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AMERICA'S CHINA TALENT CHALLENGE:

*Investing in Deeper American
Understanding of China*

WORKING GROUP REPORT

USCET

US-CHINA EDUCATION TRUST



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FOREWORD

America needs a deep pool of expertise that understands China from both the “outside-in” and the “inside-out.” In-depth, on-the-ground exposure to the People’s Republic of China (PRC) is especially important in this era of growing security, economic, and soft power friction between the United States and China. However, with the onset of the COVID pandemic in 2020 and the ongoing deterioration of U.S.-China relations, the flow of American students undertaking deep dives into China and its archives has greatly diminished. This presents both a national security and an economic competitiveness challenge for America.

It is difficult to manage this “China talent challenge” effectively. First, as a totality, America’s vast educational enterprise is extremely decentralized—as it has always been, by design. It is therefore not easy to address problems in the U.S.-China education realm and make recommendations meeting the needs of all important U.S. stakeholders.

Second, the United States and China both believe that education is foundational to national power. Consequently, as great power competition grows more intense, educational cooperation becomes more challenging, and politically charged, in both societies. Because of rising distrust, comprehensive security is a prominent consideration for both national governments. At the same time, Americans and Chinese want to find and preserve the zones where cooperation is mutually beneficial.

Mindful of these and other considerations, the Working Group on *America’s China Talent Challenge: Investing in Deeper American Understanding of China* set out to map the challenges impeding America’s capacity to sustain its China talent in the social sciences and humanities through on-the-ground study and research in China. While we strongly support Americans doing in-depth study and field work in Chinese societies throughout Asia, our focus was on the imperative to boost the flow of talent with deep, grounded experience in the PRC.

This report offers specific measures that we believe could help improve the situation. While a few steps can be taken principally through American initiative, many will require cooperation and negotiation with counterparts in China. As long as mutual trust remains low, access to China for advanced study, as well as field and archival research for next generation scholars, will be challenging. We call on public and private sector decision-makers in both countries to act on the recognition that mutual ignorance is in no one’s interest.

– DAVID M. LAMPTON, WORKING GROUP CHAIR

INTRODUCTION

America's ability to understand and manage its most consequential strategic relationship is eroding. Fewer than 2,000 Americans per year are currently estimated to be studying in China, most on short-term undergraduate programs. This is a fraction of the 11,000 U.S. students there in 2019, with an even smaller fraction at the post-graduate level. If this trend continues, we believe the United States will face a critical shortage of grounded China expertise within a decade, as today's specialists with deep in-country experience retire without replacement.

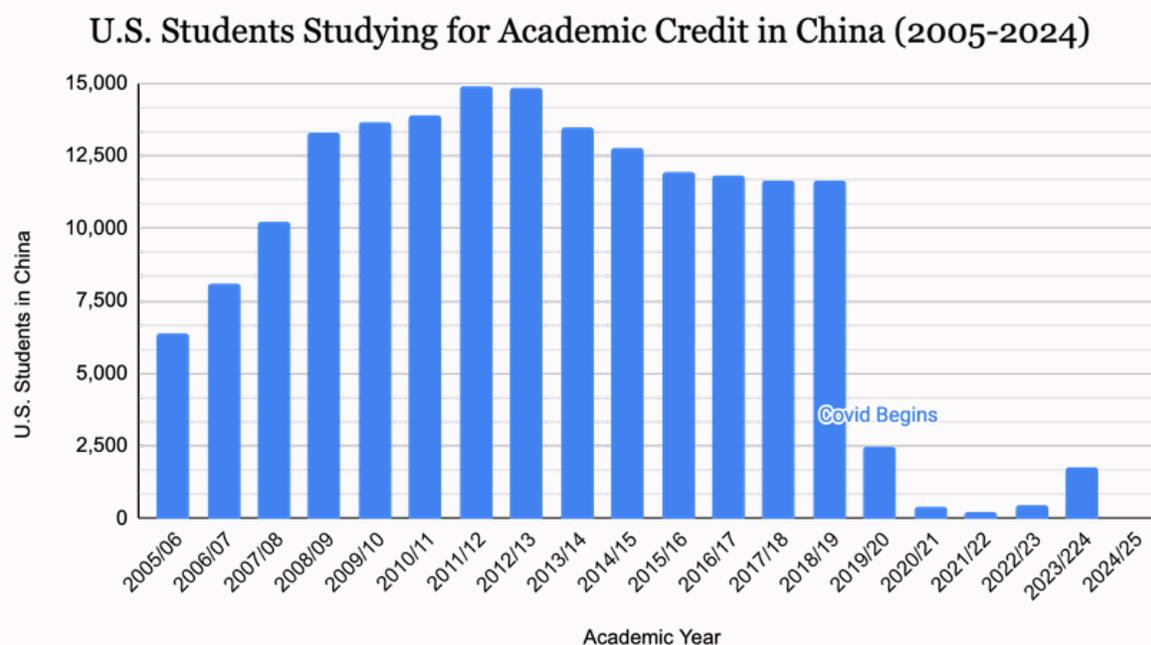
The Working Group on *America's China Talent Challenge: Investing in Deeper American Understanding of China* was constituted in the fall of 2025 in response to these dynamics. Our group has focused on two tasks— understanding the reasons behind this drastic decline of Americans studying in China, and developing recommendations to strengthen the pathways for, and increase the number of, Americans engaged in substantive study, research, and fieldwork in China.

Through engagement with over 50 organizations and individuals in China and the United States (see Appendix A), we found broad agreement that a deep understanding of China is essential for effective policymaking, business decision-making, and analysis. But today's China has become more closed, making it harder to understand from the outside and amplifying the need for exposure to the country's fast-changing dynamics. While students can gain valuable insights studying China from afar, relying solely on these methods cannot provide the whole picture.

Voices across the political spectrum agree that cultivating deep China expertise serves core American interests.

While the need for grounded China expertise is growing, we found opportunities for serious China-based study under severe pressure from both sides. Some American scholars never get to China, denied visas by the PRC based on the nature of their work. Americans in China face an academic environment that has become more restrictive and securitized, narrowing the aperture for serious research. Tightening censorship and political pressures affect not only Chinese academia, but also media and official data. A small number of high-profile exit bans and visa

denials heighten security concerns among American researchers, students and their parents, university administrators, and U.S. officials. These impediments are no accident but rather designed to impede politically sensitive work.



Source: Institute of International Education, Open Doors Data

Data represents academic years (e.g., 2023/24) and reflects students studying for credit. Data for 2024/25 was released in Nov 2025.

In the United States, federal funding for China-focused study has declined sharply, and many longstanding exchange programs have been suspended. Heightened U.S. university research security rules and new state-level restrictions on university engagement with China have further reduced opportunities for academic travel. Many American academic centers and joint campuses in China, long an attractive destination for American scholars, face pressure to downsize or close. Compounding these barriers is the widespread belief among students that time spent in China will jeopardize future U.S. government careers and security clearances—precisely as federal agencies struggle to recruit China-literate talent.

While considerable challenges exist in both countries, we believe that the goal of increasing robust academic opportunities for Americans in China serves core American interests. Our findings and recommendations focus primarily on factors under the control of the United States, in keeping with the goal of seeking solutions that are practical and achievable, albeit with the knowledge that whatever the U.S. may do, broadening American academic access will not be easy. In this spirit, we present the following findings and recommendations.

FINDINGS

AMERICA NEEDS A STEADY SUPPLY OF CHINA EXPERTS WITH ON-THE-GROUND EXPERIENCE IN THE PRC TO MEET TOMORROW'S CHALLENGES AND OPPORTUNITIES.

Stakeholders within U.S. government, business, and academia emphasize that China's actions affect an enormous range of U.S. interests, from geopolitics and security to trade, supply chains, and other global issues. To ensure American competitiveness, China expertise must be considered a national resource. Assessments of China need to be accurate and regularly updated by those with their finger on the pulse of developments on the ground. Individuals with such experience play critical roles in the U.S. federal and state governments, business, media, and other aspects of the bilateral relationship. Today, many Americans opt to study Chinese language and culture in Taiwan and other Sinophone societies. While there are excellent programs and valuable knowledge to be gained through these pathways, studying contemporary China solely from afar cannot replace insights gained by firsthand experience.

FEDERAL FUNDING FOR CHINA-FOCUSED PROGRAMS HAS DECLINED SHARPLY, REDUCING OPPORTUNITIES FOR SUBSTANTIVE EXPOSURE TO CHINA.

Many U.S. government programs that traditionally provided opportunities and funding for study in China were closed during the pandemic and currently remain suspended or closed, at least for use in the PRC. These include the State Department's Critical Languages Scholarship Program, the National Security Language Initiative for Youth Program, the Boren and Fulbright Fellowships, the Peace Corps, and others. American scholars and academic institutions note that their absence has created severe resource constraints for students who want to study in China, many of whom are understandably reluctant to accept PRC funding as an alternative.

AMERICANS WORRY THAT TIME SPENT IN CHINA WILL NEGATIVELY IMPACT THEIR ABILITY TO BE HIRED FOR WORK IN THE U.S. GOVERNMENT.

Today, American students and scholars are deterred from studying in China because of a widespread perception that such experience will prevent them from obtaining a security clearance for a U.S. government job in the future. Meanwhile, many government agencies that currently rely on personnel with on-the-ground China experience are finding it more difficult to recruit the best talent due to concerns from potential applicants about their eligibility for a security clearance or the potential difficulty navigating the longer wait times involved if they have studied in China. Students and scholars seek reassurance that the U.S. government values deep China knowledge and that China study alone does not disqualify candidates from government service.

U.S. UNIVERSITIES ARE FACING PRESSURES TO LIMIT THEIR ENGAGEMENT WITH CHINA, AND MANY ARE CLOSING PROGRAMS THAT SEND STUDENTS TO THE PRC.

American universities cite growing uncertainty over what forms of China engagement are possible and likely to succeed in light of geopolitical tensions, safety concerns, human subject protections, and the current political climate. These dynamics have led some universities to cut back on sending students and scholars to China. Many schools have not reopened China-based study programs after COVID or shifted them to Taiwan. There is also a growing divide in terms of China engagement between America's private and public universities. Some states have already passed legislation that severely curtails or prohibits interactions with China, leading public universities there to cancel study trips and even ban the ordering of books, datasets, and other materials from China.

UNIVERSITY RULES AIMED AT PROTECTING RESEARCH SECURITY IN STEM AREAS HAVE RESULTED IN STRICTER SECURITY MEASURES THAT IMPEDE ACCESS TO CHINA ACROSS ALL DISCIPLINES.

U.S. university administrators and academics describe how growing concerns about protecting research, avoiding inadvertent technology leakages, and protecting human subjects, have led to tighter research rules and security measures related to China, regardless of academic discipline. American scholars of China note that although research in the social sciences and humanities raises far fewer security concerns than may be the case in STEM fields, the downstream impact of these rules is a deterrent to China-related research across the academic ecosystem.

ALTHOUGH AMERICAN SCHOLARS FACE A TIGHTENING ACADEMIC ENVIRONMENT IN CHINA, MEANINGFUL RESEARCH ON THE GROUND CONTINUES.

While there are legitimate concerns about the feasibility and safety of research in China, academic and government stakeholders report that incidents affecting American students and scholars remain extremely rare. Many Chinese scholars and academic departments are still eager to support visiting American scholars. Constraints on the academic and research environment vary significantly by field and institution in the PRC. American academic centers still operating in China note that understanding what research is feasible in today's China (which topics remain accessible, which archives are open, what fieldwork is possible) and lobbying for greater access is most effectively done on the ground, working with known partners. Individual and institutional relationships remain an important pathway and are more effective than relying on assessments from abroad.

AMERICAN EDUCATIONAL OUTPOSTS PLAY AN IMPORTANT ROLE IN THE EDUCATION LANDSCAPE FOR AMERICANS IN CHINA, BUT MANY FACE PRESSURES TO DOWNSIZE OR CLOSE.

Many American educational institutions still maintain a presence in China, whether in the form of academic centers, representative offices, study abroad centers, or joint campuses. These outposts offer students and scholars a valuable pathway to in-country learning, while maintaining ties to home institutions. The small number of U.S.-China joint campuses among them are unique academic islands in China, embodying American values of educational excellence, creativity, and freedom of inquiry. At a time when opportunities for study in China are dwindling, these China-based centers remain a national asset that can help sustain America's China expertise. Some provide platforms from which to conduct research beyond their own walls. But the reduced flow of American students and scholars to China is straining their budgets, while they may also face pressures from home universities and state legislatures questioning their presence in China.

WHILE U.S. EDUCATION INSTITUTIONS FACE MANY SHARED CHALLENGES IN CHINA, THEY LARGELY MANAGE THEM ON THEIR OWN.

American universities, study abroad centers, and academic nonprofits operating in China note that they face significant shared challenges, including visa uncertainties, research barriers, funding concerns, compliance questions, and traveler guidance, although they generally manage these issues independently. While diplomatic channels exist for regular bilateral consultations in several key areas of U.S.-China relations (trade, finance, military communications, and counter-narcotics among them), there is no equivalent for education issues. In the absence of any coordination or bilateral dialogue to air concerns and resolve problems, American students, scholars, and education institutions operate in an ad hoc environment that exacerbates concerns and uncertainty.

RECOMMENDATIONS

America's "China talent challenge" does not lend itself to easy solutions, involving issues ranging from geopolitics and national security to policies and politics at the state and university levels. In developing the following recommendations, the working group limited its scope to America's challenge of educating its future China experts, rather than addressing the many other issues in education exchanges. We also focused on measures that we believe are both important and achievable under current conditions. We offer these recommendations with this framework in mind.

1) THE U.S. GOVERNMENT SHOULD PUBLICLY RECOGNIZE THE NEED TO SUSTAIN AMERICA'S EXPERTISE ON CONTEMPORARY CHINA AND SIGNAL ITS SUPPORT FOR EDUCATIONAL EXCHANGES.

Statements of support from senior government officials for study in China would reassure American students, faculty, and administrators that it is in the national interest to take part in and conduct educational programs in China. It would also assuage university concerns about the risks of educational engagement with China.

2) THE CHINESE GOVERNMENT AND EDUCATION INSTITUTIONS SHOULD BE ENCOURAGED TO FACILITATE THE WORK OF AMERICANS PURSUING SOCIAL SCIENCE AND HUMANITIES RESEARCH IN CHINA.

American stakeholders should encourage Chinese officials and education leaders throughout China to support a welcoming environment for American scholars and researchers. China's calls for heightened vigilance concerning espionage have had a chilling effect on Americans doing research and dampened the willingness of some Chinese institutions to host Americans. America has welcomed and provided academic freedom to Chinese scholars for decades; reciprocal access for U.S. scholars in China should be a pillar of bilateral relations.

3) U.S. GOVERNMENT AGENCIES NEED TO MAKE IT CLEAR THAT TRAINING IN CHINA PROVIDES CRUCIAL SKILLS AND DOES NOT DISQUALIFY STUDENTS FROM FUTURE WORK IN THE GOVERNMENT.

Although it is not possible for the U.S. government to specify optimal criteria for academic study in China from a national security perspective, we recommend that government departments provide more detailed guidance for students on the security clearance process, as well as some information on the types of engagement that may raise security concerns. This guidance is important to ensure that qualified candidates with needed expertise will not be inadvertently deterred from applying.

4) HIGHER EDUCATION LEADERS SHOULD WORK WITH U.S. POLICYMAKERS TO DEVELOP GUIDELINES AND BEST PRACTICES FOR STUDENTS AND SCHOLARS TRAVELING TO CHINA.

A coordinated effort is needed to develop predeparture guidelines, to ensure that students and scholars heading to China will be adequately prepared. Predeparture orientations need to include information on the use of social media, messaging apps, and email in China; how to secure electronic devices and data against theft, loss, and compromise; and the fact that personal freedoms guaranteed in the United States—especially freedoms of speech, assembly, and religion—are tightly restricted in China. Predeparture sessions must also cover the reality that American students in China have been approached by, and in a few documented cases recruited by, Chinese intelligence agents, and those planning to spend extended time in China need to understand the subtleties of Chinese intelligence operations. Students and scholars in China should also have a trusted in-country support system to provide updated guidance if con-

ditions shift and as a touchpoint for any concerns that might arise.

America's ability to understand and manage its most consequential strategic relationship is eroding.

5) RESEARCH SECURITY PROTOCOLS SHOULD MITIGATE RISK WITHOUT OBSTRUCTING CONNECTIONS.

U.S. institutions of higher education face increasingly complex federal and state requirements aimed at protecting against security and integrity violations. A collaborative approach involving university leadership, compliance officers, faculty, and relevant government agencies is needed to develop security protocols that protect the U.S. research enterprise without creating insurmountable barriers to connections with China. Communication across disciplines can help to delineate the rationale for allowing greater leeway in the humanities and social sciences than in higher-risk STEM fields, and to calibrate compliance mechanisms accordingly. Universities should also

work with initiatives such as the National Science Foundation's SECURE Center (Safeguarding the Entire Community of the U.S. Research Ecosystem), so that government intervention rests on prudent oversight, while not unnecessarily eroding the United States' long-term capacity for China-related expertise.

6) POLICYMAKERS AND ACADEMIC LEADERS SHOULD SUPPORT EXISTING AMERICAN ACADEMIC CENTERS IN CHINA, RECOGNIZING THEIR UNIQUE AND IMPORTANT ROLE IN U.S.-CHINA RELATIONS.

These outposts of American-style education in China are an important base for American students and scholars, especially given the loss of many other pathways. We recommend that those university centers with the capacity to do so expand their role in hosting American scholars and researchers on the ground in China. Many already act as a short- or long-term base for scholars from their home institution, and some may be willing to host scholars from other institutions.

7) REGULAR BILATERAL CONSULTATIONS AND GREATER COOPERATION AMONG U.S. STAKEHOLDERS IN CHINA ARE NEEDED TO ADDRESS BROAD ISSUES IN THE ACADEMIC RELATIONSHIP.

The U.S. government is the most effective advocate for American education institutions in China, and regular diplomatic consultations would provide a much-needed channel for airing high-level academic issues of mutual concern. This would also encourage U.S. universities and educational non-profit organizations operating in China to share information, coordinate responses to common challenges, develop collaborative approaches, and contribute their collective input to the proposed bilateral consultations.

8) RESTORE AND EXPAND U.S.-FUNDED, CHINA-SPECIFIC PATHWAYS TO STRENGTHEN THE PIPELINE OF SERIOUS AMERICAN STUDENTS AND SCHOLARS IN CHINA.

We recommend the restoration of federal funding and opportunities for Chinese-specific language and research provided by the U.S. Departments of State and Education for study in the PRC. These programs have been a foundation of American expertise on China for decades, supporting students and scholars without the professional concerns or perceptions of influence that come from Chinese government funding. We also recommend establishment of a new U.S. fellowship program for serious American scholars in China. This program would address the unique China talent challenges of today and create positive incentives for America's next generation of China experts. It would also signal that the United States views China expertise as a multi-faceted national asset, and could be modeled, in part, on the previous structure that evolved in the 1970s before and after normalization of U.S.-China relations.

AFTERWORD

To address the challenge of American scholarly access to the PRC, the Working Group on *America's China Talent Challenge: Investing in Deeper American Understanding of China* held consultations with key stakeholders from September 2025 through January 2026. In the United States, these included discussions with representatives from public and private universities, non-governmental organizations, current and former U.S. government officials, and academics and administrators involved in educational exchanges. In December, most of the Working Group members traveled to Beijing to meet with Chinese scholars and PRC officials, as well as representatives from American educational offices and joint ventures in China, members of the U.S. business community, philanthropic organizations, the U.S. Embassy, and several other foreign embassies in the PRC. A full list of the organizations consulted is found in Appendix A.

Both governments have voiced support for mutual understanding as a pillar of stable bilateral relations. The United States continues to welcome Chinese international students, and, in September 2025, President Trump indicated he hopes to increase the number of Chinese students in the U.S. despite increased visa scrutiny. In response to the low number of American students in China, the Chinese government launched several high-profile initiatives in 2023 to attract and subsidize U.S. student trips to China, primarily by arranging introductory visits of one to three weeks duration for high school and college students. While these are meaningful opportunities for many young

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people to experience China, the trips will not have a direct impact on the China talent pipeline, at least in the short- and medium-term. New forms of cooperation will be needed for significant, sustained progress.

Strengthening the pipeline of America's China experts will ensure that they continue to play critical roles in managing bilateral relations and helping to reduce misunderstandings across the expanse of U.S.-China interactions. Given the cyclical nature of U.S.-China relations, the day will also come again when their on-the-ground knowledge will help America seize new opportunities. Both countries have a stake in America meeting its China talent challenge.

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APPENDIX A

GROUPS AND ORGANIZATIONS CONSULTED IN THE UNITED STATES AND CHINA

Education Institutions in the United States

Florida International University

Georgetown University

Harvard University

Massachusetts Institute of Technology

Stanford University

University of California, Berkeley

University of California, San Diego

University of Kansas

University of Michigan

University of Pennsylvania

University of Oregon

University of Texas, Austin

Education Institutions based in China

The Beijing Center for Chinese Studies

CET Academic Programs

Columbia Global Center

Cornell China Center

Duke Kunshan University

Hopkins-Nanjing Center

Inter-University Program for Chinese Language Studies

Notre Dame Beijing

NYU Shanghai

Princeton Center in China

Schwarzman Scholars

Stanford Center at Peking University

Yale China Center

Beijing Foreign Studies University

Chinese Academy of Social Sciences

Fudan University

Peking University

Renmin University

Tsinghua University

Yenching Academy

APPENDIX A

GROUPS AND ORGANIZATIONS CONSULTED IN THE UNITED STATES AND CHINA

Government & Public Sector

Federal Bureau of Investigation

House Foreign Affairs Committee

House Select Committee on Strategic Competition Between the U.S.
and the CCP

Office of the Director of National Intelligence

RAND

State Department China House

U.S. Consulate General Shanghai

U.S. Embassy, Beijing

Australian Embassy, Beijing

British Embassy, Beijing

New Zealand Embassy, Beijing

China Educational Association of International Exchange

Embassy of the People's Republic of China, Washington D.C.

International Department of the Central Committee of the Chinese
Communist Party

Ministry of Education of the People's Republic of China

Foundations, NGOs & Private Sector

3M China

Albemarle

Ford Foundation

Hogan Lovells

Johnson & Johnson

KKR Investment

Loeb & Loeb LLP

Mars

US-China Business Council

Visa

APPENDIX B

WORKING GROUP MEMBERS

David M. Lampton is Hyman Professor Emeritus and former Director of China Studies at the Johns Hopkins University School of Advanced International Studies (SAIS). He currently is Senior Research Fellow at the SAIS Foreign Policy Institute. He also served as Dean of SAIS Faculty from 2004-2012. Formerly President of the National Committee on United States-China Relations, he is the author of many books including, *Living U.S.-China Relations: From Cold War to Cold War* (2024), with publications appearing in *Foreign Affairs*, *Foreign Policy*, *The American Political Science Review*, *The China Quarterly*, *New York Times*, *Washington Post*, and many other venues popular and academic in both the western world and in Chinese speaking societies. He received his B.A., M.A., and Ph.D. degrees from Stanford University. Dr. Lampton was the founding director of the China Studies programs at the American Enterprise Institute and at The Nixon Center (now The Center for National Interest), having previously worked at the National Academy of Sciences and having started his teaching career at The Ohio State University.

Madelyn Ross has worked in China-related positions in higher education and non-profit organizations for more than 30 years. She served as president of the US-China Education Trust from 2022-2024 and was previously executive director of SAIS China and associate director of China Studies at the Johns Hopkins University School of Advanced International Studies. She worked at George Mason University from 2003 to 2015 as director of China Initiatives across the university. She spent nine years at the US-China Business Council, where she was editor of *The China Business Review* and executive director of The China Business Forum. One of the first American students to study in China following normalization of US-China relations, Ross earned a graduate certificate in modern Chinese literature at Fudan University in Shanghai in 1979-1980. She holds an M.A. in International Affairs from Columbia University and a B.A. in East Asian Studies from Princeton University.

Rosie Levine is the Executive Director of the US-China Education Trust (USCET). She previously worked on the China program at the U.S. Institute of Peace and was named a 2024 Project Fellow with the Penn Project on the Future of U.S.-China Relations. Earlier, she spent four years at the National Committee on U.S.-China Relations, where she managed the Public Intellectuals Program and oversaw a major study on American research on China, with findings featured in outlets such as *The Guardian*, *The Atlantic*, and *the Financial Times*. From 2014 to 2018, Levine lived in Beijing, completing her master's at the Yenching Academy of Peking University and serving as Program Director at the Beijing Cultural Heritage Protection Center. She is a graduate of the University of Michigan, head of Young China Watchers-DC, a Pacific Forum Young Leader, and grew up partly in Beijing.

APPENDIX B

WORKING GROUP MEMBERS

Mark B. Lambert served as State Department China Coordinator and Deputy Assistant Secretary in the Bureau of East Asian and Pacific Affairs until January 2025, overseeing the Offices of China and Taiwan Coordination. A career diplomat with extensive experience in Asia-Pacific affairs, he previously managed portfolios covering Japan, Korea, Mongolia, Australia, New Zealand, and the Pacific Islands, and earlier served as Special Envoy for North Korean Affairs, Director of the Office of Korean Affairs, and Political Counselor in Hanoi. Lambert has held multiple assignments in Beijing, Bangkok, Tokyo, and Bogotá, and earlier worked as a weapons inspector in Iraq. Recognized with a Meritorious Presidential Rank Award and numerous commendations, he is noted for his work on human rights, crisis response, and strengthening U.S. relations in the region.

Margaret K. Lewis is a professor at Seton Hall Law where she previously also served as Associate Dean for Faculty Development and Institutional Operations. A scholar of legal issues in the U.S.-China relationship, her research focuses on China and Taiwan with an emphasis on criminal justice and human rights. She has been a Fulbright Senior Scholar at National Taiwan University, a visiting researcher at Melbourne Law School's Asian Law Centre and a visiting professor at Academia Sinica. Lewis is a member of the Council on Foreign Relations and serves on the National Committee on U.S.-China Relations Board of Directors as well as on the Advisory Board for the National Science Foundation's SECURE (Safeguarding the Entire Community of the U.S. Research Ecosystem) Center at the University of Washington. In addition to publishing widely in academic journals, she co-authored "Challenge to China: How Taiwan Abolished its Version of Re-Education Through Labor" with Jerome A. Cohen. Lewis earned her J.D. from NYU, her B.A. from Columbia, and studied at the Hopkins-Nanjing Center.

Neysun A. Mahboubi is Director of the Penn Project on the Future of U.S.-China Relations at the University of Pennsylvania, where he teaches on Chinese law, history, and policy and hosts the China Studies podcast. He is also a Non-Resident Senior Fellow with the Foreign Policy Research Institute, a Research Affiliate of the Penn Program on Regulation, and affiliated with Penn's Center for the Study of Contemporary China. His work focuses on administrative, comparative, and Chinese law, with recent writing on modern Chinese administrative law. A frequent commentator on Chinese law and U.S.-China relations for outlets such as Bloomberg TV, NPR, and the Sinica Podcast, he has taught at Princeton, Yale, and UConn, and earlier served at the U.S. Department of Justice and clerked for Judge Douglas P. Woodlock. He holds a J.D. from Columbia Law School and an A.B. from Princeton University.

APPENDIX B

WORKING GROUP MEMBERS

Jean C. Oi is the inaugural Goh Keng Swee Professor in China Studies at the East Asian Institute at the National University of Singapore (2025-2026). She is on leave from Stanford where she is the William Haas Professor of Chinese Politics at Stanford University and a Senior Fellow at the Freeman Spogli Institute for International Studies. She directs the China Program at the Shorenstein Asia-Pacific Research Center and was the founding Lee Shau Kee Director of the Stanford Center at Peking University. Before joining Stanford, she taught at Lehigh University and Harvard University. A scholar of China's political economy, Oi's research focuses on central-local relations and the institutional dynamics of reform. Her work has examined how distribution of grain and taxes offer insights into China's governance and economic development. She received her Ph.D. in political science from the University of Michigan. In 2023-24 she served as President of the Association for Asian Studies.

Dennis Wilder is a senior fellow with the Initiative for U.S.-China Dialogue on Global Issues and an assistant professor of the practice in Asian Studies at Georgetown University's School of Foreign Service. He previously served as the National Security Council's director for China (2004-05) and as special assistant to the president and senior director for East Asian Affairs (2005-09), supporting presidential trips including the 2008 Beijing Olympics. From 2009 to 2015, he was senior editor of the President's Daily Brief, followed by service as the CIA's deputy assistant director for East Asia and the Pacific (2015-16). Wilder studied Mandarin at the Chinese University of Hong Kong through Yale-in-China, and his expertise spans Chinese military power, U.S. diplomacy in the Indo-Pacific, U.S.-China relations, and U.S. intelligence. He holds a B.A. from Kalamazoo College and an M.S. in foreign service from Georgetown University.

THE US-CHINA EDUCATION TRUST

The US-China Education Trust (USCET), a program of the F.Y. Chang Foundation, is a 501(c)(3) non-profit organization based in Washington, D.C., dedicated to advancing US-China relations through education and exchange for next generation leaders.

Founded in 1998, USCET brings together students, scholars, and policymakers to deepen US knowledge of China, strengthen Chinese understanding of the United States, and center the voices of individuals who make up the bilateral relationship.

Learn more at www.uscet.org



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