Information Sharing on Progress Report
School of Management, Lanzhou University
December 2018

We welcome feedback on the contents of this report
We welcome feedback on the contents of this report

<table>
<thead>
<tr>
<th>Working Group</th>
<th>Overall planning</th>
<th>Advice and review</th>
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<tbody>
<tr>
<td>BAO Guoxian</td>
<td>Honorary Dean</td>
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<td>HE Wensheng</td>
<td>Dean</td>
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<td>YAO Chengfu</td>
<td>Secretary of the Party Committee</td>
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<td>HE Xin</td>
<td>Associate Dean</td>
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<td>WU Jianzu</td>
<td>Associate Dean</td>
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<td>WANG Xuejun</td>
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<td>Associate Dean</td>
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<td>LI Yanxia</td>
<td>Deputy Secretary of the Party Committee</td>
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<tr>
<td>ZHAO Yanhai</td>
<td>Director of International Accreditation Office</td>
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<td>International Accreditation Coordinator</td>
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<td>International Accreditation Coordinator</td>
<td>Proofreading</td>
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<th>Contact</th>
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<td>December 2018</td>
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International Accreditation Office,  
School of Management, Lanzhou University  
Tel: 0086 931 8915608     
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South Tianshui Road, Chengguan District,  
Lanzhou City, Gansu Province, P.R.China
### Abbreviations and Terms

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<th>Item</th>
<th>Abbreviation</th>
<th>Description</th>
<th>Chinese Interpretation</th>
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<tr>
<td>1</td>
<td>AACSB</td>
<td>The Association to Advance Collegiate Schools of Business</td>
<td>国际精英商学院联合会</td>
</tr>
<tr>
<td>2</td>
<td>AAM</td>
<td>Academic Activity Month</td>
<td>学术活动月</td>
</tr>
<tr>
<td>3</td>
<td>AAOM</td>
<td>Asia Academy of Management</td>
<td>亚洲管理学会</td>
</tr>
<tr>
<td>4</td>
<td>ACCA</td>
<td>The Association of Chartered Certified Accountants</td>
<td>特许公认会计师公会</td>
</tr>
<tr>
<td>5</td>
<td>AMBA</td>
<td>Association of MBAs</td>
<td>英国工商管理硕士协会</td>
</tr>
<tr>
<td>6</td>
<td>APJM</td>
<td>Asia Pacific Journal of Management</td>
<td>亚太管理学报</td>
</tr>
<tr>
<td>7</td>
<td>BRI</td>
<td>Belt and Road Initiative</td>
<td>“一带一路”战略</td>
</tr>
<tr>
<td>8</td>
<td>BSG</td>
<td>Business Strategy Game</td>
<td>商务战略模拟竞赛</td>
</tr>
<tr>
<td>9</td>
<td>CSSCI</td>
<td>Chinese Social Sciences Citation Index</td>
<td>中国社会科学引文索引</td>
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<tr>
<td>10</td>
<td>DFR</td>
<td>Double First Rate</td>
<td>“双一流”建设</td>
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<tr>
<td>11</td>
<td>EDP</td>
<td>Executive Development Programs</td>
<td>高级经理人发展课程</td>
</tr>
<tr>
<td>12</td>
<td>EMBA</td>
<td>Executive Master Of Business Administration</td>
<td>高级工商管理硕士</td>
</tr>
<tr>
<td>13</td>
<td>IAC</td>
<td>Initial Accreditation Committee</td>
<td>初审委员会</td>
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<td>IMBA</td>
<td>International Master Of Business Administration</td>
<td>国际工商管理硕士</td>
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<tr>
<td>15</td>
<td>IMSP</td>
<td>Integrated Management Service Platform</td>
<td>集成管理服务平台</td>
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<td>16</td>
<td>LUSM</td>
<td>School of Management, Lanzhou University</td>
<td>兰州大学管理学院</td>
</tr>
<tr>
<td>17</td>
<td>LZU</td>
<td>Lanzhou University</td>
<td>兰州大学</td>
</tr>
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<td>18</td>
<td>MBA</td>
<td>Master of Business Administration</td>
<td>工商管理硕士</td>
</tr>
<tr>
<td>19</td>
<td>MOE</td>
<td>Ministry of Education</td>
<td>中国国家教育部</td>
</tr>
<tr>
<td>20</td>
<td>MPA</td>
<td>Master of Public Administration</td>
<td>公共管理硕士</td>
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<tr>
<td>21</td>
<td>MPAcc</td>
<td>Master of Professional Accounting</td>
<td>会计硕士专业学位</td>
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<td>NNSF</td>
<td>National Natural Science Foundation</td>
<td>国家自然科学基金</td>
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<td>NSSF</td>
<td>National Social Science Foundation</td>
<td>国家社会科学基金</td>
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<td>24</td>
<td>PDW</td>
<td>Paper Development Workshop</td>
<td>论文工作坊</td>
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<td>25</td>
<td>PRME</td>
<td>Principles of Responsible Management Education</td>
<td>负责任的管理教育原则</td>
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<tr>
<td>26</td>
<td>SCI</td>
<td>Science Citation Index</td>
<td>美国科学引文索引</td>
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<td>27</td>
<td>SSSF</td>
<td>Social Science Foundation of MOE</td>
<td>教育部社科基金</td>
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Dean’s Massage

Crossing the desert and sands, just like the path we pursuing the knowledge;
Days and years passing by, unswervingly as we root in the vast western territory;
LUSM, inherited the past and ushers in the future, marching forward with firm steps;
LUSMer, like an eagle, soaring vigorously over the northwest plateau;
13 years, a mark of fruitful past, also a brand new start.

Since its founding, guided by the motto of “The learning of management is the learning of heading for success”, LUSM has borne in mind the idea of “people-oriented, professors governing”, sticking to “developing the School with capable people, internationalization, and accelerating the progress by School culture”. With the solid support from the faculties, well-known scholars and practitioners, the School has cultivated and trained numbers of qualified management professionals, academic elites, and competent management experts for our country, fulfilling the sacred mission of rooting in western China with national, even global perspectives. In recent years, the School strives to refining disciplinary advantages, promoting the interdisciplinary development in Public Administration, Business Administration and Political Science, forming featured stage of management discipline, and marching forward with steady steps on the course of “First-rate University and First-rate Discipline” construction.

Look into the future, by continuously carrying the University motto of “Constantly improving, blazing our own path”, LUSM will unswervingly pursue to be a highly open, research-supported comprehensive management school ranking top in China with global reputation. On the way to be excellence, LUSM will respond to the actual needs in practical management world; equip students with social responsibility, leadership skills, and innovative thinking; strengthen the management competence to work for the government and industries; and fuel the cooperation with other universities worldwide. As an institution to transporting management professionals, we should rise to create advanced management knowledge, devote to the reform and opening-up, and prepare for the industrial transformation. During this process, we would like to make joint efforts with our staff, our students, and all people holding the same belief and will, for a brighter future of business education.

In the world of management, we learn, we probe into, we feel close to it, and then we come to love it. Let us stay together, hand in hand, and strive for the new era of management!

Professor Dr. HE Wensheng
Dean of School of Management, Lanzhou University
Introduction to Lanzhou University

**Development History**

Founded in 1909, Lanzhou University (LZU) is one of the key comprehensive public universities administered directly by Ministry of Education (MOE) of China, and she also is one of the national-level universities supported by China’s “985 Project” and “211 Project”. LZU’s predecessor is the Gansu School of Law and Politics, established in the late Qing Dynasty. In 1928, the School was enlarged to be Sun Yat-Sen University of Lanzhou, and was renamed as Gansu College in the end of the year 1932. In 1946, the National Lanzhou University was created on the basis of Gansu College.

With the foundation of People’s Republic of China in 1949, the university has got its current name as Lanzhou University, and in 1953 it was established as one of the 14 key comprehensive universities administrated directly by MOE, making it the only comprehensive university in northwest China. During 1960s and 1970s, with the national strategies of “developing northwestern China”, and of "constructing strategic rear", LZU became a university of strategic significance in China’s higher education system, where it had assumed the historic mission to cultivate high-level specialized talents and to develop science, technology and culture for China, and its western region in particular.

Since the Reform and Opening up in 1979, by seizing the opportunity of national strategies of “reinvigorating China through science and education” and “strengthening the country by talents”, LZU had comprehensively upgraded its educational level. In 1996, LZU was among the first universities to be listed in China’s “211 Project”, and in 2001, it became one of the 39 high-level universities supported by the national “985 Project”. With the integration of the Gansu Grassland Ecology Institute and Lanzhou Medical College in 2002 and 2004, LZU has entered a period of rapid development, where by completing its discipline system and by consolidating its strength of comprehensiveness, the university has been recognized in China as a first-level university with long history, distinctive strength and outstanding achievement.
Development Status

At present, LZU covers a total area of 253.8 ha, with 2 campuses, 3 annexed hospitals.

LZU has now 19,510 undergraduate students, 10,773 master candidates and 2,180 doctoral candidates, and it has 3,590 full-time staff including 2,028 faculty members, among whom 546 are professors, 719 are associate professors, and 1,620 are postgraduate supervisor. And in the faculty, 15 are members of the National Academy of Science and of the National Academy of Technology and Engineering, 11 are members of the National Thousand Talent Plan, 18 are Yangtze Scholars of MOE, 21 are laureates of the National Funds for Outstanding Youth, 5 are National Excellent Teacher, and 129 of them are listed as New Century Talents of MOE.

The university has 33 teaching units, and it runs 91 bachelor programs, 235 scientific master programs, 116 doctor programs, 18 professional master programs, and 1 professional doctor program. In the meantime, the university has 6 National Talent Training Bases, 7 National Experimental Teaching Demonstration Centers, 2 National Experimental Zones for Talent Training Innovation, and 8 provincial or ministerial bases for fundamental research and talents training.

The university has 8 national key disciplines, 2 national key supporting disciplines, 32 provincial key disciplines, 2 national key laboratories, 6 key laboratories of MOE, 1 key open-laboratory of Ministry of Agriculture, 2 key research bases for human and social sciences of MOE, 4 engineering research centers of MOE, and a Sino-German research center of the National Natural Science Foundation.

The university boasts exchange and cooperation partnerships with 144 institutions of higher education or research from 39 countries. In the past 5 years, (2013 to 2017), the university have received 8,789 guests for exchange and visit from foreign countries as well as from Hong Kong, Macao and Taiwan; more than 3,713 faculty and staff members went on overseas exchange trips or attended conferences and collaborative research out of China. And 3,418 undergraduate and postgraduate students participated in overseas exchanges or degree programs out China, and more than 2,000 overseas students were received at LZU. The university has also 3 Confucius Institutes in Uzbekistan, Kazakhstan as well as Georgia and operates a Confucius School in Georgia.

Development Features

In the past 3 years, by seizing the opportunity of national strategies of “Belt and Road” and of “Double First-rate” initiatives1, LZU has significantly enhanced its impact on scientific research by transforming its unique region-based features into research strength.

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1 “Belt and Road Initiative”, shorted as BRI, refers to a systematic project, which should be jointly built through consultation to meet the interests of all, and efforts should be made to integrate the development strategies of the countries along the Belt and Road. "Double First-rate initiative", another national initiative in higher education filed of building the first-rate universities and first-rate disciplines.
At present, LZU is the best research-orientated high-level university with the best faculty, complete discipline system and distinctive features in northwestern China with first-rate education quality and research outcome in China, enjoying remarkable impact worldwide.

**Complete discipline portfolio**

Apart from Military Science, LZU covers 12 disciplinary domains (Philosophy, Economics, Law, Education, Literature, History, Science, Engineering, Agronomy, Management, and Arts) of China’s 13 disciplines, forming a distinguished characteristic of complete discipline portfolio, outstanding fundamental research and remarkable application innovation. It was also among the first universities in China authorized to grant bachelor’s, master’s and doctor’s degrees, to establish post-doctorate research stations, and the national bases of fundamental research and teaching talent development in the fields of arts and sciences. It was one of the first universities listed in the National Innovative Experimental Program for College Students. And it is also one of the few universities in China that has a postgraduate school approved by MOE.

**Fundamental research and their application**

Of all its disciplines, LZU’s Chemistry, Physics, Materials, Geo-sciences, Mathematics, Botany and Zoology, Engineering, Environment and Ecology, Pharmacy, Clinical Medicine and Agronomy are in the top 1% ESI (Essential Science Indicator) database, where its Chemistry is in the top 1‰ of ESI. In the Nature Index released in 2017, LZU has published 174 papers in 68 top international journals, enjoying thus 96th place in the world, and 25th and 10th place in Asian-Pacific region and in mainland China. In the applied sciences such as West Resource and Environment Changes, Wind and Sand Dynamics, Alpine Ecology, Pasture Technology, Green Chemistry, Dry-land Agriculture, Regional Economics, Government Performance Evaluation, Recycling Economics, Ecological Economics, Urbanization Planning, Crisis Management, and Ethnic Relations of West Minorities, LZU has also established its leading position in various rankings and national level assessments. Based on these, LZU has 38 key laboratories (engineering research centers) above the provincial level, which are focused on meeting the demand of related industries by application research and outcome transfer.

**Talent education quality**

In the 1980-90’s, the Nobel Prize Laureate Professor LI Zhengdao recruited annually 10 students for joint doctorate program of fundamental research in the U.S.A., where each year LZU’s students were on the list. For 5 consecutive years, LZU’s students held first places concerning the total scores, and the discipline scores in mathematics, physics, chemistry and biology. Since 1999, 16 alumni of LZU have been elected as
members of China’s Academy of Sciences and Academy of Engineering. In 2014, on the China’s Academy Member ranking, the university occupies the 28th place. In addition, as a national key university in western China, LZU is known for its local commitment by providing high-level talent resources and intellectual contributions for the social and economic development in the region. For its graduates in the 2016, 44.34% of them are working in the northwestern part of China. This regional distribution of graduates is in accordance with LZU’s mission, and has demonstrated the role that LZU plays in promoting the educational equality in China.
Introduction to LUSM

**Development History**

The management education of LZU can be traced back to the specialized class of Bank Accounting in the period of National Gansu College in 1939, which enjoys a development history of 80 years. In May 2004, in accordance with the process of optimization of LZU’s disciplinary structures and to meet the demands of the era in scientific research and talent development, School of Management, Lanzhou University (LUSM) was officially established. By adhering to LZU’s educational philosophy of “Springing from Western China, Striving for a Top University”, by organizing and implementing the development strategies of “School's Enhancement by Talents, Internationalization and Cultural Development”, LUSM has seen, up to now, three stages of construction, with breaking-through development in both management research and management education. Since 2014, taking international accreditation as a strategic path, and the transformation from outstanding to excellence as its goal, the School has been actively engaged in high-level research, responsible management education and serving the local community.
Development history of LUSM

1939-1945
Bank Accounting Class

1946-1979
Department of Bank Accounting
Department of Economics
National Lanzhou University

1987-1998
Public Administration
Department of Management Science
Lanzhou University

1983-1998
Information Management/Library Science,
Department of Library Science
Lanzhou University

1980-1998
BA/Economics Department of Economics
Lanzhou University

1988-2004
School of Economics & Management, Lanzhou University

2004
Business Administration, Public Administration,
Management Science, Information Management
School of Management, Lanzhou University

2004
Economics/Finance
School of Economics
Lanzhou University

- 2005 Research and service of Local Government Performance Evaluation praised as "Gansu Model"
- 2006 Business Administration and Public Administration listed as provincial key discipline
- 2009 International Conference on Government Performance Management held every two years jointly by LZU, Portland State University (U.S.A) and Waseda University (Japan)
- 2012 Post-doctorate station in Public Administration
- 2014, Accredited by AMBA
- 2017, Re-accredited by AMBA
- 2017, Launched AACSB accreditation and eligibility application was successfully reviewed
- 2018, Signed PRME

- 2013 Department of International Politics was integrated into LUSM
- 2013 Coordinated Innovation Center for Western Cultural and Innovation Industries created jointly by LZU, X’ian Jiaotong and Sichuan University
- 2015 Management Innovation Research under the Western Development Strategy chosen as “985 Project” construction platform
- 2016 Discipline of educational psychology was integrated into LUSM

- 2004Master in Accounting
- 2005 MBA and MPA
- 2005 Off-campus
- 2006 PhD in Public Administration
- 2009 EMBA and IMBA
- 2010 MPAcc
- 2013ACCA (Bachelor)

- 2011 First China MBA Yellow River Rafting Race was held by LUSM
- 2012 "Academic Month" and "Success Plan" held annually
- 2014 MBA Program listed in China’s Top 10 Most Influential MBA Program by World Executive’s Digest for 5 consecutive years
- 2014 Lanzhou Summit Forum held every year

- 1998: Creation of MBA Program
- 2002: MBA passed national evaluation
- 2004: Creation of MPA Program

- 2017, Re-accredited by AMBA
- 2017, Launched AACSB accreditation and eligibility application was successfully reviewed
- 2018, Signed PRME

1983-1980
BA/Economics
Department of Economics
Lanzhou University

1987-1998
Public Administration
Department of Management Science
Lanzhou University

1988-2004
School of Economics & Management, Lanzhou University

2004
Business Administration, Public Administration,
Management Science, Information Management
School of Management, Lanzhou University

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1983-1980
BA/Economics
Department of Economics
Lanzhou University

1987-1998
Public Administration
Department of Management Science
Lanzhou University

1988-2004
School of Economics & Management, Lanzhou University

2004
Business Administration, Public Administration,
Management Science, Information Management
School of Management, Lanzhou University

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Economics/Finance
School of Economics
Lanzhou University

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**Academic Programs**

LUSM has two first-class disciplines of Public Administration and Business Administration. As for Public Administration, LUSM provides the first-class discipline of doctoral degree authorization in Public Administration and sets up a secondary discipline of doctoral degree authorization in Government Performance Management and also has postdoctoral research station for Public Administration, Government Performance Management, Land Resources Management, Educational Economics and Management, and Social Security. In terms of Business Administration, LUSM has one first-class discipline of master degree authorization in Business Administration, and four secondary disciplines of master degree authorization in Accounting, Business Administration (including Financial Management, Marketing, and Human Resources Management), Tourism Management, and Technical Economics Management.

Public Administration and Business Administration are the key first-class disciplines in Gansu Province. In the fourth round of Discipline Evaluation, Public Administration was rated as B+ level discipline, and Business Administration as B level discipline.

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01. 4/276-2017-2018 Chinese Undergraduate Public Administration Program Ranking
02. 19/167- Chinese Postgraduate Public Administration Program Ranking
03. 35/226- Chinese MBA Program Ranking
04. B-: Public Administration (top 10%-20%); B-: Business Administration (top 20%-30%), China Academic Degree and Graduate Education Development Center
05. #8 China’s Most Influential MBA 2018
World Executive Weekly

Educational Programs

With business administration and public administration as two major platforms, based on the cross-discipline advantage of a comprehensive school within a comprehensive university supported by the national “985 Project”, and in line with the demand of management science for western China’s social and economic development, LUSM has established a complete program portfolio of bachelor’s, master’s and doctor’s degrees.

Undergraduate Programs. LUSM has a provincial training base for management science for undergraduates, and its major of public administration is a specialized major by MOE. Apart from the training base, the school is now running 6 bachelor programs respectively majored in accounting (including ACCA Specialized Class), marketing, human resource management, information management & information system, public administration and applied psychology.

Research master programs. LUSM has two academic master degree programs respectively in business administration and public administration, with 7 academic directions, business administration, accounting, public administration, government performance management, land resource management, tourism management and educational economics.

Professional Masters Programs. LUSM has professional master’s degree programs of MBA (including EMBA and IMBA), MPA and MPAcc.

Doctoral Programs. LUSM has a doctor program of Public Administration and Business Administration (pass the final stage and waiting for the approval document), and a post-doctor station in government performance management.

Educational programs of LUSM
Faculty and Students

Faculty
Currently, LUSM has a team of 128 faculty and staff members, where 92 of them are full-time faculty, 2 are technicians, and 34 are administrative staff. By a decade of development, the school has formed a high-level faculty team of appropriate age, discipline, background and professional experiences to support its building of first-rate discipline. In its full-time faculty team, LUSM has 24 professors, 42 associate professors, and 26 lecturers. With an average age is 43.2 years old, 71 faculty members are Ph.D. degree holders, representing 70% of the faculty total. For those Ph.D. degree holders, 80% of them obtained their degree in reputed universities and 10% of them had their degree in foreign university of world reputation. Besides, LUSM has one national level Excellent Teacher, 2 provincial Excellent Teachers, 3 New Century Excellent Talents of MOE, 4 faculty members have been elected as members of national or ministerial education supervision committees and 15 of them are experts for National Natural Sciences Foundation or Social Sciences Foundation.

Students
LUSM has now 3,452 students, among them, there are 1482 bachelor candidates, 276 research master candidates, 1,604 professional master candidates (with 1508 in MBA, 57 in IMBA, 31 in EMBA, 418 in MPA and 40 in MPAcc) and 63 doctoral candidates. For all the degree programs at LUSM, diversity can be observed in terms of students’ gender, age, education background, employer and region.

全职教师 Faculty (full-time)*

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
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<tr>
<td>总计 Total</td>
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<tr>
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<td>副教授 Associate Professor</td>
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<tr>
<td>讲师 Lecturer</td>
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学生 Student

<p>| | |</p>
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<tbody>
<tr>
<td>总计 Total</td>
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<tr>
<td>本科生 Undergraduate</td>
<td>1482</td>
</tr>
<tr>
<td>学术型硕士 Research Masters</td>
<td>276</td>
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<tr>
<td>专业学位硕士 Professional Masters*</td>
<td>1604</td>
</tr>
<tr>
<td>博士生 PhD</td>
<td>63</td>
</tr>
</tbody>
</table>

*涵盖100余位国内外著名的管理学家、经济学家、企业家和政府高级管理人员的国际教席

Faculty and students of LUSM
**Principle 1 Purpose**

Since its founding in 2004, with the help and support of its faculty, students, alumni, strategic partners as well as its stakeholders at home and abroad, LUSM has made great progress in all the major aspects of a management school, and has accumulate important resources for its future management. And after 13 years of development, LUSM is now facing with a more changing environment with evolving opportunities and threats, where the school will have a more difficult task of realizing a transformational development from outstanding to excellence. As a result, on a new point of its development, LUSM has established this strategic plan for the 5 years to come (2018-2023) to further clarify its development directions and strategic priorities. The basis for the construction of this plan is the following: Construction plan of “First-rate university, first-rate disciple” of MOE, and of China, The Comprehensive Reform Plan of Lanzhou University, Standards of AACSB and AMBA international accreditation and Principle for Responsible Management Education (PRME).

**1.1 Mission**

- **To develop leaders with global perspective, local commitment and social responsibility for western China and beyond.**

Mission interpretation: First, against the background of globalization, all the business schools worldwide have the mission and responsibility to educate high-level management talents, to innovate management education, and to promote regional as well as global sustainable management. This is indispensable for them to inherit and develop the science of management, and to create value for humanity. Secondly, the western China in the 21st century is facing unprecedented development opportunity. To break through the constraints, to integrate into world economy, and to realize its transformational development, the region needs outstanding leaders with global perspective, local commitment and social responsibility. Thirdly, as the only comprehensive management school of a high-level comprehensive university, LUSM shoulders the responsibility of the rejuvenation of the ancient Silk Road, the promotion of western China’s integration into the world, and of the cooperation and exchange of China’s east and west. The school should take the innovation path of talent education, scientific research and social service to lead the rooting of modern business civilization in every aspect of economy and society in China’s west.

**1.2 Vision**

- **To become a leading research-orientated management school of distinctiveness, inclusiveness and openness.**

Vision interpretation: Adhering to LZU’s spirit of “constantly improving, blazing our
own path” and to its ideas of “springing from western China, striving for a top university”, and with an open and positive attitude of distinguishing itself from others while including all, LUSM aims to become, by the year of 2025, the most important intellectual hub of high-level managerial talent training, cross-discipline research and integrative social service, through its innovative research rooted in western China with a global vision and the enhancement of its ability to serve the regional development and business civilization advancement.

1.3 Strategy

Faced with favorable national strategies BRI and “Double First Rate” as well as threats from the evolving business education ideas and widening gap of development between China’s east and west, LUSM has to break through its development bottle-necks of resource restriction and lack of accumulation. Thus since its creation, LUSM has established 3 long-term development strategies, which are school enhancement by talent, internationalization and school culture. This is in consistency with its internal strength and weakness and external opportunity and threat so as to give full play of its advantage of cross-disciplinary research platform and to fulfill its mission to shoulder the leading role in the region’s development.

- **School enhancement by talent.** This strategy is the primary assurance of LUSM’s development. It aims to construct a faculty of appropriate size, excellent quality, optimized structure and dynamism, which can meet the school’s needs of cross-disciplinary research, talent education, and social service. In the globalization, this faculty is also expected to actively engage in international cooperation and exchange.

- **Internationalization.** The aim of this strategy is to establish internationalized concepts of higher education for innovation, openness and sustainability. By actively engaging in international accreditation, LUSM strives to learn and benefit from the best practices and innovations of top business schools. This also emphasizes the formation and consolidation of distinctive features of the school by establishing extensive international partnerships of cooperation and exchange, so as to enhance the school’s international influence and the level of its scientific research and education.

- **School culture building.** This strategy aims to create a culture atmosphere of diversity and inclusiveness. Internally, this helps to develop cohesion and commitment so as to promote the school’s strategy implementation. Externally, it helps to build the school’s brand and reputation by demonstrating its faculty’s and students’ image of leadership and social responsibility.
1.4 Priorities for Next 5 Years

After 13 years of development, LUSM is facing changes of external opportunities and threats. And for the future, the school's transformation from an outstanding school to an excellent school is even more difficult. At this point, LUSM has reviewed its strategies into a new strategy plan for 2018-2023. The priority areas, objectives, measures and key performance indicators are listed as follows.

- **Student success with leadership and responsibility**
  - **Objectives**
    - Continuously improve educational quality
    - Strengthen students’ quality of leadership and social responsibility
    - Innovate education management mode and mechanism
  - **Measures to be taken**
    - To develop curriculum of competitiveness rooted in western China with optimized course structure and appropriate assessment system
    - To change delivery mode in line with best international practice by introducing modernized course management system, and by encouraging Mooc, on-line open course, micro course and reversed classroom for better learning effectiveness and experience
    - To consolidate the construction of basic academic organizations, and to promote faculty team building for pedagogy research, teaching awards and new course development
    - To improve the management of students’ extracurricular research projects (Success Project) for better effect
  - **Key performance indicators**
    - Renewal of curriculum (1/3 year)
    - Quantity and quality of digital learning and English course
    - Employment rate and quality, percentage of students working in western China
    - Percentage of participation and quality of Success Projects
    - Volume of students’ participation in academic activities and international exchange
    - Number of teaching team and teaching awards
    - Number of cases, Top 100 MBA cases

- **Faculty growth with excellent research and teaching**
  - **Objectives**
    - Recruit 5 Cuiying professors, develop five Youth Professors to ensure that each discipline has an academic leader
    - Introduce 10 Ph.D. graduates of Business Administration
    - Build 5 high-level teams
  - **Measures to be taken**

---

2 Cuiying professor, it is LZU’s special policy to recruit reputed faculty at home and abroad to facilitate its development and discipline construction as high-level academic leaders.
- To recruit high-level academic leaders and candidates by LZU’s Cuiying Talent Plan to optimize faculty structure
- To enhance talent development and high-level research outcome within each discipline to build a faculty of appropriate structure with a number of academic experts of different age group and of impact at home and abroad
- To upgrade faculty's research level by way of internal and external training, workshop, seminar and forum

**Key performance indicators**
- Number of academic leaders
- Number of recruitment/ employment of Ph.D., lecturers, and post-doctorate students
- Number and quality of high-level research teams
- Number and quality of faculty member’s research outcomes
- Number of competitive grants
- Impact of research (Awards)

**Cross-discipline research with distinctiveness**

**Objectives**
- Create Ph.D. program of Business Administration
- Promote the in-depth integration and coordinated development of major disciplines of business and public administration
- Build featured research fields rooted in western China with international impact

**Measures to be taken**
- To integrate LUSM’s research teams into thematic researches centered on “B&R” and sustainable development
- To promote the cross-disciplinary research and performance evaluation of research institutes and centers
- To encourage faculty’s overseas visit and attendance of academic meetings as well as the interaction and cooperation among LUSM's faculty and invited faculty

**Key performance indicators**
- Ranking of featured discipline at home and abroad
- Number of research presentations, seminars and symposium at home and abroad
- Number of cross-discipline research teams
- Number of integrative social service projects

**Internationalization with entrepreneurial spirit**

**Objectives**
- Optimize school’s current network of international cooperation by strengthening partnership with world top universities and featured joint research
- Realize a break-through in international cooperation program with “B&R” and BRICS countries and regions in the field of innovation and entrepreneurship
- Attract more overseas students and international exchange students for the integration of Chinese culture into the world
Measures to be taken
- To take an active part in assorted alliances and associations at home and abroad
- To actively engage in international accreditation and their activities and events
- To invite reputed scholars of world’s top universities for seminars and research
- To send young faculty members and postgraduate students overseas for study and exchange
- To host “B&R” academic symposiums and deans’ forum

Key performance indicators
- Number of international partnerships and cooperation programs
- Progress of international accreditation
- Number of international faculty
- Volume of international students
- Number of faculty’s and student’s overseas visits and trips
- Number of international conferences
- Seminars and forums hosted or organized by LUSM

Local commitment with research-led practice
Objectives
- Improve school’s competence in coping with complicated management problems and in transforming research outcome into application
- Promote assorted social activities for social harmony, environmental protection and sustainable development
- Strengthen service to and interaction with alumni, strategic partner, employer and other stakeholders of business education

Measures to be taken
- To strengthen the functions of “Belt and Road” Dean’s Forum, and MBA and MPA Education Alliances
- To continue the construction of Integrated Management Service Platform (IMSP) by providing management consultancy
- To enhance the impact of social activities like Lanzhou Summit Forum by publishing research reports of regional and industrial development
- To strengthen EDP program, making it a high-end training hub for the region

Key performance indicators
- Number of consultancy projects serving the local community
- Number of public academic activities
- Number of social activities
- Number of consultation reports
- Volume of EDP students
- Media coverage
- Number of co-constructed bases and institutes
- Number of specialized tools, methods and patents
Principle 2 Values

The values aim to create a culture atmosphere of diversity and inclusiveness. Internally, this helps to develop cohesion and commitment so as to promote the school’s strategy implementation. Externally, this strategy helps to build the school’s brand and reputation by demonstrating its faculty’s and students’ image of leadership and social responsibility.

2.1 Concept Transformation

- **Creation period**
  2004-2007: **Strategy formulation, culture formation, execution ability enhancement, and fast upgrading of school’s discipline construction.** Since its conception, LUSM had continuously reviewed its development strategy, trying to establish its own distinctive culture, and by adjusting its organizational structure, the school had strengthened its basic teaching and research organizations, accelerated its talent recruitment and development process.

- **Formation period**
  2008-2012: **Governance mechanism enhancement, school brand - building, faculty - team construction, and upgrading of school’s domestic and international influences.** Guided by its strategy, LUSM had, internally, completed and optimized its “4321” network governance mechanism, and by a virtual operating mechanism, the school concentrated its efforts to upgrade its faculty teams’ teaching and research level; and externally, the school had promoted its exchanges and cooperation with foreign countries as well as regions of Taiwan, Hong Kong, etc., which had helped the school to better serve the local economy and to establish its brand in the region.

- **Promotion period**
  2013-present: **Seizing the historical opportunity of Gansu’s economic and social development, focusing on Double First-rate, and by international accreditation and adjustments of school’s quality management, to realize the school’s continuous development from success to excellence.** Since its accreditation in 2014, LUSM has re-evaluated its internal and external development opportunities. As a result, the school has actively responded to the historic opportunities of “BRI” and “Double First-rate”. Internally, the school has improved in a continuous manner its integrative management service ability in research, education and service by way of governance optimization, education mode and pedagogy innovation, faculty and course team building, integrative base building, and international impact enhancement. And externally, by way of the international accreditation to deepen its management
through third-party evaluation, the school is further consolidating its international influence and brand reputation.

2.2 Cultural Development

- **Motto**: *The learning of management is the learning of heading for success.*
  Motto interpretation: The saying “the science of management is one way to develop a nation” is a historic experience, a present conclusion as well as a hope for the future. LUSM puts people first, promotes the mechanism of professors' managing, and continuously pays attention to the long-term development of employers, alumni, students and teachers. We hope to pursue excellence and realize the stakeholders' transformation from good to great through education programs.

- **Values**: *Cooperation, Innovation, Proactiveness, Responsibility*
  - **Cooperation**: With humanist mind of harmony, inclusiveness and openness to promote cross-culture, cross-region and cross-discipline cooperation and coordinated development.
  - **Innovation**: Rooted in western China with a global vision to explore innovative ways for re-rejuvenating Silk Road and building featured education and research.
  - **Proactiveness**: With enterprising spirit, courage to dare the unknown, and sensitivity to changes to promote life-long learning, to improve oneself in a continuous manner and to realize stakeholders’ transformation from outstanding to excellent.
  - **Responsibility**: With due integrity, professionalism, pragmatism and tolerance to enhance stakeholder’s leadership and responsibility to repay the society and the country.

- **Tenets**: To learning management with due tolerance and open-mindedness, an insight for eternal wisdom and expertise so as to serve society.
  Tenets interpretation: the value judgment for all the School’s development depends on whether it can promote the faculty’s and students’ development. This includes, firstly, with a humanist approach to promote the professor governance mechanism and to enhance employer's, alumni’s, students’ and faculty's long-term development; secondly, striving for success, whereas the school motto literates that “the learning of management is the learning of heading for success”, LUSM aims to realize the transformation from success to excellence for the stakeholders of each of its programs; third, to be patriotic and tolerant—advocating for the educational ideas of “tolerance, pragmatism, intelligence, and service”; and fourth, open-minded and enterprising—to develop faculty’s and students’ potential and leadership, encouraging their innovation and awareness of social responsibility, and promoting their sustainable development.
2.3 Learning Goals

- **Undergraduate programs**
  To prepare qualified management professionals, qualified scholars of management, and management talents at high levels for western China and beyond.

- **Research master programs**
  **Business Administration**: To prepare business management professionals who have a systematic grasp of the basic theories in this field, understand the frontier trends of research directions, familiarize themselves with business management theories and methods, and understand the development of modern science and technology.
  **Public Administration**: To prepare managerial elites, innovative research talents and technical experts in public management with public conscience, solid theoretical accomplishment, professional knowledge and skills, physically and mentally healthy and independent personality.

- **Professional master programs**
  **MBA**: To prepare professional managers, managerial technicians, high-level professional managers and entrepreneurs with international vision, insight into market rules, innovative spirit, social responsibility and leadership who serve in SOEs and private business (Learning goals and learning objectives of MBA program please see appendix 3). Among which, EMBA program pays more attention to prepare modern entrepreneurs and leaders from all walks of life who serve for the comprehensive development and innovation of Western China’s economy, society and culture; IMBA focuses on preparing professional managers with international vision and local commitment for export-oriented enterprises.
  **MPA**: To prepare public leaders who meet the modernization requirements of national governance system and governance capabilities, who are familiar with national macro strategies and policies, who master localized theories and methods for Chinese public governance, and who have the spirit of public service and sense of cooperation and innovation.

- **Doctoral programs**
  **Business Administration**: To prepare high-level management talents that are urgently needed by the society and to train teachers and researchers for the business administration discipline in Northwest China.
  **Public Administration**: To prepare academic elites, senior technical experts and high-level professionals engaged in practical government performance management who are able to engage in theoretical research on government performance management for academia, government departments and research institutes.
Principle 3 Method

LUSM believes that managers without leadership skills can achieve nothing, and without social responsibility, they will lose sight in the pursuit of gains. Thus, education of leadership and social responsibility is always underlined in all its programs by way of “learning, tracking and innovating”, to track closely the newest trends and innovative practices of business education at home and abroad. By integrating professionalism, morality, and social responsibility into the entire education progress and by strengthening both quality and awareness, LUSM has combined inheritance of history and culture, fundamental knowledge learning with formation of abilities of innovation and entrepreneurship. And its students are recognized as having “solid theoretical foundation, development potential, hardworking and honesty”. And in this way, LUSM has provided high-level support and responsible service to the region’s sustainable development.

3.1 International Accreditation

LZU was accredited and re-accredited by AMBA in September 2014 and 2017 respectively; the eligibility application of AACSB was received by AACSB Initial Accreditation Committee (IAC) in November 2017 and the mentor has been visited LUSM in May 2018; also, we have signed PRME in January 2018. The original aim of its engagement in the accreditation process is to “promote the development by the accreditation”. In other words, by strengthening the disciplinary construction, management effectiveness and core competitiveness of LUSM, LZU can promote its management education in line with international standard, and by an example of enhanced internationalization, the university can widen and upgrade its international cooperation channels as well as its international recognition.

By reviewing the whole accreditation process, LZU considers that the accreditation has played a vital role in the quality upgrading of all its degree programs, and in the internationalization of its LUSM. LZU appreciates reviewers’ efforts for their help. These pertinent and constructive criticisms, suggestions and comments have offered guidance and external views to promote the development and continuous improvement of its professional degrees.

In summary, LZU and LUSM have accumulated the following valuable experiences:

- **Clarification of development ideas.** While interpreting the accreditation standards, LZU and LUSM have clarified the relationship of university’s and school’s mission, vision, strategy and educational ideas by way of self-assessment, bench-marking, and extensive dialogues with stakeholders. With the emphasis on consistency, the international accreditation process has helped LZU and LUSM to review and improve in a systematic manner LUSM’s development strategy, resource integration, and performance evaluation, and the strategy and features of all its programs have also been reviewed.
• **Construction of quality assurance system.** Through the systemic assessment of its strategy, program features and curriculum as well as the key data and materials of its development, LUSM has developed its new curriculum system in line with international management trends, students’ demands and accreditation standards. By way of enhancing the consistency and relevance of the rules, procedures and systems of all its degree programs, LUSM has established a management system for quality assurance and continuous improvement.

• **Accumulation of management experience.** Through the involvement of stakeholders such as faculty, students, alumni and employers during the accreditation process, LUSM has got a further understanding of the trends and rules of international management education, and has developed a dedicated team for international accreditation and quality assurance. And it has accumulated valuable experience, especially in terms of governance building, resource allocation, quality management and student growth.

• **Promotion of stakeholder involvement.** Through the interaction with and involvement of faculty, students, alumni, employers and other stakeholders, LUSM has strengthened its ability in resource integration, and has enhanced the cohesion, the sense of pride and responsibility of its faculty and staff teams. And by enriching the channels and forms of communication and interaction with stakeholders, LUSM has harvested more identification and support for all its degree programs and for LZU as well.

• **Upgrading of the school's brand.** Through the extensive network and education resources of international accreditation, LUSM has now a better international platform for academic exchanges, education cooperation and faculty-student overseas training, with more internationalized opportunities of visits, internships and jobs. And by participating in AMBA and AACSB conferences, LUSM has also improved the international recognition, competitiveness and brand value of the school as well as all its degree programs.
3.2 Success Plan

The “Success Plan” is derived from the motto “The learning of management is the learning of heading for success” of LUSM, consisting of Academic Activity Month (AAM), The Program of After-Class Scientific Innovation Cultivation for College Students and The Mentorship Plan. In 2014, the “Success Plan” was awarded the first prize of Higher Education Excellent Teaching Achievement and it has already formed the main study form and systematic innovation platform for undergraduates in LUSM.

- **Academic activity month**

  Academic activity month (AAM) was launched in 2006, with the original intention of cultivating the undergraduates with open academic view and research-based academic conscience and exploring the cultivation mode of undergraduates in comprehensive universities. As a supplementary link with classroom teaching, academic activity month plays an academic leading role by holding a series of high-level academic lectures and reports for more than one month, which provides a platform for undergraduate students to feel the academic charm, understand the frontier and dynamic development of management discipline, communicate with academic experts at home and abroad, so as to form an open academic vision, improve their ability of management theory learning and problem solving, and to establish self-confidence in management research and practice.

- **Program of after-class scientific innovation cultivation for college students**

  Aiming to cultivate the undergraduates with the interest in scientific research and exploring the unknown, stimulate the innovation thinking and innovative consciousness of the students, the program was launched in 2007, which is a practice platform to cultivate and promote undergraduate students’ ability of scientific research and innovation. Students can form a research team to conduct innovative research freely under the guidance of LUSM’s faculty. The process is composed by topic selection, contents and methods determination, on-the-spot investigation, data processing and analysis and summary report writing.

- **Mentorship plan**

  The plan aims at cultivating the excellent undergraduates who are willing to engage in scientific research of the mentor’s team in advance, accept more strict research training and become the source of postgraduate.
3.3 Students’ Leadership and Social Responsibility

Since 2014, the Pilot Program for Research and Studies of Students’ Leadership and Social Responsibility have been successfully held, training 110 students and have achieved fruitful results.

Guided by the actual social problems of the country and region, and based on innovative entrepreneurship, scientific research projects and practical simulation operations, the Pilot Program designs and organizes courses to improve students’ capability and competency, inspire their innovation thinking, and enhance their decision-making ability, through diversified, interactive and integrated program forms, focusing on the improvement of students’ concept and ability of leadership and social responsibility as well as special training on practice through actions. Excellent students will have the opportunity to receive financial support to attend the World University Leaders Seminar, to visit and discuss with top universities and institutions abroad and to communicate with university leaders from all over the world. Through the program, we empathize on promoting students’ ability of thinking and analyzing, autonomic learning, research consulting, decision making, practice innovating and international vision broadening; focus on cultivating students’ self-consciousness, civic and responsibility; and stress on forming students’ soft skills of steadfast, honest and cooperative.
3.4 Experimental or Practice Teaching

LUSM actively explores teaching modes covering all kinds of action learning and integrated practice, which has introduced double-tutor training mode, established practice bases, carried out mobile classes, and finished complete reports of case analysis report and enterprise diagnosis. In the past three years, LUSM has organized 86 mobile classes and held four case contests involving 1210 students. More than 190 cases have been completed and 91 of them were selected as excellent cases. Through strategic cooperation and interaction with the business community, LUSM has deepened and updated its understanding of all its degree programs, and clarified the requirements of society for business students. What's more, through interaction, students' ability of applying theory in practice, analyzing and solving practical problems has been improved.

- **Collaborative faculty and joint education base**

  Aiming to enhance students’ practical ability, LUSM has strongly enforced practical teaching with a couple of mechanisms. Firstly, the school has introduced a system of Double Tutors, where LUSM’s faculty, in cooperation with its collaborative faculty (invited professionals and experts with rich experiences in the relative fields) guide the students or co-teach courses. Secondly, joint education bases are built to provide a systematic way to support joint education.

- **Management simulation**

  This learning simulates corporate operations, where the students are exposed to the real-life management situations. Owning to its special features of interaction and competition, this learning mode can greatly stimulate students’ senses, enhance their memory of what they have learned, and help them apply the management approaches and methods to their practical work.

- **Mobile class and overseas tours**

  These are in-depth company visits so as to know the development trends and difficulties of different industries and sectors. Supported by LUSM's alumni network, those off-campus programs have been especially encouraged to organize mobile classes to enhance students’ learning experiences. For overseas study tours, they are primarily organized for EMBA students, and also open to students of all other programs. This is quite helpful to broaden students’ international vision and perspective. For five consecutive years, LUSM and University of Nevada, Reno have jointly offered an integrated online business strategy confrontation course. Each year, it organizes 60 participants from 12 teams to compete online in full English with other teams from more than 600 elite business schools around the world.
Case competition

Case competition has become a featured component of MBA/MPA education at LUSM. Originated from urgent practical issues of students’ companies or their posts, cases are introduced into the classroom discussion. For courses of a practical nature, “student cases” are introduced, where the cohort will be divided into several teams, and based on students’ working experience and management theories, each team will choose a valuable practical problem to share and to discuss with all the members of the cohort. The practical issue to be discussed can either be problem-solving oriented or merely of an experience-sharing nature.
### Summary of MBA cases

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<th>Grade</th>
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<th>No. Of Teams</th>
<th>Average Number of Teams</th>
<th>No. Of Excellent</th>
<th>Excellent Proportion</th>
<th>No. of awards</th>
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<td>2014</td>
<td>298</td>
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<td>9.31</td>
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<td>2015</td>
<td>308</td>
<td>79</td>
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<td>40</td>
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<td></td>
<td>2016</td>
<td>335</td>
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<td>20.00%</td>
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### 3.5 Integrative Management Service Platform

These platforms have been initiated during the first accreditation process of AMBA to promote the interaction between government, companies, universities and research institutes. With the characteristics of interactivity, innovation and integration, it has integrated functions of management education, corporate consultation, government think tank and EDP programs. By focusing on the key development issues of the region, they have not only provided proactive and strategic political policy suggestions as well as solution projects, and have also produced practice bases and teaching cases for all the programs at LUSM.

- **Transformational development for resource-centered cities and companies.**
  
  Based on the disciplinary fusion and innovation of its business administration, public administration and information management, LUSM will strengthen its coordinated innovation with LZU’s disciplines of resource and climate change, regional economics, recycling economics, biological economics and material sciences. Taking the transformation and innovation of the resource-centered cities and companies in north-west China as research objects, the school will achieve break-through in such issues as transformation innovation model and management and development of recycling economy.

- **Minority economy development and business administration.**
  
  Through combination with LZU’s advantageous disciplines such as northwestern minority development, minority administration and development, pasture, plant, zoology, and dry-land agriculture, LUSM will help to solve the major issues of management, technology, talent and market for the development of minority economy, and it will form strengths of all its programs, and develop selling-point of its EDP program centered on minority economy’s development and innovation.
Chinese cultural resource development and management.
Aiming at Gansu Chinese Civilization Inheritance and Innovation Zone, LUSM gives full play to the research strength of Coordinated Innovation Centre for Western Cultural Industries, LZU's Chinese Cultural Resource Data Exploitation and Management Research Centre, and LUSM's Business Administration Research Centre, and it will also realize the resource integration of LZU's advantageous disciplines of Dunhuang Studies and Ethnic sciences. Focusing on Chinese cultural resources development and management, the School will conduct research in the fields of resource exploitation and business model, cultural industry policies, cultural resource data exploitation and management, cultural resource product's design and development, and cultural resource related investment and finance, forming distinguished features of its MBA and EDP programs.

Unveiling ceremony of Chinese culture resources data development research center 2014

(President of LZU, Mr. WANG Cheng, on the right)
Principle 4 Research

LUSM has always put scientific research work in a prominent position, and actively taken measures to encourage teachers to engage in scientific research and improve their research level. It has made great progress in cultivating students’ innovative ability and developing scientific, technological and management innovation. Based on the principles of comprehensiveness, integration, flexibility and openness, it has “6+1” institutes, which are Strategy and Organization Management, Operation and Financial Management, Crisis Information Management, Service Management, Sustainable Development and Environmental Management, and a Research Institute of Management Education to support the school’s education quality improvement. Besides those institutes, to better integrate LZU’s resources and assorted social resources, LUSM has 2 entity centers and 3 virtual centers. For entity centers, the school has China Research Center of Performance Management (under which there is a Territorial Government Performance Evaluation Center and a Public Management Research Center for Western China), and Enterprise Innovation Center. The virtual centers are, Virtual Organization and Service Science, Chinese Cultural Resource’s Digital Development, and LZU’s Management Science Institute (Shenzhen).
4.1 Research Quality

By adhering to the principle of respecting the mainstream, feature building, theory innovation and practice orientation, and centered on the key issues of management practice and local development, faculty of LUSM have taken the lead in several fields of business administration and public administration, enjoying recognition and appreciation at home and abroad. 8 featured high-level research directions have been formed now at LUSM, with a number of research outcomes enjoying national and international influence.

<table>
<thead>
<tr>
<th>Item</th>
<th>Research Directions</th>
<th>Major Research Issues</th>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategy and innovation and entrepreneurship</td>
<td>Corporate entrepreneurship, International entrepreneurship and internationalization of Chinese firms, Technology innovation and business model innovation, Sustainable innovation and entrepreneurship, Environment strategy</td>
<td>Business Administration</td>
</tr>
<tr>
<td>2</td>
<td>Organizational behavior and human resource management</td>
<td>Human resource practice with Chinese characters, Employee behavior and management in complicated environment, Talent incentive system building in industrial transformation, Business administration for private firms in ethnic regions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Operations management and decision-making science</td>
<td>Flexible project management, Digitized project management, Smart and green manufacturing, Management decision-making driven by data, Cooperation innovation in internet environment</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Marketing and e-commerce</td>
<td>Sensory marketing, Consumer behavior with a physiological medicine perspective, Marketing strategy with a government perspective, E-commerce</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Accounting and finance</td>
<td>Professional judgment and decision-making, Investment decision in conditions of uncertainty, Creative art pricing and investment</td>
<td>Accounting</td>
</tr>
<tr>
<td>6</td>
<td>Government performance management</td>
<td>Fundamental theories, System and Data-base building</td>
<td>Public Administration</td>
</tr>
<tr>
<td>7</td>
<td>Public security management</td>
<td>Public crisis management, National security</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sustainable and environment management</td>
<td>Ethnic region governance, Sustainable development based on western China’s traits</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Research Outcome

In the past 3 years, the faculty of LUSM has hosted 29 projects supported by National Natural Science Foundation (NNSF), National Social Science Foundation (NSSF), and Social Science Foundation of MOE (SSF), as well as over 130 projects at provincial level or above and for consultation. With these, the school has accumulated 20 million RMB for its research. Totally 345 quality papers indexed by CSSCI, and 16 high-quality papers indexed by SCI and SSCI. At LZU, the volume and quality of LUSM’s national research projects, research funds and research papers makes its ranking the first place in all the schools and disciplines of social sciences.

- **Academic papers**
  During the period 2015-2017, through cross-disciplinary integration, and centered on LUSM’s featured research, the faculty of LUSM has published 345 quality papers indexed by CSSCI, and 16 high-quality papers indexed by SCI and SSCI. In the fields of operations’ modelling and application, optimization of supply-chain, gaming in carbon-emission reduction, auditing strategy, customer knowledge management, and team management, the faculty of LUSM has conducted frontier explorations of national and international influence.

- **National level projects**
  During the period 2015-2017, the faculty of LUSM has hosted more than 18 projects supported by National Natural Science Foundation (NNSF), National Social Science Foundation (NSSF), and Social Science Foundation of MOE (SSF). For the 6 projects of NNSF, LUSM has 6 generic projects and 4 youth projects, and for 12 projects of NSSF, the school has 3 key projects. Together with 134 provincial or ministry or company projects, the school has accumulated more 20 million RMB (288 million USD) in the past 3 years for its research. With these projects, the research of LUSM’s faculty, in the fields of government performance management, entrepreneurial team building, virtual company, employee’s value on salary, ethnic autonomy, central-Asia studies, big-data and modern city management, have been recognized in their respective domain and received the national support in their research.

- **Cases**
  During the period 2015-2017, through LUSM’s incentive policies and training measures, the faculty of LUSM has published 12 cases listed in the annual Top 100 MBA Cases Selection of China and 19 of influential monographs and text books in authoritative presses in China. In 2015, 6 cases of LUSM has been submitted for election of Top 100 MBA Cases, and two of these cases have won the prize of being selected into the database. In 2016, 15 cases of LUSM have been submitted for the Top 100 MBA Cases, reaching the maximum quota for each university. In 2017, 8
cases of LUSM have been submitted and 4 of them have been selected into the database.

LUSM's top 100 MBA cases of China

<table>
<thead>
<tr>
<th>Item</th>
<th>Faculty</th>
<th>No.</th>
<th>Case Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CHEN Shicheng, HE Lihong</td>
<td>MSL-0056</td>
<td>Optimization decision-making analysis on the itinerary selection for second distribution of refined oil in cities: the case of SY company (1)</td>
<td>2015</td>
</tr>
<tr>
<td>2</td>
<td>JIA Xudong</td>
<td>STR-0386</td>
<td>Where to go for the purchased “mask king”?</td>
<td>2015</td>
</tr>
<tr>
<td>3</td>
<td>YUAN Chun</td>
<td>MKT-0345</td>
<td>Service management of Chai Tang chafing dish</td>
<td>2015</td>
</tr>
<tr>
<td>4</td>
<td>XU Xiaofeng</td>
<td>MIS-0115</td>
<td>The OTO transformation of Ganlu Diary Group</td>
<td>2016</td>
</tr>
<tr>
<td>5</td>
<td>HE Lihong, YANGLixiong, ZONG Shengliang</td>
<td>MSL-0065</td>
<td>Optimization decision-making analysis on the itinerary selection for second distribution of refined oil in cities: the case of SY company (2)</td>
<td>2016</td>
</tr>
<tr>
<td>6</td>
<td>HE Xin, ZHAO Yanhai</td>
<td>STR-0544</td>
<td>From Made in China to Invented in China: Industrial upgrading of traditional manufacturing of Longxing Group</td>
<td>2016</td>
</tr>
<tr>
<td>7</td>
<td>SUN Yan</td>
<td>FAM-0333</td>
<td>Exploration path of internal control system of M company's business outsourcing</td>
<td>2016</td>
</tr>
<tr>
<td>8</td>
<td>JIA Mingqi</td>
<td>FAM-0336</td>
<td>From EVIE to AA Shares: the strategic revolution and stock legend of storm player</td>
<td>2016</td>
</tr>
<tr>
<td>9</td>
<td>SHAO Jianping</td>
<td>HRM-0272</td>
<td>It's money that causes trouble?</td>
<td>2017</td>
</tr>
<tr>
<td>10</td>
<td>LI Mei</td>
<td>FAM-0413</td>
<td>Bottom up “fictional” insider: Liaoning Zhenlong IPO financial fraud</td>
<td>2017</td>
</tr>
<tr>
<td>11</td>
<td>JIA Mingqi</td>
<td>FAM-0414</td>
<td>From &quot;unlisted&quot; to A-share: Listing decision of SF Express</td>
<td>2017</td>
</tr>
<tr>
<td>12</td>
<td>JIA Xudong</td>
<td>STR-0642</td>
<td>Service strategy transformation of Shenzhen Airlines</td>
<td>2017</td>
</tr>
</tbody>
</table>

**Teaching awards and honors**

In the recent years, with improvement of its research and teaching quality, the faculty members of LUSM have won a number of awards and honors in regard to teaching at national, ministry and provincial level. This include one national level Excellent Teacher, 2 provincial Excellent Teachers, 3 New Century Excellent Talents of MOE, and 4 faculty have been elected as members of national or ministerial education supervision committees.
## LUSM’s high-level teaching awards and honors

<table>
<thead>
<tr>
<th>Item</th>
<th>Award Title</th>
<th>Number of Winners</th>
<th>Faculty Receiving the Award or Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Excellent Teacher</td>
<td>1</td>
<td>BAO Guoxian</td>
</tr>
<tr>
<td>2</td>
<td>Excellent Teacher of national “10,000 Experts Plan”</td>
<td>1</td>
<td>BAO Guoxian</td>
</tr>
<tr>
<td>3</td>
<td>National Model Worker</td>
<td>1</td>
<td>BAO Guoxian</td>
</tr>
<tr>
<td>4</td>
<td>State-Council Allowance Experts</td>
<td>3</td>
<td>YANG Shu, BAO Guoxian, SHA Yongzhong</td>
</tr>
<tr>
<td>5</td>
<td>New Century Excellent Talent of MOE</td>
<td>3</td>
<td>SHA Yongzhong, CHAI Guorong, ZHANG Guoxing</td>
</tr>
<tr>
<td>6</td>
<td>Member of MOE’s Teaching Supervision Committee</td>
<td>3</td>
<td>SHAO Jianping (Business Administration), SHA Yongzhong (Library science), TIAN Zhonghe (Accounting), HE Wensheng (Public Administration)</td>
</tr>
<tr>
<td>7</td>
<td>Member of China National MBA Supervisory Committee</td>
<td>1</td>
<td>BAO Guoxian</td>
</tr>
<tr>
<td>8</td>
<td>Bao-Steel Excellent Teacher</td>
<td>4</td>
<td>BAO Guoxian, SHA Yongzhong, LI Shaohui, HE Lihong</td>
</tr>
<tr>
<td>9</td>
<td>Provincial Excellent Teacher</td>
<td>2</td>
<td>BAO Guoxian, TIAN Zhonghe</td>
</tr>
<tr>
<td>10</td>
<td>Provincial Leading Expert</td>
<td>4</td>
<td>BAO Guoxian, SHA Yongzhong, LI Shaohui,DING Zhigang</td>
</tr>
<tr>
<td>11</td>
<td>First Prize of Provincial Teaching Achievement of Higher Education</td>
<td>2</td>
<td>BAO Guoxian, HE Wensheng</td>
</tr>
<tr>
<td>12</td>
<td>Bureau-level Prize of Provincial Teaching Achievement of Higher Education</td>
<td>3</td>
<td>HE Lihong, LUO Yunzhong</td>
</tr>
<tr>
<td>13</td>
<td>Provincial Excellent Course</td>
<td>3</td>
<td>BAO Guoxian (Principles of Management) TIAN Zhonghe (Principles of Accounting) HE Lihong (Operational Research) ZHAO Yanhai (Corporate Strategic Management)</td>
</tr>
<tr>
<td>14</td>
<td>Provincial Excellent Expert</td>
<td>1</td>
<td>BAO Guoxian</td>
</tr>
<tr>
<td>15</td>
<td>Provincial Youth Teaching Talent Award of Higher Education</td>
<td>4</td>
<td>HE Lihong, CHAI Guorong, HE Wensheng, SHAN Feifei, TU Xingyong</td>
</tr>
<tr>
<td>16</td>
<td>Guohua Excellent Scholar Award</td>
<td>1</td>
<td>LI Shaohui</td>
</tr>
<tr>
<td>17</td>
<td>Provincial Characteristic Specialties</td>
<td>1</td>
<td>SHAO Jianping (Human Resource Management)</td>
</tr>
</tbody>
</table>
**Principle 5 Partnership**

For LUSM, the maintenance of its close connection to business world and stakeholders is one of the key measures to achieve its mission. LUSM has formed its integrated management service platform through completed governance to maintain active and close contact with local governments, enterprises, institutions and various social organizations through stakeholder’s participation, EDP and consultation programs implementation, internship base construction, alumni development, and other channels.

**5.1 Governance**

The governance at LUSM is characterized by professors’ governance and assorted stakeholder participation. With six interdependent and interactive governing bodies, which are the basic structure for the development of LUSM, we have made achievements in system optimization, co-governance and objectives supporting. Following are the governing bodies at LUSM:

- **Professors’ committee.** Composed of all the full professors of LUSM, this committee is responsible for the disciplinary construction, scientific research, faculty team building, selecting and training of innovative talents. It is the highest decision-making body of the school in regards to its academic affairs and disciplinary construction, and it guides the functions of its sub-committees, including an academic committee, a degree committee and an education supervision committee.

- **International advisory committee.** Composed of representatives from strategic employers, faculty, alumni, staff, students and strategic partners, this committee is responsible for the revision and consultation for the long-term strategies of the school.

- **School affairs committee.** Composed of faculty, staff and student representatives, this committee is responsible for the democratic decision-making and management within the school. At present, this function is assumed by the school’s joint meeting of LUSM’s leaders.

- **Dean’s meeting.** This meeting is responsible for the coordination of daily operations and administrative duties, and also responsible for the implementation of all major decisions of the school.

- **General meeting of faculty and staff.** This is the main occasion where the faculty and staff can execute their right of democratic participation and supervision to protect their democratic rights and interests.

- **Student and alumni organizations.** With the support of its student’s union (for
students on campus) and the alumni association, LUSM’s students’ auto-governed organizations, take an active part in the school’s affairs, by offering advice and suggestions for the school’s development, and providing various feedback.

5.2 Operation System

LUSM applies a network operation system to integrate its entity and virtual organizations, which can be summarized as a “4321” system. The operation system chart is shown as follow. The full-line boxes represent entity organizations while those in dotted-line boxes are virtual organizations.

- **4 operation platforms.** Strategy (strategic planning), research (scientific research), teaching (teaching management), and service (administrative support), which are mutually independent to promote the overall development of the school.

- **3 functions of control.** Where by core functions of strategic management, resource allocation and service support, the school controls its operations.

- **2 types of research organizations.** Including project teams and research institutes/centers. The project teams are research teams constructed according to faculty’s research speciality and interests. The research institutes are LUSM’s internal research organizations centered on research fields, while the research centers are for the promotion of cross-university and interdisciplinary research.

- **1 operation mechanism.** It is namely the virtual operating mechanism based on entities, to widely coordinate and integrate school’s internal and external resources.

Organizational chart of LUSM
5.3 Relation to Business

LUSM has always maintained close contact with local government, enterprises and institutions as well as its strategic employers, student employers and stakeholders (community, government, school functional agencies) for advice and suggestions. The involvement of these business leaders has not only provided the newest development trends and demands, but also has helped the school on reviewing its strategy and curriculum. And it provides the platform for the School and its students to get the most timely and efficient information on its governance, strategy review, teaching plan formulation and updating. The measures taken are listed in the following.

- **Stakeholder’s participation in the education process.**
  In student’s internships, activities, donations, and relative education stages, LUSM’s stakeholders have taken an active role as experts, consultants, second tutors, and employer representatives. It is especially the case for students’ admission, thesis preparation, thesis defense, and graduation ceremony.

- **EDP and consultation programs implementation**
  Through the executive education and consultation programs, LUSM has made intellectual contributions to its strategic employers as well as the local government. By doing this to provide a platform for entrepreneurs to cooperate, communicate with each other and learn from each other. LUSM’s programs adopts a rigorous class teaching management system, including classroom teaching, case analysis, thematic discussion, investigation and research and other forms of training. In the increasingly fierce market competition environment, to help entrepreneurs successfully cope with the challenges of industrial adjustment, enterprise strategic transformation, business model innovation and so on.

- **Internship base construction**
  Since 2012, with the help of its stakeholders such as alumni, local governments and strategic employers, LUSM has created 70 internship bases in Guangdong, Shanghai, and 5 neighboring provinces in north-western China. While constructing these internship bases, LUSM has established a cooperation mechanism of mutual benefits and development with the stakeholders. In the course of the internship base construction, LUSM and its stakeholders have established mutually beneficial cooperation mechanisms. At present, LUSM has implemented corresponding management systems in social practice, employment and entrepreneurship, voluntary service and etc., and formed better practice foundation in Gansu Province and beyond, especially in summer practice, employment probation, community service and help of vulnerable groups.

- **Alumni development**
  LUSM always takes alumni as the precious wealth, as well as important participants to the School development. LUSM has set up the alumni office, in the purpose of constructing alumni network platform and improving alumni database, serving as the
communicating stage for all alumni. Branch alumni association were set up in Guangdong, Shanghai, Beijing and Lanzhou. Based on the active stance by LUSM to organize activities as lectures, reports, and seminars, and build alumni associations in different regions, the alumni course is strongly promoted and all the alumni could get an opportunity to acquire knowledge, expand social resources, and co-establish cooperative channels. Over past few years, LUSM has cultivated and transported more than 20,000 managerial talents to the nation and society. These alumni, on one hand, are diligently devoted to their work; on the other hand, contribute a lot to the alma mater, all of which make them the hard core to the School.

LUSM's alumni sub-associations

<table>
<thead>
<tr>
<th>Item</th>
<th>Branches of Alumni Associations</th>
<th>Date of Foundation</th>
<th>Main Service Region</th>
<th>No. of Active Directors</th>
<th>Events Held Last Year</th>
<th>Examples of Main Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gansu</td>
<td>Jul.27, 2014</td>
<td>Gansu and North-western China</td>
<td>112</td>
<td>8</td>
<td>Alumni entrepreneurs dialogue, donation</td>
</tr>
<tr>
<td>2</td>
<td>Beijing</td>
<td>Jul.27, 2014</td>
<td>Beijing and Northern China</td>
<td>39</td>
<td>12</td>
<td>Visiting alumni's companies, organize learning activity</td>
</tr>
<tr>
<td>3</td>
<td>Shanghai</td>
<td>May 20, 2014</td>
<td>Yangtze River Delta</td>
<td>28</td>
<td>2</td>
<td>Hiking on Huihang ancient business road, visiting alumni's companies</td>
</tr>
<tr>
<td>4</td>
<td>Guangdong</td>
<td>May 18, 2014</td>
<td>Pearl River Delta</td>
<td>54</td>
<td>8</td>
<td>Hold alumni seminar, hold investment salon</td>
</tr>
</tbody>
</table>

5.4 International Cooperation

Effective progress has been achieved through LUSM’s internationalization strategy. Relying on its international partners, LUSM has provided diversified international exchange opportunities for all its programs. Each year, besides those degree/academic year exchange programs, and overseas trips, LUSM encourages and sponsors its students to attend assorted international forum and summit for university students as well as specialized competitions. At the same time, the school has also received more than 100 international students from a dozen countries such as Japan, Korea, Russia, and Ukraine in its academic degree programs.

- **Partners universities and schools.**
  LUSM has built cooperative partnership with more than 34 foreign and overseas institutions, including Mark O. Hatfield School of Government of Portland State University (USA), Leipzig Graduate School of Management (Germany), Rotterdam School of Management of Erasmus University (Netherlands), Telecom Ecole de Management (France), Copenhagen Business School (Denmark), Business School of University of Wolverhampton (UK), and etc.
- **Cooperation fields**
  - *The Cuiying Professor Plan.* LUSM makes full use of such political resources of LZU’s as the “Cuiying Plan of Talents” to invite scholars from world famous universities, where by joint research and guided research to upgrade the academic research level of the school’s faculty.
  - High-level research teams building. LUSM constructs high-level research teams with discipline integration and problem-solving as orientation. And by supporting its faculty’s participation in international conferences, encouraging them to publish in high quality international journals, and promoting their engagement of international joint research, the school further widens and deepens its international cooperation and exchanges.
  - International academic conferences and research method workshops. LUSM hosts and organizes a series of international academic conferences or research method workshops to upgrade its faculty’s global vision and research methods, through which the school has enlarged its international reputation and impact.
  - Joint education of undergraduates and postgraduates. LUSM has partnerships of exchange and cooperation with 29 world reputable business and public administration schools, of which 21 agreements or memorandum are in place. These partnerships and agreements are for the joint education including student exchange, joint-research, summer school and overseas tours.

- **Cooperation outcomes**
  Over the past five years, 145 foreign exchange visits have been conducted, including 113 international conferences, academic and work visits, 20 academic exchanges and 12 refresher training visits.
Principle 6 Dialogue

LUSM adheres to its mission to serve the local development with academic research outcomes, managerial knowledge and technology. It has provided service to government, company and assorted organizations in Gansu, and other regions and provinces as well. These services are characterized by diversified cooperation mode, long-term service mechanism and remarkable economic benefits.

6.1 Academic Exchange

Academic exchange activities are one of the necessary means to improve teaching skill, scientific research strength, and academic level to enhance its comprehensive competitiveness of universities and schools. LUSM actively carries out diversified academic exchanges, which aims to build a platform for teachers and students to acquire the latest academic information and trends, broaden their knowledge, expand the channels for face-to-face exchanges with the outside world, especially with international outstanding experts and scholars, and improve teachers' academic level.

- **International conference on government performance management and leadership**
  
  Sponsored by LUSM, Mark O. Hatfield School of Government of Portland State University (USA) and Graduate School of Public Administration of Waseda University (Japan), the Symposium was initiated and launched in 2009, which takes the form of rotation and is held every two years. The conference aims to explore new hot research issues in the field of global government performance management and performance leadership, share the latest research results in this field, promote the integration of theoretical research and government governance practice, further strengthen the leadership of public institutions, and enhance the performance of Chinese and foreign government organizations and their civil servants. Up to now, the conference has been successfully held for five times.
• **Research workshops**

As the organization and journal of world-wide influential, every year, *Asia Academy of Management* (AAOM) and *Asia Pacific Journal of Management* (APJM) brings academic thinking feast to management researchers from all over the world, and by holding paper development workshop (PDW) to provide guidance of high level research paper for management scholars. Over the past two years, LUSM, the Department of Management of the Chinese University of Hong Kong and the Asian Management Society has successfully organized workshops on organizational behavior and human resources management, AAOM/APJM paper development and research method workshops. Those workshops invite renowned scholars at home and abroad to conduct lectures on frontier research methods to enhance exchanges among universities as well as to promote academic and research levels in related fields.

![Research Method Workshop for MBA faculty 2017](image1.jpg) ![AAOM/APJM Paper Development Workshop 2017](image2.jpg)

• **MBA teacher training**

The "**MBA Teacher Training Plan for Universities in Western China**" is an important public welfare project sponsored by *China National MBA Education Supervisory Committee*. In July 2009, LUSM and Yangtze Business College jointly organized the **Third MBA Teacher Training for Universities in Western China** sponsored by the **Office of the State Council Academic Degrees Committee** and **China National MBA Education Supervisory Committee**. More than 100 MBA teachers from 25 universities in western provinces participated in the training. The training has played a positive role in improving teaching level of MBA teachers, strengthening exchange of advanced teaching experience, and promoting internationalization of MBA teaching in universities of Western China. It has been highly recognized by the sponsors and widely praised by universities and teachers in Western China.
6.2 Government and Enterprises Partnership

In the field of modernization of agriculture, manufacturing firm’s transformation into service, ethnic region's development, exhibition industry development, industry layout design and tourism development on BRI, and creative art industry development, LUSM has conducted thematic study and consultation. Each year, LUSM actively promotes Lanzhou University's brand in all kinds of government-enterprise interaction, and organizes a series of special activities, which has won praise from all walks of life.

- **Lanzhou summit**

  This is a high-end forum initiated and organized by LUSM, sponsored by Bank of Gansu. By creating a new platform to integrate resources of government, university and companies, the form has now become one of the most important occasion for experts, officials and scholars at home and abroad to discuss the key issues for the region. Also during this forum, LUSM has published a series of reports on Industrial Development and Management Research of Gansu. Among these reports the Research Report of Manufacturing Industry’s Transformative Service Development, and the Report of Gansu’ Opening-up Index, have been served as in-depth analysis report for government policy-making, and corporate strategy orientation. All these have been widely reported and appreciated by media in the region and nationwide.
Lanzhou summit - Opportunities and challenges of developing westward-Gansu in the BRI 2015

Lanzhou summit - Sustainable development of Gansu in the BRI 2016

Lanzhou summit - Gansu in the new era- its reform and innovative development 2017
### Themes and report titles of Lanzhou summit

<table>
<thead>
<tr>
<th>Item</th>
<th>Year</th>
<th>Theme</th>
<th>Report Title</th>
</tr>
</thead>
</table>
Report on the mechanism of tourism cooperation in the Silk Road Economic Belt and the development of inbound tourism in Gansu  
Report on the industrialization of cultural resources in Gansu  
Report on e-commerce in Gansu  
Report on the development of manufacturing service in Gansu  
Report on Chain Store Development in Gansu  
Report on energy saving, emission reduction and economic growth in Gansu based on policy coordination  
Report on industry, resources and market management in Western and Central Asian countries |
Report on collective land transfer in Gansu: 2015  
Report on the modern system perfection of countermeasures of private enterprises in Gansu  
Report on the development strategy and path of Gansu Convention and exhibition industry  
Report on the development strategy of cultural industry in ethnic minority areas of Gansu  
Report on the development of PPP mode in Gansu  
Report on the protection of competitive advantage and the strategic development of human resources in Gansu  
Report on Gansu’s opening up index  
Report on the brand image building and dissemination of Gansu under the “Internet +”  
Report on safety risk of the Silk Road Economic Belt |
Report on green innovation index in Gansu: 2016  
Report on new type of rural cooperative medical system in Gansu: 2016  
Report on the construction of ecological civilization and water saving society in Gansu  
Report on the development of amusement industry in Lanzhou |
Annual development meeting
Since its founding in 2004, LUSM has an annual development meeting system. This is one of the most important means and main platform for the School to discuss its mission and development priorities. On this occasion, all the faculty and staff of the school, student representatives, employers, strategic partners and university leaders gather to discuss important issues relating to LUSM’s development. Since the founding in 2004, the following development themes have been discussed.

<table>
<thead>
<tr>
<th>Item</th>
<th>Year</th>
<th>Development Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2005</td>
<td>Discipline construction and development strategy</td>
</tr>
<tr>
<td>2</td>
<td>2006</td>
<td>School culture and discipline construction</td>
</tr>
<tr>
<td>3</td>
<td>2007</td>
<td>Quality, implementation and discipline construction</td>
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<td>4</td>
<td>2008</td>
<td>Team development and discipline construction</td>
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<td>5</td>
<td>2009</td>
<td>Performance management and discipline construction</td>
</tr>
<tr>
<td>6</td>
<td>2010</td>
<td>Digitization, management system innovation and discipline construction</td>
</tr>
<tr>
<td>7</td>
<td>2011</td>
<td>Reflection and adjustment: rational logic of discipline construction</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>Quality enhancement and system innovation</td>
</tr>
<tr>
<td>9</td>
<td>2013</td>
<td>International accreditation and School’s transformational development</td>
</tr>
<tr>
<td>10</td>
<td>2014</td>
<td>Governance innovation and major development</td>
</tr>
<tr>
<td>11</td>
<td>2015</td>
<td>Internet thinking and coordinated development of LUSM</td>
</tr>
<tr>
<td>12</td>
<td>2016</td>
<td>Construction and development of first-rate discipline in transformational development</td>
</tr>
<tr>
<td>13</td>
<td>2017</td>
<td>Education quality enhancement in the &quot;Double First-rate&quot; building</td>
</tr>
</tbody>
</table>
6.3 Regional Embeddedness

Gansu is an important birthplace of Chinese civilization and farming culture and a crucial energy logistics channel from inland to Western provinces, central Asia and Western Asia. It acts also as a bridge and link to promote the communication between eastern and western regions and to introduce inland areas to the west. Lanzhou University, as a national key comprehensive university located in the core node city of the Silk Road Economic Belt, has never stopped its research on the culture of the Silk Road. Faced with a series of historical development opportunities such as the BRI and “Building the Inheritance and Innovation Zone of Chinese Civilization in Gansu”, LUSM actively engaged in actively organizing the regional development forum and related activities. It aims at giving full play to regional geopolitical advantages, integrating all aspects of business education, culture, science and technology, and carrying out research in a broad field of vision and more practical cooperation, so as to promote exchanges and cooperation between the business schools of the countries and regions along the “Belt and Road”.

- Belt and Road forum for international business education

To promote the exchanges and cooperation among business schools along the Silk Road, on the successful foundation of the 1st Business School Dean’s Forum held in 2016 in Dunhuang during the 1st Silk Road (Dunhuang) International Cultural Expo, LUSM again organized the Belt and Road Forum for international business education on Sept. 27, 2017 in Dunhuang, with the great support from the Forum hosts as Lanzhou University, Foreign Affairs Office of Gansu Province, and Dunhuang Municipal Government. The Forum functioned as a platform for deans of business/management schools, renowned scholars, distinguished guests from governments and enterprises, and officers from international organizations of business education and accreditation, to discuss the role of business schools in facilitating the “B&R” construction, opportunities and challenges faced by Chinese enterprises in their foreign investment cause, industrial development, and innovation & entrepreneurship.

1st Business school dean’s forum in Dunhuang 2016 (on the left)
China MBA Yellow River rafting race

After years of hardship and growth, China’s MBA education is becoming mature, and has formed a unique community of China’s MBAs, playing an increasingly far-reaching role in its economic construction. With ambition and dedication, regarding honor and responsibility as life’s true meaning, this community interprets the spirit of China’s MBAs with action, and has become an important force to promote the economic development of China. To commemorate the 20th anniversary of China MBA education, sponsored by LZU and Lanzhou Municipal People’s government, and supported by the National MBA (MBA) Education Supervision Committee, the “Chinese MBA the Yellow River Rafting Race” has been held in the western city of Lanzhou in 2011. The event has combined the spirit of the Chinese nation with the modern business education, and has been of extraordinary significance and unique value.
Continuous Improvement Plan for Future

Against the challenges faced by education, and aligned with LUSM’s goal of fostering top business school in north-western China, the school will continuously improve itself in the following aspects so as to build its features and strengths.

- **Soft and Hard Ware Platform**

  **Integration of internal and external resources.** This requires innovations in the school’s governance and management system to integrate resources both within and out of LZU, and both at home and abroad. Firstly, LUSM will take an active part in building LZU’ new campus and in Yuzhong county of Lanzhou so as to solve the problem from its root. Then, the school will explore those innovative ways of education cooperation through integrative service platform, internship base, start-up incubator, and research institutes for industries. At the same time, by way of social donation and EDP program, the school will improve her infrastructure and other hardware through renting or co-construction.

  **Upgrading of the School’s competence.** By deepening its quality management, the School will continuously optimize its management system and management team through efforts of specialization, professionalization and digitization to upgrade its management effectiveness and service quality.

  **Enhancement of digital platform.** Through modern teaching and information system such as Blackboard as well as other facilities of multimedia, on-line and distance learning to improve the digitization level of education.

- **Course Development**

  **Transformation of featured research.** By taking the opportunity of BRI and “Chinese Civilization Inheritance and Innovation”, and the construction of Lanzhou New Area, to promote the research outcome transformation by integrative management service platform in fields of the Transformational Development of Resource-centred Cities and Companies, Minority Economy Development and Business Administration, and Chinese Cultural Resource Development and Management.

  **Course development committee.** LUSM has created two course development committees for all its programs. Composed of experts with senior academic and professional titles or positions, the committee aims: to evaluate, discuss and approve the education plan and curriculum of all its degree programs; to provide leading course development worldwide and guidance for teaching; and to recommend leading international teaching materials and cases.
On-line course development. Based on the competitive courses, high-level papers, localized cases, and integrative innovation developed from integrative management service platform and EDP programs, to develop on-line courses. At the same time, to diversify current courses and upgrade learning effectiveness with new learning methods such as reversed classroom, action learning and business simulation (BSG of McGill, and Cesim from Holland, for instance).

- **International Cooperation**

  Breaking through by “Belt and Road” program. By taking the opportunity of national strategy, to create a “Belt and Road” international program, supported by the international partnership of LZU and LUSM. Students from Central-Asia will be a focus with strengthened measures of scholarship and recruitment publicity.

  More international students for programs. By international website of students such as Keystone, to introduce LUSM’s programs, and to offer special care to international student by Chinese language training, daily-life assistance, scholarship, company visits and internships, etc.

  English course development. By deepening its cooperation with famous business schools in the USA and in Europe, to invite foreign faculty to deliver courses in English, and to guide young faculty of LUSM to develop English courses.

- **Alumni Development**

  Alumni activities. LUSM has her alumni association and dedicated staff for alumni office. In the future, its activities will be organized in a more systematic and regular manner through socialized operations. This will help LUSM to keep smooth contact with its alumni and to collect more resources for educational quality and impact improvement.

  Career development report of graduates. Since 2014, LUSM initiated the plan of tracking career development of the graduates and will publish report based on the survey results. Further, the report can be source of improving education plan and mode.

  Lifelong learning. LUSM will provide lifelong learning and communicating platforms for alumni through internet and virtual resources.
LETTER OF DEAN

To: PRME Steering Committee
c/o PRME Secretariat
United Nations Global Compact Office

Objet: Application for signatory of PRME

December 25th, 2017

Dear Sir or Madame,

This letter is to make you aware of our intent to become a signatory of PRME.

Founded in 1909 in the less developed north-western region of China, Lanzhou University (LZU) is one of the national key universities supported by its “985” project, “211 project”, and “double first rate” initiative of Ministry of Education. Inheriting the spirit of “constantly improving, blazing our own path” to serve for the social and economic development of western China, its School of Management (LUSM) was officially established in May 2004.

Upholding the mission “to develop leaders with global perspective, local commitment and social responsibility for western China and beyond”, LUSM is trying to make its programs the cradle of managerial talents with international vision in the less developed western business environment, and to be a leader in the continuous innovation in western China’s business education.

PRME’s contribution to the promotion of innovation and responsibility practice of global business education has attracted our greatest attention and interest for years. To better serve western China’s sustainable development and make our world a better place, we sincerely hope to become a signatory of PRME and will commit ourselves to implementing the Principles of PRME.

All the faculty, staff and students at LUSM will be engaged in this process. Any necessary assistance and instruction from you will be greatly appreciated. In waiting for your response, please accept our sincere thanks for your help and guidance and our best wishes for a smooth cooperation.

Yours sincerely,

Prof. Dr. HE Wensheng
Dean
School of Management, Lanzhou University
LETTER OF COMMITMENT

PRME Steering Committee
c/o PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

School of Management
Lanzhou University
No. 222, South Tianshui Road
Lanzhou, 730000
Gansu, P.R.China

December 25th, 2017

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, School of Management of Lanzhou University is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

Best Regards,

Prof. Dr. HE Wensheng
Dean
School of Management, Lanzhou University
## Appendix 3

### Learning goals and learning objectives of MBA program

<table>
<thead>
<tr>
<th>Learning Goals (LG)</th>
<th>Learning Objectives (LO)</th>
<th>Assessment Tools</th>
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<tbody>
<tr>
<td><strong>LG 1</strong> Students will understand and apply appropriate knowledge relevant to business context.</td>
<td>LO 1.1 Be able to understand and apply knowledge of management economics.</td>
<td>Final exam questions (including case study questions) of basic knowledge courses</td>
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<td>LO 1.2 Be able to understand and apply knowledge of organizational behavior.</td>
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<td>LO 1.3 Be able to understand and apply knowledge of human resource management.</td>
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<td>LO 1.4 Be able to understand and apply knowledge of marketing.</td>
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<td>LO 1.5 Be able to understand and apply knowledge of operation management.</td>
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<td>LO 1.6 Be able to understand and apply knowledge of strategic management.</td>
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<td>LO 1.7 Be able to understand and apply knowledge of corporate finance.</td>
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<td>LO 1.8 Be able to understand and apply knowledge of accounting.</td>
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<td><strong>LG 2</strong> Students will demonstrate that they can apply quantitative and IT tools to solve problems in business.</td>
<td>LO 2.1 Be able to skillfully apply quantitative tools and models to solve problems in business.</td>
<td>Final exam questions (including case study questions) of basic knowledge courses</td>
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<td>LO 2.2 Be able to skillfully apply IT tools to get access to modern business practice.</td>
<td>Business research report</td>
</tr>
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<td><strong>LG 3</strong> Students will possess oral and written communication skills in multicultural business context.</td>
<td>LO 3.1 Be able to tackle the communication problems in business.</td>
<td>Case discussion + Team Presentation + Defense</td>
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<td>LO 3.2 Be able to widen business horizon with professional English proficiency.</td>
<td>Thesis + Business competitions</td>
</tr>
<tr>
<td><strong>LG 4</strong> Students will demonstrate that they have the ability to apply theory to practice.</td>
<td>LO 4.1 Be able to analyze the legal problems in firms with integrated knowledge.</td>
<td>Case studies</td>
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<td></td>
<td>LO 4.2 Be able to apply business management knowledge in solving practical business problems.</td>
<td>Business competitions</td>
</tr>
<tr>
<td><strong>LG 5</strong> Students will be fully aware of business ethics and take responding social responsibility and leadership.</td>
<td>LO 5.1 Be able to abide by ethical principles and social responsibility in business context.</td>
<td>Final exam questions (including case study questions) + Case study</td>
</tr>
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<td></td>
<td>LO 5.2 Be able to develop plans and manage resource to achieve team goals.</td>
<td>Thesis + Defense</td>
</tr>
<tr>
<td></td>
<td>LO 5.3 Be able to stick to the academic norms in research papers.</td>
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