



Lead2 季刊 JOURNAL

ISSUE 1 | JANUARY 2020



Co-funded by the
Erasmus+ Programme
of the European Union

VRIJE UNIVERSITEIT BRUSSEL
AND LEAD2 PARTNERS

LEADING TOGETHER, LEADING TOMORROW



LEAD2 Journal Vol. 1 Issue 1
January 2020

© 2020 VUBPRESS
VUBPRESS is an imprint of ASP nv
(Academic and Scientific Publishers)

Keizerslaan 34
1000 Brussels

Tel. +32 (0)2 289 26 56
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Email: info@aspeditions.be
www.vubpress.be

ISBN 978 90 5718 895 4NUR 840
Legal deposit D/2020/11.161/030

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The Vrije Universiteit Brussel (VUB) is a dynamic comprehensive university with 182 years of history. Located in the heart of Europe, the university and the university hospital are spread over three green campuses in Brussels. It counts for over 16,000 students, 23% of whom are international. VUB offers high-quality English-taught graduate programmes, supported by outstanding research. With all fields of study being represented, students can go above and beyond their own discipline: they exchange experiences, cultures, ideas, and values. At the VUB, students have easy access to their professors and assistants. Faculty members are available and open to answering students' questions through an open-door policy. Small group workshops are also used to ensure close interaction and hands-on experience. The Vrije Universiteit Brussel (VUB) has a firm tradition of collaboration with Chinese universities. The EU-China Higher Education Research Center of VUB coordinated the EU-China DOC project (Erasmus Mundus) focusing on EU-China cooperation in doctoral education, and the LEAD and LEAD2 projects (E+ CBHE) focusing on university governance and academic leadership. The Research Center has collaborated with the EU-China Higher Education Platform for Exchange and Cooperation since May 2017.

布鲁塞尔自由大学 (VUB) 位于欧共体发源地，地处西欧中心的比利时首都布鲁塞尔。VUB的前身是创建于1834年的比利时自由大学 (1842年更名为布鲁塞尔自由大学)。在历史长河中，大学曾获得过3个诺贝尔和多项菲尔兹奖。如今的VUB拥有一万六千余名学生，全校8个学院参加全英文授课专业的国际学生占学生总数的23%。VUB与中国的大学合作有着悠久的历史。VUB的中欧高等教育研究中心致力于推动中欧高等教育研究与合作，协调实施了一系列合作项目，包括推动中欧在博士教育方面的合作的中欧DOC项目 (Erasmus Mundus)，以及致力于大学治理和学术领导力发展的LEAD和LEAD2项目 (E+CBHE)。中欧高等教育研究中心从2017年5月开始与中欧高等教育交流与合作平台合作，积极推动中欧高等教育机构间的交流与合作研究。



Universidade NOVA de Lisboa was founded on the 11th of August 1973 and is the youngest of Lisbon's three state Universities. Integrated within a framework of expansion and diversification of higher education, the University adopted a new model within the Portuguese system that stressed interdisciplinary approaches, technological developments while, at the same time, safeguarding offerings in traditional academic domains including medicine, sciences, and humanities. The founding of NOVA was a response to an ever-increasing demand for higher education in Portugal, in general, and in the city of Lisbon, in particular. Since its inception, NOVA has aimed to innovate higher education in Portugal and to contribute to the social and economic development of the country. NOVA is a decentralised University; its Faculties and Institutes enjoy a great deal of autonomy. Currently, NOVA has 20,077 enrolled students and 1,800 teachers and researchers.

新里斯本大学成立于1973年8月11日，是里斯本三所州立大学中最年轻的大学。在高等教育的扩展和多样化框架内，该大学采用了葡萄牙体系内的一种新模式，该模式强调跨学科方法，技术发展，同时保护包括医学、科学和人文科学在内的传统学术领域和学科。NOVA的成立是对整个葡萄牙（尤其是里斯本市）对高等教育需求不断增长的回应。自成立以来，NOVA致力于创新葡萄牙的高等教育，并为葡萄牙的社会和经济发展做出贡献。在NOVA其学院和研究院享有很大的自主权。目前，NOVA有20,000多名学生和1,800多名教师和研究人員。



The University of Vienna, founded in 1365, is the oldest university in the German-speaking world. It is also the largest teaching and research institution in Austria, with over 9,800 employees, 6,844 of which are academic staff, and more than 90,000 students currently enrolled in more than 180 different programmes. One of the main objectives of the University of Vienna is to join the ranks of the leading research universities of Europe, and it does so by supporting its researchers, both senior and early-stage researchers, with their projects and future career plans. This includes the 'Research Services and Career Development' unit, which is responsible for providing a professional service and support to academic colleagues. Concerning internationalization, UniVie emphasizes a strategic and holistic approach throughout all areas of academia. Its internationalisation strategy is to develop a limited number of strong partnerships at a university-wide level.

维也纳大学成立于1365年，是德语国家最古老的大学。它也是奥地利最大的教学和研究机构，拥有9800多名员工，其中6844名是学术人员，目前有90000多名学生注册了180多种不同的学位课程。维也纳大学的主要目标之一是加入欧洲领先的研究型大学的行列，并通过为其研究人员（包括资深研究人员和青年研究人员）提供他们的项目和未来的职业计划来提供支持。其中包括“研究服务和职业发展”部门，该部门负责为学术人员提供专业服务和支。关于国际化，维也纳大学强调学术界所有领域的战略和整体方法。它的国际化战略是在大学范围内发展一系列强有力的合作伙伴关系。



Tongji University, one of China's earliest national key universities, is a prestigious institution of higher education which is directly under the Ministry of Education (MOE) and is supported by the Shanghai Municipality. Already in its second centenary, the University has grown into a comprehensive and research-intensive university with distinctive features and an international reputation. The University was among the 36 Class A universities in the list of Double First Class University Plan released by the central government of China in 2017. According to 2019 Global Universities Rankings by US News & World Report, Tongji University ranks 11th in Country Rank of China and 35th in Best Global Universities in Asia. The history of Tongji can be traced back to 1907, when the German Medical School was founded by Erich Paulun, a German doctor, and was then renamed as Tongji German Medical School in the following year. Tongji University has established 29 schools/colleges, 8 affiliated hospitals, and 6 affiliated primary and secondary schools.

同济大学历史悠久、声誉卓著，是中国最早的国立大学之一，是教育部直属并与上海市共建的全国重点大学。经过112年的发展，同济大学已经成为一所特色鲜明、在海内外有较大影响力的综合性、研究型、国际化大学，综合实力位居国内高校前列。学校始于1907年德国医生埃里希·宝隆在中德两国政府和社会各界支持下创办的同济德文医学堂。1912年与创办不久的同济德文工学堂合称同济德文医学堂。1917年由华人接办，先后改称为同济医工学校和私立同济医工专门学校。1923年定名为同济大学，1927年成为国立大学。1937年抗日战争全面爆发后，同济大学经过六次搬迁，先后辗转沪、浙、赣、桂、滇等地，1940年迁至四川宜宾的李庄古镇坚持办学。1946年迁回上海以后，发展成为以理、工、医、文、法五大学院著称的综合性大学。



Middle East Technical University (METU), established with an international mandate in 1956, is a state university in Turkey that serves not only the country but also the entire region. METU is one of the top Turkish universities in research bringing in more than 9% of all EU research funds for Turkey alone. The university has three campuses: the main one located in Ankara, Mersin-Erdemli campus along the Mediterranean Sea (since 1975), and the North Cyprus campus (since 2005). METU has 41 BS (first cycle) programs divided into 5 faculties and 170 MS/Ph.D. programs (second and third cycles), which are all taught in English. METU is also the leading institution in various areas in Turkey. Since its founding, METU, as an international research university, has been among the most advanced universities in Turkey in terms of the depth and breadth of international ties and the number of funds generated from international research projects. Over the years, METU has consistently proven to be a leading and pioneering institution housing numerous innovations in Turkey.

中东科技大学 (METU) 于1956年受国际授权成立, 是土耳其的国立大学, 不仅为该国而且为整个地区提供服务。METU是土耳其研究领域最顶尖的大学之一, 仅土耳其就获得了超过9%的欧盟研究经费。该大学拥有三个校区: 主要的校区位于安卡拉, 地中海沿岸的梅尔辛-埃德姆利校区 (自1975年起) 和北塞浦路斯校区 (自2005年起)。METU有41个BS (学士) 课程, 分为5个系和170个MS / Ph.D项目 (硕士和博士), 全部以英语授课。METU还是土耳其各个领域的领先机构。自成立以来, 就国际关系的深度和广度以及国际研究项目产生的资金数量而言, 作为国际研究型大学的METU一直是土耳其最先进的大学之一。多年来, METU一直被证明是在土耳其拥有众多创新的领先和开拓性机构。

The Silesian University of Technology (SUT), established in 1945, is the oldest technical university in the region and one of the most prestigious in Poland. The university has 15 educational units located in 3 different campuses-13 faculties, one college, and a scientific-didactic centre, currently offering almost 60 study programmes and about 200 specializations for 20,000 students. Aside from its technical programmes, candidates may also choose to study administration, business analytics, mathematics, and management as well as foreign languages and pedagogy. SUT is ranked 4th among technical universities and 13th among all universities in Poland. Two study programmes were considered the best in Poland. In the SCImago Institutions Ranking (SIR), an international classification of higher education institutions, Silesian University of Technology was awarded the 4th place in Poland and 17th in Eastern Europe. In 2019 SUT received the status of Research University by the Polish government among 10 best Polish universities.



西里西亚科技大学 (SUT) 成立于1945年, 是该地区最古老的科技大学, 也是波兰最负盛名的大学之一。该大学在3个不同的校园中设有15个教育单位, 包括13个系, 一个学院和一个科学教学中心, 目前为近20000名学生提供近60个学位课程和大约200个专业。除了技术课程外, 报考者人还可以选择学习行政管理, 商务分析, 数学和管理以及外语和教育学。SUT在技术大学中排名第四, 在波兰所有大学中排名曾为第13。其中两个学位课程被认为是波兰最好的。在高等教育机构的国际分类SCImago机构排名 (SIR) 中, 西里西亚科技大学在波兰排名第4, 在东欧排名第17。2019年SUT由波兰政府确定为研究型大学, 是波兰大学排名最好的前十名大学之一。



Aarhus University, founded in 1928, is the second-largest university in Denmark and is one of the top ten universities founded within the past 100 years. It has a long tradition of partnerships with some of the world's best research institutions and university networks. The university strives to combine the high level of academic standards of its researchers with collaboration across disciplinary boundaries to combine research in new ways. Aarhus University participates in the LEAD2 project through the Danish School of Education (DPU), and with 200 researchers and 90 Ph.D. students, it is one of the largest research centres for education and pedagogy in Europe. Within DPU, the contribution to the project is organised by the Centre for Higher Education Futures (CHEF), which has 75 members nationally and collaborates with 10 research centres of higher education worldwide.

奥尔胡斯大学 (Aarhus University) 成立于1928年, 是丹麦第二所大学, 并且是过去100年来成立的十大大学之一。它与世界上最好的研究机构和大学网络建立了长期的合作伙伴关系。该大学致力于将其研究人员的高水平学术水平与跨学科界限的协作结合起来, 以新的方式结合研究。奥尔胡斯大学的丹麦教育学院 (DPU) 参与LEAD2项目, 该学院拥有200名研究人员和90名博士, 是欧洲最大的教育和教育学研究中心之一。在DPU, 项目活动由高等教育未来中心 (CHEF) 参与, 该中心在全国拥有75个成员, 并与全球10个高等教育研究中心合作。



National Academy of Education Administration (NAEA) is a higher education institution affiliated to the Ministry of Education of the People's Republic of China. It is a national level institute which offers in-service education and training programs for leaders from schools of various types and levels and leaders from local education authorities at all levels. It plays significant role in China's educational research and education decision-making consultation. NAEA was founded in 1955. Since its founding, NAEA has trained hundred of thousands education leaders. NAEA has education and training programs targeting university leaders and university middle managers, including deans of schools, heads of departments, and directors of administrative offices. In order to adapt to the new requirements in the new situation, give full play to lead, demonstrate and expand in education leaders development, NAEA has set up China E-learning Academy for Education Leadership and Administration.

国家教育行政学院直属于中华人民共和国教育部的高等教育机构, 是教育培训全国各级各类学校领导干部和教育行政部门领导干部的最高学府。国家教育行政学院创办于1955年。自创办以来, 培训了数十万计的教育系统干部。学院教育和培训项目包括高校领导干部进修班、高校中青年干部培训班、省 (自治区、直辖市) 教育厅 (教委) 领导干部进修班、地市教育局局长研修班、县市教育局局长培训班、省地督学培训班、县 (市、区) 督学培训班等。为适应干部培训的新形势新要求, 充分发挥学院在教育干部培训领域的引领、示范和辐射作用, 学院专门设立了中国教育干部网络学院。



Directly under the administration of the Ministry of Education (MoE), **China University of Geosciences (CUG)** is one of the national key universities, with the "Double World-Class" Project under construction. Diversified disciplines are available in CUG ranging from science, engineering, literature, management, economics, law, education, art to philosophy, etc. There are 16 doctoral disciplines including management science, engineering, public administration, etc. CUG offers comprehensive "Bachelor - Master - Doctoral" programmes to its 28,635 full-time students, 1,764 of whom are Ph.D. students. CUG has been ranked top 400 for 2 consecutive years by Shanghai Academic Ranking of World Universities (ARWU). CUG has been ranked in 397th place among global universities by the US News and World Report. CUG has significant research strength in the field of Pedagogy, Humanities and social sciences key research base of Hubei Higher Educational Institutions and other scientific research and innovation platforms are in operation in CUG. In recent years, CUG has received 10 exceptional honors, including the Award for Education Science, Social Science Outstanding Achievement Award of Hubei Province, Science and Technology Progress Award of Hubei Province.

中国地质大学 (CUG) 是教育部直属的国家重点大学之一，是国家“双一流”建设大学。地大有多种学科，从科学，工程，文学，管理，经济学，法律，教育，艺术到哲学等，共有16个提供博士学位的学科，包括管理科学，工程学，公共管理等。中国地质大学提供全面的“学士-硕士-博士”课程，面向其28635名全日制在校学生，其中1,764名是博士生。地大连续两年被《世界大学上海学术排名》(ARWU) 评为400强。地大在《美国新闻与世界报道》的全球大学排名中排名第397位。它在教育科学领域具有重要的研究实力。湖北省高校人文社科重点研究基地和其他科研创新平台正在中国地质大学运行。近年来，中国地质大学获得教育科学奖，湖北省社会科学优秀成果奖，湖北省科学技术进步奖等十项殊荣。



Yunnan Normal University (YNNU) is one of the key higher educational institutions co-funded by the Ministry of Education and Yunnan Province (in South-west of China), and one of the National Capacity Building key universities among Central and Western regions of China. YNNU consists of 24 faculties and 2 independent colleges. There are more than 30,000 full-time students, over 18,000 students of continuing education, and more than 2,300 staff members. YNNU has gathered leadership experience in the modern transformation of Chinese local institutions and innovation of educational organizations for regional teachers. YNNU has its unique relevance in developing higher education in the south-western region of China.

云南师范大学是一所历史悠久、传统优良的省属重点师范大学，是教育部和云南省人民政府“省部共建”高校、国家中西部基础能力提升工程重点建设百所高校之一。学校下设24个学院，2个独立学院，28所附属和合作办学的中小学、幼儿园。学校有文、史、哲、法、教、管、理、工、经济、艺术、农学11大学科门类，形成多学科协调发展的学科与专业格局。学校通过在教师教育、人才培养模式、课程体系、学分制、教学内容、教学方法等方面的改革和创新，完成了由传统的师范教育向现代教师教育、由传统师范院校向以教师教育为特色的高水平大学的转型。在新的历史发展阶段，大学以提高人才培养质量为核心，以一流学科建设为主线，加快建设教师教育为特色的高水平大学。



Guangxi Normal University is located in Guilin, an international tourist attraction and a famous historical and cultural city. It is a university jointly built by the Ministry of Education and the People's Government of Guangxi Zhuang Autonomous Region, and the "Central and Western University Basic Capacity Building Project" college. There are three campuses including Wangcheng, Yucai, and Yanshan, covering an area of more than 4,100 mu. There are more than 2,400 in-service faculty members, nearly 27,000 full-time undergraduates, nearly 6,000 master students, over 200 doctoral students, nearly 1,600 overseas students of all kinds, and more than 20,000 adult education students. The university has developed into the "leader" of Guangxi teacher education, the "main force" of Guangxi culture, the "new force" of Guangxi science and technology, and the "pioneer" of Guangxi international education. At present, the university is making every effort to promote the "double first-class" construction and comprehensive reform, and striving to achieve the goal of building a first-class university in China, an internationally renowned university with distinctive features of teacher education.

广西师范大学地处国际旅游胜地、国家历史文化名城桂林，是国家教育部与广西壮族自治区人民政府共建高校、“中西部高校基础能力建设工程项目”高校。有王城、育才、雁山3个校区，校园面积4100多亩；在职教职员工2400多人，全日制本科生近27000人，硕士生近6000人，博士生200多人，各类留学生近1600人，成人教育学生2万多人。学校已发展成为广西教师教育的“领头羊”、人文强桂的“主力军”、科技兴桂的“生力军”、广西国际教育的“排头兵”。目前，学校正全力推进“双一流”建设和综合改革，努力实现建设国内一流、国际知名、教师教育特色鲜明的国内高水平大学的目标。



北京師範大學
BEIJING NORMAL UNIVERSITY

北京师范大学是教育部直属的重点大学，是著名的高等教育机构。北京师范大学拥有广泛的国际合作与交流，与来自30多个国家和地区的300所大学和研究机构达成了校级合作协议。北师大在与欧洲高校合作方面拥有丰富的经验，并作为合作伙伴参与多项联合博士项目和硕士项目。北师大也加入了由VUB协调的中欧DOC项目 (Erasmus Mundus, 2013-2016)。

北京师范大学国际与比较教育研究院 (IICE) 成立于1961年，是中国第一所也是最具盛名的国际与比较教育研究机构，是教育部批准的比较教育领域唯一的国家级重点学科、教育部人文社会科学重点研究基地、国别和区域研究基地、教育部智库联盟成员，以及APEC高等教育研究中心依托单位。半个多世纪以来，IICE在研究、教学和社会服务方面都取得了令人瞩目的成就，其对中国教育发展和改革的贡献得到了政府和学术界的认可。

Beijing Normal University (BNU), a key university under the guidance of the Ministry of Education, is a renowned institution of higher education. BNU has broad international cooperation and exchange, having cooperative agreements with almost 300 universities and research institutes from more than 30 nations and districts. BNU has a lot of experience working with European HEIs and has run several joint Ph.D. and master programs with European partners. It joined the EU-China DOC project (Erasmus Mundus, 2013-2016) coordinated by the VUB. The Institute of International and Comparative Education (IICE) at BNU, founded in 1961, is the first and most prestigious comparative education research institute in China. IICE is the only national centre for comparative education approved by the Ministry of Education, national centre for international education approved by the MOE. For more than half a century, IICE has made remarkable achievements in research, teaching, and social service, and its contributions to China's educational development and reform have been recognized by the government and academia.

THE LEAD2 PROJECT BRIEFING

LEAD2 项目 简讯

LEADING TOGETHER, LEADING TOMORROW

The LEAD2 project is a Capacity Building in Higher Education project supported by the Erasmus+ programme. It is built on the results of the LEAD project but with several additional innovative contributions. This project is a partnership of 6 European partners and 6 Chinese Universities focusing on governance and academic leadership capacity building.

LEAD2项目是Erasmus +计划支持的高等教育能力建设项目，它在LEAD项目的成果基础上将做出创新性的贡献。该项目由6所欧洲大学和6所中国大学组成，致力于大学治理和学术领导力建设。

LEAD2 Partners

- Vrije Universiteit Brussel (VUB), Brussels, Belgium –Coordinator
布鲁塞尔自由大学 (VUB, 比利时布鲁塞尔) –项目协调单位
- Universidade Nova De Lisboa (NOVA), Lisbon, Portugal.
新里斯本大学 (NOVA, 葡萄牙里斯本)
- University of Vienna (UniVie), Vienna Austria
维也纳大学 (UniVie, 奥地利维也纳)
- Aarhus University (AU), Aarhus, Denmark
奥尔胡斯大学 (AU, 丹麦奥尔胡斯)
- Middle East Technical University (METU), Ankara, Turkey.
中东科技大学 (METU, 土耳其安卡拉)
- Silesian University of Technology (SUT) Gliwice, Poland
西里西亚工业大学(SUT, 波兰格利维茨)
- National Academy of Education Administration (NAEA), Beijing, China
国家教育行政学院 (NAEA, 中国北京)
- Tongji University (TJU), Shanghai China
同济大学 (TJU, 中国上海)
- Beijing Normal University (BNU), Beijing, China
北京师范大学 (BNU, 中国北京)
- Yunnan Normal University (YNNU) Kunming, China
云南师范大学 (YNNU, 中国云南)
- China University of Geosciences (CUG) Wuhan, China
中国地质大学 (CUG, 中国武汉)
- Guangxi Normal University (GXNU) Guilin, China
广西师范大学 (GXNU, 中国桂林)

The rationale for setting up the LEAD2 project is two-fold: 建立LEAD2项目的理由:

- 1.The need for deeper & broader innovative capacity building on university governance and academic leadership among Chinese and European HEIs
 - 2.The lack of a Knowledge Base and Referencing tool for academic leaders.
- 1.中国和欧洲高等教育机构在大学治理和学术领导力方面需要更加深入和广泛的创新能力建设;
 - 2.学术领导者缺乏知识库和参考工具。

The key results will include: Lead2项目主要成果将包括:

- 1.Customised blended training (MOOCs & F2F workshops series targeted for young, middle-level and top-level academic leaders
 - 2.Research reports and publications that significantly contribute to the understanding of university governance and Academic Leadership in China and EU.
 - 3.Created online Knowledge Base and Quick Referencing tool for (potential) academic leaders.
 - 4.A suitable EU-China Centre on Academic Leadership.
- 1.针对基层、中层和高层学术领导者的定制混合培训 (MOOC和研讨会)
 - 2.有助于理解中国和欧盟的大学治理与学术领导力的研究报告和出版物;
 - 3.为 (潜在的) 学术领导者提供在线知识库和快速参考工具;
 - 4.建立中欧大学领导力中心。

The objectives of the LEAD2 Project LEAD2 项目的目标:

- Strengthen the capacity of higher education institutions in governance and academic leadership
加强高等教育机构的治理和学术领导力
- Enhance the knowledge and capacities of academic leaders and potential academic leaders on university governance and leadership
提高学术领导者和潜在学术领导者在大学治理和领导力方面的知识和能力
- Implement innovative and targeted blended training (MOOC, workshops & peer learning) for academic leaders.
为学术领导者实施创新和有针对性的混合培训 (慕课、研讨会和同伴学习)
- Deepen the understanding of university governance and academic leadership through comparative studies
通过比较研究加深对大学治理和学术领导力的理解
- Create an online Knowledge Base, Referencing Tool & Networks
创建在线知识库, 参考工具和网络
- Establish an EU-China Center on University Leadership
建立中欧大学领导力中心

Project duration 15.01.2019 to 14.01.2022
项目期限: 2019年1月15日至2022年1月14日
<http://www.lead2-project.eu/>

LEAD2 MOOC 慕课

In today's ever-changing society, universities are facing various challenges and pressures. Hence, capacity building for academic leaders and staff is a key issue for academic institutions to consider. The LEAD2 MOOC, as part of the LEAD2 project, is an online learning platform that aims to enhance knowledge and skills for superintendents and staff in governance and leadership. Since 2018, two editions of the LEAD2 MOOC have been launched, both in English and Chinese.

在当今瞬息万变的社会中，大学面临各种挑战和压力。因此，学术领导者和员工的能力建设是学术机构需要考虑的关键问题。作为LEAD2项目的一部分，LEAD2 MOOC是一个在线学习平台，旨在增强大学管理人员和学术人员在治理和领导力方面的知识和技能。自2018年以来，已经推出了每年两期的中英文版本的LEAD2 MOOC。

LEAD2 comparative studies LEAD2比较研究

The LEAD2 comparative studies are another part of the LEAD2 project. The main aim of this research is to address university governance and academic leadership issues in different countries. The comparative research will take place mainly in the countries which the LEAD2 partners represent (5 EU countries, Turkey, and China). Other interested countries will also be invited to join the comparative studies.

LEAD2比较研究是LEAD2项目的一部分。这项研究的主要目的是解决不同国家的大学治理和学术领导力问题。比较研究将主要在项目合作伙伴所属国家之间进行（5个欧盟国家、土耳其和中国）。其他感兴趣的国家也将应邀参与比较研究。

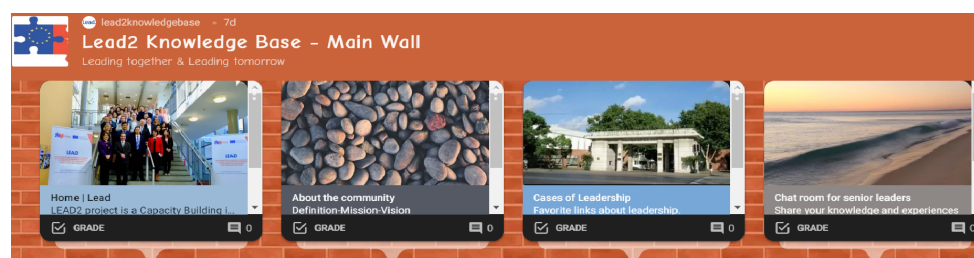
The deliverables of the comparative studies will include: 比较研究的成果将包括：

1. Research instruments
研究工具
2. Research reports and articles (in international and national journals)
研究报告和论文（国际和国内期刊）
3. Book publications (in Chinese and English)
图书出版物（中英文）
4. Policy recommendations (in Chinese and English)
政策建议

ONLINE KNOWLEDGE BASE ON UNIVERSITY GOVERNANCE AND ACADEMIC LEADERSHIP 关于大学治理和学术领导力的在线知识库

Padlet is a collaborative digital wall that allows its participants to store and share multimedia content. Especially, it allows inserting links, documents, images, videos, audios, presentations. Furthermore, it also has the option to carry out activities such as e-portfolios, creative collections, advertisements, educational corners, virtual libraries, galleries, libraries. Due to the importance of the topic on university governance & academic leadership in the internationalization of HEIs, and since the relevance of online environments for professional development, its mission is to become an online knowledge base, a network platform, and a bridge to a referencing tool for academic leaders. More particularly, it includes structured and classified knowledge on key topics with relevant literature and examples. Additionally, it contains chatrooms for a social networking space based on common interests. Moreover, it is a bridge to an online 'Quick Referencing Tool' to search for knowledge or material in the topics of concern of academic leaders.

Padlet是协作式数字墙，参与者可以使用该平台存储和共享多媒体内容。Padlet允许插入链接、文档、图像、视频、音频和演示文稿，还可以选择开展电子档案馆、创意收藏、广告、教育角、虚拟图书馆、画廊、图书馆等活动。鉴于大学治理和学术领导力这一主题的重要性，以及网络环境对专业发展的相关性，因此其使命是成为高校学术领导者的在线知识库，网络平台和参考工具的桥梁。更具体地说，它包括关于关键主题的结构化的分类知识以及相关文献和实例。此外，它还包含基于共同兴趣的社交网络空间聊天室。此外，它是在线“快速参考工具”桥梁，学术领导者可以基于关心的话题搜索知识或材料。



LEAD2 series of workshops on University Governance and Academic leadership LEAD2大学治理与学术领导力系列研讨会

LEAD2 Kick-off meeting and workshops LEAD2启动会议和研讨会

The workshops, organised by the VUB, took place in Brussels from 20-22 of March 2019. The conference hosted 35 participants representing 11 LEAD2 partners, as well as important stakeholders such as the European Commission and Mission of China to the EU. The LEAD2 kick-off meeting has created a solid foundation for the implementation of the project and its upcoming events.

由VUB组织的研讨会于2019年3月20日至22日在布鲁塞尔举行。会议吸引了代表11位LEAD2合作伙伴以及重要利益相关方的35位与会者（例如欧盟委员会和中国驻欧盟代表团）。LEAD2启动会议为该项目的实施及后续活动奠定了坚实的基础。



The first series of LEAD2 workshops LEAD2研讨会--第一系列

Co-organised by VUB and NAEA, the LEAD2 first series of workshops were successfully held at NAEA in Beijing, from 23-29 of June 2019. About 70 participants from 38 HEIs attended the events, which included 24 keynote speeches accompanied by lively discussions and parallel workshops. The event was a significant step in advancing the cooperation among HEIs from China and Europe. The workshops played an important role in bringing together experience, expertise, and best practices of academic leaders with various leadership positions in different contexts.

由VUB和NAEA共同组织的LEAD2第一系列研讨会于2019年6月23日至29日在北京NAEA成功举办。来自38个高等教育机构的约70名与会者参加了此次活动，活动包括24个主题演讲，以及讨论和平行研讨会，该活动是推动中欧高等教育合作的重要一步。研讨会在汇集不同背景下担任领导职务的学术领导者的经验，专业知识和最佳实践方面发挥了重要作用。

UPCOMING EVENTS

The next LEAD2 events will be the third series of LEAD2 workshops that will take place at Guangxi Normal University in Guilin and Tongji University in Shanghai, June 2020.



The second series of LEAD2 workshops LEAD2研讨会第二系列

Co-organised by VUB, SUT, and UniVie, the LEAD2 second series of workshops took place at Silesian University of Technology (SUT), in Gliwice and University of Vienna (UniVie) in Vienna from 24-29 October 2019. About 40 delegates from 15 HEIs in China and Europe attended the events. The workshops did not only enhance the knowledge and skills for leaders on academic leadership but also advanced mutual understanding and cooperation among HEIs from Europe and China.

由VUB, SUT和UniVie共同组织的LEAD2第二系列研讨会于2019年10月24日至29日在格利维茨的西里西亚科技大学（SUT）和维也纳的维也纳大学（UniVie）举行，来自中欧15所高等教育机构的40多名代表出席了活动。研讨会不仅增强了领导者关于学术领导力的知识和技能，而且增进了中欧高等教育机构之间的相互理解与合作。

IN THE SPOTLIGHT

DARING TO BE AN ACADEMIC LEADER: CHALLENGES AND WAYS FORWARD

Susanne Weigelin-Schwiedrzik, who is currently a full professor at the Department of East Asian Studies at the University of Vienna, has served in many leadership positions throughout her career. She has served as vice-rector for International Affairs at Heidelberg University, is the former Dean of the Faculty for Philological and Cultural studies, and the former vice-Rector for Research and Career Development at the University of Vienna. Susanne Weigelin-Schwiedrzik has also actively participated in various EU-China projects as a partner in the EU-China DOC project and of course the LEAD2 project, providing her knowledge and expertise in areas of University Governance, 20th-century Chinese History, and Contemporary Chinese politics. We had the pleasure of sitting down with her at the second series of the LEAD2 workshops, which took place at the University of Vienna earlier this year. She shares with us her personal experience with academic leadership as well as her views on skills and competences academic leaders should have and how to develop them.

What's the most rewarding part of leading people?

Susanne Weigelin-Schwiedrzik: I think from my own experience, the most rewarding part of leading people is when you can induce change, where change is necessary, and have people supporting you. Because some people think [they] know that something needs to be changed, but they don't think about whether or not their peers actually support them in those ideas. So, they change something, and they don't get rewarded because people don't follow them.

Describe your leadership style?

Susanne Weigelin-Schwiedrzik: I would say that I have a quite open leadership style, based on confidence in the people who are below me, who have specific knowledge in their field that is bigger than my own. I like to co-operate with those people, on the basis of trust and respect. Another aspect of my leadership style, which I think is especially important for women in leadership positions, is to think about our capability of setting an agenda. We have to clearly define what is on that agenda and then fight to convince everybody that



"...the most rewarding part of leading people is when you can induce change, where change is necessary."

our agenda is the right one [...]. Of course, you must concentrate, as you cannot have an agenda that sort of covers everything. It's important to identify the points where you want to induce change and then sort of balance [things] out. A very important aspect of [doing that] is having lots of opportunities to exchange ideas [...]. But, in the end, it is my responsibility as someone in a leadership position to make a final decision and to see that this decision is then supported by enough people so that you are not a dictator and not perceived as a dictator. [Leaders] must be able to moderate conflicting ideas about one and the same issue.

Describe a time when you demonstrated effective leadership skills?

Susanne Weigelin-Schwiedrzik : While I was the vice-rector for research[and career development]at my university, I introduced two new programs.[...]one of which was a new way of selecting our best doctoral students to receive additional financial support. This was a top-down model. The other model, a sort of bottom-up thing, was the idea of having doctoral schools. I organized this as an open-innovation process. I basically told everyone in the university that they can come up with new ideas on how to organize doctoral schools. I only gave them 5 criteria they would have to fulfill[...].In order for them to develop their ideas, we invited many people from other universities, which already have doctoral schools, to come and introduce their experience and allow our interested colleagues to ask questions and discuss[...].

More than 150 colleagues participated in this competition of ideas, and we chose eight different schools with different ideas about how to run a doctoral school. Those eight schools would have a chance to put their ideas into practice, and then after some time, we would select one or two models, that according to the university's leadership, were the most successful. I think that this is where I showed that with different leadership skills, and methods you could do different things, and I'm quite proud of this. Since I left my position, as vice-rector.[...]the rectorate decided to go in a totally different direction, which I think is okay. I also decided that I would do things differently from how people had done it in the past. People have the right and power to overrule my decisions. And I think we will see in the next years to come whether or not they made the right decision..

What's the biggest mistake you see leaders make and how can they avoid it or recover from it?

Susanne Weigelin-Schwiedrzik : First of all, I think it's very important that you always take the time to think about what you are doing. This is really a big problem[many leaders have]. No matter whether this is a leadership position in a university, a company, or a hospital, we tend to not take the time to think about what we are doing. Once you take over a leadership position, you very often feel that you have so many things to do, so many questions to answer, and so many problems to solve. You sort of go from one problem to the next, and the next, and you never stop. I think this is especially true in a university[setting], where you are co-operating with people who are very smart, who watch you all the time, intellectuals who are trained to reflect on what they are doing[...]. I think for a university, it is extremely important that people in leadership positions take the opportunity to think about what they are doing. In my case, I take the time to read a book, to watch a movie, and use this as an input for me to really reflect [...].

*"...if you don't move forward,
then you will fall behind."*

What are the top three skills you think a leader needs to have and what's the best way to build them?

Susanne Weigelin-Schwiedrzik: I think the number one skill a leader should have is the ability to respect other people and to see how much they contribute to what you are doing and to really make them feel that they are part of your project[...]. The Number two skill, I think, is strategic thinking. As I said, very often we don't have time to think about what we are doing, this also includes that we often don't have time to really think about where we are now and where do we want to be[...]. In the kind of work we do with universities, if you don't move forward, then you will fall behind. So you always have to have very good knowledge of what is going on in the world, and[...]understand as much as possible about your institution, and then come up with strategic ideas. These of course, then need to be discussed with other people and refined, but you have to be the one to develop this idea. I must say that I was first trained as a professor, who would also do administrative work in the first university that granted a full professor position to me, which was the University of Heidelberg. [They] put me in all different kinds of committees and then in the senate and then in the body controlling the rectorate.

TOP 3 SKILLS

RESPECT

STRATEGIC THINKING

COMMUNICATION

There I learned to understand the university system from bottom-up, which was extremely helpful, as I was eventually able to work in a leadership position also in Heidelberg. I was very young at the time.[...],but I saw that[my colleagues]were very experienced, and I vividly remember that I observed them, and how they developed strategies for the university. And so, I was actually taught by observing and discussing with them and making decisions together with them in the rectorate. There, I learned how to think strategically. The number 3 skill is communication. I believe that a university is different from a company, a school, or a ministry because it is an institution of experts. They are very intelligent people, starting from the students, all the way up to the professors. They have an ability to observe and reflect upon things very closely [...].And for that reason, I say that the university is a discourse community and for a discourse community to actually understand that it is a discourse community, you have to allow them to be part of the discourse.[In leadership positions],we have to communicate with politicians, the bureaucracy, the public, and our students [...].So, I think these multiple levels of communicationskills are definitely needed in order to do good leadership work.

What's your view on what makes for effective leadership training and development?

Susanne Weigelin-Schwiedrzik: Well, as I just said, in a European setting, we usually go through the process of learning by doing because we basically have a self-governance system. We always have professors stepping out of their research for a certain period of time to do administrative work [...].I think this is the most effective way[of leadership training and development], as the university should be aware of those people who are capable, able, and willing to do this kind of work. For example, if I talk about my own development[...],I was a member of this and that committee, from student representative to member of the senate, and this is how I became quite knowledgeable about the different leadership duties, and styles. Of course, not everyone can go through a process like this. From my point of view, this is a very rare opportunity[...].So, if you don't have this kind of opportunity, I think of course the exchange of ideas is very important. In the European system, there are lots of opportunities to exchange ideas on the same level. For example, all deans can talk to each other, or many rectors from different universities they come together and discuss. But not so often do you have a possibility for someone who is experienced to talk to younger people as [they are] not so interested in hearing what kinds of experiences we have. There is a little bit of a communication problem between experienced and not so experienced people and so I realize that universities' human resource departments see the necessity to develop these skills. But very often, they ask people from outside the university to come in and teach these skills. I don't think this outsourcing tendency is a good idea. If we understand that a university is an expert institution, then this implies that we have lots of experts who can communicate their experiences and skills to people who need this experience. Yes, sometimes they don't have a very good communicative style. In this situation, you can also bring in coaches who will help [those experts] develop a style that makes it possible for them to convey their experiences and messages to other people. This is something we actually do quite often at the University of Vienna. The university pays for a coach, who helps you for the first 3 months of your tenure, or your administrative duty. I think this is also a good way to develop leadership skills.

焦点

敢于成为学术领袖： 挑战与出路

魏格林，现任维也纳大学东亚研究系教授，在她的职业生涯中担任过许多领导职务。她曾任海德堡大学国际事务副校长、维也纳大学的语言学和文化研究学院院长、维也纳大学研究与职业发展副校长。

魏格林作为中欧DOC项目和LEAD2项目的合作伙伴，积极参与了中欧多个项目，提供了她在大学治理、20世纪中国历史、当代中国政治等领域的见解和专业知识。我们很荣幸与她一同参加了今年在维也纳举办的LEAD2项目第二系列研讨会，她与我们分享了她在学术领导方面的个人经验，以及她对学术领导者应具备的技能和能力以及如何发展它们的看法。

领导者最有意义的部分是什么？

Susanne Weigelin-Schwiedrzik：根据我自己的经验，领导者最有意义的部分是当需要变革的时候您可以引导变革，并且有人支持你。因为有些人认为“他们”知道有些事情需要改变，但他们不考虑同伴是否真的支持他们的这些想法。所以，他们改变了一些东西，但他们得不到回报，因为人们不听从他们。

请描述您的领导风格？

Susanne Weigelin-Schwiedrzik：我有一种相当开放的领导风格，这建立在我对我下面的人的信任的基础上，这些人在自己的领域拥有比我更丰富的专业知识。我喜欢在信任和尊重的基础上与这些人合作。我的领导风格的另一个方面，是考虑我们制定议程的能力，我认为这对担任领导职务的女性尤为重要。我们必须明确界定议程上的内容，然后努力说服所有人相信我们的议程是正确的[...]。当然，你必须集中精力，因为你无法拥有一个涵盖一切的议程。很重要的一点是，要找出你想引起改变的地方，然后找到平衡点。[这样做]的一个非常重要的方面是有很多交流想法的机会[...]但作为领导者，我有责任做出最终决定，并确保该决定得到足够人的支持，这样你就不成为独裁者，也不会被视为独裁者。[领导人]必须能够调和关于同一问题的相互矛盾的想法。

请描述一次您展示出有效领导技能的经历？

Susanne Weigelin Schwiedrzik：当我担任研究（和职业发展）副校长时，我引入了两个新的项目，其中一个挑选我们最好的博士生以获得额外经济支持的新方法。这是一个自上而下的模式。另一种模式是自下而上的，是建立博士学院的想法。我将其组织为开放式创新过程，我基本上告诉大学里的每一个人，他们可以就如何组织博士学院提出新的想法。我只给了他们5个他们必须达到的标准[.....]，为了让他们形成自己的想法，我们邀请了很多其他已经有博士学院的大学的人来介绍他们的经验，并让我们感兴趣的同事提问和讨论[...]。

150多位同事参加了这次想法大赛，我们选择了对如何开设博士学院有着不同的想法的8个学院，这些学院有机会把他们的想法付诸实践，然后过一段时间，我们会根据实际情况选择一两个最成功的模式。我认为这展示了我不同的领导技巧和方法，我对此感到非常自豪。我离开副校长的职位以后，新任副校长决定朝另一个方向做下去。我认为这是可以的。我过去曾经也做出决定要改变前任副校长的系列做法。他们现在也有权来否定我以前做出的决定。我想我们将来才会得知谁的决定对，谁的决定不对。



“.....领导者最有意义的部分在于需要变革的时候你真的能够引导变革.....”



您看到领导者犯的最大错误是什么，他们如何避免错误或如何从中恢复？

Susanne Weigelin-Schwiedrzik：首先，我认为非常重要的一点是，领导总是花时间思考自己在做什么。这确实是一个大问题[许多领导人都有]。无论是在大学，公司还是医院中担任领导职务，我们都不会花时间去思考我们在做什么。担任领导职务后，常常会感到自己有很多事情要做，有很多问题要回答，还有很多问题要解决。从一个问题转到另一个问题，然后又永无止境。我认为这在大学环境中尤其如此，在这里，与非常聪明的人合作，这些人总是注视着您，知识分子经过培训以反思他们的工作[...]。我认为对于一所大学来说，担任领导职务的人有机会考虑自己的工作是非常重要的。就我而言，我花时间看书，看电影，并以此为输入来真正反省自己[...]。

您认为领导者需要的最重要的前三项技能是什么，以及整合这些技能的最佳方法是什么？

Susanne Weigelin-Schwiedrzik：我认为领导者应具备的首要技能是尊重他人并了解他们对你所做的工作有多大贡献，并使他们真正感到自己是领导项目的一部分[...]。我认为第二大技能是战略思维。就像我说的，很多时候我们没有时间去思考我们在做什么，这还包括我们常常没有时间去真正地思考我们已经完成了多少而将来还想完成什么。在我们与大学的合作中，如果你不前进，那么你将落伍。因此，你始终必须非常了解世界上正在发生的事情，并且[...]尽可能了解你所领导的机构，然后提出战略构想。当然，这些都需要与其他人讨论并加以完善，但是领导必须是发展这种想法的人。

我必须说，我首先接受过教授培训，我还在第一所授予我正式教授职位的大学即海德堡大学中从事行政工作。[他们]让我参加各种委员会，然后进入监督大学领导的一个机构。在这里，我学会了自下而上地了解大学系统，这特别地有帮助，因为我也最终能够在海德堡担任领导职务。当时我还很年轻，[...]，但是我看到[我的同事]非常有经验，我清楚地记得我观察了他们，他们如何为大学制定策略。因此，实际上我是通过观察和与他们讨论以及在校长一级与他们一起做出决定而受益匪浅的。在那里，我学习了如何进行战略思考。

第三技能是沟通。我认为大学与公司、学校或政府部门不同，因为它是一个专家机构。他们是非常聪明的人，从学生开始一直到教授。他们有能力非常仔细地观察和思考事物[...]。出于这个原因，我说大学是一个话语团体，而要让一个话语团体真正了解它是一个话语团体，你必须允许他们成为话语的一部分。[在领导职位]，我们必须与政治家，政府机构，公众和我们的学生[...]沟通。因此，我认为为了做好出色的领导工作，绝对需要这些多层次的沟通技巧。

您如何看待有效的领导力培训和发展？

Susanne Weigelin-Schwiedrzik：嗯，正如我刚才所说，在欧洲，我们通常会通过边做边学，因为我们基本上拥有一个自治系统。我们总是有教授在一段时间内退出研究领域来从事行政工作[...]。我认为这是[领导能力培训和发展]的最有效方法，因为大学应该意识到那些有能力，并愿意做这种工作的人。例如，如果我谈论自己的发展[...]，我是很多委员会的委员，

"不进则退"

从学生代表到参议院成员，这就是我如何了解各种领导职责和风格的方式。当然，并不是每个人都能经历这样的过程。从我的角度来看，这是一个非常难得的机会[...]。因此，如果你没有这种机会，我当然认为交流思想非常重要。在欧洲体系中，有很多机会可以在同一水平上交流思想。例如，所有院长可以互相交谈，也可以来自不同大学的许多校长聚在一起讨论。

但是，我们很少有机会让经验丰富的人与年轻人交谈，因为他们[他们]对聆听我们的经验并不感兴趣。有经验的人与没有经验的人之间存在一点沟通问题，因此大学的人力资源部门认为有必要培养这些技能。但是很多时候，他们要求大学以外的人来教授这些技能。我认为这种外包趋势不是一个好主意。如果我们了解一所大学是一家专家机构，那么这意味着我们有很多专家可以将他们的经验和技能传达给需要这种经验的人。是的，有时候，做领导工作的人没有很好的沟通能力。在这种情况下，您还可以请教练来帮助[那些人]培养一种使他们有可能向其他人传达他们的经验和信息的方式。这实际上是在维也纳大学经常做的事情。大学为教练付费，在您任职的前三个月或您的行政职责中，教练将为您提供帮助。我认为这也是一项发展领导能力的好方法。

THE VALUE, CHALLENGES AND PRACTICES OF UNIVERSITY INTERNAL GOVERNANCE REFORM

高校内部院系治理改革的价值、挑战与行动路径

— BASED ON THE STUDY AND OUTCOMES OF THE LEAD2 ADVANCED SEMINAR AND WORKSHOPS
OF EU-CHINA UNIVERSITY GOVERNANCE AND INNOVATION IN 2019

—基于2019年“中欧大学治理及学术创新”国际研讨班的学习与思考

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张玉婷 刘六生

From June 23-28, 2019, the “Advanced Seminar and Workshop series on EU-China University Governance and Innovations” were held at National Academy of Education Administration, Beijing. The seminar and workshops were mainly divided into three activity forms: “scholar keynote speeches”, “on-site lectures” and “workshop series”. Topics such as the governance model and structures of Chinese and European universities, the key issues in governance, and university-level governance were shared and discussed during the seminars. The participants also had the opportunity to visit four top-level universities in China to attend on-site lectures. This paper summarizes the relevant content of the seminars, and on this basis further present an analysis of the relevant issues regarding university internal governance at the faculty levels.

2019年6月23日-28日，“中欧大学治理及学术创新”国际研讨班在国家教育行政学院举行了开班式，本次研讨班的学习主要分为“学者主旨演讲”、“高校现场教学”和“系列研讨会”三类活动形式，研讨班就中欧高校的治理模式与结构，治理中存在的重难点问题，以及院系治理路径进行了分享与深入研讨，并走进了四所中国一流大学二级学院观摩了现场教学。本文对此次研讨班学习的相关内容总结，并在此基础上进一步思考高校院系治理问题。

关键词：

LEAD2项目；中欧大学；院系治理

Keywords:

LEAD2 project; EU-China universities;
College governance

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“阅读在线知识库中的全文”

ENGLISH VERSION



中文版



LEAD2 PROJECT DISSEMINATION ACTIVITIES

DISSEMINATION TO PARTICIPANTS JOINING THE WORKSHOPS 向研讨会参与者的传播

Keynote speeches: Keynote speeches play an essential role in the workshops, which aim to equip participants with basic and updated knowledge on University Governance and Academic Leadership. Furthermore, presentations by keynote speakers are a good start for interactive panel discussions among participants. In each series of the LEAD2 workshops, between fourteen and sixteen keynote speeches were presented.

主题演讲: 主题演讲在研讨会上起着至关重要的作用,其目的是为参加者提供有关大学治理和学术领导力的基础知识和最新知识。此外,主旨演讲者的演讲是与会员进行互动小组讨论的良好起点。在LEAD2研讨会的每届会议上,都进行了14至16次主题演讲。

Workshops and panel discussions: Along with keynote speeches, workshops and structured discussions are included in each workshop, aiming to improve the knowledge and skills of academic leaders at different levels. In general, these sessions create an opportunity for both Chinese and European academic leaders to exchange knowledge, share practical experiences, and learn from one another. In this light, different themes regarding university governance and academic leadership are discussed and examined by the participants.

研讨会和小组讨论: 除主题演讲外,每个研讨会还包括研讨会和结构化讨论,旨在提高各级学术领导者的知识和技能。总体而言,这些会议为中欧学术领袖提供了交流知识,分享实践经验以及相互学习的机会。因此,与会人员讨论并研究了有关大学管理和学术领导力的不同主题。

Ceremonies, Quizzes, and Reflection: Apart from the main activities, ceremonies, quizzes, and reflections are part of each conference. These activities were reported to be very useful and productive as they offered opportunities for participants to test their knowledge and to get to know each other better, as well as share what they have learned.

仪式,测验和反思: 除了主要活动之外,仪式,测验和反思也是每个会议的一部分。据报告,这些活动非常有用且富有成效,因为它们为参与者提供了机会来测试他们的知识并更好地了解彼此,以及分享他们所学到的知识。

Comparative research team meetings: As part of LEAD2 project, comparative research team meeting will be organised in each series of workshop where participants discuss can implement research activities. During the meeting organised in Vienna October 2019, research teams were discussing the work plans of which research topics, time planning, responsibility of each team member were identified

比较研究小组会议: 作为LEAD2项目的一部分,将在每个系列的研讨会中组织比较研究小组会议,参加者可以讨论如何实施研究活动。在2019年10月于维也纳举行的会议上,研究团队正在讨论工作计划,其中确定了研究主题,时间计划,每个团队成员的责任。

WHAT IS DISSEMINATION?

Dissemination refers to the sharing of activity results with the LEAD2 community.

The main purpose of the outreach includes:

- (1) enhancing knowledge and skills on university governance and academic leadership for participants;
- (2) disseminating the LEAD2 project to audiences and engaging participants;
- (3) promoting the project accompanied by main objectives, target groups, deliverables to a variety of stakeholders including partner and non-partner universities.

Each series of the Lead2 workshops addressed and focused on various themes of university governance and academic leadership. In the latest series of the LEAD2 workshops in Gliwice and Vienna, in October 2019, three main themes were addressed. These included comparative research of university governance, academic rankings, and governance of doctoral education.

Stakeholders for dissemination activities are diverse and include both internal stakeholders (partner universities) and external stakeholders (non-partner universities and interested audiences). Various forms of workshop training (keynote speeches, discussion, etc.), using websites and social media are the main dissemination methodologies.

推广宣传是指与LEAD2社区共享活动结果。外联活动的主要目的包括:

- (1) 增强参与者对大学治理和学术领导力的知识和技能;
- (2) 向观众推广LEAD2项目并吸引参与者;
- (3) 将项目及其主要目标,目标群体和可交付成果相结合向主要合作伙伴,非合作伙伴大学等各种利益相关者进行推广。

Lead2研讨会的每个系列都针对大学治理和学术领导力的各个主题进行了讨论。在2019年10月在格利维采和维也纳举行的最新LEAD2研讨会系列中,讨论了三个主要主题。这些研究包括大学治理的比较研究,学术排名和博士教育的治理。

推广活动的利益相关者多种多样,包括内部利益相关者(合作大学)和外部利益相关者(非合作大学和感兴趣的受众)。使用网站、社交媒体和各种形式的研讨会培训(主题演讲,讨论等)是主要的推广方法。



DISSEMINATION TO EXTERNAL STAKEHOLDERS & INTERESTED AUDIENCES

向外部利益相关者和感兴趣的受众进行推广

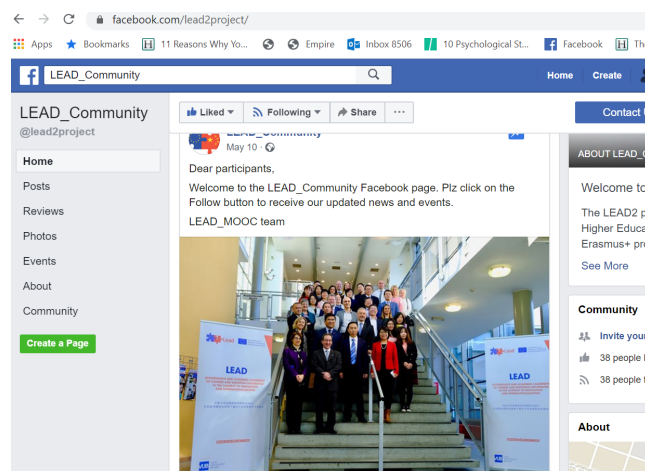
The initial dissemination planning not only focused on the participants attending the workshops but also other stakeholders who were interested in the conference, including academic leaders and staff in partner or non-partner universities, MOOC participants and external audiences

最初的推广计划不仅针对参加研讨会的参与者，而且还面向会议感兴趣的其他利益相关者，包括合作伙伴或非合作大学的学术人员和学术领导者，MOOC参与者和外部受众。

Website and Social Media (Facebook & WeChat):

In terms of dissemination efforts, programs accompanied by presentations, photos, and related materials were updated daily on the websites and WeChat during the four-day workshops. Several attendees shared that this was highly impressive and appreciated.

网站和社交媒体（Facebook和微信）：在为期四天的研讨会期间，在传播方面，每天都会在网站和微信上更新带有演示，照片和相关材料的程序。几位与会者表示，这令人印象深刻并受到赞赏。



Livestreaming keynote speeches

To disseminate the workshops for a large audience, the project organizer organized a live-streaming of the keynote speeches that were on-the-air on the 28th and 29th of October.

In all, 62 people registered for the pilot live-streaming. Reflected by some participants, the live-streaming keynote speeches were interesting and informative. With these positive results, it is recommended to have more live-streaming sessions for the upcoming LEAD2 workshops to meet the needs of interested audiences

现场直播主旨演讲：为了向广大观众推广研讨会，项目组织者组织了10月28日至29日直播的主旨演讲直播。共有62人注册了直播直播。一些与会者反映，现场直播的主旨演讲既有趣又有益。有了这些积极的成果，建议为即将到来的LEAD2研讨会举办更多的直播会议，以满足感兴趣的参与者的需求。

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<http://www.lead2-project.eu>



https://twitter.com/community_lead

<https://www.facebook.com/lead2project/>



FORUM



PROF. YU JINGTIAN
VICE PRESIDENT,
NATIONAL ACADEMY
OF EDUCATION
ADMINISTRATION

I think the LEAD project is a very special project, which has a pioneering significance for the international exchange of university leaders and academics. In today's era of globalization, although there are many international exchanges between universities, there is not much exchange or cooperation on university governance and academic leadership between university leaders. The three-year LEAD project has facilitated the exchange and discussions among academic leaders from partner universities. The participants have benefited a lot. Leaders of universities are particularly eager to communicate and discuss issues with their counterparts. Through the LEAD project, university leaders can discuss and exchange views with other leaders or counterparts from other universities or other countries. They have a lot of topics of common interest. These topics are of common concern to the university leaders. This is very unique. I hope the project will continue, and more university leaders can be involved.

我认为LEAD项目是一个很有特色的项目。从某种意义上来说, LEAD项目对于国际间的大学交流具有开创的意义。在当今这样一个全球化时代, 虽然大学之间的国际交流还是很多的。但在大学领导人层面, 这方面的交流还是不多的。这个项目能够持续三年使参加这个项目的合作单位的领导都感到受益很多。我觉得非常好, 非常有特色。大学的领导者其实特别渴望相互之间能够进行交流, 能够坐在一起探讨一些问题。通过LEAD项目, 大学领导者可以跟其他高校、国外的高校坐在一起来探讨一些问题。这些话题都是大家共同关心的, 中外的大学领导者坐在一起可以找到一些大家共同感兴趣的话题进行很深入的交流, 这是它非常有特点的一个方面。我希望这个项目能够持续下去, 能够让更多的高校领导参与进来。

I think that the LEAD project has numerous benefits for both me, and my University. I must say that after completing the course, I've got a far better understanding of different governance systems and leadership capacities in different countries. The different testimonials that we received, and the information that we learned from the various universities, in both China and Europe, served as a very good knowledge basis for me. I think it was a very powerful and stimulating exercise in getting to know each other better and understanding each other's structures in the contexts in which we work.

我认为LEAD项目对我和VUB都有很多好处。在完成课程后, 我对不同国家的不同治理体系和领导能力有了更好的了解。从中国和欧洲的各所大学了解到的信息为我们提供了很好的知识基础。我认为这是一个有力的激励性的过程, 可以使我们更好地了解彼此, 并在实际工作中理解彼此的结构。



ANTONY ANTOINE
EXECUTIVE DIRECTOR,
IES
VRIJE UNIVERSITEIT BRUSSEL



YASAR KONDAKCI
PROFESSOR
MIDDLE EAST TECHNICAL
UNIVERSITY

I believe the LEAD project provides a rich platform for research in higher education. The project itself provides a rich and inspiring set of knowledge and discussions on key issues and concepts of higher education, such as academic leadership, internationalisation, academic governance. I especially believe that the project is very inspiring for researchers in higher education.

LEAD项目为高等教育研究提供了一个丰富的平台。该项目就高等教育的关键问题和概念, 例如学术领导、国际化、学术治理等, 提供了丰富而富启发性的知识和讨论。我特别相信这个项目对高等教育的研究者来说是很有启发性的。



DR. PROF. YU XUEMEI,
DIRECTOR OF THE
FOREIGN AFFAIRS OFFICE
TONGJI UNIVERSITY



DR. MERVE ZAYIM KURTAY
FORMER RESEARCHER
VRIJE UNIVERSITEIT
BRUSSEL



PROF. LIU LIUSHENG
DEPUTY DIRECTOR HIGHER
EDUCATION INSTITUTE
YUNNAN NORMAL UNIVERSITY

The LEAD project is very important to me, as it not only builds a platform for cooperation between Chinese and European universities but also within the universities themselves. On the big platform of the LEAD project, our partner universities in China and Europe gathered regularly to discuss the governance of the university and the various aspects of academic leadership. Within my university, from university leaders to various departments, even students, all used this platform to collaborate, discuss, and think together to improve the governance and academic leadership of the university.

LEAD这个项目对我来说是非常重要的。它不仅搭建了一个中国和欧洲的高校的合作平台。而且在我们同济大学内部也搭建了一个非常好的平台。在中欧这个大平台上，我们双方的大学的同事们定期聚在一起，大家讨论大学的治理以及学术领导力的方方面面的工作内容。在我们大学的内部，从校领导到各个职能部门，甚至包括学生，也借助这个平台一起大家互相合作，互相讨论，共同来思考如何来提升大学的治理及学术领导力的问题。

For me, the LEAD Project is a kind of school, because I have gained new academic and individual skills. The project gave me an opportunity to be part of an international community and gain new intercultural skills. I learned more about China and Chinese people, which was a really valuable and interesting experience for me. Through this project I gained the opportunity to be an editor of a book; it is an honour to be actively taking a role in such an important outcome of the LEAD project.

对我来说，LEAD项目就像一所学校，我从中获得了新的学术技能和个人技能。该项目使我有机会成为这个国际团体的一员，并获得了新的跨文化技能。对我来说这确实是一次宝贵而有趣的经历，使我更加了解中国和中国人。通过这个项目，我获得了一本书籍的编辑机会，很荣幸能够在LEAD项目的重要成果中积极发挥作用。

The LEAD project has had a positive impact for myself and my team at the Institute of Higher Education and Regional Development of Yunnan Normal University. For example, through the academic cooperation of the LEAD project, we have created a MOOC submodule on the development of university's research leadership of young academics. This project played an important role in facilitating my academic career as well as my management practices. I hope the LEAD project will continue to grow, through follow-up initiatives such as cooperation platforms and projects, so it can bring more universities in China and Europe together, especially some universities in Western part of China.

LEAD项目对我本人和我所在的云南师范大学高等教育与区域发展研究院的团队都产生了积极影响。例如，通过LEAD项目的学术合作，我们创建了一个致力于发展大学青年学者科研领导力的MOOC子模块。该项目在我的学术生涯和管理实践方面都发挥了重要的促进作用。希望LEAD项目能够通过合作平台和项目等后续活动来继续推进，从而使中欧双方更多的大学，尤其是中国西部的一些大学聚集在一起。

G L O S S A R Y

术 语 表

Words in blue appear in the LEAD2 journal

蓝色字体来自LEAD2季刊

Words in red are in the literature

红色字体来自文献

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Academic Leader: the one who has a broad vision in his field and the power to initiate the necessary change by implementing it.**学术带头人/学术领导者:** 在自己的领域具有广阔视野并且能够发起必要变革并实施变革的人。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

Academic Leadership: name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is a leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork.**学术领导力:** 在学术背景或组织中作为领导力的特殊名称, 作为总体领导力的特殊细分。学术领导是一种领导, 包括基于组织的科学研究和数据来创建愿景和使命, 树立创意, 进行和提供团队合作等角色。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

Academic Staff: (International Standard Classification of Education (ISCED) 5-6) includes personnel whose primary assignment is instruction, research, or public service. This includes staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles, (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research. It does not include student teachers or teacher aides.**学术人员:** (International Standard Classification of Education (ISCED) 5-6)包括主要任务是教学, 研究或公共服务的人员。这包括具有学术职位的职员, 这些职位具有教授, 副教授, 助理教授, 讲师, 讲师等头衔, 或与其他学术职位相当的头衔。如果他们的主要活动是指导或研究, 则该类别包括具有其他头衔的人员 (例如, 院长, 主任, 副院长, 助理院长, 系主任或系主任)。它不包括师范生或教师助手。

OECD. (2001). Data Collection on Education Systems: Definitions, Explanations and Instructions. UNESCO, OECD, Eurostat, pp. 45.

Administrator: person who manages routine activities and provides instructional leadership at universities, colleges, and schools.**管理员/行政人员:** 负责日常活动并在大学, 学院和学校提供指导的人。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

D

Development: is the process through which organizations equip employees with knowledge, attitudes and skills to the extent they can have steady growth.**发展:** 发展是组织配备给员工不断成长所需的知识, 态度和技能的过程。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

G

GVA: Gross Value Added is a measure of the financial value that an organization, company or industry adds to the economy through its operations. In the case of universities this is estimated by subtracting the non-staff operational expenditure (mainly represented by expenditure on goods and services) from the total income of the Universities.**总增加值 (GVA):** 总增加值是组织, 公司或行业通过其运营为经济增加的财务价值的度量。对于大学而言, 这是通过从大学总收入中减去编外人员业务支出 (主要由商品和服务支出表示) 来估算的。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

I

Interdisciplinarity: integration of different disciplinary insights and working together towards a common goal.**跨学科:** 整合不同学科的见解, 并为实现共同的目标而共同努力。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

Internationalization: it is how far universities are able to cooperate with others to cover a broad range of knowledge represented by number of partnerships in European and global networks; number of projects in European framework programs; percentage of foreign teachers and researchers; percentage of Master's and PhD courses taught in English; percentage of students enrolled in international mobility programs (incoming); percentage of students enrolled in international mobility programs (outgoing); percentage of joint Master's and PhD programs with international institutions.**国际化:** 这是大学能够与其他大学合作以涵盖以欧洲和全球网络中的大量伙伴关系为代表的广泛知识的程度; 欧洲框架计划中的项目数量; 外国教师和研究人员的百分比; 以英语授课的硕士和博士学位课程的百分比; 参加国际流动性计划的学生百分比 (入学); 参加国际出行计划的学生百分比 (出国); 与国际机构合作的硕士和博士学位课程的百分比。

Rendas, A. (2019). Governance of Portuguese Universities Within European Higher Education: Nova University Lisbon Experience. In University Governance and Academic Leadership in the EU and China (pp. 196-209). IGI Global.

Institutional accreditation: status when the entire university is accredited.**机构认可:** 整个大学获得认可的状态。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

L

Leader: The person who leads or influences the group. The leader influences the group more than the group influences him or her, interacts with the group, prompts and directs them towards the goal.**领导者:** 领导或影响团队的人。领导者对小组的影响大于小组对他的影响, 与小组互动, 提示并引导他们迈向目标。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

Leadership: is a process in which one person influences others to achieve a common goal. The core of leadership is to influence individual or group behaviors and direct them to goals.

领导力: 领导力是一个人影响他人以实现共同目标的过程。领导力的核心是影响个人或团体的行为，并将其引导至目标。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

LERU: League of European Research Universities is a network of 23 European universities.

LERU: 欧洲研究大学联盟是由23所欧洲大学组成的网络。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

M

Multidisciplinarity: sometimes refereed as pluridisciplinarity and draws on knowledge from different disciplines, it is based on a shared topic, juxtaposition of perspectives, communication but also disciplinary autonomy.

多学科性: 有时被称为学科多样性，它借鉴了不同学科的知识，它基于共同的主题，观点的并置，交互以及学科自主性。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

N

NVAO: Accreditation Organization of the Netherlands and Flanders.

NVAO: 一个荷兰和比利时弗兰德斯的高等教育的认证组织。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

P

Peer review: a major process mechanism for assessing quality, relevance and novelty of publications and project proposals, but in open innovation and open research the multiple stakeholders, sometimes including citizens are participating.

同行评议: 评估出版物和项目建议书的质量，相关性和新颖性的主要过程机制，但是在开放式创新和开放式研究中，多个利益相关者（有时包括公民）也参与其中。

Cornelis, J. P. H. (2019). Strategic university governance. In University Governance and Academic Leadership in the EU and China (pp. 1-21). IGI Global.

Q

Quality: is the degree to which the product or service is introduced to meet the needs of the students.

质量: 质量是产品或服务被引进用以满足学生需求的程度。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Vocational Identity and Career Construction in Education (pp. 238-257). IGI Global.

R

Republic of scholars: institutional autonomy and academic freedom are two sides of the same coin —which means that leadership and decision making are based on collegial decisions made by independent scholars.

学者联盟: 制度自治和学术自由是同一枚硬币的两面——这意味着领导和决策都是基于独立学者的共同决策。

Cornelis, J. P. H. (2019). Strategic university governance. In University Governance and Academic Leadership in the EU and China (pp. 1-21). IGI Global.

S

Strategic research: starting point of several research projects where the innovation potential and the economic or societal impact are already become apparent and expected to be high.

战略研究: 几个研究项目的出发点，在这些项目中，创新潜力和经济或社会影响已经变得明显，并且预计会很高。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

T

Transactional leaders: leaders that focus on their role of supervision, organization, and team performance. They are concerned about the status quo and day-to-day progress towards pre-established goals.

交易型领导者: 专注于监督，组织和团队绩效的领导者。他们关注实现既定目标的现状和日常进展。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

Transdisciplinary: is based on collaboration between academics and other actors, whereby in the long run a new discipline might emerge (climate studies, urban studies, bioinformatics, etc. are examples of that) beyond each individual discipline.

跨学科: 基于学者与其他参与者之间的协作，从长远来看，一个独立于每门学科的新学科可能会出现（比如气候研究，城市研究，生物信息等）。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

Transformational leaders: leaders that work to enhance the motivation and engagement, motivated by a shared vision.

变革型领导者: 在共同愿景的激励下，努力增强动机和参与度的领导者。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power Game in a Complex Academic Ecosystem. In University Governance and Academic Leadership in the EU and China (pp. 118-143). IGI Global.

U

University Governance: from the way universities solve their organizational problems, to who decides what and when, and the institution's capacity to change. It is concerned with the values of the university, its system of resource allocation, its mission and purpose, its authority and hierarchy patterns, and its relationships with external partners. It can be divided into internal and external governance.

大学治理: 大学解决组织问题的方式，由谁决定何时何事以及机构的变革能力。它关系到大学的价值观，资源分配系统，使命和宗旨，权威和等级模式以及

与外部伙伴的关系。它可以分为内部和外部治理。

Yang, X., Li, H., & Chen, B. (2019). Research Funding and Its Influence on Academic Research Under China's University Governance System. In University Governance and Academic Leadership in the EU and China (pp. 33-51). IGI Global.

CALL FOR RESEARCH PAPERS

Special Issue on 'International Perspectives of University Governance and Academic Leadership in the Diverse and Global Contexts'

In the framework of the LEAD2 project under the Erasmus + program, the project consortium calls for contributions for publications (special issue research papers) related to the theme of International Perspectives of University Governance and Academic Leadership in the Diverse and Global Contexts.

The aim of the Special Issue is to bring together the studies that examine the key issues related to International Perspectives of University Governance and Academic Leadership in the Diverse and Global Contexts.

Submission

Authors interested in publishing in the special issue should first send a 300-500 word abstract with key references, and a short bio.

Authors of the selected abstract proposals will be notified to submit their full-length articles. Abstracts and full-length articles should be written in English. Manuscripts will be subject to anonymous review by a panel of international reviewers.

The abstracts and full papers should be sent via e-mail attachment to chang.zhu@vub.be and aysun.calikan@vub.be.

Timeline

- Deadline for abstract submission: 20 February 2020.
- Abstract Accept/Reject Notification: 20 March 2020.
- Deadline for full paper submission: 30 September 2020.
- Full Paper review feedback: 30 October 2020.
- Re-submission of the revised final full paper deadline: 30 November 2020.

征集研究论文

关于“多元化和全球化背景下大学治理和学术领导力的国际视角”的特刊

LEAD2项目征集特刊论文，特刊主题为国际和全球背景下的大学治理和学术领导力国际视野。该特刊的目的是对在多元化和全球化背景下大学治理和学术领导力国际视野相关的关键问题进行研究。

投稿

有兴趣在特刊上发表研究论文的作者需先提交300-500字的摘要，并附上关键参考文献和简短的简历。摘要通过评审的将被通知提交全文论文。摘要和全文论文应用英文撰写。论文全文将由至少两位评委进行匿名审查。摘要和全文应通过电子邮件附件发送至：chang.zhu@vub.be 和 aysun.calikan@vub.be

提交时间

- 摘要提交截止日期：2020年2月20日。
- 摘要评审结果通知：2020年3月20日。
- 提交论文全文的截止日期：2020年9月30日。
- 论文全文评审反馈：2020年10月30日。
- 重新提交最终论文修改版本：2020年11月30日。

UPCOMING EVENTS

**THE THIRD SERIES OF LEAD₂ WORKSHOPS:
GUANGXI NORMAL UNIVERSITY IN GUILIN
AND TONGJI UNIVERSITY
IN SHANGHAI**



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