

Reaping the Benefits of Brain Circulation: The Impact of the Overseas Study and the Returnees on the Development of the Management Education in China

Wenxian Zhang, Professor
Box 2768
Rollins College
1000 Holt Avenue
Winter Park, FL 32789
USA
wzhang@rollins.edu

Abstract: China has been a great source of human talent to the world. Since 1978, the country has sent two million students and scholars overseas, but only one third of them have returned so far. Has China suffered a loss of skilled talent due to massive brain drain to developed countries, or has it benefited from global brain circulation? What is the impact of overseas study and returnees on the development of higher education, especially management education, in China? To address these questions, this article will first review the history of Chinese overseas study, followed by an examination of management education in China, and then it will explore the roles played by Chinese academic returnees, the challenges they have faced and the contributions they have made towards the rapid advancement of business education in China.

Keywords: Brain Drain, Brain Circulation, Academic Returnees, Management Education, China

Introduction

It is human nature for people to seek the land of opportunities where they can make a better living and reap higher rewards, and modern international migration has largely been a one-way process, in which people migrate from poor countries to rich nations. Since the mid-twentieth century, however, most developed nations have established tight policies that essentially shut doors to all but a few highly educated and skilled individuals. Those measures, while greatly benefiting the receiving countries, have had a profoundly adverse impact on the sending countries, a disturbing economic and human resource phenomenon that is widely known as “brain drain” (Todaro, 1985).

Traditionally, China has been a great source of human talent for the world. Since 1978, the country has sent two million students and scholars overseas; but as of 2010, only 630,000 have returned (Xinhua News, 2011). According to the US National Science Foundation, about 90% of Chinese students receiving doctorates stayed in the United States, the highest in the world (Cyranoski, 2002; Wessel, 2010). Various reports indicate that only a quarter to a third have returned to China over the last thirty years (US News & World Report, 1988; Lin, 1994; Hertling, 1997; Oxford, 2009; Wang, 2011b). Those figures make China appear to be the poster child of the brain drain; in fact, Chinese officials have openly blamed the policies of some Western countries, especially the United States, for encouraging the most talented Chinese students to leave their homeland (Hertling, 1997).

However, the classic brain drain theory has been challenged by academics in recent years. In the age of global labor mobility and circular migration, Saxenian (2002, 2005) argues that the old pattern of one-way flows of technology and capital from rich

nations to the developing countries around the world is being replaced by a far more complex and decentralized two-way flow of skill, capital, and technology. As a result, those who left their home countries for better life abroad are now reversing the brain drain, transforming it into a global brain circulation. This assessment has been echoed by other scholars. While Zweig (2006) has asserted that there is a strong link between China's globalization process and its returnees, and that efforts made by the government have contributed to the reversal of its brain drain, Wadhwa (2009) points out that the United States can no longer take for granted that highly talented arrivals will stay after their education, and America's loss is the world's gain.

Did China suffer a loss of skilled talent due to massive brain drain to the developed countries, or did it benefit greatly from recent reverse brain drain or more dynamic brain circulation? What is the impact of overseas study and returnees on the development of higher education, especially management education, in China? To address those questions, this chapter will first review the history of Chinese overseas study, followed by an examination of the status of management education in China, and then it will explore the roles played by the Chinese academic returnees, the challenges they faced and the contributions they have made towards the rapid advancement of business education in China.

Historical Review of Chinese Overseas Study and Returnees

China has a long history, and the record of Chinese people who went abroad for study and returned with new knowledge and cultural outlooks is equally impressive. Although Xuanzang (Hsüan-tsang, 602-664 CE) from the Tang Dynasty was a better

known example, Faxian (Fa-Hien, 337-422 CE) was probably the first Chinese returnee. He was, a monk scholar who traveled to India in 399 to study and returned in 412 with sacred Buddhist texts to spread the religion in China (Legge, 1886). By and large, cultural exchanges were always two-way, as people from Japan, Korea, Vietnam, Persia and other parts of Asia also came to China to study Confucianism, mathematics, and military strategy during ancient times. However, by the nineteenth century, China experienced a substantial decline while Europe surged ahead after the industrial revolution. Ever since the imperial army of the Qing Dynasty was defeated by the British royal navy in the first Opium War, China, in hopes of revitalizing its ancient civilization, began sending groups of young students overseas. Around that time, some farsighted leaders believed that a balanced approach was still needed between the preservation of Chinese heritage and the adoption of Western scientific knowledge and technical skills. They thought students could learn from the Chinese for fundamental principles and from the West for practical applications (Ayers, 1971). Under such a belief, thousands of Chinese attended schools and universities in Europe, North America and Japan; and upon returning they assumed key roles in the country's modernization drive.

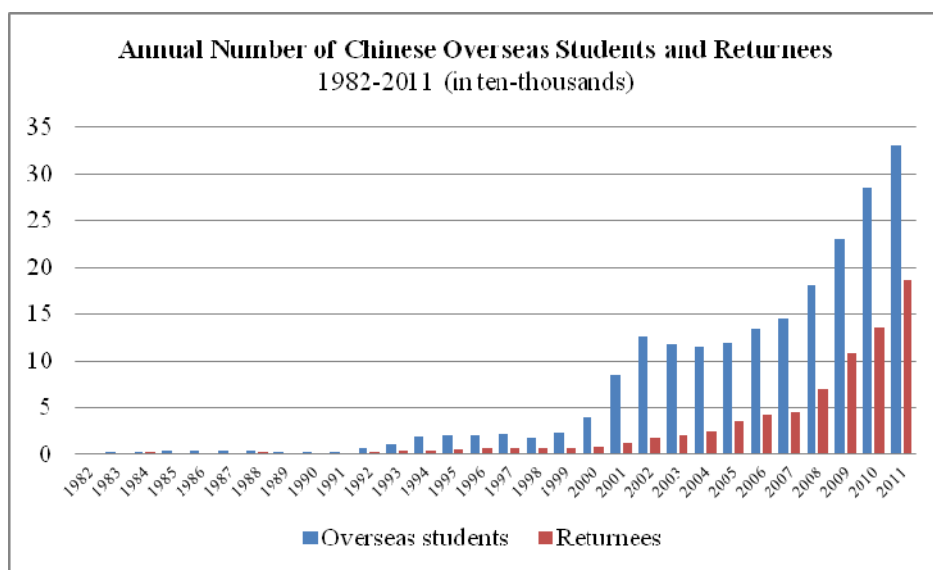
The historical movement of the Chinese overseas students and returnees can be categorized in five stages: learning from the West (1872-1900), ending the feudal past (1900-1927), founding the People's Republic (1929-1949), building the new China (1949-1965), and opening up and globalizing China (1978-present) (Zhang, Wang and Alon, 2011). In terms of the number of students, all are relatively small-scale phenomenon until the current stage. In 1978, upon returning to power after the disastrous Cultural Revolution, Deng Xiaoping initiated the open policy and launched

the economic reform.¹ That same year, he also decided to send a large number of students and scholars overseas. This visionary strategy has had a profound impact on the transformation of contemporary China over the last 30 years. Nevertheless, this policy was not implemented without debate and controversy, especially during the late 1980s and early 1990s when a large percentage of Chinese students decided to stay in the countries of their study. In the end, it was Deng's famed "three directions" proclamation that ensured the continuation of such a plan. He said that Chinese education must face toward modernization, the world, and the future. This position was later summarized in an official policy statement in 1992 that said the State Education Commission would continue to "support overseas study, encourage people to return, and give people the freedom to come and go" (Zweig, 2006).

Haigui, "returning from overseas," is a very popular term in China today. Its pronunciation also suggests the Chinese phrase for sea turtles returning to shore after leaving to grow up in the sea. To most people in the Western world, the notion of returnees is a foreign concept. In the US, Canada, Europe and Australia, a person who studies abroad almost always returns to the home country. However, for students from large developing countries such as China and India, this is not always the case. Out of more than two million Chinese who went abroad over the last thirty-four years, two-thirds decided to settle in the countries where they studied, although in recent years, both the number and the rate of returnees have steadily increased. From Table 1 below one can observe that there are three phases in the current stage of overseas study and returnee movement: experimentation during the initial opening-up period (1978-1991),

¹ All Chinese personal names in this article are listed according to the Eastern custom, with family name first, followed by the given name, in the standard Chinese *Pinyin* system, except for people from Hong Kong, Taiwan and overseas, whose names are spelled following the traditional Wade-Giles system.

resuming steady growth after the Tiananmen Square incident (1992-2000), and acceleration after WTO membership (2001-present).² China's entry to the WTO has had a major impact on returnees and the policies related to human capital. There is a nice synergy between society's needs and the returnees' human capital and Zweig (2006) has argued that China's thriving economy and liberalized polity have essentially turned brain drain into brain gain.



{Insert Table 1 here}

The numbers in 2011 are even more striking: it is reported that more than 330,000 Chinese students went abroad to study, and 186,200 returned that year alone (ISROSC, 2012). While the huge number of overseas students is noteworthy, China is certainly experiencing a significant return migration over the last decade. According to a recent study, China's rapid economic development and good government policy have

² ProQuest Statistical Datasets (2012), China Yearly Statistics (National/Provincial/City/County): Education, 1978 - 2011 [Data file]. Available at <https://web.lexis-nexis.com/statuniv>. Additional data sources: China Statistical Yearbook, annual educational statistics, Ministry of Education of the People's Republic of China.

been identified as the top two reasons given for returning by people who decided to return (Zweig, 2006). Clearly, the Chinese government has been playing an active role in supporting overseas study and encouraging the return of students and scholars. Realizing the enormous benefit of brain circulation and the importance of human talent in the age of globalization, China has recently adopted the “National Plan for Medium and Long-Term Education Reform and Development (2010-2020),” which declared that “a strategic goal to be achieved by 2020 is to fundamentally modernize education, shape a learning society, and transform China into a country rich in human resources” (Chen and Yang, 2010). This talent cultivation plan has become the blueprint for the development of a highly skilled national workforce for China, with the strategic focus shifting from a population dividend to a talent dividend; from "made in China" to "created in China"; from attracting financial capital to attracting human capital; from trade movement to talent movement; and from an investment-driven economy to a talent-driven economy (Wang, 2011a). Under this initiative, new programs have been launched, including the ongoing Thousand Talents Project, which aims at recruiting top overseas scientists and talent back to China.

Chinese students, often graduates of top universities at home, have gone abroad in large numbers each year to acquire advanced degrees along with new knowledge and skills. As one of the fastest growing economies in the world, China also provides unprecedented opportunities to overseas returnees who are increasingly recognized as a driving force in the country’s ambitious modernization endeavors. The following sections of the paper will examine the growth of management education in China and assess the key role academic returnees played in its development.

Status of Management Education in China

Today China has more students studying in post-secondary institutions than any other nations in the world. While the country has become one of the world's largest markets for business education in terms of students, professional training in modern management is still a relatively new phenomenon in China. Some of the Chinese business schools have traced their origins to the early twentieth century, for example, the Antai College of Economics and Management claims to be one of the oldest business schools in China, begun in 1903 as the Nanyang Business Institute (Bickerstaffe, 2008). However, for decades most of those business education programs were actually organized as a sub-discipline under economics. This was especially the case during the first thirty years of the PRC. Under the planned economy, a Soviet-style economic cadre training system was established. There were no need for marketing, finance or human resource management, but only for planners and macro-managers (Southworth, 1999). Furthermore, most Chinese managers at that time came from local engineering backgrounds, and they would emphasize specific skills rather than broad business concepts in modern management (Burstein, 1983).

Since the 1980s, as China opened its doors and marched onto the world stage, the country has experienced a period of unprecedented growth while being gradually integrated into the global economy. Nevertheless, the road to prosperity is by no means smooth or trouble free. People quickly realized that there was a huge gap between China's potential and its human resource constraints, which in turn created a massive demand for management talents at all levels. Despite the urgent need, some of the key

elements for the development of a successful management education program in China were not yet in place, among them: English as the common language of management, an understanding and integration of China's unique social and commercial cultural environment into the curriculum, and an appropriate framework for the delivery of teaching (Southworth, 1999). Therefore, during the early years of the economic reform, China simply imported knowledge from the West (technology, best practice, know-how, and science) as foreign faculty simply taught in China what they taught at home (Cremer, 2008). More notably, many Chinese business schools were simply a spin-off from departments of economics or operations management. As some people did not have a clear understanding of the differences between management and economics, business education in China was heavily influenced by the traditions of economics and operations management (Xu and Zhou, 2004).

Although many Chinese students went abroad to study business and management, it is the MBA education in China that played a vital role in developing Chinese managerial talents (Chen & Yang, 2010). In 1991, the Ministry of Education of China (MOE) authorized the first group of nine business schools to pilot MBA programs (Wu & Tong, 2001). Three years later, the China National MBA Education Supervisory Committee (CNMESC) was founded to direct, facilitate, and coordinate MBA education nationwide, which in turn played a leadership role in advancing MBA education in the country (Chen & Yang, 2010). Over the past twenty years, numerous management education programs have emerged across the country, significantly reshaping the academic landscape in China. Despite their relatively short histories, a few of them are poised to join the ranks of the elite schools in Asia and the world. According to Cremer

(2008), these upcoming business schools in China include: China Europe International Business School; School of Economics and Management, Tsinghua University; Guanghua School of Management, Peking University; School of Management, Zhejiang University; School of Management, Fudan University; School of Management, Shanghai Jiaotong University; and the Cheung Kong Graduate School of Business.

In line with the economic takeoff, China's MBA education experienced a steady growth that has accelerated in recent years: the number of business schools that offer MBA programs has increased from nine in 1991 to 237 in 2011 over the course of 20 years (Ma and Trigo, 2012). Furthermore, at least 50 foreign-affiliated MBA and EMBA programs are operating in China (Alon and Van Fleet, 2009). More impressively, from a mere 84 students in 1991, the enrollment numbers reached 35,777 by 2011; in addition, EMBA enrollment also increased from 2,147 in 30 programs in 2002 to 8,483 students in 62 schools ten years later. Altogether, about 170,000 MBA students have graduated from Chinese business schools over the last two decades (Zhao, 2011).

Chinese Returnees in the Management Education

As a part of reverse brain drain, Chinese returnees have played a key role in the development of management education in China. Since MBA education was transplanted to China based largely on the concepts and models of the Western cultures, Chinese business schools relied heavily on foreign texts and instructions. While international faculty members have sufficient knowledge of management philosophy and good command of English, they may not possess a comprehensive understanding of the Chinese business environment and practices. People soon

realized that a balanced approach was needed in order for China-based business schools to produce globally competitive managers and meet the demand of the Chinese business community and beyond. “Glocalization” is defined as an approach that goes beyond the contributions and the downsides of globalization in order to conceptualize a world of greater balance between the potentially empowering trends of global communication and the concrete challenges faced by local communities (Ross and Lou, 2005). This notion has since been gradually accepted within the management education community, and its core value is probably best reflected in the motto of the CEIBS: China depth and global breadth. Hence, in curriculum design, coordinated efforts have been made to balance the learning of the Chinese cultures and the adoption of Western knowledge. In terms of faculty development, domestic faculty are encouraged to seek learning opportunities globally and collaborate with academics outside China, while overseas Chinese scholars are also actively recruited to teach in China. This development is in line with economic growth and the rapid expansion of higher education in China, and the number of academic returnees in Chinese business schools has been accelerating in recent years.

This is especially the case among the elite business schools in China, as many of them are consciously developing their internationalized Chinese professors who have an overseas educational background. For instance, the School of Management at Fudan University claims that 90% of its MBA faculty members have studied overseas (Fudan, 2012). Guanghai School of Management at Peking University indicates that more than 60% of its faculty have received a Ph.D. from the world’s renowned universities (Peking, 2012). The Cheung Kong Graduate School of Business boasts that

its faculty received their credentials from prominent institutions such as Harvard, Princeton, Stanford, MIT, Yale, Columbia, Wharton, UC Berkeley, Carnegie Mellon, University of Michigan, University of Chicago, Insead, and so on (CKGSB, 2012). The experience of CKGSB, Tsinghua and others reveals that academic returnees have become a unique faculty force in Chinese business school's endeavor to "glocalize" the curriculum. In addition, as noted by Ma and Trigo (2011), those academic returnees who synthesize East and West who have in-depth knowledge of the Chinese culture and the business community now turn out to be the most important force in the internationalization of faculty for Chinese MBA education.

Although not the topic of this study, the substantial contributions made by Chinese domestic and foreign-born faculty should be acknowledged, as they are an essential part of the global brain circulation phenomenon and are a vital force driving Chinese management education swiftly forward. Also it should be noted that despite the recent progress, there is still a long way to go for the country's business schools to meet their collective goal of producing a large number of globally competitive leaders for the Chinese business community and beyond. As for academic returnees currently working in higher education, there are still many challenges that they must face. Notable among them is a two track system of evaluation and reward, which has generated ample tension and stress for all involved faculty at Chinese universities across the country. Furthermore, it has become increasingly difficult for many returnees to find suitable employment opportunities in academic settings, especially for recent overseas graduates.

Notwithstanding those issues, the current trend in Chinese overseas study is expected to continue, and the number and the rate of return is likely to accelerate. This is especially the case after the recent global financial crisis. Clearly, China is experiencing a significant return migration brought on by political stability, improved housing, better business opportunities in a more vibrant and secure environment, more modern equipment and management procedures, higher salaries and other special incentives provided by central and local government agencies (Zweig, 2006). In brief, the ensuing brain gain from the large global talent movement will likely have a profound and positive influence on China's modern transformation in years to come.

Contributions and Impacts of the Academic Returnees

The birth and growth of management education in China have largely corresponded with the steady return of overseas students and scholars. Since the founding of the CNMESC in 1994, academic returnees have joined supervisory committees and played an important role in directing, facilitating, and coordinating MBA education across the country. Reporting to the MOE and serving as the highest authority in overseeing management education in China, CNMESC on the macro-level is responsible for the appraisal and approval of business schools, MBA entrance examinations, curriculum guidance, faculty development and international collaborations. Among two dozen or so members of the CNMESC, a good percentage of them are academic returnees or individuals with significant overseas experiences. Along with their domestic colleagues and leaders from business communities, they have

made a solid contribution to the rapid development of professional business training in China.

On the national landscape of higher education and research, the leadership role of academic returnees is even more prominent. According to the MOE figures, these returned scholars account for about 78 percent of university presidents in China, 72 percent of directors in charge of state and provincial research centers and labs, 81 percent of the academic members of the Chinese Science Academy, and 54 percent of the academic members of the Chinese Engineering Academy (Wang, 2011b). Among the elite Chinese business schools identified earlier by Cremer, many dean-level positions are held by notable academic returnees, including Qian Yingyi of Tsinghua University, Cai Hongbin of Peking University, Zhou Lin of Shanghai Jiaotong University, and Xiang Bing of Cheung Kong Graduate School of Business.

At the institutional level, the impact of Chinese returnees is equally impressive. Among their most noteworthy contributions is their leading role in helping Chinese academia integrate into the international academic community. Since its development has been strongly influenced by the US/European models, active international collaboration has become the hallmark of MBA education in China, and academic returnees have become an important link between international business schools and the Chinese management education market. Because of their unique advantage of Western management education and knowledge of Chinese business practices, they have served as a bridge between Chinese business schools and their foreign counterparts in international collaborations. Whether it is the MIT-China Management

Education Project, partnership with the Ivey School of Business or other initiatives, they have left their marks on the development of management education in China.

Returnees have also played an active role in shaping the curriculums at many top Chinese business schools. As noted above, their bi-cultural perspectives of global management training and understanding of the Chinese socioeconomic context give them a unique edge in course design, teaching and research, which in turn help “glocalize” Chinese management education programs. Moreover, academic returnees and international faculty are largely responsible for introducing research culture into Chinese management education practices, training of research-oriented doctoral students, and helping transform Chinese business schools to be more internationally compatible. Although China has become an important source of doctoral students in management disciplines in North America, the rich human resources inside China were not fully utilized until the arrival of academic returnees, and it is through their influential efforts in teaching, research and publication, that research-orientated PhD programs in management science, such as those at Peking and Tsinghua Universities, began to emerge in China (Xu, 2009). Along the way, they have contributed significantly to the accreditation process of top Chinese business schools by the AACSB and EQUIS in recent years.

A unique feature of China's management education programs is that they have been aligning their priorities, in both teaching and research, with national priorities (Cremer, 2008). Most China-based top business schools are affiliated with state-funded public universities, the only two exceptions are CEIBS, a joint venture between the Chinese government and the European Commission, and CKGSB, China's first private,

non-profit, independent business school funded by Hong Kong tycoon Li Ka-shing.

Aligning their research interests with national priorities, many academic returnees have been active in writing and presentations, sharing their insights on national policies and other issues raised by rapid development. At a time when the country is facing formidable challenges both at home and abroad, China's leaders and the society in general are in great need of the expertise, skills, and knowledge of Chinese returnees at top institutions of higher learning. Voices from prominent returnees such as Hu Angang, Zhang Weiyang and others have been heard beyond typical academic circles with far-reaching influence. Some are even recruited to serve as high-ranking government officials, directly involved in shaping the national and international policies while China is being integrated into the world economy. Two notable examples are Yi Gang, a University of Illinois PhD and former professor at Peking University who currently serves as the director of the State Administration of Foreign Exchange and deputy governor of the People's Bank of China; and Yifu Lin, a University of Chicago PhD and also a former professor at Peking University who is the senior vice president of the World Bank. Hence, a fascinating development in China today, as noted by Li (2005), is the dynamic interaction between power and knowledge, and between national interest and transnational perspectives.

Conclusion

At the heart of the globalization process is the movement of people (DeVoretz and Zweig, 2008). Moving beyond the brain drain/brain gain concepts, the current brain circulation theory presents a more dynamic, comprehensive model for understanding

the circular migration in our global age of the twenty-first century. In the case of China, which has sent more than two million students and scholars overseas since 1978, the country has been reaping huge dividends from its rich human talents, which include those returnees outlined above who contribute directly to the modernization drive and to China's growing wealth and power in the world.

Despite the authoritarian nature of the regime, the Chinese government has played a vital role in the formation and implementation of its liberal policies on overseas study, and its success to a large part is due to the vision of Deng Xiaoping and other leaders of the PRC. Deng, himself a returnee, had famously described China's modernization endeavor as groping for stones to cross the river, which really symbolized the country's tentative search for a firm foothold in a globalizing world that is audacious and forward-looking (Ross and Lou, 2005). When facing mounting criticisms in the late 1980s, then Party General Secretary Zhao Ziyang calmly noted that China's brain drain was merely "storing brain power overseas" (Zweig, 2006). Two decades later, one has to admire their courage and long-term perspective. Such a bold strategy of letting their best talent go overseas has brought about many positive outcomes, and China is poised to reap even bigger returns on its investment, as both the number and rate of return continue to increase. More strikingly, even among those who settled in host countries after study, many have stayed in close contact with their homeland and are still making active contributions to China's economic modernization (Zweig, Chen and Rosen, 2004; Biao, 2005). Nicknamed "seagulls," "spacemen" or "Argonauts" for spending a significant amount of time traveling back and forth, they are an integral part of the large global brain circulation phenomenon.

Notable among hundreds of thousands of returned people are a group of academics who have contributed significantly to the development of management education in China over the last decades. Those who studied abroad not only learned advanced theories but also broadened their horizon and accumulated research experience. And those who returned with added human capital have brought new knowledge of management that positively assists with the advancement of Chinese business education (China & World Economy, 2003). By playing a key role in curriculum design, teaching, research and international collaboration, they are shaping the path and future direction of business education in China. Through their collective efforts along with domestic and foreign faculty, Chinese business schools are narrowing the gaps with the elite schools around the world and are beginning to emerge as regional powerhouses in management education.

References:

Alon, I., and Van Fleet, J., D. (2009), "Globalization of Business Schools: The Case of China", *Journal of International Business Education*, 4: pp. 103-118.

Ayers, W. (1971), *Chang Chih-tung and Educational Reform in China*, Cambridge, MA: Harvard University Press.

Biao, X. (2005), *Promoting Knowledge Exchange through Diaspora Networks (The Case of People's Republic of China): A Report Written for the Asian Development Bank*. ESRC Centre on Emigration, Policy and Society, University of Oxford. Available at <http://www.compas.ox.ac.uk/fileadmin/files/Publications/Reports/ADB%20final%20report.pdf>.

Bickerstaffe, G. (2008), "EQUIS and the Future of Chinese Business Schools", *Global Focus*, 2: pp. 42-43.

Burstein, D. (1983), "China Gropes for Perfect Blend of Management Techniques", *International Management*, 38 (4): pp.57-60.

Chen, X. and Yang, B. (2010), "Copying from Others or Developing Locally? Success and Challenges of MBA Education in China (1990-2010)", *Journal of Chinese Human Resource Management*, 1 (2): pp. 128-145.

China and World Economy (2003), "Brain Drain Effect on China" (March/April).

CKGSB (2012), "Faculty and Research", Available at <http://english.ckgsb.edu.cn/FacultyResearch/Faculty/ByName.aspx>.

Cremer, R. D. (2008), "China: Management Education in Transition", *Global Focus*, 2: pp. 14-18.

Cyranoski, D. (2002), "Plugging the Brain Drain", *Nature*, 417(6890): p. 683.

DeVoretz, D., and Zweig, D. (2008), "An Overview of Twenty-First-Century Chinese "Brain Circulation", *Pacific Affairs*, 81 (2): pp. 171-173.

Fudan University (2012), "Faculty Briefing", School of Management. Available at <http://www.fdsfm.fudan.edu.cn/en/teacher/index.aspx>.

Hertling, J. (1997), "More Chinese Students Abroad Are Deciding not to Return Home", *The Chronicle of Higher Education*, 43 (29): pp. A51-A53.

ISROSC (2012), Information Service of Returned Overseas Students of China (13 July, 9 July). Available at <http://edu.cscss.com.cn/news/hgsx/27740.html>; <http://edu.cscss.com.cn/news/hgsx/27177.html> (in Chinese).

Legge, J. (1886), *A Record of Buddhist Kingdoms: Being an Account by the Chinese Monk Fa-Hien of His Travels in India and Ceylon (A.D. 399-414) in Search of the Buddhist Books of Discipline*, Oxford: Clarendon Press; New York: Paragon Book Reprint Corp., 1965.

Li, C. (2005), "The Status and Characteristics of Foreign-Educated Returnees in the Chinese Leadership", *China Leadership Monitor*, 16. Available at http://media.hoover.org/documents/clm16_lc.pdf.

Lin, C. (1994), "China's Students Abroad: Rates of Return", *the American Enterprise*, 5: p. 12-14.

Ma, S., and Trigo, V. (2011), "Internationalization of China's MBA Education: Failing to Walk the Talk?", *Journal of Teaching in International Business*, 22 (3): p. 149.

Oxford Analytica Daily Brief Service (2009), "China: Returnees Are Critical in Innovation Push" (1 July).

Peking University (2012), "Faculty and Research", Guanghai School of Management. Available at http://www.gsm.pku.edu.cn/faculty_and_research/intro.html?art_id=32346&channel_id=69.

Ross, H., and Lou, J. (2005), "Glocalizing" Chinese Higher Education: Groping for Stones to Cross the River", *Indiana Journal of Global Legal Studies*, 12 (1): pp. 227-250.

Saxenian, A. (2002), "Brain Circulation", *the Brookings Review*, 20 (1): pp. 28-31.

Saxenian, A. (2005), "From Brain Drain to Brain Circulation: Transnational Communities and Regional Upgrading in India and China", *Studies in Comparative International Development*, 40 (2): pp. 35-61.

Todaro, M. P. (1985), *Economic Development in the Third World*, New York: Longman.

U.S. News & World Report (1988), "Beijing Battles the Brain Drain" (21 March). 104, 10-10.

Wadhwa, V. (2009), "A Reverse Brain Drain", *Issues in Science and Technology*, 25 (3): pp. 45-52.

Wang, H. (2011a), "China's National Talent Plan: Key Measures and Objectives", SSRN Working Paper Series (May).

Wang, H. (2011b), "China's New Talent Strategy: Impact on China's Development and Its Global Exchanges", the SAIS Review of International Affairs, 31 (2): pp. 49-64.

Wessel, D. (2010), "U.S. Keeps Foreign Ph.Ds.", Wall Street Journal (26 January). Available at <http://online.wsj.com/article/SB10001424052748704905604575026800522011226.html>.

Xinhua News (2011), "More Chinese Overseas Students Return Home in 2010" (11 March). Available at http://news.xinhuanet.com/english2010/china/2011-03/11/c_13773804.htm.

Xu, D. (2009), "Opportunities and Challenges for Academic Returnees in China. Asia Pacific Journal of Management, 26 (1): pp. 27-35.

Xu, D. and Zhou, C. (2004), "Strategic Management Research in China: An Assessment", Management World (May): pp. 76-87 (in Chinese).

Zhang, W., Wang, H. and Alon, I. (2011), Entrepreneurial and Business Elites of China: The Chinese Returnees Who Have Shaped Modern China, Bingley, UK: Emerald.

Zhao, C. (2011), "A Review of Chinese MBA's Achievement" (24 May), Tsinghua SEM (in Chinese). Available at http://crm.sem.tsinghua.edu.cn/psc/CRMPRD_58/EMPLOYEE/CRM/s/WEBLIB_SPE_I_SCT.TZ_SETSPE_ISCRIPT.FieldFormula.IScript_viewArtHTML?TZ_ART_ID=69.

Zweig, D., Chen, C., and Rosen, S. (2004), "Globalization and Transnational Human Capital: Overseas and Returnee Scholars to China", the China Quarterly, (179): pp. 735-757.

Zweig, D. (2006), "Competing for Talent: China's Strategies to Reverse the Brain Drain", International Labour Review, 145 (1): pp. 65-89.