairs of departments related to student enrolment are the two posts with the greatest risk of corruption. At the same time it must be noted that the leadership of finance departments was also a post with a high risk of corruption.

B3) Subjective beliefs on the causes of corruption in higher education

Table 14 – Respondent groups' evaluative rankings of the causes of corruption in higher education (see next page)



It can be seen from the table above that the three groups have a significant degree of consensus on three causes of corruption: bidding for infrastructure development work is not standardized, and management and control work is not good enough; the assessment system is not strictly scientific, allowing opportunities for corruption in assessment; and the purchase of goods and materials is not transparent and lacks external supervision. Aside from these, the causes of corruption on which cadres held similar opinions included: the unscientific system for evaluation of scientific research and teaching which values quantity but not quality, and forces teachers to adopt inappropriate methods in order to take on more tasks and produce more papers; the interrelation between obtaining resources and reaching competitive targets in evaluation and status within an institute of higher education, and being forced to use all kinds of methods to win out in fierce competition. More than half of students and parents also somewhat endorsed these reasons. Aside from these, the reasons for corruption put forward by students and parents included: a lack of external auditing and supervision, leading to insider control; a lack of transparency in student enrolment and excessive discretionary power, leaving room for underhand operations; the closed and secretive nature of the decision-making system in higher education, which lacks both transparency and the participation of relevant interest groups; excessive power in the hands of leaders and a lack of effective supervision; the increasingly administrative nature of higher education and consequent greater pressure on cadres regarding promotion, and the unscientific nature of the selection and appointment system for cadres. There was a rather large discrepancy between cadres and the other two groups in recognizing these causes. Yet all the same, the proportion of cadres who recognized the above causes was over 50%. An interesting discovery is that, given the shortage of funding, higher education institutes are forced to adopt all kinds of methods, legal and illegal, in order to survive and in order to provide better treatment for teaching staff; and while teachers' salaries are low, there is little correlation between teachers' results and the treatment accorded them. These two reasons came in at last place and second-to-last place in the three groups' ranking of the causes of corruption. The proportion of cadres recognizing lack of funding as a cause was nearly 50%, yet the proportion of the other two groups was on average less than 40%, reflecting an important difference in their positions. The proportion of the three groups recognizing the cause assigned second-to-last place was on average over 50%, illustrating that this cause may also be important.

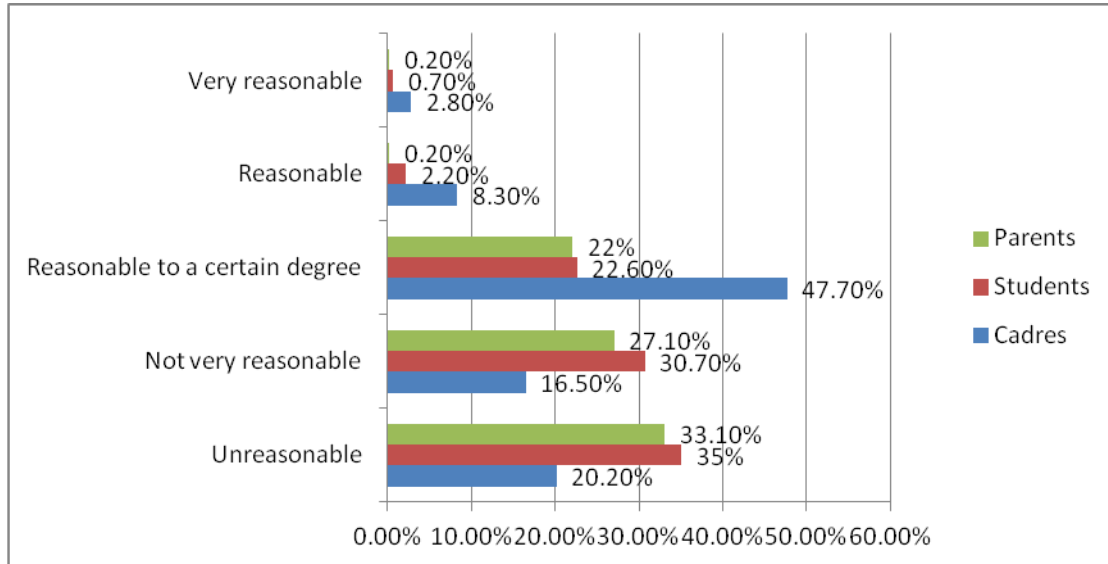
B4) Tolerance towards leaders at all levels in higher education using

illegitimate means to further the interest of their school or department

The questionnaire posed the question "Do you think it is reasonable for leaders in higher education, or leaders of departments, to use illegitimate means to further the interests of their school or department?", with the aim of gauging the interest groups' tolerance towards corrupt behavior such as 'gonghui' (Chinese '公贿' –

officials providing benefits to their superiors in order to obtain advantages for their organization, rather than for their personal gain) in higher education. The more tolerant people are towards corrupt behavior such as “gonghui”, the more encouragement is given to such behavior. For the responses to this question, see the table below:

Table 15 – Respondent groups’ tolerance of ‘gonghui’ (see below) in higher education

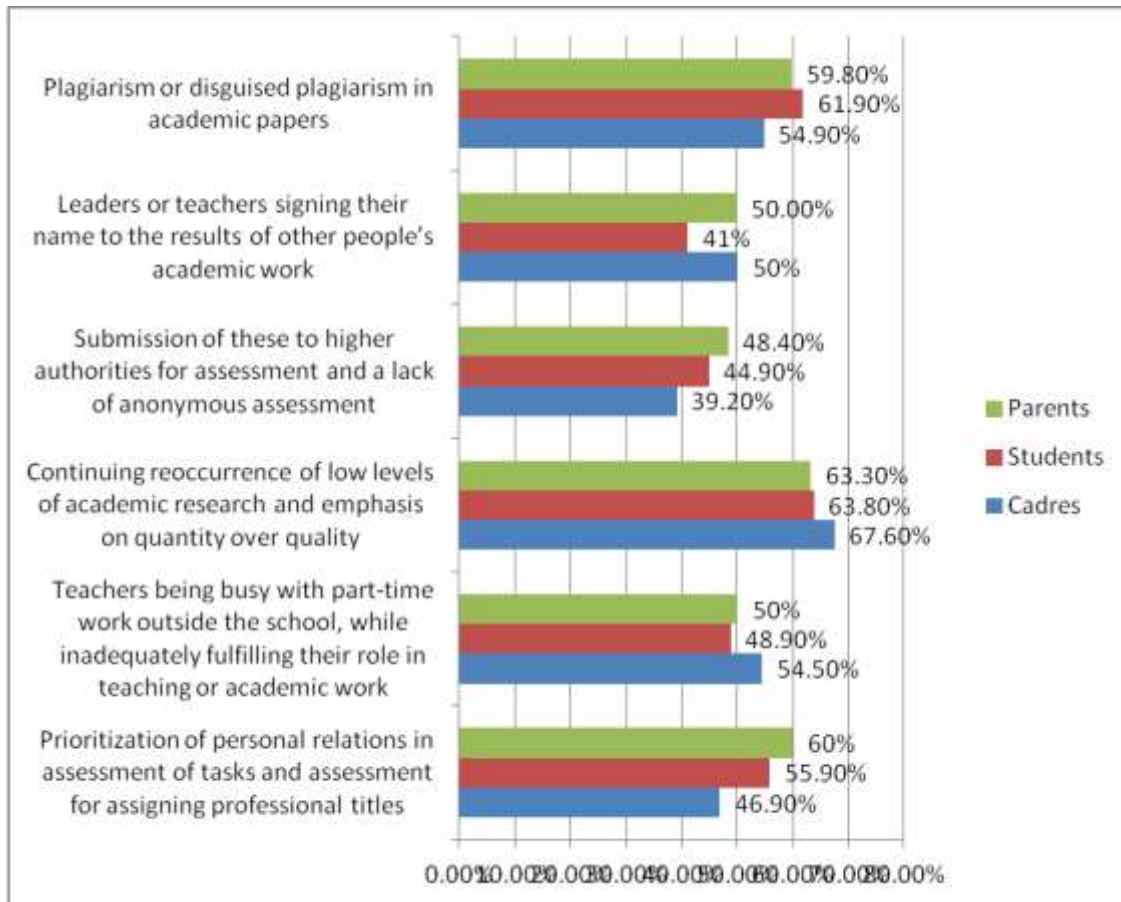


It can be seen from the table above that the proportion of cadres who believe ‘gonghui’ to be “very reasonable”, “reasonable”, or “reasonable to a certain extent” was 58.8%, showing that cadres in higher education have rather greater tolerance for such kinds of corrupt behavior. By comparison, the proportion of students and parents who believed this kind of corruption to be “not very reasonable” or “unreasonable” was over 60%, showing that students and parents are less tolerant towards corrupt behavior such as open bribery. On this issue the differences of opinion between cadres on the one hand, and students and parents on the other, was very clear.

B5) Beliefs regarding a loss of academic integrity

The questionnaire asked the three groups for their responses to the question “Is there a loss of academic integrity at your institute of higher education?” The table below shows the proportions of those who replied “strongly agree” or “agree”:

Table 16 – Respondent groups beliefs on a loss of academic integrity



It can be seen from the table above that while the three interest groups have the same opinions regarding many issues, there are also differences between them. The three groups all believe the two phenomena of “the continuing reoccurrence of low levels of academic research and emphasis on quantity over quality” and “plagiarism or disguised plagiarism in academic papers” to be prominent at their institutions of higher education. Aside from this, cadres listed “teachers being busy with part-time work outside the school, while inadequately fulfilling their role in teaching or academic work” and “leaders or teachers signing their name to the results of other people’s academic work” as two comparatively prominent forms of a loss of academic integrity. Students and parents listed “the prioritization of personal relations in assessment of tasks and assessment for assigning professional titles” and “teachers being busy with part-time work outside the school, while inadequately fulfilling their role in teaching or academic work” as two comparatively prominent forms of a loss of academic integrity. Parents also listed “leaders or teachers signing their name to the results of other people’s academic work” as a comparatively prominent form of a loss of academic integrity, similarly to the opinions of cadres. On being asked whether there exist other forms of a loss of academic integrity, students

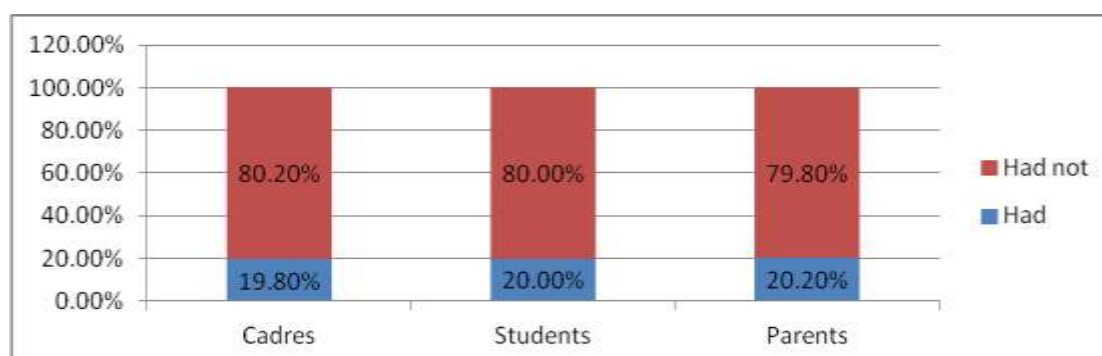
and parents tended to mention “teachers placing too much importance on assessments to gain professional titles and not enough importance on teaching”.

C) An investigation into personal experiences of, and attitudes towards, corruption in higher education

The preceding evaluations of the general state of corruption in higher education and of fields, posts, and social sectors in which corruption frequently occurs are based on subjective impressions. The conclusions made in this manner need verifying or correcting in the light of actual personal experiences or objective situations encountered.

C1) Recognition of using personal relations to achieve ends

Table 17 – Proportions of groups who had used personal relations to achieve their ends

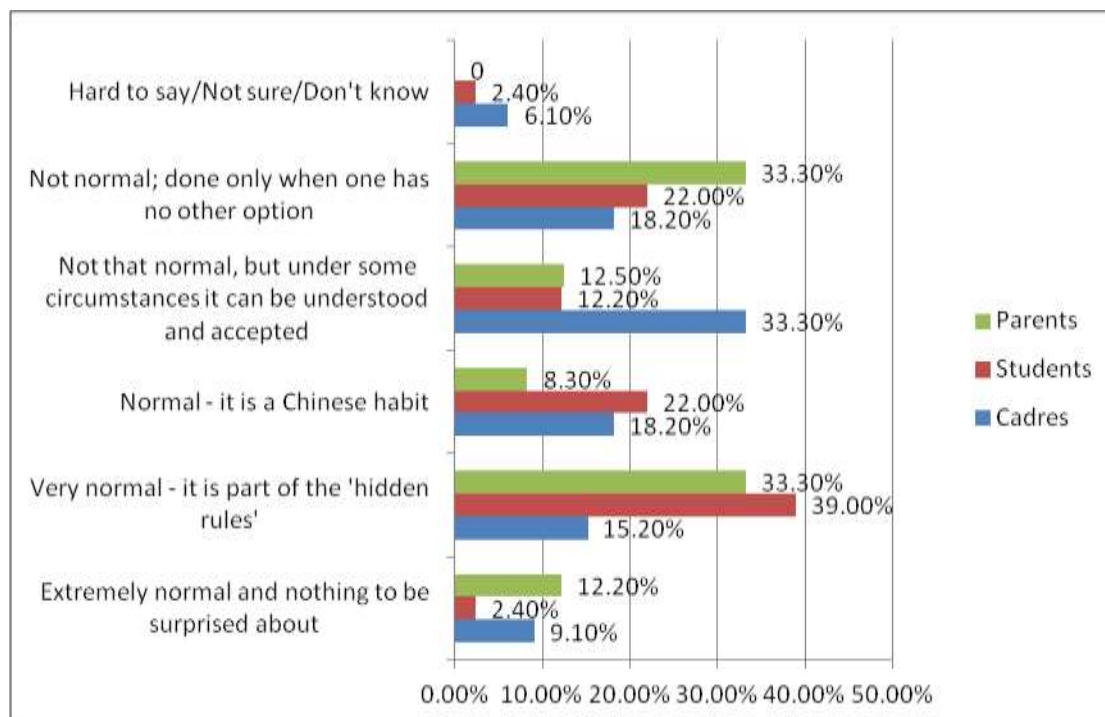


It can be seen from the table above that the proportion of people in the three groups who had used personal relations with leaders in the school or in relevant departments to achieve their ends was only about 20%, further verifying the conclusion based on subjective impressions that “corruption in higher education is not as bad as in other fields”.

C2) Evaluations of the legitimacy of using personal relations to achieve ones ends

Our investigation included a query on the ethics of using of personal relations to get things done, if respondents had experienced such behavior. The results are as below:

Table 18 – Respondents’ evaluations of the legitimacy of using personal relations to achieve ends



The table above shows that the average proportion of respondents who believe this behavior to be “not normal, and done only when one has no other option” is low, while the view that such behavior is a normal custom prevails among all three groups. This shows that the culture of corruption has deep roots across various social sectors. What is even more worrying is that the proportion of students who consider bribery to be normal was higher than that of cadres or parents. This will have a negative impact on their behavior when entering society in the future and will help the spread of corruption.

C3) Beliefs regarding the practice of bribery in specific matters

Table 19 – Respondents choices regarding the reasons for bribery

Origin of corrupt behavior/Number of respondents choosing given option	Cadres	Students	Parents
1) Professional promotion	2	3	2
2) Children seeking employment	1	4	4
3) Admission of children to school	4	4	9
4) Joining the party or serving as student cadres	2	11	2

5) Taking exams to undertake postgraduate study (including doctorates)	3	9	1
6) Recommending students for postgraduate study		4	1
7) Changing major		6	3
8) Improving study scores or exam scores		3	
9) Assessments for professional recruitment	4	2	
10) Recommending customers		1	
11) All kinds of assessments and assessments for prizes	2	9	2
12) Avoiding or mitigating disciplinary actions for shortcomings in work		5	2
13) Other fields	4	5	

NB: The author has created this table himself using statistics. The total number of cadres was 114, 22 of whom responded that they had experienced the use of personal relations and explained the reasons for such behavior. The total number of students was 139, of whom 66 responded to the above question. The total number of parents was 118, of whom 26 responded to the above question.

The table above shows that according to cadres the top three reasons for bribery were, respectively: joining the party or serving as student cadres; taking exams to undertake postgraduate study, and all kinds of assessment and assessment for prizes (at joint second place); and changing subject. According to parents, the reasons for bribery taking the top three places were, respectively: admission of children to school; children looking for employment; and changing major. There are overlaps in the top three reasons for bribery according to the three groups. The admission of children to school was a matter emphasized by both cadres and parents. Taking exams to undertake postgraduate study was a matter emphasized by both cadres and students. At the same time, each group also had a matter which they emphasized in particular. Cadres particularly emphasized assessments for professional recruitment, students particularly emphasized joining the party and serving as student cadres, and parents particularly emphasized children looking for employment. The fields and positions mentioned in these reasons for bribery are the fields and positions with a high risk of corruption.

On being asked about other reasons for bribery, the responses from cadres included: concern for external social relationship; transferral of personnel from one unit or post to another; and determining student enrolment plans. Responses from students included: changing dormitories; choosing tutors; and competing for various kinds of honors and extra assistance. The act of bribery and the receiving of bribes is a

two-way relationship, and the reasons for giving bribes correspond to the leadership or management posts with more occasions for receiving bribes.

C4) Evaluations of the amounts expended in personal relations

The investigation included a question asking respondents for the average amount expended each time on bribing personal connections, if they had ever done so. Their responses are shown in the table below:

Table 20 – Respondent groups’ general estimations of amounts spent on bribes

Estimations of amounts spent on bribes/Number of respondents choosing given option	Cadres	Students	Parents
Less than 2000 元 (RMB)	8	18	11
2000 to 5000 元	6	11	8
5000 to 10,000 元		5	2
10,000 to 50,000 元		1	3
More than 50,000 元			1
Other amounts	2	3	1

NB: This table has been created by the author himself using statistics. The total number of cadres was 114, 16 of whom responded that they had experienced the use of personal relations and explained the reasons for such behavior. The total number of students was 139, of whom 38 responded to the above question. The total number of parents was 118, of whom 26 responded to the above question.

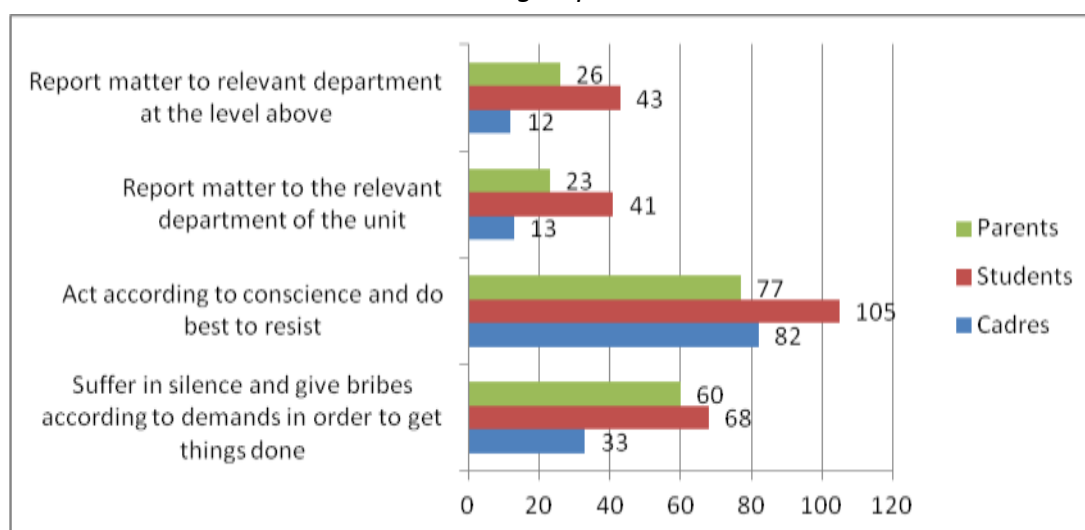
The table above shows that the average amount expended by the three groups on bribes was less than 2000 per bribe, followed by 2000 to 5000 per bribe. It is worth noting that in many cases the average amount spent by students and parents on using personal connections was 5000 to 10,000, 10,000 to 50,000, and even 50,000 and above. In choosing other amounts, the responses from students were from 200 to 500. This shows that the amounts expended in bribery differ according to the matters which are being dealt with, though in general the amounts involved are considerable.

C5) Investigation into willingness to oppose the extraction of bribes

In this investigation interviewees were asked “On encountering open solicitation or hints for bribes, which of the following correspond to your reactions?” Their

responses are shown below:

Table 21 – Willingness to oppose the extraction of bribes shown by respondent groups

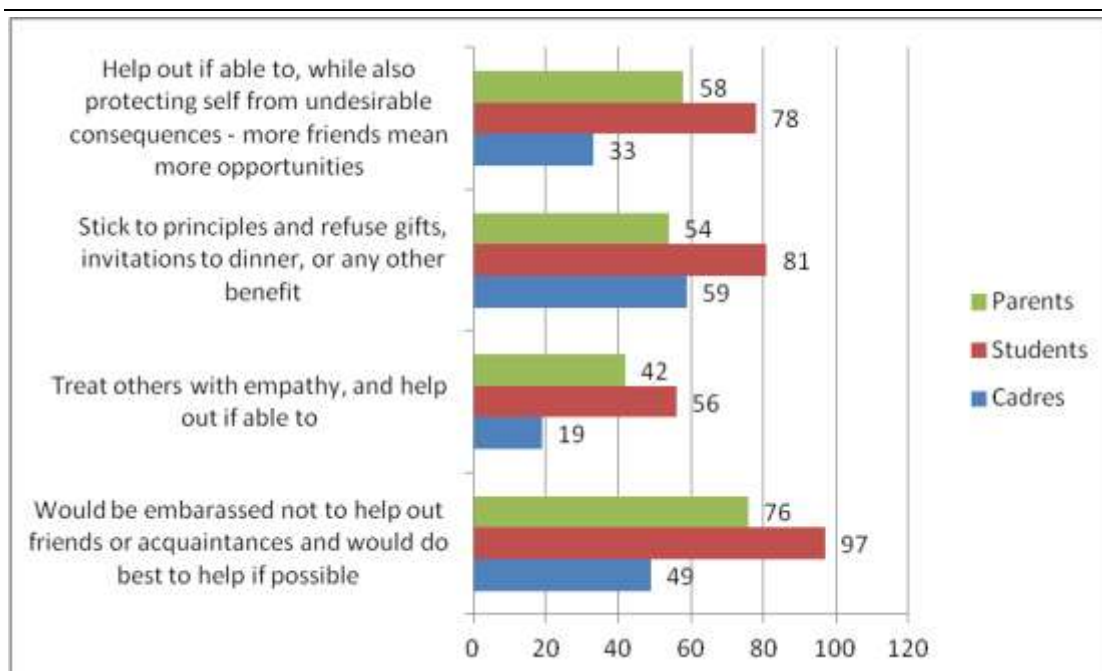


This table shows that in general all three groups wish to oppose the extraction of bribes. Yet the extent to which they wish to do so is not great, because the proportion of those reporting to relevant departments of their unit or reporting to relevant departments at higher levels was low, and only the these two responses illustrate a strong desire to oppose the extraction of bribes. The proportion of respondents from all three groups who chose to “suffer in silence, and give bribes according to demands in order to get things done” was greater than the proportion of those choosing to report bribery, showing that those suffering from bribery had no strong desire to consciously oppose the extraction of bribes. This is an important reason for the spread of corruption in higher education.

C6) Investigation into willingness to oppose the giving of bribes

To gauge the extent to which the relevant groups wished to oppose the giving of bribes, the investigation asked respondents to answer the question “If someone will use any means necessary to bribe you in order to achieve their ends, which of the following best corresponds to your response?” Their responses are shown below:

Table 22 – Investigation into the respondent groups’ willingness to oppose the giving of bribes



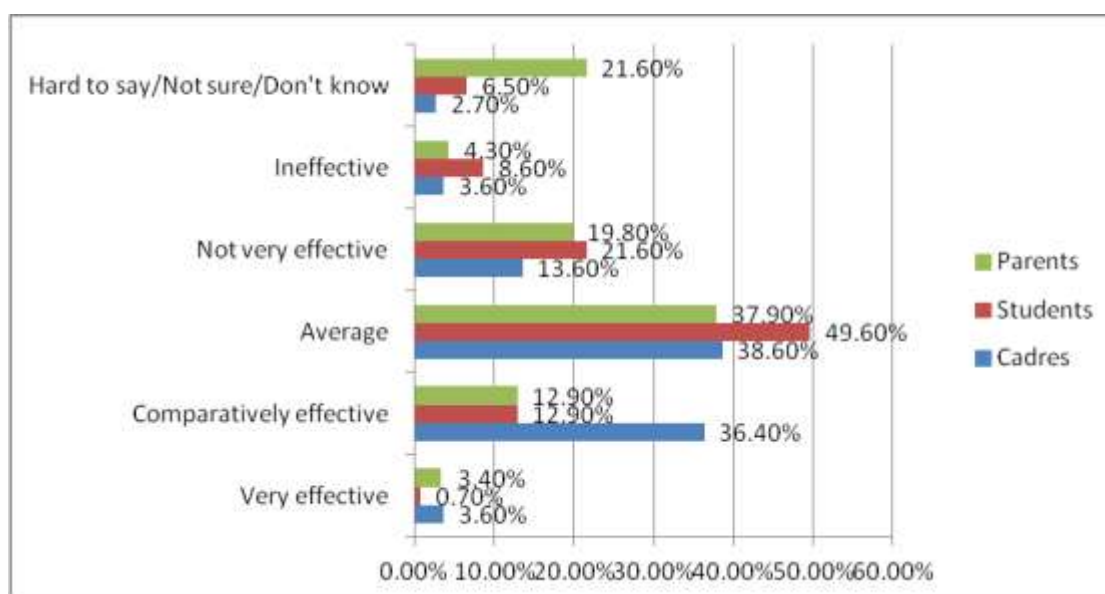
The table above shows that in general the proportion of respondents choosing to oppose the giving of bribes was less than the proportion choosing to accept bribes, although the reasons for choosing to accept bribes were not the same. This shows that people's willingness to oppose the giving of bribes is not great. It must be pointed out that the proportion of students willing to accept bribes was clearly comparatively high, and the lack of willingness to oppose bribery which this reflects is worrying.

D) Reducing corruption in higher education through realizing good governance in higher education

This investigation solicited interviewees for their opinions on the effectiveness of current measures being taken to control corruption in higher education, for their opinions on the reasons for corruption in higher education, and for their beliefs regarding measures that should be taken to control corruption.

D1) Respondent groups' evaluations of the effectiveness of current measures to control corruption in higher education

Table 23 – Respondent groups' evaluations of the effectiveness of current measures

to control corruption in higher education

The table above shows that cadres interviewed gave rather high evaluations of the effectiveness of current measures to control corruption, while students and parents generally gave rather low evaluations. At the same time, the proportion of all three groups who believe current measures to be “ineffective” or “not very effective” was low. This shows that many take a ‘wait and see’ attitude towards the effectiveness of current measures to control corruption. Parents have little understanding of current measures to control corruption, and consequently the proportion who responded “hard to say” was well above that of the other two groups.

D2) Free opinion on the causes of corruption in higher education and on measures to control corruption in higher education

The last question in the questionnaire was an open question, opening the questionnaire to suggestions made by interviewees and freely soliciting opinions on the causes of corruption and measures to control corruption. A collective analysis of the various responses to this open question shows that the analyses of the causes of corruption made by all three groups basically concentrate on the following issues: the trend towards administration in higher education, authorities’ domination over the distribution of profits and resources, and the over-concentration of power; the difficulties faced by students and teachers in participating in the management of schools; the closed nature of higher education, the insufficient transparency of operations, and the lack of independent and effective extra-departmental supervision; and, finally, the inappropriate competition caused by management without set standards. Correspondingly, all groups interviewed concentrated their suggestions for controlling corruption on the following issues: reducing the focus on

administration in higher education; student and teacher participation in all areas of school administration; increasing the transparency of management in higher education and implementing freedom of information; strengthening independent external supervision; standardizing management with open and fair regulations; and increasing capacity for cracking down on offenders.

These freely given opinions fully conformed to our line of thought. Corruption is linked to the excessive concentration of decision-making power in the higher education management system; to the absence of rights allowing groups with related interests to speak out; to the absence of channels allowing such groups to participate; to the lack of transparency in the management process; to the insufficient freedom of information; to the lack of strong external supervision or external parties to hold those in higher education to account; and to the lack of free and fair competition. In short, governance in higher education is not good enough. The basic route to take in reducing corruption is to improve governance, specifically by drawing stakeholders into higher education management, increasing transparency, creating more fair and free competition, and allowing strong supervision from external society.

D3) Possible measures for controlling corruption in higher education

Table 24 – Respondent groups’ degree of agreement with measures to control corruption in higher education

Suggested method for controlling corruption in higher education/Proportion of respondents who chose “agree” or “strongly agree”	Cadres	Students	Parents
1) Reform of the administration and management system, management of higher education by administrative departments in education according to educational and academic logic, and reduction of administrative interference in higher education	97. 2%	86. 3%	90. 3%
2) Reform of the internal governance structure in schools and an increase in transparency, participation, and accountability in the internal governance of schools	97. 2%	96. 4%	99. 1%
3) An increase in external auditing and supervision of schools	93. 4%	92. 8%	95. 6%
4) An increase in funds to schools’ finance department	96. 2%	75. 2%	82. 3%
5) Reform of the systems for evaluating teaching quality and scientific research and emphasis on quality rather than quantity	100%	97. 1%	99. 1%
6) Establishment of a scientifically strict assessment system and reduction in criteria unnecessary for assessment	100%	93. 5%	94. 7%
7) Establishment of a scientific system for promoting talent and appointing personnel	100%	94. 2%	99. 1%

8) Better treatment and higher salaries for teachers in accordance with their achievements in teaching and research	99. 1%	84. 9%	90. 3%
9) An increase in teachers' say in the management of teaching and research affairs	96. 3%	97. 1%	98. 2%
10) Protection of students' rights to be informed, rights to participate, rights to choice, and rights to monitor in the management of affairs relating to their personal interests, such as joining the Party, being recommended for postgraduate study, electing student cadres, and changing subject	99. 1%	95. 7%	100%

This table shows that the three groups on average showed a high degree of approval and support for the above measures for controlling corruption in higher education, illustrating a general consensus on reform in higher education. On the basis of the degree of approval and support shown by the three groups, the author would put forward the following measures for controlling corruption in higher education:

- 1) Reform of the systems for evaluating teaching quality and scientific research, and emphasis on quality rather than quantity
- 2) Establishment of a scientific system for promoting talent and appointing personnel
- 3) Establishment of a scientifically strict assessment system and reduction in criteria unnecessary for assessment
- 4) Protection of students' rights to be informed, rights to participate, rights to choice, and rights to monitor in the management of affairs relating to their personal interests, such as joining the Party, being recommended for postgraduate study, electing student cadres, and changing their major
- 5) An increase in teachers' say in the management of teaching and research
- 6) Reform of the internal governance structure in schools and an increase in transparency, participation, and accountability in the internal governance of schools
- 7) An increase in external auditing and supervision of schools
- 8) Better treatment and higher salaries for teachers in accordance with their achievements in teaching and research
- 9) A reduction of administrative interference in higher education governance
- 10) An increase of funds allocated to institutes of higher education

When asked "Do you have any other recommendations for higher education reform?", the measures most mentioned by students and their parents were: (1) to increase transparency and fairness in the processes of admission, and to avoid underhand operations; and (2) to enhance student participation in both decision-making and supervision.

D4) Feasible measures to enhance academic Integrity

Table 24: Respondent groups' level of approval of measures to manage academic integrity in higher education

Measures for management of academic integrity/Percentage of interviewed groups who chose "strongly agree" or "agree"	Cadres	Students	Parents
To establish an independent institute of academic integrity management to accept consultations, appeals and to carry out investigations	90.7%	94.2%	94.7%
To establish a peer-review system for degree theses and dissertations	93.5%	89.9%	86.0%
To widely apply the anti-plagiarism monitoring system, with adequate software support	90.7%	93.5%	84.1%
To apply the peer-review system to all journal articles	96.3%	92.8%	84.1%
To strictly apply the rules regarding declaration of conflict of interests and avoidance in processing all reviews	97.2%	92.0%	84.7%

According to the table above, all three groups show a high degree of recognition and support for enhancing the management of academic integrity in universities, showing a wide consensus on reform in this area. Based on the levels of recognition and support from the three interviewed groups, a series of academic integrity management measures are proposed as follows:

1. To strictly apply the rules regarding the declaration of conflict of interests and avoidance in processing all reviews
2. To establish an independent institute of academic integrity management to accept consultations, appeals, and to undertake investigations
3. To establish a peer-review system for degree theses and dissertations.
4. To widely apply the anti-plagiarism monitoring system, with adequate software supports
5. To apply the peer-review system to all journal articles

When asked "Do you have any other recommendations towards the management of academic integrity?", the measures most mentioned by the three groups were: (1) to reduce all kinds of assessments, and let society, rather than government bodies,

undertake assessments; (2) to increase punishments for academic dishonesty and thus raise the cost of doing so; (3) to reduce the weight of academic research in assessment for professional titles; 4) to guarantee the livelihoods of those engaged in teaching and research, particular those of middle age, so that they need not worry for their livelihoods, can undertake their work with positivity, and can ensure they have ‘academic heirs’.

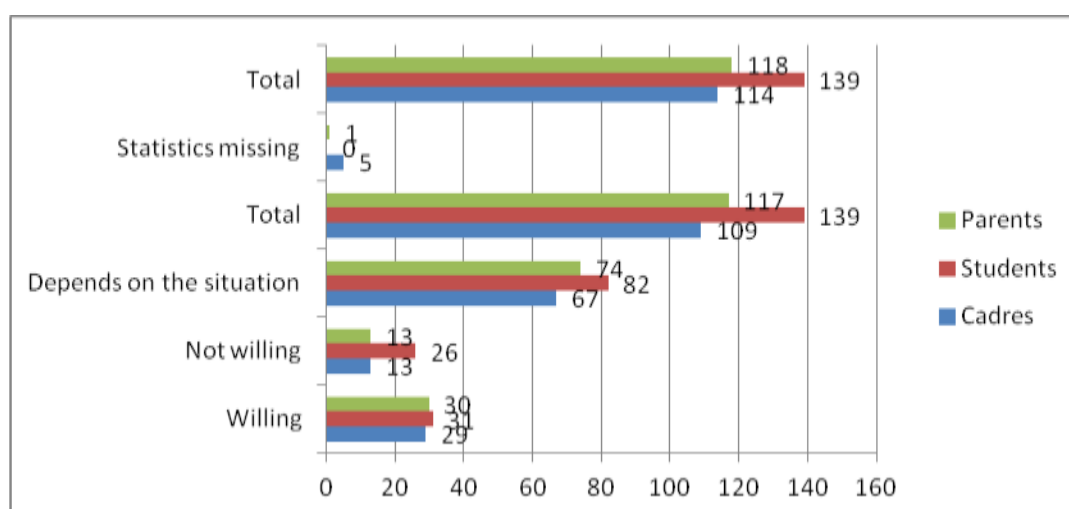
D5) Encouraging all social sectors to fight against corruption in higher

education

Controlling corruption needs cooperation from all social sectors, particularly from those whose interests are involved. To mobilize all social sectors to fight against corruption in higher education collectively is the key to controlling corruption. Measures to mobilize the general public are as follows:

D5.1) Increasing willingness to report corruption in higher education

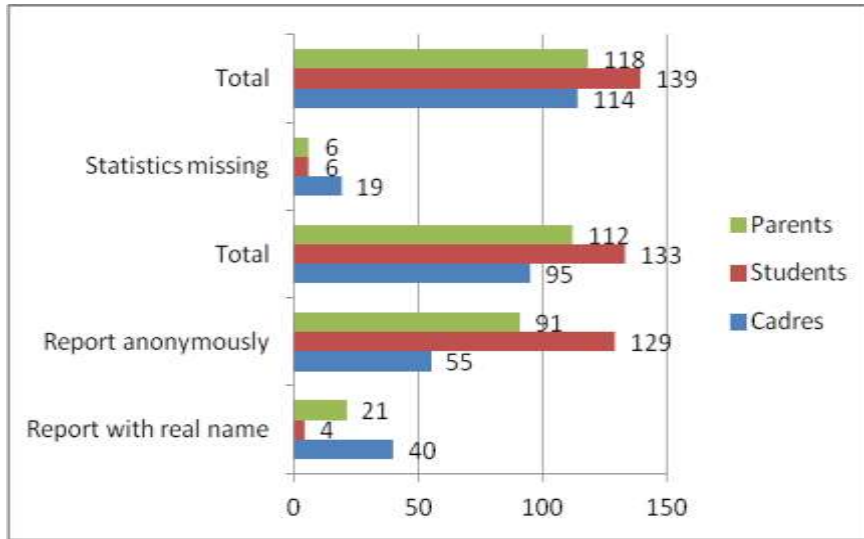
Table 26 – Survey on willingness to report corruption



According to the table above, the majority of all three groups interviewed chose the option “it depends” option, which indicates that a ‘wait and see’ or ‘free-ride’ mentality dominates when it comes to reporting corruption. Nonetheless, the good news is that more interviewees chose “yes” than “no”. Incentivizing people to report corruption should be one of the aims of anti-corruption efforts in higher education.

D5.2) Encouraging people to report corruption non-anonymously

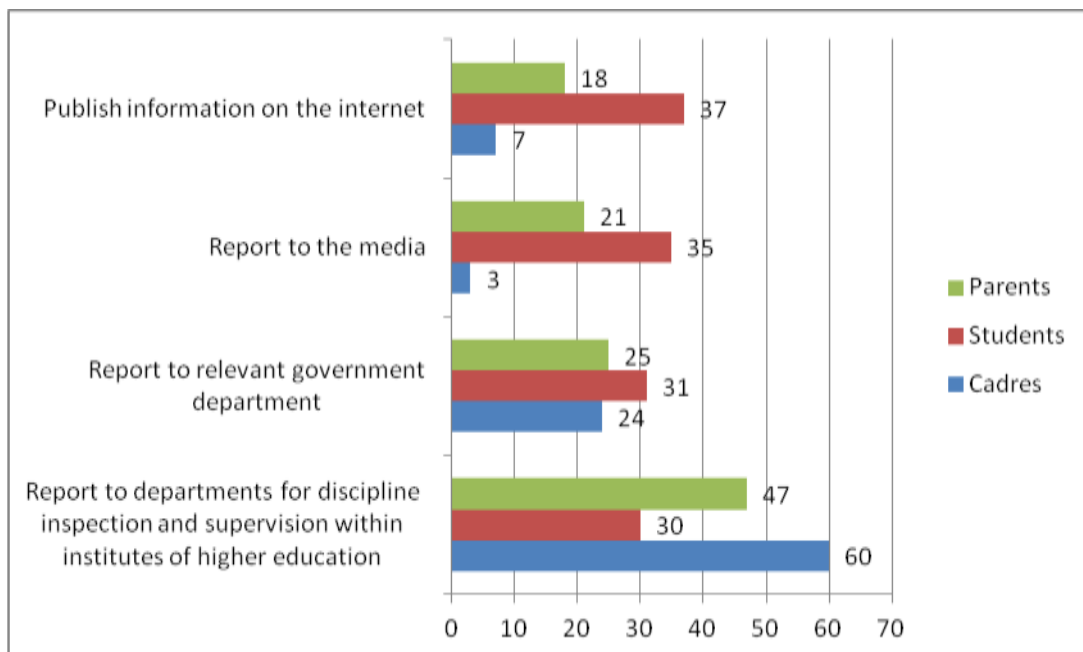
Table 27 – a survey on reporting corruption non-anonymously



According to the table above, all of the three groups interviewed, particularly students, would prefer to report corruption anonymously. However, this increases the difficulties of anti-corruption investigations and subsequent follow-ups. Therefore, it is necessary to encourage people to report corruption with their real names.

D5.3) Increasing public trust in discipline inspection and supervision departments

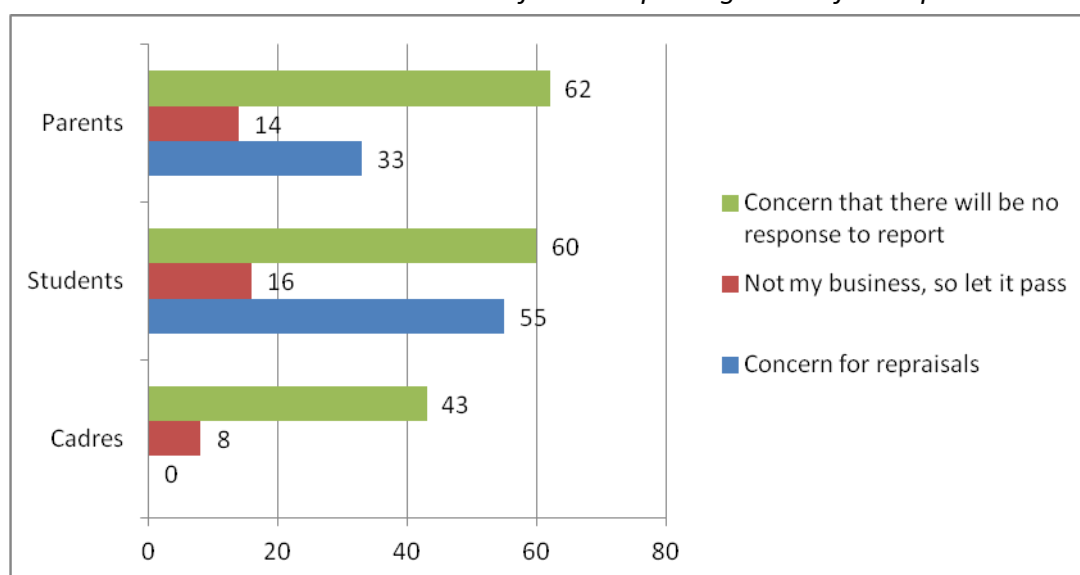
Table 28 – Survey on the channels people use to report corruption



According to the table above, all three groups generally have trust in the departments for discipline inspection and supervision within institutes of higher education, and in relevant government departments. However, compared to cadres, students and their parents tend to report corruption to the media or on the internet. This shows there is still considerable distrust of departments for discipline inspection and supervision within institutes of higher education and of related government departments. Consequently it is necessary to increase the independence and authority of such anti-corruption agencies, thereby increasing people's faith in such agencies and increasing their willingness to report cases of corruption.

D5.4) Enhancing protection of, and feedback to, those who report corruption

Table 29 – Reasons for not reporting cases of corruption



According to the table above, the primary concern for all of the groups interviewed is groups is a potential lack of response to reporting cases of corruption, followed by reprisals for reporting corruption. Therefore, increasing responsiveness to reported corruption and providing timely feedback to those who report would substantially increase public willingness to report corruption. Besides, it is also necessary to protect those who report corruption, and particularly those who are key witnesses, to assist those who suffer reprisals from reporting, and to punish those who carry out such reprisals.

D5.5) Increase people's willingness to fight corruption

According to all surveys (and tables) above, it is fair to conclude that people have limited consciousness, low willingness and a 'free-ride' mentality in fighting corruption. To improve this situation, institutional reform and education in anti-corruption are both needed to raise the sense that all are involved and may be

harmed by corruption, and no one can remain an outsider. Corruption is the very opposite of justice and fairness. Only if everyone actively participates in the fight against corruption can the country be free from the dangers of corruption.

Attachment 1: A questionnaire on “Good governance in higher education”

Questionnaire No.: _____

This questionnaire aims to study the corruption situations in universities and colleges. Your inputs are crucial to the success of this study.

Part One: Introduction

Dear Participants:

This survey is organized by the China Center for Comparative Politics & Economics (CCCPE) and the Northeast Normal University, which is an integral part of the UNDP project on “Corruption Prevention and Countermeasures in Chinese Higher Education”. The purpose of this survey is to understand the overall situation of the corruption and particularly some key areas of governance in current Chinese universities, and therefore to provide valid recommendation to fight against corruption in Chinese universities.

We sincerely appreciate your time to accept the invitation to fill out the questionnaire. In order to ensure the quality of the questionnaire, please try your best to answer as much questions as possible in the questionnaire. This survey is anonymous: you have no need to be concerned, please express your opinions truthfully. The data acquired will be presented in the form of a comprehensive analysis. All of the data obtained will be used for research purpose only. Please select your preferred choices with a tick and express your ideas wherever needed. If you have any questions, please feel free to consult our staff (contact information is attached below).

Part Two Survey Questions

(1) Basic Personal Information

A1 Your Gender

- 1) Male 2) Female

A2 Your age

- 1) Below 30 2) 31-40 3) 41-50 4) Above 50

A3 Your Martial Status

- 1) Married 2) Not married

A4 Your ethnicity/nationality: _____

A5 Your Political Affiliation

- 1) Chinese Communist Party Member
 2) Chinese Communist Youth League Member
 3) non-Communist Democratic Party member
 4) No Political Affiliation

A7 Your Highest Academic Degree Obtained

- 1) Non-university degree 2) Bachelor 3) Master 4) PhD

A8 Your monthly Income in RMB (including salaries, subsidies and other incomes)

- 1) Below 2000 2) 2000-2999 3) 3000-3999 4) 4000-4999
 5) 5000-5999 6) 6000-6999 7) 7000-7999 8) Above 8000

A9 Your Status

- 1) University Cadre 2) University Teachers
 3) University Student 4) Parent of university students

If your answer to A9 is 1), please continue to answer A9.1 and A 9.2; if your answer to A9 is 2), please continue to answer A 9.3 and A 9.4; if your answer to A9 is 3), please continue to answer A 9.5; if your answer to A9 is 4), you do not need to answer any of A9.1-A9.5:

A9.1 Your Cadre Status

- 1) University Cadre 2) College Cadre 3) Departmental Cadre

A9.2 Your Administrative Rank

- 1) Main provincial level department (正厅) 2) Secondary provincial level department (副厅长) 3) Main office (正处) 4) Secondary office (副处长) 5) Main subdivision (正科) or below

A9.3 Your Position Status

- 1) Teaching and Research 2) Teaching and Researching Support 3) Logistics Service

A9.4 Your Professional title

- 1) Professor (正高) 2) Associate professor (副高) 3) Middle level 4) Junior

A9.5 How many years have you been at this institute of higher education:

- 1) Less than 4 years 2) 4-7 years 3) Above 7 years.

A10 The province in which your institute of higher education is located: _____

A11 Category of your institute of higher education

- 1) Universities attached to Ministries 2) Universities attached to Provinces
 3) Non-government-owned universities 4) Others

(2) Overall situation of corruption in higher education

B1 Compared to the level of corruption in other fields, what do you think of current corruption in higher education:

- 1) Very severe
 2) Severe
 3) More or less the same
 4) Less severe
 5) All right
 6) Hard to say

B2 How widespread do you think of university corruption currently:

- 1) Very common
 2) Common
 3) Common to a certain degree
 4) Not very common
 5) Not common at all
 6) Hard to say

B3 What do you think of current levels of academic integrity in higher education:

- 1) Could not be worse 2) Bad 3) OK

- 4) So so 5) Very good 6) Hard to say

B4 Do you agree with following statements in regards to university corruption:

	Strongly Agree	Agree	Not totally Agree	Do not Agree	Do not care
①University corruption directly affects the quality of university education					
②University corruption affects people's willingness to study and work at domestic universities					
③University corruption affects the overall health of knowledge and theoretical innovation					
④University corruption affects the enthusiasm of the teaching and research work of university teachers					
⑤University corruption affects students' capacity to study, research and innovate					
⑥University corruption distorts social image of university teachers, and lower their social status					
⑦University corruption directly affects the overall development of higher education					
⑧University corruption seriously harm the overall cultural prosperity of the whole nation					
Other Consequences (Please Elaborate)					

B5 What do you think of the negative impacts of corruption in higher education:

- 1) Tremendous
 2) Serious
 3) So so
 4) Not serious
 5) All right
 6) Hard to say

B6 How do you think of the trend of university corruption in the coming 3 to 5 years:

- 1) Greatly improved

- 2) Slightly improved
- 3) Remain the same
- 4) Getting a bit worse
- 5) Degrading substantially
- 6) Hard to say

(3) Manifestations and causes of University Corruption

C1 What do you think of the university corruption in the following areas:

	Tremendous	Serious	Just so so	Not serious	Do not care
① Infrastructure Construction					
② Student Recruitment					
③ All kinds of Reviews and Evaluations					
④ Human Resource and Personnel Affairs					
⑤ Students' Affairs					
Other Areas (Please Elaborate)					

C1.1 Where do you think the corruption mainly occur in the area of Infrastructure Construction

(Single Selection):

- 1) Infrastructure Construction Projects
- 2) Supplies purchasing

C1.2 Where do you think the corruption mainly occur in the area of Students' Recruitment (Single

Selection):

- 1) Recruitment of undergraduate students
- 2) Recruitment of graduate students

C1.3 Where do you think the corruption mainly occur in the area of all kinds of Reviews and Evaluations (Single Selection):

- 1) Position/title evaluation
- 2) Research projects' assessment
- 3) Review on degree awarding power

4) Teaching quality assessment

5) All kinds of competitions

C1.4 Where do you think the corruption mainly occur in the area of Human Resource and

Personnel Affairs (Single Selection):

1) Teachers' indraught

2) Cadre promotion

C1.5 Where do you think the corruption mainly occur in the area of Students' Affairs (Single Selection):

1) Introduction into the Communist Party

2) Student cadre promotion

3) Excellence selection

4) Scholarship applications

5) Subsidy applications

C2 How do you think of the level of risk of corruption in following positions:

		Very High	High	Not Very High	Not High	Do not Care
① Heads of the University						
② Heads of University Departments						
③ Heads of Administrative Organs						
Other Positions (Please Elaborate)						

C2.1 Which Heads of University are Mostly Frequently Corrupt (maximum 2 selections):

1) Those who in charge of infrastructure construction and supplies purchasing

2) Those who in charge of students' recruitment

3) Those who in charge of finance

4) Those who in charge of teaching and researching

5) Those who in charge of Discipline inspection, Organization and Propaganda

C2.2 Which Departmental Heads of University are Mostly Frequently Corrupt (maximum 2 selections):

1) Those who in charge of infrastructure construction and supplies purchasing

- 2) Those who in charge of students' recruitment
- 3) Those who in charge of finance
- 4) Those who in charge of teaching and researching
- 5) Those who in charge of Discipline inspection, Organization and Propaganda

C2.3 Which Administrative Organ Heads of University are Mostly Frequently Corrupt (maximum 2 selections):

- 1) Those who in charge of infrastructure construction and supplies purchasing
- 2) Those who in charge of students' recruitment
- 3) Those who in charge of finance
- 4) Those who in charge of teaching and researching
- 5) Those who in charge of Discipline inspection, Organization and Propaganda

C3 Do you agree with following statements on the causes of university corruption:

	Strongly Agree	Agree	Not totally Agree	Do not Agree	Do not care
① Inadequate funding force universities to use illegal ways to survive and develop					
② Funding and other resources to universities are closely attached to all kinds of evaluations and assessment, and thus corruption is needed to win the competitions					
③ Decision-making in universities are mysterious, lacking transparency and engagement of related interest parties					
④ Non-scientific evaluation system on teaching and researching force university professors to use unjust means to get more projects and publish more articles					
⑤ The evaluation mechanism is not well designed and operated which leaves room for corruption					
⑥ Infrastructure construction are poorly regulated and necessary supervision is absent					
⑦ Supplies purchasing are not transparent, lacking external supervision					
⑧ Students' recruitment are not transparent, which leaves too much discretionary power for secret operations					
⑨ Lack external audit and supervision on finance					

⑩The tendency of university administrativization leads to corruption in personnel promotion					
⑪Heads of University are too powerful to be supervised					
⑫University teachers' income are too low and disconnected with their performance					
Other Causes (Please Elaborate)					

C4 Do you think it is reasonable for heads of university to use illegal and unjust means to help the university to develop:

- 1) Very reasonable
- 2) reasonable
- 3) Somehow reasonable
- 4) Not very reasonable
- 5) Unreasonable
- 6) Hard to say

C5 Do the following academic dishonest behaviors exist in your university:

	Strongly Agree	Agree	Not totally Agree	Do not Agree	Do not care
①Academic plagiarism/disguised plagiarism					
②University heads or professors to take credits in other's publication					
③Dissertation submitted for review and assessment are non-anonymous					
④Academic research are redundant and at a low-level, with emphasis on quantity but not quality					
⑤University teachers are too busy do conduct part time jobs off-campus to properly do their jobs on campus					
⑥Personal connections are still a dominant consideration in all kinds of project reviews and professional accreditation					
Other Situations (Please Elaborate)					

(4) Measures to curb corruption in higher education

D1 What do you think of current measures to curb corruption in higher education?

- 1) Very effective
- 2) Effective
- 3) Just so so
- 4) Not very effective
- 5) Not effective
- 6) Hard to say

D2 Do you agree with following measures on enhancing academic integrity management:

		Agree	Strongly	Agree	Agree	Not totally	Do not Agree	Do not care
① To establish an independent institute of academic integrity management to accept consultations, appeals and to investigate.								
② To establish peer-review system for degree theses and dissertations.								
③ To widely apply the Anti-plagiarism Monitoring System with adequate software supports.								
④ To apply the peer-review system to all journal articles.								
⑤ To strictly apply the rules of declaration of the conflict of interests and avoidance in processes of all reviews.								
Other measures (Please Elaborate)								

D3 Do you agree to adopt following measures to curb university corruption:

		Agree	Strongly	Agree	Agree	Not totally	Do not Agree	Do not care
① Reform of the administration and management system, management of higher education by administrative departments in education according to educational and academic logic, and reduction of administrative interference in higher education								

② Reform of the internal governance structure in schools and an increase in transparency, participation, and accountability in the internal governance of schools					
③ An increase in external auditing and supervision of schools					
④ An increase in funds to schools					
⑤ Reform of the systems for evaluating teaching quality and scientific research and emphasis on quality rather than quantity					
⑥ Establishment of a scientifically strict assessment system and reduction in criteria unnecessary for assessment					
⑦ Establishment of a scientific system for promoting talent and appointing personnel					
⑧ Better treatment and higher salaries for teachers in accordance with their achievements in teaching and research					
⑨ An increase in teachers' say in the management of teaching and research					
⑩ Protection of students' rights to be informed, rights to participate, rights to choice, and rights to monitor in the management of affairs relating to their personal interests, such as joining the Party, being recommended for postgraduate study, electing student cadres, and changing subject					
Other Measures (Please Elaborate)					

D4 Will you report corruption of related cadres if you have solid evidence?

- 1) Yes 2) No 3) It depends

D4.1 If yes, which way will you choose?

- 1) To report with real names 2) To report anonymously

D4.2 If yes, to which channel will you choose to report?

- 1) To anti-corruption agencies at university
 2) To related institutions at governments
 3) To the press
 4) To the internet

D4.3 If not, for what reasons?

- 1) the worry of retaliations
- 2) none of my business
- 3) non-response to reported cases of corruption

(5) University corruption you have experienced or heard

E1 Have you used personal connections (including bribery) to achieve your own ends? (If no, skip to E 2)

- 1) Yes
- 2) No

E1.1 If yes, what do you think of this:

- 1) Very Normal
- 2) Normal, it is part of the "hidden rules"
- 3) Normal, it is part of Chinese tradition
- 4) Not normal, but acceptable in certain circumstances
- 5) Not normal, but one has to do it
- 6) Hard to say

E1.2 If yes, what is your purpose:

- 1) Personal promotion
- 2) Children's jobs
- 3) Children's admission
- 4) To be introduced into the Communist Party or become a student cadre
- 5) To get into graduate schools via exams
- 6) To get into graduate schools via recommendations
- 7) Major transfer
- 8) To raise exam grades
- 9) Professional accreditation
- 10) To introduce clients
- 11) To win competitions
- 12) To ask for a lighter punishment for self misconduct
- 13) Others (please elaborate):

E1.3 If yes, approximately how much do you use averagely to bribe (in RMB):

- 1) Below 2000
- 2) 2000 - 5000
- 3) 5000-10000

- 4) 10000-50000
- 5) Above 50000
- 6) Others (please elaborate):

E2 On encountering open solicitation or hints for bribes, which of the following correspond to your reactions:

	Matched	Generally matched	Not very matched	Not matched	Do not care
① Suffer in silence, and give bribes according to demands in order to get things done					
② To oppose the extraction of bribes					
③ To report to relevant departments in your own unit					
④ To report to relevant departments at higher levels					
If none of above suits you, what will do you? (Please elaborate)					

E3 If someone will use any means necessary to bribe you in order to achieve their ends, which of the following best corresponds to your response:

	Matched	Generally matched	Not very matched	Not matched	Do not care
① To accept bribes and to try personal best to accommodate the needs of friends and acquaintances					
② To accept bribes and to do what can be done					
③ To refuse any kinds of bribes					
④ To accept bribes and do what can be done so as to make more working connections, only when personal security is ensured					
If none of above suits you, what will do you? (Please elaborate)					

E4 If you have other opinions on either the causes and countermeasures of corruption, please elaborate here:

-----The End! Thank you very much!-----

© If you are interested in this survey and the outcomes, please stay in touch. Contact: Zhu Mingshi 朱明仕 Cell Phone: 13756946456 Email: zhuminshi@gmail.com

Attachment 2 - Background information on the three groups interviewed**Part 1: Cadres****A1 Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	89	78.1	78.1	78.1
	Female	25	21.9	21.9	100.0
	Total	114	100.0	100.0	

A2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40	18	15.8	15.8	15.8
	41-50	76	66.7	66.7	82.5
	Above 51	20	17.5	17.5	100.0
	Total	114	100.0	100.0	

A3 Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	113	99.1	99.1	99.1
	Not Married	1	.9	.9	100.0
	Total	114	100.0	100.0	

A4 Ethnic Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Han	107	93.9	96.4	96.4
	Hui	1	.9	.9	97.3
	Man	1	.9	.9	98.2
	Others	2	1.8	1.8	100.0
	Total	111	97.4	100.0	
Missin	System	3	2.6		
g					
Total		114	100.0		

A5 Political Affiliations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communist Party Members	111	97.4	98.2	98.2
	Non-Communist Democratic Party Members	1	.9	.9	99.1
	No Political Affiliations	1	.9	.9	100.0
	Total	113	99.1	100.0	
Missing	System	1	.9		
Total			100.0		

A7 Highest Academic Degree Obtained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-University Degrees	1	.9	.9	.9
	Bachelor	30	26.3	26.3	27.2
	Master	45	39.5	39.5	66.7
	PhD	38	33.3	33.3	100.0
	Total	114	100.0	100.0	

A8 Monthly Incomes (RMB)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3000-3999	4	3.5	3.6	3.6
	4000-4999	18	15.8	16.1	19.6

5000-5999	11	9.6	9.8	29.5
6000-6999	19	16.7	17.0	46.4
7000-7999	23	20.2	20.5	67.0
8000 up	37	32.5	33.0	100.0
Total	112	98.2	100.0	
Missing System	2	1.8		
Total	114	100.0		

A9a Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid University Cadres	107	93.9	93.9	93.9
University Teachers	7	6.1	6.1	100.0
Total	114	100.0	100.0	

A9.1 Cadre Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid University Cadres	30	26.3	27.3	27.3
College Cadres	21	18.4	19.1	46.4
Departmental Cadres	59	51.8	53.6	100.0
Total	110	96.5	100.0	
Missing System	4	3.5		
Total	114	100.0		

A9.2 Administrative Rank

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fu Ting	20	17.5	18.3	18.3
Zheng Chu	85	74.6	78.0	96.3
Fu Chu	4	3.5	3.7	100.0
Total	109	95.6	100.0	
Missing System	5	4.4		
Total	114	100.0		

A9.3 Position Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching and Researching	30	26.3	62.5	62.5
	Teaching and Researching Support	13	11.4	27.1	89.6
	Logistics Service	5	4.4	10.4	100.0
	Total	48	42.1	100.0	
Missing	System	66	57.9		
Total		114	100.0		

A9.4 Professional Accreditation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zheng Gao	26	22.8	48.1	48.1
	Fu Gao	21	18.4	38.9	87.0
	Medium	7	6.1	13.0	100.0
	Total	54	47.4	100.0	
Missing	System	60	52.6		
Total		114	100.0		

A9.5 Yeas at University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 4 years	8	7.0	14.8	14.8
	4-7 years	12	10.5	22.2	37.0
	Above 7 years	34	29.8	63.0	100.0
	Total	54	47.4	100.0	
Missing	System	60	52.6		
Total		114	100.0		

A10 Provinces the University is Located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beijing	8	7.0	9.5	9.5
	Hubei	3	2.6	3.6	13.1
	Hunan	6	5.3	7.1	20.2
	Chongqing	3	2.6	3.6	23.8

Guangdong	3	2.6	3.6	27.4
Guangxi	3	2.6	3.6	31.0
Fujian	3	2.6	3.6	34.5
Jiangsu	8	7.0	9.5	44.0
Zhejiang	3	2.6	3.6	47.6
Hainan	2	1.8	2.4	50.0
Shaanxi	3	2.6	3.6	53.6
Shan'xi	1	.9	1.2	54.8
Shandong	2	1.8	2.4	57.1
Henan	4	3.5	4.8	61.9
Jilin	2	1.8	2.4	64.3
Liaoning	4	3.5	4.8	69.0
Guizhou	3	2.6	3.6	72.6
Heilongjiang	3	2.6	3.6	76.2
Xinjiang	1	.9	1.2	77.4
Hebei	2	1.8	2.4	79.8
Anhui	3	2.6	3.6	83.3
Tianjin	2	1.8	2.4	85.7
Qinghai	1	.9	1.2	86.9
Sichuang	4	3.5	4.8	91.7
Gansu	2	1.8	2.4	94.0
Yunnan	2	1.8	2.4	96.4
Tibet	1	.9	1.2	97.6
Inner Mongolia	1	.9	1.2	98.8
Shanghai	1	.9	1.2	100.0
Total	84	73.7	100.0	
Missing System	30	26.3		
Total	114	100.0		

A11 University Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Universities attached to Ministries	29	25.4	30.2	30.2
Valid Universities attached to Provinces	61	53.5	63.5	93.8

Others	6	5.3	6.3	100.0
Total	96	84.2	100.0	
Missing System	18	15.8		
Total	114	100.0		

Part 2: University Students**A1 Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	56	40.3	40.3	40.3
Female	83	59.7	59.7	100.0
Total	139	100.0	100.0	

A2 Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 30	139	100.0	100.0	100.0

A3 Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	5	3.6	3.6	3.6
Not Married	133	95.7	96.4	100.0
Total	138	99.3	100.0	
Missing System	1	.7		
Total	139	100.0		

A4 Ethnic Nationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Han	117	84.2	84.8	84.8
Hui	1	.7	.7	85.5
Man	9	6.5	6.5	92.0
Mongolia	4	2.9	2.9	94.9
Others	7	5.0	5.1	100.0

Total	138	99.3	100.0
Missing System	1	.7	
Total	139	100.0	

A5 Political Affiliations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Communist Party Members	46	33.1	33.1	33.1
communist youth league member	91	65.5	65.5	98.6
No Political Affiliations	2	1.4	1.4	100.0
Total	139	100.0	100.0	

A6 Highest Academic Degree Obtained

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non-University Degrees	4	2.9	2.9	2.9
Bachelor	100	71.9	72.5	75.4
Master	32	23.0	23.2	98.6
PhD	2	1.4	1.4	100.0
Total	138	99.3	100.0	
Missing System	1	.7		
Total	139	100.0		

A7 Years at University

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 4 years	82	59.0	59.0	59.0
4-7 years	52	37.4	37.4	96.4
Above 7 years	5	3.6	3.6	100.0
Total	139	100.0	100.0	

A8 Provinces the University is Located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hunan	10	7.2	7.2	7.2
	Henan	5	3.6	3.6	10.9
	Jiangsu	6	4.3	4.3	15.2
	Jilin	33	23.7	23.9	39.1
	Shandong	7	5.0	5.1	44.2
	Sichuang & Chongqing	9	6.5	6.5	50.7
	Beijing	21	15.1	15.2	65.9
	Guangdong	6	4.3	4.3	70.3
	Guangxi	2	1.4	1.4	71.7
	Shaanxi	5	3.6	3.6	75.4
	Fujian	1	.7	.7	76.1
	Shanxi	3	2.2	2.2	78.3
	Zhejiang	3	2.2	2.2	80.4
	Chengdu	1	.7	.7	81.2
	Hubei	3	2.2	2.2	83.3
	Anhui	1	.7	.7	84.1
	18	7	5.0	5.1	89.1
	Hebei	5	3.6	3.6	92.8
	Heilongjian g	5	3.6	3.6	96.4
	Shanghai	3	2.2	2.2	98.6
	Tianjin	1	.7	.7	99.3
	Gansu	1	.7	.7	100.0
	Total	138	99.3	100.0	
Missing	System	1	.7		
Total		139	100.0		

A9 University Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Universities attached to Ministries	59	42.4	42.4	42.4
	Universities attached to Provinces	77	55.4	55.4	97.8
	Others	3	2.2	2.2	100.0
	Total	139	100.0	100.0	

Part 3: Students' Parents**A1 Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	71	60.2	60.2	60.2
	Female	47	39.8	39.8	100.0
	Total	118	100.0	100.0	

A2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30	12	10.2	10.2	10.2
	31-40	10	8.5	8.5	18.6
	41-50	75	63.6	63.6	82.2
	Above 51	21	17.8	17.8	100.0
	Total	118	100.0	100.0	

A3 Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	105	89.0	90.5	90.5
	Not Married	11	9.3	9.5	100.0
	Total	116	98.3	100.0	
Missing	System	2	1.7		
Total		118	100.0		

A4 Ethnic Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Han	91	77.1	82.0	82.0
	Hui	1	.8	.9	82.9
	Man	3	2.5	2.7	85.6
	Tibetan	1	.8	.9	86.5

	Mongolian	9	7.6	8.1	94.6
	Others	6	5.1	5.4	100.0
	Total	111	94.1	100.0	
Missing	System	7	5.9		
Total		118	100.0		

A5 Political Affiliations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communist Party Members	41	34.7	34.7	34.7
	Communist Youth League members	7	5.9	5.9	40.7
	Non-Communist Democratic Party Members	2	1.7	1.7	42.4
	No Political Affiliations	68	57.6	57.6	100.0
Total		118	100.0	100.0	

A6 Highest Academic Degree Obtained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-University Degrees	76	64.4	66.1	66.1
	Bachelor	33	28.0	28.7	94.8
	Master	5	4.2	4.3	99.1
	PhD	1	.8	.9	100.0
	Total	115	97.5	100.0	
Missing	System	3	2.5		
Total		118	100.0		

A7 Monthly Incomes (RMB)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 2000	38	32.2	32.5	32.5
	2000-2999	21	17.8	17.9	50.4

	3000-3999	32	27.1	27.4	77.8
	4000-4999	13	11.0	11.1	88.9
	5000-5999	7	5.9	6.0	94.9
	7000-7999	3	2.5	2.6	97.4
	Above 8000	3	2.5	2.6	100.0
	Total	117	99.2	100.0	
Missing	System	1	.8		
Total		118	100.0		

A8 Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University Cadres	2	1.7	1.9	1.9
	University Teachers	4	3.4	3.7	5.6
	University Students' Parents	101	85.6	94.4	100.0
	Total	107	90.7	100.0	
Missing	System	11	9.3		
Total		118	100.0		

A8.1 Cadre Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College Cadres	1	.8	25.0	25.0
	Departmental Cadres	3	2.5	75.0	100.0
	Total	4	3.4	100.0	
Missing	System	114	96.6		
Total		118	100.0		

A8.2 Administrative Rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zheng Chu	3	2.5	75.0	75.0
	Zheng Ke and below	1	.8	25.0	100.0

Total	4	3.4	100.0
Missing System	114	96.6	
Total	118	100.0	

A8.3 Position Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teaching and Researching	4	3.4	50.0	50.0
Teaching and Researching Support	1	.8	12.5	62.5
Logistics Service	3	2.5	37.5	100.0
Total	8	6.8	100.0	
Missing System	110	93.2		
Total		100.0		

A8.4 Professional Accreditation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Zheng Gao	3	2.5	37.5	37.5
Fu Gao	1	.8	12.5	50.0
Medium	3	2.5	37.5	87.5
Junior	1	.8	12.5	100.0
Total	8	6.8	100.0	
Missing System	110	93.2		
Total	118	100.0		

A9 Provinces the University is Located

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sichuan & Chongqing	1	.8	12.5	12.5
Beijing	2	1.7	25.0	37.5
Shanxi	1	.8	12.5	50.0
Zhejiang	2	1.7	25.0	75.0
Hubei	1	.8	12.5	87.5
Liaoning	1	.8	12.5	100.0
Total	8	6.8	100.0	

Missing System	110	93.2		
Total	118	100.0		

A10 University Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Universities attached to Ministries	2	1.7	25.0	25.0
Universities attached to Provinces	4	3.4	50.0	75.0
Others	2	1.7	25.0	100.0
Total	8	6.8	100.0	
Missing System	110	93.2		
Total	118	100.0		