

Dr. Zehavit Gross, Chair of Election Task Force
Drs. Oleg Gubin & Samiha Peterson, Members of Election Task Force
World Council of Comparative Education Societies

June 24, 2024

Dear Drs. Zehavit Gross, Oleg Gubin and Samiha Peterson,

It is my great honor to be endorsed and supported for the election of WCCES President (2024-2027). As a WCCES Executive Committee Member, I am more than willing to stand, commit and serve, with the dual support from the Comparative and International Education Society (CIES) and the Comparative and International Education Society of Canada (CIESC), my two home societies which are backed up solidly by both of my affiliations, Western University (Canada) and Beijing Normal University (China).

Enclosed please find the documents of:

1. A brief CV.
2. Details of the candidate's general contribution to specific organization(s) supporting comparative education.
3. Details of recent published scholarly contributions to comparative/international education.
4. Statement of vision for the future of the WCCES and of my potential role as President.
5. Names and contact details of two referees (Past WCCES President Wing On Lee and UNESCO Director Sobhi Tawil)
6. Official letters of institutional support from Western University and Beijing Normal University.
7. Endorsement letter from Past CIES President Ruth Hayhoe.
8. Official endorsement letters from my home societies (CIES and CIESC) and additional constituent societies of WCCES (SOMECE, CCES and CTCES).

Please feel free to contact me as needed.

Sincerely,



Dr. Jun Li
Immediate Past President, [Comparative and International Education Society](#)
Past President, [Comparative Education Society of Hong Kong](#)
Professor, [Faculty of Education, Western University](#)
Adjunct Professor (Designate), [Faculty of Education, Beijing Normal University](#)

1. A BRIEF CV/RESUME OF THE CANDIDATE, INCLUDING EVIDENCE OF LEADERSHIP CAPACITY (maximum 4 pages)

Education

Ph.D. in International Education Policy, University of Maryland at College Park, 2001-06

Ph.D. in Educational History, East China Normal University, 1989-92

M.A. in Educational History, Fujian Normal University, 1986-89

B.A. in School Education, Anhui Normal University, 1982-86

Employment

Adjunct Professor, Faculty of Education, Beijing Normal University (2024-29)

Chair, Academic and Research Cluster of Critical Policy, Equity and Leadership Studies, Western University Faculty of Education (2019-23)

Acting Director & Professor, Global Center for Educational Partnership, Western University Faculty of Education (2019-20)

Professor, Western University Faculty of Education (2018-Present)

Deputy Director & Associate Professor, Education Policy Unit, Faculty of Education, University of Hong Kong (2015-17)

Assistant/Associate Professor, Department of Educational Administration and Policy, Faculty of Education, Chinese University of Hong Kong (2012/2014-15)

Assistant Professor, Department of International Education and Lifelong Learning, Faculty of Education and Human Development, the Education University of Hong Kong (EdUHK) (formerly the Hong Kong Institute of Education) (2008-12)

Post-doctoral Fellow & Instructor, Department of Theory and Policy Studies in Education, the Ontario Institute for Studies in Education, the University of Toronto (OISE/UT) (2006-08)

Visiting Researcher, Graduate School of Education, University of Tokyo (1997-98 & 2000-01)

Assistant/Associate Professor, East China Normal University Department of Education Studies (1992-94/1994-99)

Leadership/Membership

Immediate Past President, the Comparative and International Education Society (CIES), the U.S., 2024-25.

Executive Committee Member, the World Council of Comparative Education Societies (WCCES), 2024-Present.

Congress Standing Committee Member, WCCES, 2023-Present.

President, the Comparative and International Education Society (CIES), the U.S., 2023-24.

Founding President, the Chinese Society of Education (CSE), Canada, 2023-Present.

President-Elect, CIES, 2022-23.

Vice President, CIES, 2021-22.

Chair, the CIES Annual Conference 2023, Online and in Washington, D.C., Feb. 14-22, 2023.

Founding Chair, the CIES Educational Improvement Special Interest Group, 2021-22.

Senator, Western University, 2020-22; 2023-24.

Chair, ARC Admissions Committee, Jan. 1-Jun. 30, 2023

Chair, ARC Admissions Committee, Jan. 1-Jun. 30, 2022

Chair, ARC Admissions Committee, Jan. 1-Jun. 30, 2021

Chair, ARC Admissions Committee, Jan. 1-Jun. 30, 2020

Past Chairperson, the Hong Kong Educational Research Association (HKERA), Hong Kong, 2017-20.

Chairperson, HKERA, Hong Kong, 2014-17.

Past President, the Comparative Education Society of Hong Kong (CESHK), Hong Kong, 2014-16.

President, CESHK, Hong Kong, 2012-14.

Co-director, the Emerging Scholars Sub-Society of the China's Education Society, Beijing, China, 1997-99.

Member, the Advisory Programming Committee, the Congress of the Humanities and Social Sciences, Canada, 2019-20.

Member, the Standing Review Board of Humanities and Social Sciences Panel, the Research Grants Council of Hong Kong, China, since 2019.

Member, the Planning Committee of CIES Annual Meeting (San Francisco), the U.S., 2018-19.

Member, the CIES Publications Committee, the U.S., 2016-17; 2019-21.

Member, WCCES Research Standing Committee, 2017-22.

Honorary Secretary & Executive Committee Member, CESHK, Hong Kong, 2011-12.

Member, the China Comparative Education Society, China, 2010-12.

Member, WCCES, 2010-2019; 2024-Present.

Member, the American Education Research Association, the U.S., 2004-05.

Member, CIES, 2002-Present.

Member, the Japan Society of Educational Sociology, Tokyo, Japan, 1997-99.

Member, the Japan Society of International Education, Tokyo, Japan, 1997-99.

Editorial/Review Board

Associate Founding Editor, *Beijing International Review of Education* (Brill), 2019-Present.

Advisory Board Member, *World Higher Education* (Press of Guangdong University of Foreign Studies), 2019-Present.

Editorial Board Member, *Journal of Higher Education Management* (Press of Jiangsu University), 2019-Present.

Senior Editor, *Cogent Education: International & Comparative Education* (Taylor & Francis), 2019-22.

Co-Founding Editor, CIES Book Series *Education in Global Perspective* (SUNY Press), 2018-21.

Editorial Advisory Board, *Comparative Education Review* (Chicago Univ. Press), 2018-23.

Editorial Committee, *Global Comparative Education: Journal of the WCCES*, 2017-Present.

Regional Editor (China), *Bloomsbury Education and Childhood Studies* (Bloomsbury), 2017-20.

Associate Editor, *Education and Teaching Research* (Press of Chengdu University), 2017-Present.

Editorial Board, *Chinese Education & Society* (Routledge), 2016-Present.

Review Board, *The Education Journal* (Chinese University of Hong Kong), 2016-Present.

Editorial Advisory Board, *The International Journal of Comparative Education and Development* (Emerald), 2016-Present.

Associate Editor, *The Education Journal* (Chinese University of Hong Kong), Hong Kong, 2012-15.

Editor-in-Chief, *The International Journal of Comparative Education and Development* (formerly as *Comparative Education Bulletin*) (Emerald), 2013-14.

Editor-in-Chief, *Comparative Education Bulletin* (The Comparative Education Society of Hong Kong), 2012-13.

International Editorial Board, *Paedagogica Historica (International Journal of the History of Education)* (Taylor & Francis), 1998-2008.

Honors

Laureate, Ming Yuan Education Prize (2020-22), The Ming Yuan Education Foundation, China, 2023.

Recipient, Honorable Mention of the Annual CIES Higher Education SIG (HE-SIG) Best Article Award (2017-18): Li, J. (2017). Ideologies, strategies and higher education development: A comparison of China's university partnerships with the Soviet Union and Africa over space and time. *Comparative Education*, 53(2), 245-264. USA, 2019.

Co-Recipient, Second Place, the Annual CIES Higher Education SIG (HE-SIG) Best Book Award (2011-12): *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* authored by R. Hayhoe, J. Li, J. Lin, & Q. Zha and published by Springer/CERC (2011), USA, 2012.

Co-Recipient, First Place, the Annual CIES Higher Education SIG (HE-SIG) Best Book Award (2008-09): *The Worldwide Transformation of Higher Education* edited by D. P. Baker & A. W. Wiseman and published by Emerald Publishing (2008), USA, 2010.

Recipient, Excellent Junior Teacher Award, the Governmental Award for Junior Professors (1996-97), the Shanghai Municipal Government, China, 1997.

2. DETAILS OF THE CANDIDATE'S GENERAL CONTRIBUTION TO SPECIFIC ORGANIZATION(S) SUPPORTING COMPARATIVE EDUCATION (maximum 2 pages)

As an academic in the field of Comparative and International Education (CIE) since the late 1990s, I have contributed to CIE organizations supporting WCCES with critical, committed, dynamic, and visionary leadership with a spirit promoting international understanding, reciprocal leaning and cultural dialogue for a global community of education. More specifically, I have been affiliated with the WCCES in various ways since 2010, with my continuous contributions to WCCES Congresses in Istanbul, Turkey (2010), Buenos Aires, Argentina (2013), and Beijing, China (2016).

Critical Leadership in Multiple Organizations Supporting the WCCES

I served as President of the Comparative Education Society of Hong Kong (CESHK, 2012-2014), Chairperson of the Hong Kong Educational Research Association (HKERA, 2014-2017) and President of the Comparative and International Education Society (CIES, 2023-2024), in addition to serving as their respective immediate past president or chairperson. Both CESHK and CIES are constituent societies of the WCCES, while CIES is one of the founding societies of the WCCES. I have also served as one of the WCCES Executive Members, representing CIES, and as one of the WCCES Congress Standing Committee Members, in addition to the Editorial Committee of *Global Comparative Education: Journal of the WCCES* for nearly a decade.

Committed Leadership with Dynamic Strategies for Global CIE Communities over the Past Two Decades

My contribution to CIE organizations has remained continuous and committed in multiple, international contexts of CIE communities over the past two decades. These contexts, e.g., Hong Kong as a Special Administrative Region of P. R. China, the United States as a huge system of CIE research and practice, etc., are diverse and challenging to any CIE leaders. I have led them each to grow successfully during my presidency.

CESHK used to be a humble society with only dozens of members before my leadership. During my presidency in 2012-2014 with various strategies boosting its regional community and organizational capacity, its membership grew six times more with sextupled revenue for annual budgeting. The record-breaking membership and revenue by 2014 have laid a solid foundation for the CESHK community and enabled it to further grow with much more capability, diversity and participation. With these strategies, CESHK launched its first peer-reviewed, official journal *International Journal of Comparative Education and Development* (IJCED) in August 2013, edited by its Editorial Board led by me. These are critical milestones in the CESHK history since 1989.

My more recent and more dynamic leadership for the global CIES community showcases my versatile and adaptative vision, capability and strategies in leading a large-scale, international

organization by building a strong global community together for the field. With the theme “Improving Education for a More Equitable World”, the 67th CIES Annual Conference was planned and organized by multiple committees, all steered by me as Chair. CIES 2023 was held online on Feb. 14-15 and onsite in Washington, D.C. on February 18-22, 2023, breaking many historical records in the 67-year history of CIES, e.g., a completely new conference format combining both on-site days and online days innovated to fully meet the challenge of the then-ongoing pandemic. CIES 2023 welcomed 3,628 registered members, a record-breaking number since the global pandemic in 2020 with 30% increased from that in 2022. The overwhelming submissions and participations were a huge challenge to the limited capacity of our pre-contracted hotel venue and the Program, which had to be extended to the evening of the last conference date on February 22, 2023. As a result, CIES 2023 generated a great surplus of \$116,416.61USD with an exciting return rate at 16.21% in terms of actual-budgetary balance. The earnings of CIES 2023 greatly helped the fiscal balance of CIES in 2023 by boosting a stable and sustainable financial status for the global CIES community in the years to come. On the other hand, to echo the conference theme and promote equity, inclusion and diversity, CIES 2023 broke many other records, such as creating the first and unique Emerging Scholar Event promoted at CIES annual conference opening ceremonies, hosted by Dr. Sobhi Tawil, UNESCO Director for Future of Learning and Innovation, and openly calling for Written Responses to CIES 2023 Conference Theme, together with specially invited UNESCO’s Video Responses from many UNESCO Units/Centers and UNESCO Chairs around the globe. According to the post-conference survey, 83.6% participants found CIES 2023 positive, 83.9% intellectually stimulating, and 74.1% appreciated the sense of community. By December 2023, the CIES membership was around 5,000, the largest of its kind in the world, representing over 1,000 universities, research institutes, government departments, non-governmental organizations, and multilateral agencies in 120 countries across the globe.

Visionary Leadership with Sustainable Approaches

The vision and approaches for my contribution to the global community are not limited to those made for CESHK and CIES briefly introduced above. They have all worked effectively for my other leadership responsibilities, such as those for the WCCES, the HKERA and the Chinese Society of Education.

Although the contexts of CESHK and CIES specified above are quite diverse, some commonalities of my visionary leadership are observable easily: a) focusing on global community-building by promoting equity, inclusion and diversity; b) boosting global membership and more profound impact by enhancing or creating systemic approaches and structural opportunities for wider participations and more communications; and c) stabilizing and increasing healthy and sustainable revenue.

3. DETAILS OF RECENT PUBLISHED SCHOLARLY CONTRIBUTIONS TO COMPARATIVE/INTERNATIONAL EDUCATION (maximum 2 pages)

Journal Articles

1. Li, J. (2024, forthcoming). After reform: Improving education for a more equitable world. *Comparative Education Review*.
2. Li, J. (2023). Educational improvement science: The art of the improving organization. *ECNU Review of Education*. <https://doi.org/10.1177/20965311231201985>
3. Wu, X, & Li, J. (2023). Becoming competent global educators: Pre-service teachers' global engagement and critical examination of human capital discourse in glocalised contexts. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2023.102181>.
4. Viczko, M., & Li, J. (2021). Global perspectives on educational improvement in post-covid-19, *Beijing International Review of Education*, 3(2), 125-129. <https://doi.org/10.1163/25902539-03020001>
5. Li, J. (2021). China's humanistic Zhong-Yong approach to educational partnerships for international development in post-covid-19: Confucian and Ubuntu perspectives on Confucius Institutes and Classrooms in Africa, *Bandung*, 8(2), 251-269. <https://doi.org/10.1163/21983534-08020006>
6. Post, D., Chou, C. P., Ishikawa, M., Li, J., Soudien, C., & Welch, A. (2021). World class university publication pressure across different systems. *International Journal of Research Studies in Education*, 10(10), 71-86. <https://doi.org/10.5861/ijrse.2021.a008>
7. Li, J. (2020). Autonomy, governance and the Chinese University 3.0: A Zhong-Yong model from comparative, cultural and contemporary perspectives. *The China Quarterly*, 244, 988-1012. <https://doi.org/10.1017/S0305741020001071>
8. Li, J. (2017). Ideologies, strategies and higher education development: A comparison of China's university partnerships with the Soviet Union and Africa over space and time. *Comparative Education*, 53(2), 245-264.
9. Li, J. (2016). The global ranking regime and the reconfiguration of higher education: Comparative case studies on research assessment exercises in China, Hong Kong and Japan. *Higher Education Policy*, 29(4), 473-493.
10. Li, J. (2015). When Confucianism meets Ubuntu: Rediscovering justice, morality and practicality for education and development. *International Journal of Comparative Education and Development*, 17(1), 38-45.
11. Li, J. (2013). China's quest for world-class teachers: A rational model of national initiatives and institutional transformations. *Asia Pacific Journal of Teacher Education*, 41(3), 316-330.
12. Li, J. (2012). World-class higher education and the emerging Chinese model of the university. *Prospects: Quarterly Review of Comparative Education*, 42(3), 319-339.

Books/Book Chapters/Special Issues

1. Li, J., & Khan, M. I. (2024, forthcoming). Educational improvement science as an emerging field: Global perspectives. In A. W. Wiseman, E. Anderson, L. Damaschke-

- Deitrick, E. Galegher, N. Dzotsenidze & M. Park (Eds.), *Handbook on Comparative Education*. Edward Elgar Publishing.
2. Li, J., & Karimli, R. (2024, forthcoming). Improving education for a more equitable world: Comparative and international perspectives. Special issue of *Beijing International Review of Education*.
 3. Li, J., Shi, J. H., Coates, H., & Ji, X. (2024, forthcoming). Improving education for a more equitable world: Chinese and East Asian perspectives. Special issue of *International Journal of Chinese Education*.
 4. Hayhoe, R., Li, J., & Pan, J. (2022). *Authentic Chinese educational thought: Selected works of Li Bingde, Lu Jie, Wang Fengxian and Huang Ji*. Brill.
 5. Li, J. (2018). Confucius Institutes and Classrooms as educational partnerships in Africa: The 2030 Agenda of sustainable development from a Confucian perspective. In R. Hayhoe and M. Sivasubramaniam (Eds.), *Religion and education: Comparative and international perspectives* (pp. 51-66). Symposium Books.
 6. Li, J. (2017). The transformation of higher education in East Asia and world university ranking: A comparative study of research assessments in China, Hong Kong and Japan. In M. Ishikawa (Ed.), *World university rankings and the hegemonic restructuring of knowledge: Questioning university assessments and global competition* (2nd Ed., pp. 269-294). Kyoto University Press.
 7. Hayhoe, R., & Li, J. (2017). Philosophy and comparative education: What can we learn from East Asia? In K. Mundy, K. Bickmore, R. Hayhoe, C. Manion, & R. Read (Eds.), *Comparative and international education: Issues for teachers* (2nd Ed., pp. 29-58). Canadian Scholars Press.
 8. Li, J. (2016). Chinese University 3.0 in a global age: History, modernity and future. In P. C. I. Chou & J. Spangler (Eds.), *Chinese education models in a global age: Transforming practice into theory* (pp. 15-35). Springer.
 9. Li, J. (2016). *Quest for world-class teacher education? A multiperspectival study on the Chinese model of policy implementation*. Springer, pp. 243.
 10. Li, J. (2016). The Chinese model of teacher education: The humanist way for Chinese learners, teachers and schools. In P. C. I. Chou & J. Spangler (Eds.), *Chinese education models in a global age: Transforming practice into theory* (pp. 249-264). Springer.
 11. Hayhoe, R., Li, J., Lin, J., & Zha, Q. (2011). *Portraits of 21st century Chinese universities: In the move to mass higher education*. Springer/CERC, pp. 483.
 12. Oleksiyenko, A., Chirikov, I., Zha, Q., & Li, J. (2018). *International status anxiety and higher education: Soviet legacy in China and Russia*. Springer/CERC.
 13. Viczko, M., & Li, J. (2021). Special issue on “Global perspectives on educational improvement in post-covid-19”, *Beijing International Review of Education*, 3(2), 125-267.
 14. Welch, A., & Li, J. (2021). *Measuring up in higher education: How university rankings and league tables are re-shaping knowledge production in the global era*. Palgrave Macmillan.
 15. Li, J. (2014). Christianity and Education in Asia. In F. Wilfred (Ed.), *The Oxford handbook of Christianity in Asia* (pp. 315-326). Oxford University Press.

4. STATEMENT OF VISION FOR THE FUTURE OF THE WCCES AND OF HIS/HER POTENTIAL ROLE AS PRESIDENT (maximum 2 pages)

The pandemic has cast tremendous challenges to education globally, including widened gaps in learning access, process and success of students in terms of gender and racial inequality, income levels, cultural and religious contexts, and national differences. In addition to these challenges, learners and educators in the world have suffered from persistent poverty, inequity, violence, and exploitation of the planet as well, as reported again and again by the UNESCO in *Global Education Monitoring Reports* and more recently in *Reimagining Our Futures Together: A New Social Contract for Education*. WCCES is in a unique, valued and professional position to address these global urgent and/or recurring issues if it can be strengthened as a vibrant, united community contributing to an understanding of education that promotes equality, peace, human rights and bringing about real improvement in education across the globe.

A future WCCES is re-envisioned as a diverse, dynamic and dedicated global community to achieve its mission and aspiration of international understanding in the interests of peace, intercultural cooperation, and mutual respect among peoples by systematically and structurally improving the rights of education for every and each learner in the world. The global WCCES community is thus expected to include underrepresented and/or emerging scholars and practitioners, and nurture and empower future leaders and actors to work together for a democratic and peaceful world with better education!

To achieve the vision illustrated above, the following five specific approaches with other strategies will be employed for the potential role of my presidency, supported strongly by my two home societies (CIES and CIESC) and backed up jointly by my two affiliations (Western University in Canada and Beijing Normal University in China):

Global Community-Building

This will be a top priority of my presidency for WCCES in the turbulent and critical times, and new, purposive and well-balanced strategies are essential to achieve this goal. Among them are more inclusive participation, more democratic dialogue, more networked collaboration, more efficient and effective governance, and more importantly, more visionary, innovative and accountable leadership. These will be the focus of my strategies and efforts together with the leadership team. They demand novel ideas, alternative paradigms, equitable structure, participatory culture, tightened partnerships, and actionable plans for the WCCES community.

Uniting and Reuniting Individual Societies in the Field

As a historical fact, the WCCES was in a crisis emerged in the mid-2010s, and some constituent societies withdrew their membership from the WCCES, unfortunately. It is a pitiful situation that has prevented the WCCES community from healthy and sustainable growth down the road. It is urgent and the right time now to bring them back, rebuild and enlarge the WCCES family through an inclusive, forgiving process of reconciliation. This is a crucial and specific strategy for the global community-building of WCCES in the years to come.

Capability-Building

The continuous growth and sustainable development of the WCCES rely largely on the capability of the global community in many ways. Supported by partnering with UNESCO and other international communities and backed up strongly by two prestigious universities, i.e., Western University in Canada and Beijing Normal University in China, the priority of capability-building is to strengthen the leadership team by engaging and mobilizing leaders of constituent societies together with those who are working in various systems of education and international development agencies, such as UNESCO, UNICEF, African Development Bank, Asia Development Bank, Development Bank of Latin America and the Caribbean, etc. This approach is to be combined with strategies encouraging individual members of the WCCES to serve the global community, turning them into committed and contributive members from passive, casual participants.

Impact Diversification and Promotion

In a digital era, it is more imperative than ever to focus more on the diversification and promotion for the global impact of the WCCES as an international, non-governmental organization that has been officially partnered with UNESCO since its inception. Feasible strategies include but are not limited to: 1) increasing the frequencies of WCCES Congress to biennial and enhancing its annual symposium; 2) doubling the annual issues of *The Global Comparative Education: Journal of the WCCES* from two to four yearly; 3) increasing the frequencies of the WCCES Book Series with the new biennial congresses and enhanced symposia; and 4) promoting the official journal, book series, biennial congress and annual symposium through constituent societies and their wider channels of various communities in different contexts.

Alternative strategies include working with mass media in different educational systems, as well as international development agencies, such as the UNESCO and UNICEF, together with professional associations in other fields.

Repositioning and Promoting Comparative and International Education as a Theoretical, Applied, and Foundational Field to Improving Global Learning, Teaching and Schooling

A mission of the WCCES is to promote the transdisciplinary study of comparative and international education as a field, but to many the understanding of the field has been conventionally and continuously understood exclusively for comparativists and internationalists. Researchers and/or practitioners in other fields have tended to distance themselves from this field while they have ignored a widely observable fact that nowadays nobody including educational researchers can really escape from the process of internationalization and/or globalization. It is crucial for us all to reimagine, reposition and promote the field as universally recognized voices and spaces foundational to learners, educators, researchers, and leaders in the broad disciplinary field of education and beyond.

5. NAMES AND CONTACT DETAILS OF TWO REFEREES (in alphabetical order)

- **Dr. Wing On Lee**

Past President, WCCES (2010-2013)

Former Executive Director and Professor, the Institute for Adult Learning, the Singapore University of Social Sciences

Email: wingonlee@gmail.com

- **Dr. Sobhi Tawil**

Director, the Future of Learning and Innovation Division, UNESCO

Email: s.tawil@unesco.org