

# PKU-STANFORD FORUM

## University as a Source of Innovation and Economic Development



Stanford Center at  
Peking University

October 20–21, 2014





*This event is made possible by the generous support  
from the Graduate School of Education and the  
Institute of Economics of Education at Peking University,  
the UNESCO Chair in Higher Education for the Asia Pacific,  
the Chinese Society for Education Development Strategies,  
the Confucius Institute at Stanford University,  
the Stanford Center at Peking University,  
and the Beijing Forum.*





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## Sunday, October 19th

Whole day Airport Pick-up by PKU

18:30 Welcome Dinner at Lakeview Hotel

## Monday, October 20th

9:00–9:15 **Opening Remarks**

*Enge Wang, President, Peking University, China*

*John Etchemendy, Provost, Stanford University, USA*

**Session 1**

**University as a Source of Innovation:**

**Major Factors That Make Universities More Innovative**

*(Chaired by Weifang Min, Professor, PKU and Executive President of CSEDS)*

9:15–10:45

**Keynote speeches**

- ◆ **Dongmin Chen**, Professor, Peking University, China. “University’s Role in Accelerating Nation’s Innovation Development in China”
- ◆ **Henry Levin and Mun C. Tsang**, Professor, Columbia University, USA. “Factors Influencing the Innovative Capacity of Research Universities in the United States”
- ◆ **Scott Stern**, Professor, MIT Sloan School of Management, USA. “Beyond an Ideas Factory: The Role of Universities in Shaping Innovative-Driven Entrepreneurial Ecosystems”
- ◆ **Jianhua Lin**, President and Professor, Zhejiang University, China. “University as a Source of Technological Innovation: Zhejiang University as a Case”

10:45–11:00

**Coffee break**

11:00–12:30

**Comments and Discussion**

- ◆ Weifang Min, Professor, Peking University, China (Chair)
- ◆ Xiaoyu Chen, Professor, Peking University, China
- ◆ Markku Sotarauta, Professor and Dean, School of Management, University of Tampere, Finland
- ◆ Dongmin Chen, Professor, Peking University, China
- ◆ Henry Levin, Professor, Columbia University, USA
- ◆ Mun C. Tsang, Professor, Columbia University, USA
- ◆ Scott Stern, Professor, MIT Sloan School of Management, USA
- ◆ Jianhua Lin, President and Professor, Zhejiang University, China

12:30

**Group Photo**

12:35–13:30

**Lunch buffet at SCPKU**



## Session 2

### **Internationalization of Higher Education: Flows of Faculty and Students, and Implications for Competition, Stratification of Quality and Capacity for Creative Teaching and Research**

*(Chaired by Jean Oi, Professor, Stanford University,  
Director, Stanford Center at Peking University)*

13:30–15:00

#### **Keynote speeches**

- ◆ **William Kirby**, Distinguished Service Professor, Harvard University, USA. “Can China Lead? The World of Universities in the 21st Century”
- ◆ **Martin Carnoy**, Professor, Stanford University, USA. “The Globalization of Innovation and the Internationalization of Scientific Training in the Information Age: Implications for National Development.”
- ◆ **Motohisa Kaneko**, Professor, Research Center for University Studies, University of Tsukuba, Japan. “Internationalization and Institutional Transformation: Challenges for Japanese Universities”
- ◆ **Sarah Turner**, Professor, University of Virginia, USA. “Studying in the States: Understanding International Flows in the U.S Higher Education Market”

15:00–15:15

#### **Coffee Break**

15:15–17:00

#### **Comments and Discussion**

- ◆ Jean Oi, Professor, Stanford University, USA (Chair)
- ◆ Jandhyala B. G. Tilak, Professor, National University of Education Planning and Administration, India
- ◆ Shangwu Zhao, Professor, Stockholm, Sweden
- ◆ William Kirby, Distinguished Service Professor, Harvard University, USA
- ◆ Motohisa Kaneko, Professor, Research Center for University Studies, University of Tsukuba, Japan
- ◆ Sarah Turner, Professor, University of Virginia, USA

18:00

#### **Dinner at Baijia Dayuan Restaurant**





## Tuesday, October 21st

### Session 3 **Performance and Rankings: Measuring Outcomes of Creative Teaching and Innovative Research**

*(Chaired by John Etchemendy, Provost, Stanford University)*

9:00–10:30

#### Keynote speeches

- ◆ **Susan Dynarski**, Professor, University of Michigan, USA.  
“Rankings of US Colleges on the Basis of Educational Outcomes”
- ◆ **Isak Froumin**, Professor, National Research University HSE, Moscow. “Pushing Universities for Innovation and Excellence: Lessons from Russia”
- ◆ **Niancai Liu**, Professor, Shanghai Jiao Tong University, China.  
“Global University Rankings and the Performance of Asian Universities”

10:30–10:45

#### Coffee Break

10:45–12:15

#### Comments and Discussion

- ◆ John Etchemendy, Provost, Stanford University, USA (Chair)
- ◆ Jining Chen, President and Professor, Tsinghua University, China
- ◆ Jie Zhang, President and Professor, Shanghai Jiao Tong University, China
- ◆ Yuzhuo Cai, Acting Director, Higher Education Group, University of Tampere, Finland
- ◆ Olof Ejermo, Professor, CIRCLE, Lund University, Sweden
- ◆ Isak Froumin Professor, National Research University HSE, Moscow
- ◆ Susan Dynarski, Professor, University of Michigan, USA
- ◆ Niancai Liu, Professor, Shanghai Jiao Tong University, China

12:15–13:30

#### Lunch buffet at SCPKU

### Session 4

#### **Curriculum for Cultivating Creative Talents: STEM vs. Liberal Education**

*(STEM refers to Sciences, Technology, Engineering and Mathematics)*

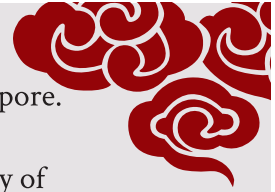
*(Chaired by Richard Saller, Dean, School of Humanities and Sciences, Stanford University)*

13:30–15:00

#### Keynote Speeches

- ◆ **Wei Zhao**, Professor and President (Rector), University of Macau, Macau. “The University of Macau: Where a new philosophy meets a new campus”





- ◆ *Pericles Lewis*, President, Yale-NUS College, Singapore. “21st-century Liberal Education in Asia”
- ◆ *Alevtina Chernikova*, President, National University of Science and Technology, Russia. “Cultivating Creativity by Enhancing Communicative and Problem Solving Skills across the Curriculum”
- ◆ *Hong Zhu*, Professor, Peking University, China. “Curriculum for Cultivating Creativity in China’s Higher Science Education”

15:00–15:15 **Coffee Break**

15:15–17:00 **Comments and Discussion**

- ◆ Richard Saller, Dean, School of Humanities & Sciences, Stanford University (Chair)
- ◆ Hong Zhu, Professor, Peking University, China
- ◆ Ke Gong, President, Nankai University, China
- ◆ Alevtina Chernikova, President, National University of Science and Technology, Russia
- ◆ Timothy O’Connor, Vice President for Academic Affairs, National University of Science and Technology, Russia
- ◆ Wei Zhao, Professor and President (Rector), University of Macau, Macau
- ◆ Pericles Lewis, President, Yale-NUS College, Singapore

17:00–17:30 **Summary Session** - Chaired by Weifang Min, Professor, PKU

- ◆ John Etchemendy, Provost, Stanford University, USA
- ◆ Weifang Min, Professor, PKU
- ◆ Richard Saller, Dean, School of Humanities & Sciences, Stanford University

18:00 **Dinner at Quanjüde**

## Wednesday, October 22nd

**Cultural Visits**    Group 1: The Great Wall and the Ming Tomb  
                              Group 2: The Forbidden City and the Temple of Heaven

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## Yuzhuo Cai



Dr. Yuzhuo Cai is an acting professor at the Higher Education Group, School of Management, University of Tampere, Finland. He is also a guest professor at the Institute of International and Comparative Education, Beijing Normal University, China.

His main teaching and research areas are higher education policy and management, transformation of higher education in innovation systems, graduate employability and internationalization of higher education. He has often been invited to teach in foreign institutions, give speeches at international conferences, serve as doctoral defense opponent, and was interviewed by medial agencies on topics in these fields. He is currently working as project leader or country coordinator of five European and other international projects.

In the past decade, Dr. Cai has been committed to education and research cooperation between Nordic countries (esp. Finland) and China. He is one of the key initiators of the Chinese Education Research and Exchange Centre (CEREC) at the University of Tampere in Finland, which was established in 2011 and then was the first education research and exchange center on the whole European continent that specialized in cooperation with China.

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## Martin Carnoy



Martin Carnoy is Vida Jacks Professor of Education and Economics at Stanford University. He is former president of the Comparative and International Education Society and is a fellow of the National Academy of Education and of the International Academy of Education. He is also co-director of Stanford's Lemann Center on Brazilian Educational Policy, Innovation and Entrepreneurship.

He graduated from the California Institute of Technology with a degree in electrical engineering and from the University of Chicago with a Ph.D. in economics.

He has written more than 30 books and 100 articles on a variety of subjects, including international trade, political theory, and political economy. His specialty, however, is the economics of education. In his writings and teaching, he analyzes the economic value of education, political economy of educational policy, the financing and resource allocation aspects of educational production, and he has worked extensively on higher education and the relationship of higher education to innovation in the information age. Much of his work is comparative and international and investigates the impact of global economic and social change on the way educational systems are organized.

His latest research analyzes higher educational change in the large developing countries, known as the BRICs. He has also done a series of papers with colleagues at the Open University of Catalonia analyzing the relative success of adults attending virtual universities.

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## Xiaoyu Chen



Xiaoyu Chen is Professor and Dean of the Graduate School of Education at Peking University. He specializes in economics of education and education finance. He is also a faculty associate at the Institute of Economics of Education at Peking University. He served as Deputy Director for the Finance Office of Peking University from 2000 to 2014 and as Deputy Dean for the Graduate School of Education from 2006 to 2009. Professor Chen obtained his bachelor degree in computer science, master degree in higher education and PhD degree in education from Peking University. He was a visiting scholar at the University of Minnesota and a Visiting Research Fellow of Japan Broadcasting Education Development Center. He received the Outstanding Doctoral Dissertation Award of the China Association of Higher Education and was selected for the Beijing social science young talent project.



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## Dongmin Chen



Prof. Dongmin Chen is the Dean of School of Innovation and Entrepreneurship, Director of Science and Technology Development Office of Peking University, and a faculty member in the Academy for Advanced Interdisciplinary Studies of Peking University.

Dr. Chen was an adjunct Professor of the Institute of Physics, Chinese Academy of Sciences where he served as the co-director of the Beijing National Laboratory for Condensed Matter Physics from 2004 to 2009. He was a Sr. Rowland Fellow and the Head of the Nanoscale Quantum Physics Lab at Harvard University from 1989 to 2004.

Dr. Chen is a Silicon Valley serial entrepreneur. He is the Chief Scientist and the inventor of the Metal Oxide Heterojunction RRAM device of 4DS Inc. He also co-founded Miradia Inc. in 2003 which raised 80M USD from tier-1 venture capitals. He led the development of a platform technology for MEMS-CMOS 3D integration for applications in digital micro-mirror array and motion sensors.

Dr. Dongmin Chen is the International Adviser of WIPO GII. Dr. Chen is an Associate Editor and board member of *Applied Physics Letter* and *Journal and Applied Physics*; a Sr. Associate Editor of *Chinese Science Bulletin* and an Associate Editor of *Chinese Physics Letter*.

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## Alevtina Anatolyevna Chernikova



Dr. Alevtina Anatolyevna Chernikova is currently the rector of the National University of Science and Technology MISiS (NUST MISiS), a position that she has held since May 2012. Under her leadership in 2014 the NUST MISiS entered the ranks of the top 100 institutions of higher education in the BRICS countries according to the QS University Rankings. Dr. Chernikova is a leading specialist in the field of education, in general, and in the field of higher education, in particular.

Dr. Chernikova graduated from the College of Economics at Voronezh State University, specializing in Industrial Planning. Having earned her PhD degree in Economics in 2002, she served as senior teacher, associate professor, and professor in the Department of Economics and Management at the A. A. Ugarov Stary Oskol Institute of Science and Technology (SOIST), which is a branch of the NUST MISiS. In 2004

Dr. Chernikova became the deputy director for Financial-Economic Affairs of the SOIST NUST MISiS. She earned her Doctor of Economics degree in 2008. In that same year based on her excellent service Dr. Chernikova was appointed director of the SOIST NUST MISiS.

Throughout her career Dr. Chernikova has been bestowed with medallions and commendations for exemplary service. For example, in 2009 she received the Golden Memorial Award of the NUST MISiS; field-specific medal for “Significant Contributions to Youth Policy in the Belgorod Region”, etc. In 2014 Dr. Chernikova was given the honorary title of “Distinguished Educator of Russian Higher Education”.

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## Susan Dynarski



Susan Dynarski is a Professor of public policy, education and economics at the University of Michigan, where she holds appointments at the Gerald R. Ford School of Public Policy, School of Education, Department of Economics and Institute for Social Research. She is a Faculty Research Associate at the National Bureau of Economic Research and the Center for Analysis of Postsecondary Education and Employment. She is a Nonresident Senior Fellow in the Economic Studies Program at the Brookings Institution. Dynarski earned an A.B. in Social Studies from Harvard, a Master of Public Policy from Harvard and a Ph.D. in Economics from MIT.

Dynarski has been a Visiting Fellow at the Federal Reserve Bank of Boston and Princeton University as well as an associate professor at Harvard University. She has been an editor of *The Journal of Labor Economics* and *Education Finance and Policy* and is currently on the board of *Educational Evaluation and Policy Analysis*. She has been elected to the boards of the Association for Public Policy and Management and the Association for Education Finance and Policy. The National Association of Student Financial Aid Administrators awarded her the Robert P. Huff Golden Quill Award for excellence in research on student aid.

Dynarski has testified about education and tax policy before the US Senate Finance Committee, the US House Ways and Means Committee and the President’s Commission on Tax Reform.

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## Olof Ejermo



Olof Ejermo, born in 1972, is Associate professor in Innovation Economics at CIRCLE, Lund University, Sweden, with a PhD in Economics from Jönköping International Business School. His research interests are in the nexus of research and development (R&D), innovation, academia, entrepreneurship and growth. His PhD thesis studied issues such as regional diversity and innovative growth, regional inventor networks, and the role of accessibility to R&D resources for regional innovativeness.

Ejermo is a leading Swedish expert on the use of patent data to study innovation processes and has developed new indicators on regional and sectoral patenting activity embodying quality characteristics which has been used to study regional growth effects and the development of inventive results from R&D on the sectoral level. At CIRCLE he has also intensively studied the so-called Swedish paradox, according to which firms "underperforms" relative to business R&D. CIRCLE currently under his leadership, collects data on publications by all Swedish researchers, which will be used to study the effects of commercialization on science.

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## John W. Etchemendy



John Etchemendy received his B.A. and M.A. in Philosophy from the University of Nevada, Reno, and his Ph.D. in Philosophy at Stanford University in 1982. He was on the faculty at Princeton University for two years before returning to Stanford in 1983. He is the author or co-author of seven books and numerous articles in logic, and has been co-editor of the *Journal of Symbolic Logic* and on the editorial board of several other journals.

At Stanford, Professor Etchemendy has served as the director of the Center for the Study of Language and Information (CSLI) from 1990 to 1993, as Associate Dean for the Humanities from 1993 to 1997, and is currently serving as Provost since 2000.

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## Irina Anatolyevna Evsyukova



Dr. Irina Anatolyevna Evsyukova is currently the director of the Project Management Office of the National University of Science and Technology MISiS (NUST MISiS) and in this capacity has overall responsibility for implementing the University's roadmap within the framework of the 5-100-2020 Program, which the Russian government initiated in 2013 to enhance the international competitiveness of Russian institutions of higher education. Dr. Evsyukova graduated from the College of History at Volgograd State University and earned her PhD degree in History at Moscow State University in 1995. She also received a MBA in Economics and Industrial Management from the Russian-German School of Management at the Academy of National Economy of the Russian government.

Dr. Evsyukova began her career in 1986 as a teacher of History at the Orsky State Pedagogical Institute. She later served as the head of the Department of Recruiting for the recruiting agency "Ekopolis"; director of HR for the group of companies "Intourist" (largest Russian travel agency); director of HR for Mosstroiresurs (resource provider for construction programs in the City of Moscow and Moscow Region); director of HR for the Commercial-Financial House "Brok-Invest-Servis i K"; and general director of the HR agency "TRIZA-Human Resources." Before Dr. Evsyukova started employment at the NUST MISiS in the fall of 2013, for almost ten years she worked for the United Metallurgical Company (a large Russian metallurgical company with some 25,000 employees and 6 industrial plants in Russia and the US), for most of this period having served as director of the Division of HR Strategic Development.

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## Isak Froumin



Prof. Froumin is an Academic Advisor of the Institute of Education at National Research University “Higher School of Economics” in Moscow. His responsibilities also include advising the university strategic planning and international cooperation.

In 1987 he became the youngest school principal in the Soviet Union. In 13 years of directorship he made this university laboratory school (in Krasnoyarsk, Siberia) one of the best and well known in the country. During this period he also completed his PhD in education (at Latvia University) and became professor and chair of the educational theory department at Krasnoyarsk University.

Prof. Froumin was leading the World Bank education program in Russia from 1999 to 2011. His World Bank experience also extends to the projects in Kazakhstan, Kyrgyzstan, Afghanistan, Nepal,

Turkmenistan and India.

In 2011 he was co-chair of the education part of the “Russia Strategy 2020” expert group. Since 2011 he is an advisor to vice-president of Skolkovo Foundation, and since 2012 he is an advisor to the Minister of Education and Science of Russia Federation and the member of the Russian delegation at OECD Education Policy Committee.

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## Wei Ha



Dr. Wei Ha is currently an associate professor in Education Policy and Leadership at the Graduate School of Education and a faculty associate at the Institute of Education Economics at Peking University. Prior to joining the Peking University, he worked as policy specialists at UNICEF and UNDP for seven years in the United States and Africa. During his doctoral study at the Harvard University, he also served as a consultant at the World Bank. His research on education economics, public health and migration has been published in *Brooking Papers on Education Policy*, *Journal of International Development* and *Journal of Urban Health* as well as UNDP’s Human Development Research Paper Series and the World Bank Policy Working Paper Series. His current research focuses on the impact evaluation of key national education policies in China such as the 985 Project, the Great Expansion of Higher Education, the Rural

Compulsory Education Finance Reform, and the more recent Higher Education Innovative Capacity Improvement Scheme (also known as the 2011 Project). He also examines the relationship between education and major social transformations in China such as the massive labor retrenchments at State-Owned Enterprises in the late 1990s and rising housing prices in urban China. Dr. Ha received his dual BA in Economics and Political Science and MA in Education Economics from Peking University and his PhD in Public Policy from Harvard University.

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## Motohisa Kaneko



Professor Kaneko is currently a member in a number of government councils and committees, including the Central Education Council, a major government organ to delineate educational policies in Japan, and the Science Council of Japan. He is also serving as President of the Japan Society for Higher Education Studies. Other titles include Visiting Professorship at Beijing University and East China Normal University.

He received a Bachelor of Education, and a Master of Education from the University of Tokyo, and a Ph.D. from the University of Chicago. He joined the Institute of Economic Development, Japan, after graduating from the University of Tokyo. He also served as consultant for World Bank and as Visiting Assistant Professor at the State University of New York at Albany, before joining the Research Institute

for Higher Education at Hiroshima University.

He moved then to the Graduate School of Education at the University of Tokyo as Professor of Higher Education, and served as Dean of The Graduate School of Education at the University of Tokyo. In 2010, he became Director of Research at the Center for National University Finance and Management. Since 2012, he is Professor at the Research Center for University Studies, Tsukuba University.



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## Xiaoming Kang



Xiaoming Kang is the Vice Professor of the Institute of Policy and Management, Chinese Academy of Sciences. Concurrently, He is a Part-time Researcher at Center for Science, Technology and Education Policy at Tsinghua University. Team Leader for the Project funded by National Science Foundation of China on the Co-evolution Mechanism and Performance of Institution and Running Mode of Knowledge Innovation institutions. Team Leader for the Project Funded by Chinese Education Society on the Theoretical and Practical Research of Innovative Talents Cultivation in Basic Education Stage.

Kang Xiaoming received his Ph.D. in Economics of Education in 2006 from Graduate School of Education, Peking University. Starting July 2006, he was a post-doctoral research fellow at Tsinghua University of China. In August 2008, he was offered a faculty position by Institutes of Policy and Management, Chinese Academy of Sciences. His academic fields include economics of education, science, technology and education policy analysis, higher education and labor market, and Policy analysis on innovation and development.

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## William C. Kirby



William C. Kirby is T. M. Chang Professor of China Studies at Harvard University and Spangler Family Professor of Business Administration at the Harvard Business School. He is a Harvard University Distinguished Service Professor. He serves as Director of the Fairbank Center for Chinese Studies and Chairman of the Harvard China Fund.

A historian of modern China, Professor Kirby's work examines China's business, economic, and political development in an international context. He has written on the evolution of modern Chinese business (state-owned and private); Chinese corporate law and company structure; the history of freedom in China; the international socialist economy of the 1950s; relations across the Taiwan Strait; and China's relations with Europe and America. His current projects include case studies of contemporary Chinese businesses and a comparative study of higher education in China, Europe, and the United States.

Before coming to Harvard in 1992, he was Professor of History, Director of Asian Studies, and Dean of University College at Washington University in St. Louis. At Harvard, he has served as Chair of the History Department, Director of the Harvard University Asia Center, and Dean of the Faculty of Arts and Sciences. As Dean, he led Harvard's largest school, with 10,000 students, 1,000 faculty members, 2,500 staff, and an annual budget of \$1 billion.

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## Henry M. Levin



Henry M. Levin is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University. He is Director of the National Center for the Study of Privatization in Education and Co-Director of the Center for Benefit-Cost Studies in Education. He is also the David Jacks Professor of Higher Education and Economics, Emeritus, at Stanford University where he served from 1968-99 after working as an economist at the Brookings Institution in Washington. From 1978-84 he was the Director of the Institute for Research on Educational Finance at Stanford, a federally-funded R. & D. Center. From 1986-2000 Levin served as the Director of the Accelerated Schools Project, a national school reform initiative for accelerating the education of at-risk youngsters.

In 1992 the New York Times named him as one of "nine national leaders in education innovation". Levin has been the Editor of the Review of Educational Research and the President of the American Evaluation Association and a winner of its Gunnar Myrdal Award. He is also a recipient of the Outstanding Service Award of the American Educational Finance Association and an elected member of the National Academy of Education.

Levin is a specialist in the economics of education and human resources and has published 20 books and about 300 articles on these and related subjects. At present he is doing research on educational reform, educational vouchers, cost-effectiveness analysis, educational privatization, and benefit-cost studies in education.

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## Pericles Lewis



Pericles Lewis, Founding President and Professor of Humanities at Yale-NUS College, formerly served as Professor of English and Comparative Literature at Yale University (1998-2012). As President, he has advocated for liberal arts and sciences education that encourages critical thinking in the context of a residential community of learning. He has responsibility for all aspects of the College's operations, including the articulation of the College's mission, development of an innovative curriculum and co-curricular activities, maintaining the financial well-being and physical infrastructure of the College, oversight of teaching and research programs, and recruitment, development, and well-being of an outstanding student body, faculty, and staff.

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## Jianhua Lin



Professor Lin Jian-hua was born in October 1955 in Baotou, Inner Mongolia. He received his PhD in Chemistry in 1986 from Peking University and joined the University as an academic faculty in the same year. From 1988 to 1993, he conducted his post-doctoral research in the field of inorganic solid chemistry and material chemistry first at Max-Planck Institute of Solid State Research in Germany and then at the Department of Chemistry at Iowa State University and Ames National Laboratory in the US. In 1993, Professor Lin returned to teach at Peking University as an Associate Professor and was promoted to full professorship in 1995. From 1998 to 2010, he served as Dean of the College of Chemistry, Vice President and Provost, Executive Vice President and Provost of Peking University. He was President of Chongqing University from October 2010 to June 2013 and took up the position as

President of Zhejiang University in June 2013.

Professor Lin's research interests cover a wide range of areas in solid chemistry. In recent years, he has focused on new VUV fluorescence material, new metal borates with novel structure type, and synthesis, structure and properties of transition metal oxides.

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## Niancai Liu



Professor Niancai Liu took his undergraduate study in chemistry at Lanzhou University of China. He obtained his doctoral degree in polymer science and engineering from Queen's University at Kingston, Canada. He moved to the field of educational research in 1999, before which he was a professor in polymer science and engineering.

Prof. Liu is currently the Director of the Center for World-Class Universities and the Dean of Graduate School of Education at Shanghai Jiao Tong University. His current research interests include world-class universities and research universities, university evaluation and ranking, research evaluation and science policy, globalization and internationalization.

Prof. Liu has been enthusiastic in professional services. He is one of the vice-chairmen of "IREG-International Observatory on Academic Ranking and Excellence". He is on the editorial/advisory boards of several international journals including *Scientometrics*, *Research Evaluation*. He was a guest editor for the September 2011 issue of *Chinese Education & Society*.

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## Weifang Min



Weifang Min is the Executive President of Chinese Society for Education Development Strategies Since June 2012. Concurrently, he is the Professor and Director of the Institute of Higher Education and the Institute of Economics of Education at Peking University, Head of the Academic Program Evaluation Teams for Public Administration of the State Council Academic Commission of China, Team Leader for Educational Economics and Administration of China Education Research Planning Leadership Group, UNESCO Chair Professor on Higher Education in the Asia Pacific.

Weifang Min received his Ph.D. in Economics of Education in 1987 from Stanford University. Starting June 1987, he was a post-doctoral research fellow at University of Texas, Austin. In August 1988, he was offered a faculty position by Peking University (Beijing University) of China. In September 1991, he got an exceptional promotion to full professorship for his distinguished academic performance. He was appointed Assistant President of Peking University in 1994, Vice President in 1995, Executive Vice President in 1996, Chairman of Peking University Council in 2002 until 2011. His academic fields include economics of education, educational administration and policy analysis, higher education, and international comparative education. He served as the Chairman of the Expert Panel of the World Bank Education Development Project (in poor provinces) in China (1992-2000). He has been principal investigator for more than 20 national and international education research projects, and has published more than 100 journal articles, books, conference papers. He has won more than 20 prizes for his academic accomplishments and a national award for excellence in teaching.

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## Timothy Edward O'Connor



Dr. Timothy Edward O'Connor is currently the Vice Rector of Academic Affairs at the National University of Science and Technology MISiS (NUST MISiS), a position that he has held since August 2009. He earned his PhD from the University of Minnesota, focusing on Russian Studies, particularly the history of Soviet Russia. For several decades he worked at the University of Northern Iowa, first as assistant professor, associate professor, and professor in the Department of History and then as director of International Programs. Dr. O'Connor has published a number of scholarly books, articles, and book reviews on Russian history and has given numerous interviews both in Russia and abroad on Russian higher education. He was awarded honorary professorships at the A. I. Herzen State Pedagogical University in St. Petersburg in 1992; the International University in Moscow in 2000; the Moscow State Institute of Steel and Alloys in 2002; and the Moscow State Linguistics University in 2003.

Dr. O'Connor first traveled to Russia in 1975 and thus has been associated with Russian institutions of higher education, primarily in Moscow and St. Petersburg, for almost forty years. Most of this experience has been based on his long time involvement with American Councils for International Education: ACTR/ACCELS, an educational organization established in the mid-1970s for the purpose of promoting Russian Studies in the US and administering academic exchanges at all levels between Russia and the US.

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## Jean C. Oi



Jean C. Oi is the William Haas Professor in Chinese Politics in the department of political science and a senior fellow of the Freeman Spogli Institute for International Studies at Stanford University. She is the founding director of the Stanford China Program at the Walter H. Shorenstein Asia-Pacific Research Center and played a key role in establishing the Stanford Center at Peking University, where she is the inaugural Lee Shau Kee Director. From 1998 to 2005 Oi directed Stanford's Center for East Asian Studies.

A PhD in political science from the University of Michigan, Oi first taught at Lehigh University and later in the department of government at Harvard University before joining the Stanford faculty in 1997.

Her work focuses on comparative politics, with special expertise on Chinese political economy. She has written extensively on China's rural politics and political economy. Currently, she is researching the politics of corporate restructuring, with a focus on the incentives and institutional constraints of state actors. She also continues her research on rural finance and local governance in China. Her new project focuses on China's urbanization and the provision of public goods.



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## Richard P. Saller



As a historian of ancient Rome, Richard Saller devotes much of his time to examining social, cultural, and economic changes from ancient times to the present. Whether in his research or in the classroom, Dean Saller strives to draw connections, asking himself—and his students and fellow scholars—how the past can illuminate the modern world.

Saller's research on Roman history concentrates in particular on patronage relations, the family, and the imperial economy. He uses ancient literary, legal, and epigraphic materials, as well as computer simulations, to investigate issues of social hierarchy, gender distinctions, and economic production.

Saller came to Stanford in 2007 with years of experience as a teacher and a leader. After earning bachelor of arts degrees in Greek and history from the University of Illinois and a doctorate from Cambridge University, he taught at Swarthmore College. From there he went to the University of Chicago, where he served as a professor, the dean of the Social Sciences Division, and provost over the course of 22 years.

In his current administrative role as dean, Saller draws inspiration from his research and his students as he strives to position the School of Humanities and Sciences to meet the challenges of the 21st century.

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## Markku Sotarauta



Dr. Markku Sotarauta is Professor of policy-making theories and practices (local and regional development) in School of Management at the University of Tampere, Finland.

In 2011-2013, he served as the founding Dean of the School of Management and, in 2009-2010, as the last Dean of the Faculty of Economics and Administration. Earlier he has also served as the Head of the Department of Regional Studies. In 2008 he was appointed as a Visiting Professor in the Newcastle University Business School (UK) for a three year period. In 2014, Dr. Sotarauta is Professorial Fellow at the Institute for Advanced Social Research (IASR).

Professor Sotarauta specializes in leadership, innovation systems, and institutional entrepreneurship in city and regional development. He has published widely on these issues in international journals and edited books. Professor Sotarauta has worked with the Finnish Parliament, many Finnish ministries, OECD as well as cities and regions both in Finland and beyond. He is the board member of the Tampere District Co-operative Bank.

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## Scott Stern



Scott Stern is the David Sarnoff Professor of Management of Technology and Chair of the Technological Innovation, Entrepreneurship, and Strategic Management Group at the MIT Sloan School of Management.

Stern explores how innovation—the production and distribution of “ideas”—differs from more traditional economic goods, and the implications of these differences for entrepreneurship, business strategy, and public policy. His research in the economics of innovation and entrepreneurship focuses on the drivers of commercialization strategy for technology entrepreneurs, the determinants of R&D productivity in both the public and private sector, and the role of incentives and organizational design on the process of innovation.

He works widely with both companies and governments in understanding the drivers and consequences of innovation and entrepreneurship, and has worked extensively in understanding the role of innovation and entrepreneurship in competitiveness and regional economic performance.

Stern started his career at MIT, where he worked from 1995 to 2001. Before returning to MIT in 2009, he held positions as a professor at the Kellogg School of Management and as a Senior Fellow at the Brookings Institution. Stern is the director of the Innovation Policy Working Group at the National Bureau of Economic Research. In 2005, he was awarded the Kauffman Prize Medal for Distinguished Research in Entrepreneurship.

Jandhyala B. G. Tilak is a Professor at the National University of Educational Planning and Administration, New Delhi. Mun

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## Jandhyala B. G. Tilak



Jandhyala B. G. Tilak is a Professor at the National University of Educational Planning and Administration, New Delhi. Gold medalist in M.A. (Economics) from Andhra University, Mr. Tilak obtained Ph.D. (Economics of Education) from the Delhi School of Economics. Presently Professor at the National University of Educational Planning and Administration, Dr Tilak was on the research and teaching faculty of University of Delhi, Indian Institute of Education, University of Virginia and the Hiroshima University (Japan). He was also on the research staff of the World Bank. He is also a Visiting Professor in Economics, Sri Sathya Sai Institute of Higher Learning, and Hony. Visiting Fellow at Centre for International Cooperation in Education, Hiroshima University. Prof Tilak has authored/edited dozen books and about 300 research papers in the area of economics of education and development studies, published in reputed journals. The honours and awards Prof Tilak received include the prestigious

Swami Pranavananda Saraswati National Award of the UGC in Education for his outstanding scholarly research (1999), Dr. Malcolm Adiseshiah Award for distinguished research contributions to development studies (2003) and Inspirational Teacher of the Year Global Education Award 2012. Among many other honours, he had a privilege of delivering a keynote address to a meeting of the Noble laureates in Barcelona in 2005. Dr Tilak is also a member of several official committees on education constituted by the Government of India and various state governments, besides some international bodies. Prof Tilak is the Editor of Journal of Educational Planning and Administration and is on the editorial board of several professional journals. Professor Tilak served as Vice-President, and as President of the Comparative Education Society of India (2010-12), and is on the Board of Directors of the Comparative Education Society of Asia. Prof Tilak travelled widely, participated in several seminars/conferences and lectured in several universities and institutions of higher education in India and abroad

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## Mun Tsang



Mun Tsang is currently Professor of Economics and Education, Teachers College Columbia University. His scholarly interests are in the areas of education finance, cost analysis in education, economic effects of education, and Chinese education development and policy. Since 2000, he has been the founding Director of the Center on Chinese Education, providing leadership in programs of research on Chinese education, training of education leaders, and education exchange between the United States and China. Since 1986, he has been a consultant on education projects and studies for a number of international agencies, including the World Bank, the Inter-American Development Bank, the Inter-Agency Commission, and UNESCO. He received the Richard Swanson Excellence in Research Award from the American Academy of Human Resources Development in 2005, the Award for Poverty Reduction through Education from the Yunnan Education Society in 2005, the Changjiang Scholar Award from the Chinese Ministry of

Education in 2006, and the International Scholar Award for Excellent Contributions to Chinese Educational Development from the Chinese Society of Education and the Chinese Association for Nongovernmental Education in 2010. He has been Changjiang Professor of Economics of Education, Peking University, China, since 2006, Honorary Professor of Beijing Normal University since 2007, Honorary Professor of South China Normal University since 2009, and Honorary Professor of Yunnan Normal University since 2012. He was Honorary President of the Chinese Economics of Education Association in 1996.

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## Sarah Turner



Sarah Turner is University Professor of Economics and Education at the University of Virginia and a research associate with the National Bureau of Economic Research (NBER). Turner's research focuses on both the supply and demand sides of the education market and the link with the labor market, with particular attention to how public policies affect outcomes.

Turner is a co-Principal Investigator (with Bill Kerr, Harvard Business School) of the NBER's High-Skill Immigration Project. Her research also examines scientific labor markets and the internationalization of higher education with a focus on understanding the distribution of students by country of origin and program quality at U.S. institutions, the domestic and home-country factors affecting the persistence of foreign-born students in the U.S. labor market.

Turner has also written extensively on how financial aid affects collegiate attainment and the determinants of college choice. She is also a co-Principal Investigator (with Caroline Hoxby, Stanford) of the Expanding College Opportunities Project. This large-scale randomized control trial demonstrates how information-based interventions conveying net college prices and application strategies can have substantial effects on low-income, high achievers' college choices.

Turner received her B.A. from Princeton University and her Ph.D. in economics from the University of Michigan.

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## Shangwu Zhao



After having served as a senior secondary school teacher in the 1970s in the People's Republic of China, Zhao Shangwu went to pursue Bachelor's Degree in 1978 at Beijing Normal University (BNU) in Educational Psychology, which he completed in 1982. Upon graduation from BNU, he joined the China National Institute of Educational Research and worked as a researcher for four years.

He joined the Institute of International Education (IIE), Stockholm University in 1986. He has subsequently served in various capacities in a number of pedagogical, scientific, and administrative functions during and after his doctoral study in Comparative and International Education, which was completed in 1993. Since 1995 he was responsible for planning, implementing, and managing Master's Degree Programs, teaching and supervising Master and PhD students. He was the Director of Studies at the institute for the period from 1998 to 2004, when he became Senior Lecturer. He was the Deputy Director of IIE since 2009, until his retirement in 2013.

His research areas cover various fields, including e.g. educational reform; education and development; educational evaluation; education management and leadership; quality and equality of education; educational indicators; "virtual university" and globalization; education and rural development; etc. His major pedagogical pursuits have been, and still are, closely linked with education in developing countries including China. He has also provided consultant services to various organizations, e.g. UNESCO, Swedish Sida, World Bank.

His major writings in forms of book, book chapters, mission reports, journal articles, etc. have been around the areas of education and development, educational policy, educational equality, quality of education, education and disparities, educational evaluation and market economies from comparative perspectives.

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## Wei Zhao



Professor Wei Zhao completed his undergraduate studies at Shaanxi Normal University, China, in 1977, and then received his MSc and PhD degrees in Computer and Information Sciences at the University of Massachusetts at Amherst, USA in 1983 and

1986, respectively. In 2008, Professor Zhao was appointed as the 8th Rector for the University of Macau. Prior to this position, Professor Zhao also served as the Director of the Division of Computer and Network Systems at the US National Science Foundation, the Dean of Science at Rensselaer Polytechnic Institute, and the Senior Associate Vice President of Research at Texas A&M University.

An IEEE fellow, Professor Zhao is internationally acclaimed for his research in the areas of Internet of Things, distributed computing, and cyber-physical systems. His research team has won numerous awards from international research community. In recognition of his outstanding achievements in scientific research and contributions to higher education, he has been conferred honorary doctorate degrees by twelve world-renowned universities. In 2011, he was appointed by the Chinese Ministry of Science and Technology as the Chief Scientist of the Internet of Things, a national 973 project. In 2012, he was elected to be an Academician of the International Eurasian Academy of Sciences.

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## Hong Zhu



Hong Zhu is Associate Professor of Graduate School of Education, Deputy Director of Center for Institutional Research, researcher of the Institute of Higher Education and the Institute of Economics of Education, Peking University (Beijing University). She received her Ph.D. in Higher Education Administration in 2009 from Boston College.

Her major academic interests include student development, educational administration and quality analysis, higher education, and international comparative education. She has been principal investigator for several national and one international education research projects in the field of student development, educational quality, and higher education. Recently her research work is mostly focused on student science interest, non-cognitive development, and learning science. She won 2013 Industrial and

Commercial Bank Award for Excellence in teaching, the Fourth National Academic Excellence in Educational Research, Ministry of Education, China and the 2010 Tongshan Research Scholarship of Peking University.

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## Session One

### **University as a Source of Innovation: the Major Factors Which Make Universities More Innovative**

*Chaired by Weifang Min, Professor of PKU and Executive President of CSEDS*

*Monday, October 20th • 9:15–12:30*

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#### **University's Role in Accelerating Nation's Innovation Development in China**

Dongmin Chen  
Professor, Peking University

In addition to the traditional role of training new generation of human talents and dissemination of scientific research outcomes, Research Intensive Universities (RIU) today are under greater public mandate to make more direct impact to national innovation infrastructure development through industrial partnership, patent licensing, and creation of university spin-offs. After twenty years of remarkable economic growth, China today is facing a new challenge to transform from a manufacturing-based economy to a knowledge-based economy. In a developing country, a public RIU like Peking University must shoulder a greater responsibility to help with this transition, especially in accelerating national innovation development. At the same time this transition opens up unprecedented opportunities for RIU to contribute to regional sustainable economic growth by establishing off-campus government-industry-university partnership, which in turn creates new impact on education and research on-campus.

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#### **Factors Influencing the Innovative Capacity of Research Universities in the United States**

Henry Levin and Mun C. Tsang  
Professor, Columbia University, USA

This paper seeks to identify factors influencing the innovative capacity of research universities in the United States. It consists of two parts. The first part reviews existing studies on characteristics of innovative individuals and of innovative organizations, and factors influencing the effectiveness of a system of innovation of which research universities are a part. The review also identifies some specific measures of university innovation and innovation productivity. The second part presents case studies of two leading research universities in the United States that are generally regarded as being innovative. The case studies will draw upon the findings of the review in part one to explain the specific factors at the individual, institutional, and system-level that contribute to and sustain the innovative capacity of the two research universities. The explanation will include documentation of innovation at work in specific departments, centers, and academic programs within the two universities.



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## **Beyond an Ideas Factory: The Role of Universities in Shaping Innovative-Driven Entrepreneurial Ecosystems**

Scott Stern

Professor, MIT Sloan School of Management, USA

Universities play a distinctive and often underappreciated role in innovation-driven entrepreneurial (IDE) ecosystems. While most policy analysis highlights the role of universities as a source of knowledge, technology and students, universities play an added role through their distinctive ability to convene other stakeholders in shaping the IDE ecosystem itself. Universities play a distinctive role in not only enhancing the innovative capacity of a region (the ability to develop new ideas and technology) but also entrepreneurial capacity (the ability to build new companies based on those ideas). This talk will provide a novel framework highlighting this role of universities within IDE ecosystems, and draw on both quantitative research as well as lessons from the MIT Regional Entrepreneurship Acceleration Program ([reap.mit.edu](http://reap.mit.edu)) to assess this role. The lecture will present a range of evidence about the role of specific policies and initiatives, including the role of universities in facilitating mentorship networks, as the locus of entrepreneurial accelerators, and as the anchor for cluster-led economic development. The framework and findings offer specific findings and implications for university governance and the role of universities in the process of innovation.

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## **University as the Source of Innovation: Zhejiang University as a Case**

Jianhua Lin

President and Professor, Zhejiang University, China

What are the functions of the university in innovation ecosystem building? Most of literatures misunderstand it as the incubator and technological enabler. We consider this is a dysfunctional understanding for university's missions and responsibilities. When we look at the megatrends on boundless open innovation, we really find that the university has functioned as the knowledge base for innovation ecosystem building by providing the knowledge flow, information flow and intellectual flow. That is said, the university is embedded into the social and economic ecosystem by four modes of interaction, namely knowledge incubator, innovative consultancy, innovation alliance and project orientation. Zhejiang University, as a typical boundless innovation source, has embedded into the regional innovation ecosystem driving by market power rather than political power. Now, Zhejiang University has realized the in-depth collaborative innovation with the economic system by university-enterprise collaborative platform and intra-university innovation platform. Within the past two decades, Zhejiang University has been characterized as academic excellence (knowledge creation), technological eminence (technological innovation) and powerful radiation (innovation service) to face the innovation-driven economy.



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## The Roles of Universities in Innovation Ecosystems

Markku Sotarauta

Professor and Dean, School of Management, University of Tampere, Finland

Over time, the role of universities has evolved from the traditional focus on education and research to active participation in economic development processes. The accumulating empirical evidence shows that universities contribute to economic development in a variety of ways at all levels. This paper argues that the roles universities play in economic development and innovation processes depend on innovation ecosystems they are embedded into, and the transformation processes occurring in them. Consequently, instead of solely focusing on patenting, licensing and/or new business formation universities would benefit from a more nuanced strategic awareness of the trajectories along which industries are developing and the innovation processes that influence these trajectories.

Drawing from the main findings of an extensive international study of universities' roles in 24 local innovation systems across the world, it is possible to categorize the innovation ecosystems into five main types for a more nuanced understanding of the university roles. The five categories are: (a) embryonic innovation ecosystem with an emerging industry in its core; (b) existing innovation ecosystem adjusting to an industry transplanted from elsewhere; (c) innovation ecosystem in transformation for a better alignment with a new industry that is branching out from an existing one; and (d) fine-tuned innovation ecosystem to support upgrading of an existing industry.

Using empirical cases from Finland the different roles of universities are discussed against the innovation ecosystem typology. The cases are human spare parts industry (emerging) and mechanical engineering (upgrading).

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## Session Two

### **Internationalization of Higher Education: Flows of Faculty and Students, and Implications for Competition, Stratification of Quality and Capacity for Creative Teaching and Research**

*Chaired by Jean Oi, Professor, Stanford University*

*Monday, October 20th • 13:30–17:30*

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#### **Can China Lead? The World of Universities in the 21st Century**

William Kirby

Distinguished Service Professor, Harvard University, USA

European universities defined global standards in the 19th century. American universities were among the leaders in higher education in the 20th century. In the 21st century, China is the world's fastest growing system—in quality as well as quantity—of higher education. How can or will Chinese universities set global standards? How do Chinese and foreign universities in China pursue strategies of internationalization in order to succeed?

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#### **Internationalization and Institutional Transformation: Challenges for Japanese Universities**

Motohisa Kaneko

Professor, Research Center for University Studies, University of Tsukuba, Japan

While internationalization appears to be a trivial direction for higher education, there are substantial numbers of issues to be addressed for it to gain real momentum. It is particularly true for Japanese universities, for the obstacles are deeply imbedded in the institution of higher education, including the organizational forms of universities and the underlying belief among the professoriate. On the other hand, internationalization may prove to be an effective driver for institutional transformation of universities, and eventually that of the whole society.

In this presentation, I will first examine the rapid expansion of international mobility of students, and its underlying mechanisms. From that perspective, Japanese higher education is trapped between the declining traditional patterns of sending and receiving students on one hand, and potential new demands of both receiving and sending out students (Section 1).

Then I will analyze why the pace of internationalization has been slow among Japanese higher education institutions. While the tradition of training students in relatively small group of seminars and laboratories has been effective in some aspects, it is unsuitable to accept large numbers of foreign students. Meanwhile,

the demands among the Japanese students for studying abroad have not been large, due to the lack of immediate economic or other returns. (Section 2).

Nonetheless, efforts for promoting internationalization will yield substantial benefits to universities in the long-run. I will argue that the need to accommodate a large number of foreign students will provide an excellent opportunity to reevaluate the current educational practices. Involvement of young researchers in international networks in research necessarily requires change in the pedagogy of graduate education and research, which has been criticized to be too narrowly focused. Exposure of undergraduates to foreign culture will be effective to enhance motivation to learn. These changes may also effect the transformation of the social institutions, including the relation between education and work (Section 3).

In conclusion, I will argue that the present challenge for the researchers in higher education lines in demonstrating systematically the long-term effect of internationalization of higher education institutions.

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### **The Globalization of Innovation and the Internationalization of Scientific Training in the Information Age: Implications for National Development.**

Martin Carnoy  
Professor, Stanford University

Globalization of innovation does not diminish competition among states, but it does make it more difficult for states to influence the distribution of innovation rents. Yet, that doesn't keep states from trying. Korea is an example of a developing country that somewhat successfully employed mercantilist policies to promote innovations in information technology. The most recent example of such an attempt is China, with its MLP strategy to promote indigenous advanced technologies in a variety of fields.

There is a persuasive argument that national states could be more successful in innovating if they cooperated rather than competed. Barriers exist to such cooperation, since ultimately cooperation has to be rooted in sharing innovation rents. These rents usually accumulate to private (multinational) corporations that despite their multi-nationality are associated with particular (developed) nations.

Nevertheless, I tried to show in this essay that, whether they intend to or not, states do cooperate even as they are competing to expand their individual economic space. The cooperation occurs through the pervasive movement of science and engineering students and graduates from less innovative economies to more innovative economies, generally financed directly or indirectly by public funds. Public money in countries competing to get innovative rents mainly finances students to get their first degrees at home. But it also helps finance many to go to innovation centers for advanced degrees. Public money in the innovation centers finances university research and, in turn, graduate students to be trained doing the research. An increasing number of such students are from the hopeful competitors among the developing. When foreign students stay in the innovation centers, states are implicitly "cooperating" to finance continued innovation in countries that can provide the most advanced training; when these graduates return to the less advanced innovating countries, states are implicitly "cooperating" to finance those countries' attempts to gain larger shares of innovation rents. The graduates, trained by developed country universities largely at developed states' expense and sometime trained further as employees in

developed country high-tech firms, are the most important resource in efforts to begin innovation efforts in the developing countries. They also form a political force for promoting national innovation cores, as the Brazilian case shows. So interstitial competition begets cooperation and inter-statal cooperation can also beget competition.

The conundrum for large countries such as Brazil, India, China, and Russia—which have considerable cores of S&E graduates—is that they see themselves as potential information technology, energy technology, and biotechnology innovation centers but lack innovation systems—including the innovation cultures—that can compete with already established innovation centers. Furthermore, the most talented and potentially most innovative young people from these countries migrate to innovation centers in order to take advantage of the opportunities for engaging in high level innovation there. All four of the BRICs are in the process of trying to produce their own innovation centers, either in universities, or in research institutes, or in innovation “poles,” such Skolkovo, near Moscow, or around Peking University in Beijing. Whether these efforts will work to create an innovation culture is a major question. In any case, they will face severe competition over innovation rents.

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## **Studying in the States: Understanding International Flows in the U.S Higher Education Market**

Sarah Turner  
Professor, University of Virginia

The market for higher education is increasingly international at both the undergraduate and graduate levels. While it is well-known that the representation of foreign doctorate students at U.S. universities, particularly in science and engineering fields, has increased dramatically over the last three decades, the growth in the participation of undergraduate students in the last decade is less well-understood. The flow of students from abroad to U.S. colleges and universities reflects collegiate options relative to home country (or region), economic circumstances, and the extent to which U.S. higher education provides opportunities for employment on graduation. A first contribution of this paper is to trace out how these factors change over time and the extent to which there are differences between undergraduate and graduate students in the key determinants, given that the undergraduate education often requires the capacity to pay tuition and fees in the U.S. A second innovation of this analysis is to consider how the flow of foreign students affects U.S. higher education institutions in terms of research output and resources.

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## **Global Rankings, World-Class Universities and Dilemma in Higher Education Policy in India**

Jandhyala B. G. Tilak

Professor, National University of Education Planning and Adm, India

Global university rankings and world-class universities have become buzz words almost in every country. Both exercise positive and not so positive impact on higher education systems. Universities everywhere are trying harder to improve their status and their global rankings. The paper reviews some of the important issues related to these two strongly emerging phenomena, and their influence on development of higher education in developing countries. A positive development is the increasing concern of the educational policy makers to improve the standards and quality in higher education institutions, and accordingly their launching of quite a few important 'excellence initiatives.' But the exclusive pursuit of status and ranks can have disastrous implications for the development of universities. Besides reviewing these two phenomena, the paper critically reviews the approach of the Government of India in this regard.

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## **Faculty and Students Mobility in the Age of Globalization: Trends and Implications**

Shangwu Zhao

Professor, Stockholm University, Institute of International Education

Globalization is one of the world's mainstream developments influenced by neoliberal economic policies and other social and political elements today. As one of the positive outcomes, improvements in the quality of international relations and the integration of the world gave more learning opportunities across the world to students and researchers.

Educational opportunities at higher institutions abroad are increasing along globalization and academic competitions among university at global level are happening at the same time. More and more countries are participating in the interconnected academic cooperation and working on academic developments at global level by offering exchange programs and transferable credit systems. Countries and academic institutions are making efforts to keep students within their region.

Studying abroad is a way of expanding knowledge of the subject from different perspectives, better understanding of different languages and the societies. However, student mobility is a complex educational phenomenon and lots of social matters exist behind it.

The talk dealt with some aspect of student mobility and the implications based on reviews of documents, policies and programs.



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## Session Three

### **Performance of Universities, Measuring Outcomes of Creative Teaching and Innovative Research, Assessing Rankings**

*Chaired by John Etchemendy, Provost, Stanford University*

*Tuesday, October 21st • 9:00–12:15*

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#### **Rating Colleges Based on Student Success**

Susan Dynarski

Professor, University of Michigan, USA

There is a long-standing tradition of ranking colleges based on the research productivity of their faculty, their admissions selectivity and the academic achievement of their incoming students. The widely-followed US News and World Report Rankings in the US, and the Times Education Supplement [outside the US] heavily weight these factors, which have the advantage of being easily measured.

A recent policy innovation in the US expands the scope of college rankings, in two ways. First, the proposed ratings would focus on metrics given little to no weight in current ranking schemes: graduation rates and tuition prices. Second, it is the federal government, rather than a private organization, that has proposed this system of college ratings, with the suggestion that the ratings be used to determine the distribution of federal funds to colleges.

This paper will describe this new policy initiative and the substantive questions it has raised among analysts. For example, should a college's graduation rates be adjusted for the academic preparation of incoming students? How should the outcomes of students who attend multiple schools be treated in the calculations of each school's ratings? The paper will draw parallels with the performance rating of elementary and secondary schools under No Child Left Behind, extracting lessons from that experience for the current policy discussion.

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#### **Pushing Universities for Innovation and Excellence: Lessons from Russia**

Isak Froumin

Professor, National Research University HSE, Moscow

One of generic characteristics of higher education systems is the fact that evolutionary development of universities deploys slowly. Governments are not happy with this fact as they understand the role universities could play in the development of innovation-based economies. More and more governments choose to push public and private universities for profound changes. They want universities to adapt themselves to the rapidly changing needs of the labor markets and families' expectations. This change of the modality of the university systems' governance from light steering to heavy hand managing manifests

itself in stronger requirements of accountability, in the growing discourse around the employability of graduates. This change in the higher education system governance is being addressed in this paper.

When governments start to push higher education institutions for innovation and excellence they make specific demands on universities performance and outcomes. The choice of the formal criteria for universities outcomes is a difficult issue. It is difficult to use formal indicators to monitor innovations and creative teaching. Moreover, the practice in many countries demonstrates that imposing these criteria leads universities to the compliance rather than real changes of their practice. The paper analyses different approaches to measuring the performance of universities in general and in the area of creative teaching and innovations in particular.

The paper examines the Russian case of pushing universities to better performance in research and innovations. The establishment of a network of 29 National research universities started in 2008. This is an example when misidentified criteria of outcomes lead to a relative fail of the whole “pushing” program. Universities aimed to produce knowledge and innovation were chosen on a competitive basis and were given significant financial support. However, they could not obtain significant results due to lack of qualitative and quantitative performance criteria.

In 2013 a full scale excellence program aimed at increasing international competitiveness of national higher education by getting some of the 15 Russian universities into the global rankings has been launched. By offering such objective the Russian government did not mean just the achievement of a formal parameter in a particular list. The goal is to accelerate dramatically the achievement of the advance team of research universities in global competitiveness and innovation. The characteristics of universities performance taken into account by rankings were chosen as outcomes criteria for this program. Eventually higher education institutions distorted their activity aside research and publications, production of innovations and creative teaching remained on the periphery.

Our research has shown that there is a criterion which generally predicts universities’ results in production of innovations and creative teaching. Such criterion is the quality of student’s body entering the university. It reflects students’ perception and expectations. Students are the most scrupulous researchers of the university innovation potential. In Russia the quality of students is measured by the Unified School Leaving Exam (USLE). The higher the average USLE scores, the higher the results of universities in the production of innovations and creative teaching in the long run. It does not mean that the government could replace the whole set of performance indicators by this one indicator. It means that the openness of the universities to their main stakeholder and customer – to the students – may lead to strong and clear feedback from the students. This feedback could be monitored and used by the governments for the push for changes.

Also it is important to emphasize that “pushing” works to a particular point and needs to be considered as one step in the process of universities development. The aim of “pushing” universities for innovation and excellence is not only to obtain specific result but to develop within-the- university culture of self-development and change management.

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## **Global University Rankings and the Performance of Asian Universities**

Niancai Liu

Professor, Shanghai Jiao Tong University, China

In the age of higher education globalization, university rankings have been attracting attentions from all over the world. Since the publication of the first multi-indicator global university ranking in 2003, the Academic Ranking of World Universities (ARWU), there have appeared more than a dozen global university rankings. In this presentation, the correlation between results of major global university rankings and their implications will be discussed; the methodologies and the future of ARWU will be presented; the performance of Asian universities in ARWU will be analyzed.

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## **Conceptualising “Innovation” in Higher Education in the Context of Developing Innovation Systems: Institutional Logics Perspective**

Yuzhuo Cai

Acting Director, Higher Education Group, University of Tampere, Finland

While economic development was traditionally a matter of the industry sector, in the era of knowledge-based society it has been increasingly dependent on industry's cooperation with organisations of knowledge production (Lundvall, 1992). In this context, the concept of innovation systems was raised (Edquist, 1997; Freeman, 1987; Lundvall, 1992). It has first been used by academics to understand the relations between technology change and growth of national economics, and later accepted by policy-makers as a normative framework to increase competitiveness of national economics and achieve sustainable development. Innovation systems comprising the complex functions and interactions among various actors, including government, enterprises, universities and research institutes, and institutions such as governmental policies and social norms (Edquist, 1997; Kumaresan & Miyazaki, 1999; Lundvall, 1992; Nelson, 1993; OECD, 1999). Among the actors, universities' contribution to industrial innovation is critical (Mowery & Sampat, 2004).

As such, one major theme of on-going higher education reforms in the world is concerned with how to effectively coordinate universities to interact with other actors to achieve economic competitiveness (Dill & Vught, 2010; Laredo & Mustar, 2001). Accordingly, there are high expectations on how universities should transform its internal functions and operations to better serve the development of innovation systems. Such internal transformation in higher education has been conceptualised in a variety of cognate concepts, such as, 'academic capitalism' (Slaughter & Leslie, 1997), 'entrepreneurial university' (Clark, 1998; Etzkowitz, 2003), 'model 2 of knowledge production' (Gibbons, 1998), "higher education as an industry" (Gumport, 2000) and 'the third mission of university' (Molas-Gallart, Salter, Patel, Scott, & Duran, 2002). All these can be considered as innovation in higher education.

The term "innovation" has often been used in higher education literature but there is a lack of clear

definition. It is generally understood as radical changes or reforms in different domains of higher education, such as academic quality, curriculum, faculty development, teaching, technology (Enarson, 1960; Hoffman & Spangehl, 2011; Kozma, 1985; Schneckenberg, 2009; Scott, 2012). These studies to a large extent deal with the adaptation of universities to their changing external environment. However, as criticised by Goddard and Vallance (2013, p. 49), higher education researchers primarily perceive university' external environment in the funding and regulative aspects, while pay insufficient attention to broader societal environment in which universities actually evolve.

Regarding changes in the local economy and society, the innovation systems and regional studies literature has already provided systematic and insightful understanding. However, higher education researchers rarely consult this body of literature (Cai, 2013), and therefore there is a need to conceptualise "innovation in higher education" in the context of developing innovation system. This study is an effort to fill the gap. In so doing, institutional logics perspective (Thornton, Ocasio, & Lounsbury, 2012) is applied to help understand the nature of innovation in higher education. Specifically, it understands innovation in higher education as a process of changes of institutional logics. In this light, it examines what concrete institutional logics are introduced in higher education in the context of developing innovation systems, and discusses possible tensions between old and new institutional logics in the field of higher education. The study is mainly based on review and analysis of relevant literature of both innovation system studies and higher education research.

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## **Trends in Academic Commercialization in Sweden**

Olof Ejermo

Professor, CIRCLE, Lund University, Sweden

Sweden is considered one of the most innovative economies according to the European Innovation scoreboard. One critical aspect of a modern innovation system rests in the ability and potential among its citizens to engage in innovation activities and in innovative interaction between different sectors. In particular, academia has been pointed out by many observers as an important source of innovations and to highlight new promising directions for industrial research. The potential to "translate" scientific ideas is therefore of key importance to a nation's competitive success. Sweden combines in its university system publicly run teaching and research programs with a substantial freedom among researchers to engage in commercial activities. This paper examines how this freedom translates into commercialization through the study of the level and frequency of commercialization over time. Several indicators of commercialization are used, including patents, (personal) business and capital income, non-academic jobs, and start-ups by academics. Also, academics from a wide variety of disciplines are examined. The analysis uses directories on the whole population of academics, linked with tax records, business registers and inventor information and comprises more than 50,000 researchers studied over the period 1995-2011.

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## Session Four

### **Curriculum for Cultivating Creative Talent: STEM vs. Liberal Education**

*Chaired by Richard Saller, Dean of Arts and Sciences, Stanford University*

*Tuesday, October 21st • 13:30–17:00*

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#### **The University of Macau: Where a New Philosophy Meets a New Campus**

Wei Zhao

Professor and President (Rector), University of Macau, Macau

In this talk, we will discuss the University's new pedagogical philosophy considering the "four- in-one" educational model and discussing the way to put the philosophy into practice. Higher education around the world has entered a new era where timely change is vital for its development. Therefore, higher educational institutions worldwide are developing new educational philosophies and models, which share some similar features while retaining their regional variations.

In 2009, the National People's Congress of the People's Republic of China approved a land grant in Hengqin on which the new campus of the University of Macau would be built, and allowed the site to be put under the jurisdiction of Macao SAR. To make the best of this golden opportunity for our development, the University of Macau conducted an in-depth study of the development of higher education in various countries and regions. It examined the factors that shaped the philosophy and model adopted by these institutions. It also examined the similarities and differences between general education, holistic education and liberal education. Meanwhile, the University adjusted its objectives and orientation to reflect and align with the practical situations of Macau. The goal in mind was to build a world-class university with its own character. Driven by this aim, we came up with a new educational philosophy coupled with the implementation of the "four-in- one" pedagogical model: disciplinary education, general education, research & internship education and community & peer education. It is our objective, through this new education model, to cultivate students into free-thinking individuals with a desire to contribute to and be a productive member of society.

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#### **21st-century Liberal Education in Asia**

Pericles Lewis

President, Yale-NUS College, Singapore

There are signs that the burgeoning university sector in Asia is turning towards liberal education. The Chinese University of Hong Kong, Sun Yat-sen University in Guangzhou, China, Kyung Hee University and Seoul National University in South Korea, Waseda University in Japan, and the National University



of Singapore, among others, have recently made major investments to embrace liberal arts and science education as an alternative to the traditionally highly specialized and technical university programs of the region. Leaders in these Asian countries recognize what some American policy-makers overlook: that the traditional strength of the American university system comes from our active pedagogy, the breadth and depth of the education we offer, and the robust sense of community on the best American campuses. There is pressure everywhere for education to be more technically or vocationally focused. But I believe that the American educational system has been so successful because it allows students the freedom to study broadly, it educates them not just in technical or vocational skills but in creative thinking and active learning, and it provides a strong sense of community at a time in students' lives when they are trying to discover themselves and imagine their futures.

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### **Cultivating Creativity by Enhancing Communicative and Problem Solving Skills across the Curriculum**

Alevtina Chernikova

President, National University of Science and Technology, Russia

The increasingly competitive, world-wide search for talented students and faculty has heightened the ongoing debate between the advocates of the Liberal Arts and Sciences and the proponents of STEM regarding the curriculum best suited for generating creativity as the foundation of innovation and economic development. Rather than debating the merits of these curricular models, it is perhaps better to focus the discussion on core values that cut across the curriculum and thereby define great universities and enable them to help advance technological progress while also contributing to the improvement of social conditions. In the contemporary era and anticipating the challenges facing the next several generations there appears to be a common set of guidelines that forms the mission of global institutional leaders, regardless of substantial differences in culture, history, and law across the societies in which the institutions are located.

Great universities promote the common social good and advance technological progress by establishing and nourishing an ecosystem of creativity. While creativity can express itself in many ways, regardless of whether the curricular model is based on the Liberal Arts and Science or STEM, the curriculum ought to focus on the enhancement of communication competencies both orally and in writing, include a strong component on understanding cultures and mastering languages other than one's own, and concentrate on developing the skills necessary to solve large socio-economic and technical problems that heretofore have historically gone unresolved. If educational leaders re-think curricular offerings and organizational structures from the perspective of the competencies and experiences needed for taking on the hugely ambitious challenge of global sustainability, then most likely the most progressive, future-oriented curriculum represents a balance of best practices in both the Liberal Arts and Sciences and STEM.

Above all, while creativity is expressed individually, institutions must strive to develop and promote the competencies necessary for creative people to take a socially conscious stance by positively transforming the economy and society in which they live. Given deep layers of complexity in contemporary society, and with the likely prospect of ever greater technical challenges in the future as natural resources continue to be

depleted at an alarming rate, global educational leaders must rise to the occasion by fostering and nurturing creativity across the disciplines. Therefore, even more than in the past, the curriculum of the future must focus on competencies and skills needed to promote social and technological progress.

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## **Curriculum for Cultivating Creativity in China's Higher Science Education**

Hong Zhu and Xiaoyu Chen  
Professors, Peking University, China

China's higher science education (including math) is facing a significant challenge of a decline of educational quality after a glory of the past two decades. Enhancing students' creativity in higher science education has been becoming an urgent national need as well as individual need caused by increasing job-finding competition. In order to promote universities and colleges' innovative capacity of cultivating excellent science talents at the undergraduate level, huge amount of government funding has been invested through projects such as "Outstanding Undergraduates [ba-jian] Program". As a result, various reforms of curriculum and pedagogy for cultivating creativities have been conducted in the past few years. What are effects of these reforms in higher science education for enhancing creativities of undergraduate students? Using a sample of over 30,000 undergraduates attending four-year universities national wide, this paper aims to identify through multilevel regression analyses how factors of curriculum reforms influenced the development of creativity of students in fields of science. We will also seek to figure out roles of students' non- cognitive development played in relationships between curriculum reforms and creativities.

## General Information

**Forum Name:** PKU-Stanford Forum—University as a Source of Innovation and Economic Development

**Time:** October 20th – 21th, 2014

**Location:** Stanford Center at Peking University

**Organizers:** Peking University and Stanford University

**Language:** English, with simultaneous interpretation (please take ID card or room card as deposit for the equipment)

## Contact Information

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Stanford Center at Peking University (SCP KU)

Address: Langrun Yuan, Peking University

北京大学斯坦福中心

地址：北京大学未名湖北岸朗润园

## Travel Information

We will provide airport pick-up service to the Lakeview Hotel. Our students will wait for you at the exit outside of THE LUGGAGE CLAIM AREA. Look for a sign with your name. If you miss our students, please contact Danqing Yin at (+86)152-1065-6698. If you are traveling on your own to the Lakeview Hotel, you can take a taxi and show the driver the following message (the fare is about 130RMB depending on traffic):

司机先生:

请送我到北大博雅国际酒店

地址: 北京市海淀区中关村北大街127号

电话: (+86)10 82689999

Dear driver:

Please take me to the Lakeview Hotel.

Address: 127 Zhongguancun North Road, Haidian District, Beijing

Telephone: (+86)10 82689999

You can also take the Airport Express from Capital International Airport to Lakeview Hotel: Take the Airport Express towards Dongzhimen at Terminal 2/3 to Sanyuanqiao Station, transfer to Subway Line 10 (Bagou Bound), transfer to Subway Line 4 (Anheqiaobei Bound) at Haidian Huangzhuang Station, get off at Beijingdaxue Dongmen Station and walk for 10 minutes to the Lakeview Hotel. It takes about 1 hour from the airport to the hotel.

## Accommodations

We have reserved accommodations at the Lakeview Hotel and we will cover the cost. All rooms include complimentary breakfast, free wifi access, and two bottles of mineral water per day. All other charges incurred during this period will be paid by the participants.



Lakeview Hotel

Address: 127 Zhongguancun North Road, Haidian District, Beijing

北大博雅国际酒店

地址: 北京市海淀区中关村北大街127号

## Registration

**Time:** 8:00-23:00 October 19th, 2014

**Venue Location:** Lobby, first floor, Lakeview Hotel

Note:

- (1) Your Passport is required for the hotel check-in
- (2) If you arrive earlier or later than the stated registration time, please directly check in at the reception desk of the hotel.
- (3) In case of emergency, please contact Yongzhen SUN who is in charge of the registration, and the phone number is: (+86) 152-0115-8362.

## Meals and Cultural Visits

Date	Event	Time	Location	Notes
Oct. 19th	Dinner	18:30 to 19:30	Lakeview Hotel	
Oct. 20th	Breakfast	From 6:30	Lakeview Hotel	
	Lunch	12:30 to 13:30	Stanford Center at Peking University	Bus to restaurant will leave from the conference site, SCPKU
	Dinner	18:00 to 19:30	Baijia Dayuan	
Oct. 21st	Breakfast	From 6:30	Lakeview Hotel	
	Lunch	12:15 to 13:30	Stanford Center at Peking University	Bus to restaurant will leave from the conference site, SCPKU
	Dinner	18:00 to 19:30	Quanjüde	
Oct. 22nd	Cultural Visit	8:00 to 16:00	Group 1: the Great Wall and the Ming Tomb	Bus leaves the Lakeview Hotel at 8:00. You can choose to join only ONE group because they will occur at the same time.
		8:00 to 16:00	Group 2: the Forbidden City and the Temple of Heaven	



## Other Information

**Time Zone:** Beijing time GMT+8

**Electricity:** China operates on 220 volts AC, with 3 flat pins Chinese standard sockets. Please bring an adaptor for your electronic devices. Please see the photo on the right hand side.



**Temperature:** Temperatures in Beijing in October can vary from 10° to 20° Celsius during the day (50° to 68° Fahrenheit).

**Currency:** 1 USD = 6.14 RMB (as of 28th Sep. 2014)

**Banking Information:** You can find Bank of China right outside the hotel. There is also an ATM machine in the Lakeview Hotel.

### Making Phone calls in China:

#### Dialing Abroad from China Using a Landline Telephone / Cell Phone

- ◆ Dial 00 (Exit Code of China) + Country Code of the country you are calling + Area Code of the place you are calling + Phone Number. For Example: if you want to dial the telephone number 12345678 in London, UK, you would dial: 00 (China exit code) + 44 (country code of UK) + 20 (area code of London) + 12345678

#### Dialing within China

- ◆ To Dial a Telephone Using a Landline Telephone / Cell Phone  
Local Call: Dial the telephone number directly  
Long-distance Call: 0 + Area Code of the city you are calling + Telephone Number



SCPKU is conveniently located in the Langrun Yuan in the northeast corner of the Peking University (PKU) campus. You can walk from Peking University Northeast Gate (Red) to Stanford Center at Peking University or walk from the Lakeview Hotel (Blue) to Stanford Center at Peking University.



**Conference Location**  
**Stanford Center at Peking University (SCPKU)**  
**Address: Langrun Yuan, Peking University**  
 北京大学斯坦福中心  
 地址：北京大学未名湖北岸朗润园

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