

Lili Yang, PhD

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EDUCATION

University of Oxford	Dec 2020
DPhil. Education (thesis passed <i>without</i> amendments)	
Thesis: Similarities and differences between notions of 'public' in the Sinic and liberal Anglo-American traditions, and the implications for higher education	
Tsinghua University	Jan 2017
M.A. Public Administration	
Minzu University of China (with first-class honour)	Jul 2014
B.A. Public Administration	

PROFESSIONAL APPOINTMENTS & OTHER EDUCATION

Postdoctoral Researcher	Dec 2020-present
University of Oxford, Centre for Global Higher Education	
PhD Researcher	Feb 2017-Nov 2020
University College London & University of Oxford, Centre for Global Higher Education	
Graduate Research Assistant	Feb 2015-Dec 2016
Tsinghua University, Institute of Education	
Visiting/exchange student	
University of Hong Kong	Feb-Sep 2018
University of Helsinki & University of Tampere	Aug 2016
Humboldt University of Berlin	Jun-Jul 2016

PUBLICATIONS (in Chinese if noted)

Monograph

1. Wang, D. & Yang, L. (2019). *The provincial government's power and role in postgraduate education governance in China*. Beijing: Chinese Science and Technology Press. (in Chinese)

Published in peer-reviewed journals

1. Marini, G. & **Yang, L.*** (forthcoming). Globally-bred Chinese Talents returning home: An analysis of a reverse brain-drain flagship policy. *Science and Public Policy*.
2. Marginson, S.* & **Yang, L.** (forthcoming). Individual and collective outcomes of higher education: A comparison of Anglo-American and Chinese approaches. *Globalisation, Societies and Education*.
3. **Yang, L.** (2021). Social equity and equity in higher education: A comparison of the liberal Anglo-American and Chinese political cultures. *International Journal of Educational Development*. <https://doi.org/10.1016/j.ijedudev.2021.102403>.
4. **Yang, L.**, Yang, J. & Wang, C.* (2021). The research-intensive university in a glonacal higher education system: The creation of the world-class university in China. *Journal of Higher Education Policy and Management*. <https://doi.org/10.1080/1360080X.2021.1884512>.
5. Zhang, W., Wang, Y., **Yang, L.***, Wang, C.* (2020). 'Suspending classes without stopping learning': China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13(3), 55; <https://doi.org/10.3390/jrfm13030055>.
6. Wang, C. & **Yang, L.** (2020). Providing the research system with sufficient competent early-career researchers: the system of postdoctoral programs in China. *Higher Education in Russia and Beyond*, 2 (23), 15-17. https://herb.hse.ru/data/2020/08/06/1602028224/1HERB_23_view-3.pdf#page=15.
7. **Yang, L.**, Marini, G. (2019). Research productivity of Chinese young thousand talents. *International Higher Education*. <https://doi.org/10.6017/ihe.2019.97.10944>. (featured in *Times Higher Education*)
8. **Yang, L.** (forthcoming). Modern doctoral education in the UK: The origin, development, and trends. *Academic Degrees & Graduate Education*. (in Chinese)
9. Wang, C., **Yang, L.** & Yang, J. (2020). An evaluation of the universities' efficacy of the 'Excellence Initiative' in Germany: Based on the method of PSM-DID. *Chinese Higher Education*, (1), 5-11. DOI:10.16298/j.cnki.1004-3667.2020.01.02. (in Chinese)
10. **Yang, L.** & Wang, D (2018). The effect of provincial co-ordination of postgraduate education governance in China – Based on a revised IPA analysis. *Academic Degrees & Graduate Education*, (1), 49-55. (in Chinese)
11. Yuan, B. & **Yang, L.** (2016). Educational think tank studies from literature: A pioneering field. *Research in Higher Education of Engineering*, (2), 40-47. (in Chinese)
12. **Yang, L.** (2016). Why does John come to China? – A narrative study of reasons why American students come to China. *Education Research Monthly*, (2), 74-81. (in Chinese)

Peer-reviewed book chapter

1. **Yang, L.** (forthcoming). A Chinese approach to global public goods in higher education: The idea of *tianxia weigong* (all under heaven belongs to/is for all). In Simon Marginson & Xin Xu (Eds). *Changing Higher Education in East Asia*. London: Bloomsbury Publishing.
2. Marginson, S. & **Yang, L.** (forthcoming). Higher education and public good in East and West. In Pam Fredman, & Remus Pricopie (Eds). *International Higher Education Cooperation through the International Association of Universities*. Palgrave McMillan.
3. Marginson, S. & **Yang, L.** (2020). China meets Anglo-America on the New Silk Road: A comparison of state, society, self, and higher education. In Marijk van der Wende, William Kirby, Nian Cai Liu, & Simon Marginson (Eds). *China and Europe on the New Silk Road: Connecting Universities across Eurasia*. Oxford: Oxford University Press (pp. 255-283).

Book review & Peer-reviewed published working paper

1. **Yang, L.** (2018). Christopher J. Johnstone and Li Li Ji (eds.): The rise of China-U.S. international cooperation in higher education: views from the field. *Higher Education*. 78, 189–191.
<https://doi.org/10.1007/s10734-018-0327-1>.
2. Marini, G. & **Yang, L.** (2021). The research productivity of Chinese academic returnees from the Global West: An evaluation of Young 1000 Talents recipients' productivity. *DoQSS Working Papers*, No. 21-02, London: UCL Social Research Institute.
<https://econpapers.repec.org/paper/qssdqsswp/2102.htm>.
3. Marginson, S. & **Yang, L.** (2020). The role of higher education in generating 'public' and 'common' goods: A comparison of Sinic and Anglo-American political cultures. *Centre for Global Higher Education Working Papers*, No. 52, Oxford: University of Oxford.
<https://www.researchcghe.org/publications/working-paper/the-role-of-higher-education-in-generating-public-and-common-goods-a-comparison-of-sinic-and-anglo-american-political-cultures/>.
4. **Yang, L.** (2017). The public role of higher learning in Imperial China. Centre for Global Higher Education Working Papers, No. 28, London: UCL Institute of Education.
<https://www.researchcghe.org/publications/working-paper/the-public-role-of-higher-learning-in-imperial-china/>.

Work in progress & Submitted manuscripts

1. **Yang, L.** The Public Role of Higher Education East and West: Exploring the Chinese and Liberal Anglo-American Traditions. (Thesis book in preparation).

2. **Yang, L.** Student formation in higher education: A comparison and combination of Confucian *xiushen* (self-cultivation) and *Bildung*. (revise & resubmit to *Higher Education*).
3. **Yang, L.** Tackling language challenges in comparative studies of higher education: A tool of 'a lexical basis'. (under review in *Comparative Education*).
4. **Yang, L.** Rethinking the global in global higher education studies: Insights from the Chinese idea of *tianxia* (all under heaven). (abstract included in a Special Issue of *Oxford Education Review*, forthcoming 2022)
5. **Yang, L.**, Brotherhood, T.*, & Chankseliani, M. Rethinking higher education through the common good idea: The case for university transformation following COVID-19. (abstract included in a Special Issue of *Educational Review*, forthcoming 2022)

SELECTED CONFERENCE ORAL PRESENTATIONS & INVITED TALKS

1. Rethinking global common goods in higher education through the Chinese concept of *tianxia weigong*. Centre for Global Higher Education Webinar. (Invited talk, Feb 2021)
2. Covid-19 and higher education: Implications for equity, and a return to the common good. Online flipped conference themed 'Building the post-pandemic university'. Cambridge University (Conference oral presentation, Sep 2020)
3. Similarities and differences between notions of 'public' in the Chinese and liberal Anglo-American traditions, and the implications for higher education. A panel discussion of 'CGHE 2020 Annual Conference webinar: Crossing international boundaries', Centre for Global Higher Education Webinar. (Invited talk, Jun 2020)
4. The research university in a glonacal higher education system: A case of world-class university building in China. China and Higher Education Conference, Manchester, the UK. (Conference oral presentation, Dec 2019)
5. Collectivism in shaping Chinese higher education: Higher education and evolving interpretations of the collective. Lingnan-Oxford Symposium 'Expansion of higher education in China for two decades: critical reflections from comparative perspectives', Oxford, the UK. (Invited talk, Mar 2019)
6. Chinese traditional interpretations of academic freedom and institutional autonomy, and implications for contemporary higher education. A panel discussion of 'What do political developments in China mean for university autonomy and academic freedom?' as the Centre for Global Higher Education Seminar 95, Oxford, the UK. (Invited talk, Nov 2018)

7. Chinese – Western narratives and the multiple modernity paradigm. The New Silk Road Symposium: Implications for higher education and research cooperation between China and Europe, Oxford, the UK. (Invited talk, Oct 2018)
8. What does higher education contribute to the public? Postgraduate Research Conference of Faculty of Education, University of Hong Kong, Hong Kong. (Conference oral presentation, Jun 2018)
9. Higher Education's Public Good Contributions in Anglo-American and Sinic traditions. Lingnan University-Peking University Education Forum, Hong Kong. (Conference oral presentation, Apr 2018)
10. Public Higher Learning in Imperial China. A seminar given as the Centre for Global Higher Education Seminar 54, London, the UK. (Invited talk, Jun 2017)
11. The Use of Institutional Theory in Comparative Education. Biennial Conference of World Council of Comparative Education Societies, Beijing, China. (Conference oral presentation, Aug 2016)
12. Why does John Come to China? – A Narrative Study of Reasons Why Excellent American Students Come to China. Annual Conference of Comparative and International Education Society, Toronto, Canada. (Conference oral presentation, Mar 2016)

SELECTED RESEARCH EXPERIENCE

Postdoctoral Researcher, University of Oxford

Dec 2020-present

Principal Investigator/Mentor: Simon Marginson

Project: 'Local and global public good of higher education: 10 nation study'. The project uses interviews with higher education personnel and government officials, supported by discourse analysis, to compare and contrast the concepts, understandings and practices of the role of higher education in creating public and common good(s), in ten countries – Canada, Chile, China, Finland, France, Japan, Poland, South Korea, the UK and US. (ESRC/OFSRE funded)

PhD Researcher, University College London & University of Oxford

Feb 2017-Nov 2020

Principal Investigator/Supervisor: Simon Marginson

Project: 'Local and global public good contributions of higher education: a comparative study in six national systems'. The aim of this project is to build a comprehensive and internationally generic method for monitoring, measuring and judging the public benefits of universities, using empirical research in six countries – Japan, China, Finland, France, the UK and US. (ESRC/OFSRE funded)

Graduate Research Assistant, Tsinghua University

Feb 2015-Dec 2016

Principal Investigator/Supervisor: Bentao Yuan

Projects: 'Educational Think Tanks' Participation in Educational Policy Making Process in China'; 'Research on Professional-degree-students Education'; 'Research on Provincial Co-ordination in Chinese Postgraduate Education Governance' (all funded by Chinese Ministry of Education).

TEACHING EXPERIENCE

Guest Lecturer, University of Oxford Feb 2021 & Dec 2019

Courses: Student Liaison Coordinator Workshop, Philosophy of Education

Responsibilities: Invited to teach academic English writing (for SLC Workshop) and cross-cultural philosophical studies in education (for Philosophy of Education) to 30-40 graduate students.

Guest Lecturer, Morgan State University Feb 2019

Course: Community College Leadership Program

Responsibilities: Invited to teach one lecture about doctoral education in the UK to 10-20 Ed.D. students.

Lecturer, Utrecht University Aug 2018

Course: The 'New Silk Road' Summer School

Responsibilities: Invited to develop and deliver the workshop themed 'Views on modernity and the student experience' to 10-20 academics and graduate students from diverse backgrounds.

Graduate Teaching Assistant, Tsinghua University Feb 2015-Jul 2016

Course: Chinese Culture

Responsibilities: Organising and leading weekly one-hour seminar to 10-20 undergraduate students with diverse backgrounds. Marking and providing feedback to assignments.

Mandarin Teacher, Samut Prakan Nonformal and Informal Education Institution Jul-Aug 2012

Course: Mandarin Chinese

Responsibilities: Developing and delivering five-hour lectures per day on weekdays to 20-30 Thai students with diverse backgrounds and in different ages.

SELECTED HONORS & AWARDS & SCHOLARSHIPS & FELLOWSHIPS

Departmental Studentship 2018-2020

£15,000 p. a., Department of Education, University of Oxford

Winner of the Annual Poster Conference Oct 2020

Department of Education, University of Oxford

ESRC Doctoral Studentship 2017-2018

Tuition fees + living costs, ESRC & University College London-IOE

Scholarship for VI International Summer School on Higher Education Research Jun 2018

All expenses of the Summer School, Higher School of Economics

Seed Funding for International Activities Jul 2017

£3,000, University College London-IOE

ESRC Overseas Institutional Visits Awards Feb 2018

£1,900 travel grant + living costs, ESRC & UCL-IOE

Tsinghua Fund for International Visits Aug 2016

Approximately £2,000, Tsinghua University

DAAD Fellowship for Short-term Visit to Germany Jun 2016

€800 travel grant + living costs, DAAD

The National Scholarship for Postgraduates Oct 2016

Approximately £2,200, merit-based scholarship, Ministry of Education, China

The National Scholarship for Undergraduates Oct 2012

Approximately £900, merit-based scholarship, Ministry of Education, China

SELECTED MEDIA MENTIONS

Times Higher Education: [China's universities: significant progress, but more to do](#) (10th April, 2017); [Is China's HE strategy too narrow to dominate the world rankings?](#) (21th Oct, 2017); [China embraces research competition in drive for greatness](#) (23th Jan, 2018); [Most international universities: how outlook can vary by subject](#) (14th March 2018); [Global University Employability Ranking 2018: China's rise stalls](#) (14th Nov, 2018); [Chinese returnee scholars 'lag behind expats on research quality'](#) (9th April, 2019).

SERVICE & OUTREACH

Journal referee

Higher Education, *Journal of Studies in International Education*, *Oxford Review of Education*, *Higher Education Policy*, *International Journal of Educational Research*, and *Journal of International Students*.

Co-chair, the STORIES Conference 2021 Mar 2021

Department of Education, University of Oxford

LANGUAGE SKILLS

English: Highly proficient in both spoken and written English.

Chinese: Native speaker (Mandarin), extensive training in academic writing.

Japanese: Intermediate (broadly equivalent to CEFR* level B1).

REFEREES

Simon Marginson

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Professor of Philosophy of Education and Research Policy, University of Oxford

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Ruth Hayhoe

Professor, University of Toronto

Email: hayhoe@me.com