



Dr. Hong Chengwen

Department of Digital and Intelligent Teacher Education | Professor

Titles and Positions

Professor and Doctoral Supervisor

Employment History

- 1992 – 1998 Teacher, School of Education Administration, Beijing Normal University
- 1999 – 2003 Associate Professor and Master's Supervisor, School of Education Administration, Beijing Normal University
- 2004 – 2009 Professor and Doctoral Supervisor, School of Education Administration, Beijing Normal University
- 2004 – 2008 Director, Office of Foreign Affairs, Beijing Normal University
- 2009 – 2010 Senior Adviser to the Director, Education and Youth Affairs Bureau, Macao Special Administrative Region
- 2014 – 2019 Executive Deputy Director, Institute of Higher Education, Beijing Normal University
- Present Professor and Doctoral Supervisor, Institute of Higher Education, Beijing Normal University

Education

- Sep 1981 – Jul 1983 Junior College Diploma in English, Tongling University
- Sep 1989 – Jul 1992 Master's Degree in Higher Education, Beijing Normal University
- Sep 1993 – Jul 1997 Doctorate in Comparative Education, Beijing Normal University

Teaching

- Doctoral course: *Frontiers in Higher Education Policy and Management Research*, 54 teaching hours
- Master's courses: *Chinese Higher Education*, taught in English, 36 teaching hours; *Comparative Higher Education*, 36 teaching hours
- Professor Hong supervises one to two master's students, one to two doctoral students, and one to two international students each year.

Social Service

- 2018-2022 Member, Fourth Academic Committee, China Association of Higher Education
- 2014-2019 Deputy Director, National Institute of Educational Examination and Evaluation
- 2014-2018 Vice President, Beijing Association for International Economic and Trade Studies
- Jan 2017 – Feb 2017 Tin Ka Ping Scholar, The University of Hong Kong
- 2006 – 2009 Board Member, Beijing Normal University–Hong Kong Baptist University United International College; Council Member, Beijing International Centre for Chinese Language Teaching; Council Member, Higher Education Management Branch, China Association of Higher Education; Council Member of the boards of the Confucius Institutes in

San Francisco, Quebec, Manchester and Oklahoma

- 2007 – 2008 Secretary-General, National Association for Studies on Chinese Students Studying Abroad
- 2000 – 2003 Consultant, *Shanghai School Improvement and Evaluation Cooperation Project* of the Shanghai Education Affairs Supervision Office and the British Council
- 1999 – 2003 Education Management Consultant, Plan International
- 1998 – 2003 Chinese Expert, UNICEF

Honours and Awards

- Second Hu Sheng Award and National Award for Outstanding Papers by Young Scholars in Philosophy and Social Sciences, Chinese Academy of Social Sciences, 1997. First awardee.
- Seventh Beijing Outstanding Achievement Award in Philosophy and Social Sciences, Beijing City Federation of Social Science Circles, 2002. First awardee.
- Eighth Outstanding Higher Education Research Achievement Award, China Association of Higher Education, 2013. First awardee.

Research Achievements

Publications

Professor Hong has published more than 190 academic papers, including more than 100 CSSCI-indexed papers.

Journal Rank/JCR Quartile:

Chinese-language Papers

1. Liang, X. & Hong, C. Research-oriented Universities and Regional Innovation: The

Formation, Strengthening and Adaptation of Knowledge Exchange Mechanisms. *Chongqing Higher Education Research*, 1–14 [Online: 14 Dec 2025].

2. Zhang, F. & Hong, C. International models and China's path for the development of new research universities. *China Higher Education*, 2025(12): 57–64.

3. Zhang, F. & Hong, C. How Can Higher Education Respond to the Demographic Crisis? Breakthrough Strategies in Japan and South Korea. *International and Comparative Education*, 2024, 46(12): 17–26+36.

4. Hong, C. & Zhang, F. International Experience and China's Path for Integrating Science and Education in Universities. *China Higher Education*, 2024(02): 59–64.

5. Du, S., Tian, J. & Hong, C. The Connotation, Characteristics and Value of Modernisation of Chinese-style Rural Education. *Modern Education Management*, 2023(06): 9–20.

6. Hong, C. Advancing Student-centred Internal University Governance: *A Review of Research on Students' Participation Right in Internal Governance of Universities*. *Chongqing Higher Education Research*, 2022, 10(06): 2.

7. Zhang, B., Ruan, S., Meng, Y., et al. Challenges and Breakthroughs in Building a Highly Educated Teaching Force in Primary and Secondary Schools. *Management of Primary and Secondary Schools*, 2022(09): 39–42.

8. Hong, C. & Zhang, B. The Benefits of Naming Donations to Universities in the Context of “Double First-Class” Development. *China Higher Education*, 2022(Z3): 46–48.

9. Niu, X. & Hong, C. The Value of Annual Giving for the Development of American First-Class Universities. *Higher Education Development and Evaluation*, 2022, 38(03): 64–75+119–120.

10. Zhang, B. & Hong, C. Naming Donations in American Research Universities: A Perspective Based on Social Exchange Theory. *Higher Education Exploration*, 2022(02): 51–59.

11. Han, S. & Hong, C. Ethical Governance of University Fundraising: A Risk Management Perspective. *Higher Education Exploration*, 2021(10): 31–39.

12. Niu, X. & Hong, C. The Philosophy and Practice of Annual Giving in Leading American

Universities: The Experience of Princeton University. *Higher Education Exploration*, 2021(03): 88–95.

13. Hu, S. & Hong, C. The Logic of International Student Education in China. *China Higher Education*, 2021(05): 59–61.

14. Chen, H. & Hong, C. Characteristics of Alumni Giving to Universities During the COVID-19 Response. *China Higher Education*, 2021(Z1): 30–32.

15. Tian, L. & Hong, C. Pathways and Experience in Building a First-Class Physics Discipline: An Analysis Based on the Nobel Prize in Physics. *Tsinghua Journal of Education*, 2020, 41(05): 99–106.

16. Hong, C., Liang, X. & Han, S. Unconventional Development Strategy of Higher Education in Chengdu-Chongqing Twin-City Economic Circle. *Chongqing Higher Education Research*, 2020, 8(04): 71–79.

17. Hong, C. Universities' Responsibilities and Actions in Epidemic Prevention and Control. *China Higher Education*, 2020(08): 28–29.

18. Wang, F. & Hong, C. The Study on the Concept, Implementation, and Sustainment for an Emerging Teacher Leadership Initiative in the U.S.A. *Studies in Foreign Education*, 2020, 47(01): 116–128.

19. Zhong, B., Hong, C., Li, L., et al. Orientation and Pathway of Higher Education Research in the New Era. *Education Science*, 2019, 35(06): 1–13.

20. Wang, F. & Hong, C. The Role and Influence of Key Teachers on the Teaching Community: A Case Study from the Perspective of Teacher Leadership. *Journal of Capital Normal University (Social Sciences Edition)*, 2019(04): 168–177.

21. Hong, C. & Wang, J. A Process Study of How Educational Research Influences Educational Reform and Decision-Making. *China Higher Education*, 2019(11): 16–18.

22. Mo, L. & Hong, C. Risk Control and Uncertainty in University Endowment Investment. *China Higher Education*, 2018(20): 16–18.

23. Li, J. & Hong, C. Study on Constructing China's "Soft Power of Higher Education".

University Education Science, 2018(05): 16–20+124.

24. Hong, C. “Undergraduate Education as the Foundation” Requires Precision and Refinement. *China Higher Education*, 2018(Z3): 1.

25. Guo, J., Zhang, A. & Hong, C. A Comparison of Research Input and Output in Top Comprehensive Universities in China and the United States. *China Higher Education*, 2018(12): 45–47.

26. Liang, X. & Hong, C. Social Fundraising for Higher Education in Developed Western Countries: Experience, Characteristics and Trends. *International and Comparative Education*, 2018, 40(03): 98–105.

27. Hong, C. What International Experience Can Inform the Development of World-Class Disciplines? *China Higher Education*, 2018(05): 1.

28. Tong, J., Shen, C. & Hong, C. Asset Allocation of Oxford and Cambridge Endowment Funds and Its Implications for “Double First-Class” Development. *China Higher Education*, 2018(01): 60–63.

29. Wang, F., Hong, C. & Zepeda, S. A Cognitive Study of Key Teachers’ Leadership Roles. *Teacher Education Research*, 2017, 29(05): 58–63+80.

30. Liang, X. & Hong, C. The Emergence, Implementation Effects and Implications of the Matched-Funding Policy for Higher Education Donations in the United Kingdom. *International and Comparative Education*, 2017, 39(04): 69–75.

31. Meng, Y. & Hong, C. Reflections on the Development of the College System in Chinese Universities. *Higher Education Exploration*, 2017(03): 13–17.

32. Guo, J., He, J. & Hong, C. Factors Influencing Alumni Donation Income in Universities. *China Higher Education Research*, 2017(02): 42–47.

33. Tan, S. & Hong, C. A Deconstruction of the Development Strategy of Industry-Specific Universities: A Perspective Based on Middle-Range Theory. *Jiangsu Higher Education*, 2016(05): 75–79.

34. Mo, L. & Hong, C. A Comparative Study of Academic Development in First-Class

Disciplines at Top Public Universities in China and the United States: Based on InCites Data Analysis. *China Higher Education Research*, 2016(08): 61–69.

35. Guo, J., Wang, X. & Hong, C. Development Trends of University Foundations in China: Based on Financial Data Analysis of Chinese University Foundations. *China Higher Education Research*, 2016(07): 54–58.

36. Mo, L. & Hong, C. Donations from Elite Alumni and Its Support for Chinese University Finance. *Journal of Higher Education Management*, 2016, 10(04): 57–65.

37. Lin, C. & Hong, C. Serious Social Crisis Management of College Students' Unemployment Problem from the Perspective of Risk Society Theory. *Journal of Higher Education Management*, 2016, 10(03): 111–117.

38. Zhang, H. & Hong, C. A Study of the Social Cost-Sharing Mechanism for “Double First-Class” Development: A Data-Based Analysis of the Relationship Between American Universities and Endowment Funds. *China Higher Education Research*, 2016(03): 56–60.

39. Lin, C. & Hong, C. A “Customer-Oriented” Major-Gift Management Model at Leading American Universities. *International and Comparative Education*, 2015, 37(12): 48–54.

40. Meng, Y. & Hong, C. The Analysis of Macro Decision-making of Higher Education in China from the Perspective of Knowledge Mobilisation. *Modern Education Management*, 2015(11): 1–6.

41. Hong, C. & Mo, L. Evaluation and Integration of “Evidence-Based” Education Policy Research: The Experience of EPPI in the United Kingdom and WWC in the United States. *Journal of Xinjiang Normal University (Edition of Philosophy and Social Sciences)*, 2015, 36(06): 121–127.

42. Lin, C. & Hong, C. Capital Fundraising Campaign and Universities' Development: A Study of Contemporary Top Universities' Capital Fundraising Campaign in U.S. *Journal of Educational Studies*, 2015, 11(03): 87–98.

43. Du, R. & Hong, C. Pathways and Challenges in China's New Round of Gaokao Reform: Proceedings of the Educators–Entrepreneurs Micro Forum. *China Higher Education Research*, 2015(06): 31–37.

44. Lin, C. & Hong, C. Major Donations to American Universities by Contemporary Chinese Entrepreneurs: Phenomena, Motivations and Policy Reflections. *China Higher Education Research*, 2015(05): 41–46.
45. Meng, Y. & Hong, C. The Current State and Characteristics of Higher Education Research in Beijing: A Data-Based Analysis of Papers Published from 1995 to 2014. *China Higher Education*, 2015(07): 46–51.
46. Li, Q., You, Y. & Hong, C. The Connotations, Value and Practical Strategies of University Fundraising Ethics: Based on the Responsibilities of University Leaders. *China Higher Education Research*, 2015(03): 57–61.
47. Mo, L. & Hong, C. Study on Think Tanks of Chinese Education Reform and Development: Foreign Expert Knowledge Mobilisation Perspective. *Modern Education Management*, 2015(03): 49–54.
48. Dong, L., Yang, Z. & Hong, C. On the Achievement, Challenges and Solutions of International Education in China: With a Discussion of the Feasibility of Achieving the “Outline Targets”. *University Education Science*, 2014(04): 76–80.
49. Lin, C. & Hong, C. Social Crisis Caused by Imbalances in Fairness in University Graduate Employment and Countermeasures: A Government Responsibility Perspective. *China Higher Education Research*, 2014(07): 8–13.
50. Hong, C. & Wu, C. Yale University’s Contemporary Excellence and President Richard Levin’s Educational Philosophy. *Educational Research*, 2014, 35(07): 144–151.
51. Mo, L. & Hong, C. An Analysis of Education Decision-Makers’ Motivation to Adopt Research Evidence in China from the Perspective of Knowledge Mobilisation. *Research in Education Development*, 2014, 34(Z1): 92–97.
52. Hong, C. Improving Knowledge Mobilisation Mechanisms to Promote Evidence-Informed Education Decision-Making. *Research in Education Development*, 2014, 34(05): 3.
53. Hong, C. & Lin, C. The Formation of the Policy Logic of Free Teacher Education from the Perspective of Knowledge Mobilisation: Based on a Reading of *Wen Jiabao on Education*. *China Higher Education Research*, 2014(01): 9–13.

54. Wang, F., Hong, C. & Zepeda, S. The Development of Teacher Leadership in the United States: Meanings, Values and Application Prospects. *Studies in Foreign Education*, 2014, 41(01): 93–103.
55. Hong, C. & Liu, H. Blueprint, Indicators and Pathways for the Future Development of Higher Education: Also on Higher Education Development and the Chinese Dream. *China Higher Education Research*, 2013(07): 15–18.
56. Wu, C. & Hong, C. Researching on the Transformation of China's Higher Education Development Mode -- with the Perspective of Developmental Economics. *Modern Education Management*, 2013(07): 11–16.
57. Wu, C. & Hong, C. The Value Basis of the Modern University Personnel System: Based on an Epistemology of Subject-Object Value Relations. *China Higher Education Research*, 2013(06): 69–74.
58. Wu, C. & Hong, C. Risk Analysis and Avoidance Mechanisms for the Policy Allowing Students to Take the Gaokao Outside Their Place of Household Registration. *Tsinghua Journal of Education*, 2013, 34(03): 102–107.
59. Hong, C. & Li, X. The Value, Pathways and Benefits of Building a Confident Chinese Higher Education System: Reflections on the Guiding Principles of the 18th CPC National Congress. *China Higher Education Research*, 2013(02): 12–16.
60. Wu, C. & Hong, C. A Study of Value Orientations in University Rankings: An Interpretation Based on Value Philosophy. *China Higher Education Research*, 2012(12): 32–37.
61. Wu, C. & Hong, C. Problems, Causes and Solutions Concerning the Gaokao Outside Students' Place of Household Registration in China: An Analysis Based on New Institutionalism. *Journal of the Chinese Society of Education*, 2012(11): 22–26.
62. Li, X. & Hong, C. Professional Associations for Student Affairs Administration in American Higher Education: History, Structure and Functions. *Journal of Higher Education*, 2012, 33(08): 71–76.
63. Hong, C. & Hu, Y. Fundraising Strategies at Cardiff University and Their Implications. *International and Comparative Education*, 2012, 34(07): 25–29.

64. Tong, J., Yan, L. & Hong, C. The Successful Operation of Yale University's Endowment Fund. *Higher Education Exploration*, 2012(03): 47–51.
65. Yan, L., Tong, J. & Hong, C. Characteristics of Endowment Fund Management at Leading American Universities. *International and Comparative Education*, 2012, 34(01): 78–81.
66. Li, X., Ma, N. & Hong, C. Concepts and Development Trends in Residential Management for American College Students. *China Higher Education*, 2012(01): 61–62.
67. Niu, X. & Hong, C. The Successful Rise of The Hong Kong University of Science and Technology: The Implementation of a “Small but Excellent” Strategy. *International and Comparative Education*, 2011, 33(11): 62–66.
68. Yan, L. & Hong, C. MIT's Fundraising Approach and Its Implications. *Journal of Higher Education*, 2011, 32(04): 103–108.
69. Mo, L. & Hong, C. A Study of Fundraising Strategies at Queensland University of Technology in Australia. *Journal of National Academy of Education Administration*, 2011(02): 85–90.
70. Lin, T. & Hong, C. New Concepts in the Development of American Public Universities and the Effectiveness of Fundraising Strategies: The Case of Indiana University. *International and Comparative Education*, 2010, 32(05): 63–67.
71. Wang, S. & Hong, C. A Review of the CHE Ranking System for University Internationality and Internationalisation in Germany. *China Higher Education Research*, 2010(04): 55–58+81.
72. Li, K., Meng, F. & Hong, C. A Study of Stanford University's Fundraising Strategy. *Modern Education Management*, 2010(01): 103–105.
73. Hong, C. & Yan, L. An Analysis and Comparison of the Policy Benefits of International Student Education in Australia and Canada. *International and Comparative Education*, 2008, 30(12): 77–80+90.
74. Li, K. & Hong, C. A Study of the Content, Background and Values of School Choice Policies in Compulsory Education in China and the United States. *Education Science*, 2008(05): 76–80.

75. Hu, Y. & Hong, C. The Practical Exploration into Multiple-intelligence Education in Primary and Secondary Schools in the UK. *Studies in Foreign Education*, 2008(08): 30–34.
76. Wang, X., Hong, C. & Li, R. A Study of the Quality of Career Planning Services for American College Students. *International and Comparative Education*, 2008(02): 56–60.
77. Hong, C. & Li, K. Two Approaches to the Policy Issue of Fees for School Choice in Compulsory Education. *Education Science*, 2007(05): 5–8.
78. Li, K. & Hong, C. Fundraising Strategies at the University of Southern California. *International and Comparative Education*, 2007(10): 60–64.
79. Yan, L. & Hong, C. The Successful Rise of Nanyang Technological University in Singapore: The Implementation of an “Entrepreneurial University” Strategy. *Journal of Higher Education*, 2007(02): 97–102.
80. Li, K. & Hong, C. Educational Equity as an Important Value Pursuit in Education Policy. *Tsinghua Journal of Education*, 2006(06): 65–69.
81. Hu, Y. & Hong, C. A Comparative Study of Collaborative Behaviour in Educational Research. *International and Comparative Education*, 2006(10): 37–41.
82. Li, K. & Hong, C. A Comparative Study of Education Policy Models: From the Perspectives of Policy Actors and Policy Environments. *International and Comparative Education*, 2006(06): 71–75.
83. Hong, C., Zhang, W. & Zhao, Y. A Study on Education Service Trade of New Zealand. *Studies in Foreign Education*, 2006(04): 15–19.
84. Liu, L. & Hong, C. Strategic Responses of Thai Higher Education to WTO Accession. *International and Comparative Education*, 2005(09): 81–84.
85. Niu, X. & Hong, C. Practical Exploration of Higher Education Development in Singapore after WTO Accession. *International and Comparative Education*, 2005(09): 85–90.
86. Jenga, L. & Hong, C. An Analysis of Higher Education Internationalisation Strategies in Malaysia. *International and Comparative Education*, 2005(07): 84–87.
87. Yan, L. & Hong, C. Australian Higher Education Services Trade after WTO Accession.

International and Comparative Education, 2005(02): 86–90.

88. Chen, W. & Hong, C. Yale: Implications and Lessons for China's Development of World-Class Universities: Summary Report of the Yale-China Advanced Seminar for University Leaders. China Higher Education, 2004(23): 20–23.

89. Hong, C. Quality Assurance in American Teacher Education under the Accreditation Framework. International and Comparative Education, 2004(10): 21–26+43.

90. Hong, C. Accreditation Standards for Schools of Education in the United States and Their Characteristics. Teacher Education Research, 2004(03): 73–80+67.

91. Hong, C. & Hu, Y. The Ideas and Model of Principal's Professional Development in Britain. Studies in Foreign Education, 2004(03): 44–46.

92. Hong, C. Recent Developments in International Quality Assurance Systems for Teacher Education. International and Comparative Education, 2003(11): 32–36.

93. Li, K. & Hong, C. The Key to Development after University Mergers: Effective Resource Allocation. Jiangsu Higher Education, 2003(06): 27–28.

94. Hong, C. A Comparative Study of Overseas Models of Public Support for Private Education. International and Comparative Education, 2003(03): 82–86.

95. Hong, C. The Comparison of Quality Assessment System of Higher Education in the Nordic Countries -- Developing a Balance Between External and Internal Needs of Universities. Studies in Foreign Education, 2002(06): 32–37.

96. Hong, C. A Historical Review of the Development of Master's Education in the United States. Academic Degrees & Graduate Education, 2002(Z1): 68–73.

97. Hong, C. American Individual School and Its Characteristic. Studies in Foreign Education, 2001(01): 55–60.

98. Hong, C. Major Approaches to University Funding Abroad. Journal of Higher Education, 2000(03): 107–111.

99. Hong, C. & Qu, H. A 50-Year Review of Comparative Higher Education Research. International and Comparative Education, 1999(05): 1–6.

100. Hong, C. & Guo, W. "Deep Decentralisation" in Australian School Management. *International and Comparative Education*, 1999(04): 16–19.
101. Feng, G. & Hong, C. Changes and Development in Spanish Higher Education since the 1970s. *Studies in Foreign Education*, 1998(06): 40–45.
102. Hong, C. The Development and Current State of Private Primary and Secondary Education Worldwide. *International and Comparative Education*, 1998(03): 20–24.
103. Hong, C. A Comparison of Vocational Training in the United Kingdom and Germany and Some Reflections. *International and Comparative Education*, 1998(02): 41–45.
104. Yu, K., Hong, C., Ding, B., et al. A Review of the Reform of Teaching Content and Curriculum Systems in World Higher Education for the 21st Century. *Tsinghua Journal of Education*, 1998(01): 10–20.

Books and Book Chapters

105. Chapter 10: Issues and challenges on Knowledge Mobilisation and Education Policy Making in China. In Levin, B. Qi, J. Edelstein, H & Sohn, J. (Eds), *The impact of research in education* (pp. 183-207). UK: The Policy Press.

English-language Papers and Conference Papers

106. Knowledge Mobilization in Chinese Education Policy-Making: Conceptual Frameworks for Motivation Analysis of Policymakers' Adoption of Research[J]. *Creative Education*, 2018, 9, (7):1027-1041.
107. Financial Determinants for Donation Income of Chinese Non-Public College Foundations[J], *Advances in Social Science, Education and Humanities Research*. ICHSSR 2018.
108. Development and Perspectives of English, as a Language of Instruction and Learning in Chinese Educational System[J]. *Asian Journal of Contemporary Education*, 2019, Vol. 3, No. 1, pp. 28-35.
109. Assessing Motivation and Engagement Level of School Children Through Technology-Mediated Pedagogy[J]. *Sylwan* 161(6):1-11, June 2017.

Research Projects Undertaken by Dr Hong Chengwen as Principal Investigator or Participant

1. Fundraising and Financing in Universities from the Perspective of Building a Leading Country in Higher Education, funded under the National Education Sciences Planning Programme, Jul 2017 – Dec 2020, with funding of RMB200,000; with Dr Hong serving as Principal Investigator.
2. Development of the “Professional Competency Standards for Bilingual Teacher Education and Teaching in National Education” and the “Training and Assessment Standards for Bilingual Teachers in International Education”, funded by the Chinese Society of Education, Mar 2019 – Dec 2019, with funding of RMB200,000; with Dr Hong serving as Principal Investigator.
3. Early Warning Mechanisms and Crisis Response for Graduate Employment in American Universities from the Perspective of Equity, a key project of the Ministry of Education under the National Education Sciences Planning Programme, Aug 2008 – Aug 2009, with funding of RMB20,000; with Dr Hong serving as Principal Investigator.
4. Needs Survey and Countermeasures for the Strategic Development Plan of Yan'an University, funded by Yan'an University, Dec 2014 – Jun 2015, with funding of RMB300,000; with Dr Hong serving as Principal Investigator.
5. Countermeasures for “Double First-Class” Development at Xiangtan University, funded by Xiangtan University, Apr 2017 – Dec 2018, with funding of RMB300,000; with Dr Hong serving as Principal Investigator.
6. Evaluation of the 13th Five-Year Development Plan of China University of Labor Relations, funded by China University of Labor Relations, Jan 2018 – Dec 2020, with funding of RMB135,000; with Dr Hong serving as Principal Investigator.
7. The 13th Five-Year Strategic Development Plan of Yulin University, funded by Yulin University, Jul 2015 – Dec 2016, with funding of RMB260,000; with Dr Hong serving as Principal Investigator.
8. Implementation of Discipline Development and Teaching Reform under the 13th Five-Year Plan of Neijiang Normal University, funded by Neijiang Normal University, Jan 2018 – Oct

2018, with funding of RMB150,000; with Dr Hong serving as Principal Investigator.

9. The 13th Five-Year Strategic Development Plan of Yibin University, funded by Yibin University, Mar 2017 – Mar 2018, with funding of RMB250,000; with Dr Hong serving as Principal Investigator.

10. Strategic Planning for the Development of Baoding University into an Application-oriented University, funded by Baoding University, Jul 2018 – Jul 2019, with funding of RMB200,000; with Dr Hong serving as Principal Investigator.

Other Achievements

Books, Edited Volumes and Translations

1. Hong, C. Modern Educational Epistemology. Taiyuan: Shanxi Education Press, 2006.
2. Hong, C. ed. Series on University Fundraising Theory and Practice, 12 vols. Beijing: Xueyuan Press, 2016 – present.
3. Hong, C. ed. Translation Series on University Mission and Wealth Management, 8 vols. Beijing: Xueyuan Press, 2016 – present.
4. Hong, C. ed. BNU Higher Education Review, 6 vols. Beijing: Xueyuan Press, 2012 – 2018.
5. [UK] Acharya, S. & Dimson, E. Endowment Asset Management: Investment Strategies in Oxford and Cambridge. Translated by Tong, J. & Hong, C. Beijing: Xueyuan Press, 2018.
6. [US] Weisbrod, B. A., Ballou, J. P. & Asch, E. D. Mission and Money: Understanding the University. Translated by Hong, C. & Yan, L. Beijing: Xueyuan Press, 2016.
7. [UK] McBride, R. ed. Teacher Education Policy: Some issues arising from research and practice. Translated by Hong, C. et al. Beijing: Beijing Normal University Publishing Group, 2009.
8. [US] Strike, K. A. & Soltis, J. F. The Ethics of Teaching. Translated by Hong, C. et al. Beijing: Educational Science Publishing House, 2007.
9. [Canada] Levin, B. Reforming Education: From Origins to Outcomes. Translated by Xiang, X. & Hong, C. Beijing: Educational Science Publishing House, 2004.

Key Professional Achievements

1. Professor Hong organised the preparation of application materials and the presentation for Beijing Normal University's application to have Educational Economics and Management recognised as a key discipline. The application was successful, securing the discipline's designation as a Beijing municipal key discipline and creating favourable conditions for its subsequent application for national key discipline status. At the time, the application brought together the School of Education Administration, the College of Management, the College of Education and the Department of Systems Science. Professor Hong was responsible for collecting the supporting materials, serving as the principal drafter of the written application, and delivering the application presentation.
2. Professor Hong served as Executive Deputy Director of the Institute of Higher Education at Beijing Normal University. As a principal leader of the Higher Education discipline, he assisted the Faculty of Education at Beijing Normal University in developing the discipline. Over a period of ten years, he helped raise the national ranking of Beijing Normal University's Higher Education discipline from the top ten to first place nationwide for three consecutive years, surpassing strong competitors such as Xiamen University, Huazhong University of Science and Technology and Peking University. This made Beijing Normal University the fastest-rising university in the field of Higher Education studies in China. At the same time, he planned and served as Editor-in-Chief of the annual *BNU Higher Education Review*, promoting high-quality research in the field of higher education to the academic community and expanding the influence of Beijing Normal University's research team and its achievements.
3. During his tenure as Director of the Office of International Exchange and Cooperation at Beijing Normal University, Professor Hong assisted the university in securing three projects under *Project III* from the State Administration of Foreign Experts Affairs. The project was proposed by Professor Shi Peijun, then Vice President of Beijing Normal University, adopted by the State Administration of Foreign Experts Affairs, and promoted nationwide as an important discipline development initiative. As a result, Beijing Normal University joined Tsinghua University, Peking University and other leading universities in the first tier of participating institutions.
4. Professor Hong led the establishment of Beijing Normal University's first five Confucius

Institutes: the Confucius Institute in San Francisco, United States; the Confucius Institute at the University of Oklahoma; the Confucius Institute in Quebec, Canada; the Confucius Institute at Aarhus University, Denmark; and the Confucius Institute at the University of Manchester, United Kingdom.

5. Professor Hong assisted Beijing Normal University and Hong Kong Baptist University in applying for and successfully establishing United International College (“UIC”) in Zhuhai. UIC was the second university established under Sino-foreign cooperative education and the first university jointly established by the Chinese mainland and Hong Kong. Its nationwide admissions have now been fully incorporated into the first-tier undergraduate admissions system. More than half of its graduates go on to pursue further study overseas, and the institution has been well received by students and society. Professor Hong was Director of the Hong Kong, Macao and Taiwan Affairs Office at the time.

6. Professor Hong provided university development planning consultancy for local higher education institutions, achieving significant results. Yan’an University received RMB1.4 billion in special support funding from the provincial Party committee and provincial government as a result of the team’s planning recommendation that “Yan’an University is a great university because of its great origin, great dedication and great mission”. Xiangtan University is expected to enter the ranks of “Double First-Class” discipline development as a result of the team’s planning recommendation to “run a university rooted in the hometown of a great leader and become the most deeply rooted university”; the Vice Premier has instructed relevant departments of the Ministry of Education to accelerate implementation. China University of Labor Relations and other institutions received instructions and replies from the General Secretary as a result of the team’s consultancy, enabling the university to enter a period of accelerated development. Baoding University, Yibin University and Yulin University have, as a result of Professor Hong’s team’s consultancy, achieved greater cohesion in their disciplinary directions, raised their disciplinary standards, and taken on a new development outlook. The team’s partner universities have now expanded to more institutions in former revolutionary base areas and in the Greater Bay Area, including Baise University in Guangxi, Foshan Science and Technology College in Guangdong, and Neijiang Normal University in Sichuan.

7. Professor Hong recommended that Beijing Normal University establish the “Mingyuan

Chair Professorship”, which helped secure RMB10 million in donations. This was the first chair professorship in the field of education within the Chinese university system and had important pioneering value. Professor Hong was one of the principal consultants.

8. On Professor Hong’s recommendation, Professor Gu Mingyuan established a dialogue mechanism with world-renowned figures in education and culture, expanding Beijing Normal University’s international influence. These dialogues included Professor Gu Mingyuan’s conversations with Daisaku Ikeda of Japan, American scholar Peter Senge, and a university president from Finland.

9. Professor Hong was a principal planner, founder and builder of the International Alliance of Leading Education Institutes. The alliance brings together some of the world’s leading schools and faculties of education, including the UCL Institute of Education, the Faculty of Education of the University of Melbourne, the Ontario Institute for Studies in Education at the University of Toronto, the School of Education at the University of Wisconsin, and Seoul National University. It holds an annual academic conference.