



# Lead2

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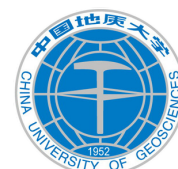
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VRIJE UNIVERSITEIT BRUSSEL  
AND LEAD2 PARTNERS

## LEAD2 PARTNERS



METU

**LEADING TOGETHER, LEADING TOMORROW**



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## Meet the Partners' Team

### 合作伙伴团队介绍

**PROF. DR. AHMET YOZGATLIGIL**

Prof. Dr. Yozgatligil received his B.Sc. and M.Sc. degrees from the Mechanical Engineering Department at Middle East Technical University (METU) in 1996 and 1998, respectively. He received his Ph.D. degree in the field of Energy at Drexel University, in 2005. He then pursued his post-doctoral studies at the University of Maryland between 2005-2007. Prof. Yozgatligil pursued research and several academic studies in the field of Engine Technologies and Combustion as a visiting professor at various prestigious institutions, such as NASA Glenn Research Center, NIST and Argonne National Laboratory in the U.S.A; Japan Microgravity Center (JAMIC), in Japan, and CNRS, in France. Prof. Yozgatligil has been serving as the Vice President responsible for Research, Innovation, and Internationalization at METU since 2016.

YOZGATLIGIL教授是中东科技大学副校长，他分别于1996年和1998年获得中东科技大学（METU）机械工程的理学学士和硕士学位，2005年他在德雷克塞尔大学获得能源领域的博士学位。随后，他于2005年至2007年在马里兰大学继续其博士后研究。YOZGATLIGIL教授曾在美国航空航天局格伦研究中心，美国国家标准与技术研究院（NIST）和美国阿贡国家实验室（ARGONNE NATIONAL LABORATORY），日本日本微重力中心（JAMIC）和法国的CNRS等知名机构担任客座教授，从事发动机技术和燃烧领域的研究和多项学术研究。从2016年开始，YOZGATLIGIL教授担任METU的副校长，负责研究，创新和国际化。

Susan Wright is a Professor of Educational Anthropology at the Danish School of Education of Aarhus University. She is a Member of the Danish Royal Academy of Sciences and Letters, and the Director of CHEF (Centre for Higher Education Futures). She has studied higher education reforms for over 30 years. In order to study how students, academics, managers, and policymakers all actively participate in large-scale processes of transformation, she has developed an approach called 'anthropology of policy' and works with concepts of audit culture, governance, contested meaning-making. She has researched university reforms in the UK and Denmark and coordinated the EU IRSES project 'University Reform, Globalisation and Europeanisation' (URGE) and the EU ITN project 'Universities in the Knowledge Economy' (UNIKE) comparing Europe and the Asia-Pacific Rim. She co-edits the journal LATISS (Learning and Teaching: International Journal of Higher Education in the Social Sciences) and a book series on higher education with Berghahn Books.

Susan Wright是奥胡斯大学丹麦教育学院教育人类学教授。她是丹麦皇家科学院的成员，也是CHEF（高等教育未来中心）的主任。她研究高等教育改革已有30多年。为了研究学生，学者，管理人员和政策制定者如何积极参与大规模的转型过程，她开创了一种名为“政策人类学”的方法，并进行文化诊断，治理，有争议的意义建构等概念研究工作。她研究了英国和丹麦的大学改革，并协调欧盟IRSES项目“大学改革，全球化和欧洲化”（URGE）以及比较欧洲和亚太沿岸地区的欧盟ITN项目“知识经济中的大学”（UNIKE）。她与Berghahn Books共同编辑了《LATISS》杂志（学与教：国际社会科学高等教育杂志）（Learning and Teaching: International Journal of Higher Education in the Social Sciences）和有关高等教育的书籍系列。

**PROF. DR. SUSAN WRIGHT**

Prof. Amaro De Matos has a strong academic background (Ph.D. in Mathematical Physics at USP, Brazil, 1988, and Ph.D. in Finance at INSEAD, 1995) and extensive administrative experience in Higher Education Institutions. He is the Vice-Rector at Universidade Nova de Lisboa, Portugal, where he is responsible for the International Development of the institution. Until August 2017, he served as the Associate Dean for Institutional Relations at Nova School of Business and Economics at the same University, being the main responsible for Institutional contacts and the international strategy, including accreditations, rankings, networking, and alliances design since 2005. He created and developed the Undergraduate Management course (1996-2001), directed the Ph.D. in Economics (2003-2009), created the Ph.D. in Finance (2004-2009), and more recently directed the Ph.D. in Management (2010-2015). As a CEMS Executive board member (since 2008), he chaired the CEMS Research and Doctoral Education Committee (2010-2014) and was elected in 2016 to chair the CEMS Quality and Assurance Committee. In research, he has worked on Econometric problems related to the testing of American Option Pricing Models and is now focused on modeling the impact of social interaction in markets.

Amaro De Matos教授是葡萄牙新里斯本大学负责国际发展事务的副校长。他具有优秀的学术背景（1988年在巴西圣保罗大学获得数学物理学博士学位，1995年在欧洲工商管理学院获得金融博士学位），并且在高等教育机构中拥有丰富的管理经验。直到2017年8月，他是新里斯本大学商学院和经济学院的机构关系副院长，自2005年以来主要负责机构联系和国际战略，包括认证、排名、关系网和联盟设计。他创建并发展了本科管理课程（1996年至2001年），指导经济学博士（2003-2009年），培养金融学博士（2004-2009年），最近指导管理学博士（2010-2015年）。作为CEMS执行董事会成员（自2008年起），他担任CEMS研究和博士教育委员会主席（2010-2014年），并于2016年当选为CEMS质量和保证委员会主席。在研究方面，他致力于与美国期权定价模型测试相关的计量经济学问题，现在专注于对社会互动在市场上的影响进行建模。

**PROF. DR. JOAO AMARO DE MATOS****PROF. DR. ROMAIN MEEUSEN**

Prof. Dr. Romain Meeusen is Vice-Rector Internationalisation and head of the Human Physiology Research Group at the Vrije Universiteit Brussel. His research interest is focused on "Exercise and the Brain in Health & Disease" exploring the influence of neurotransmitters on human performance, training, and rehabilitation. His recent work is on Thermoregulation, Neurogenesis, Cognition, and nutrition in health & disease. He teaches exercise physiology, training & coaching, and sports physiotherapy. Romain has published 550 articles and book chapters in peer-reviewed national and international journals, 21 books on sport physiotherapy, and has given lectures at more than 900 national and international conferences. He is the former President of the Belgian Society of Kinesiology, and the Belgian Federation of Sports Physiotherapy, and is also a former Board member of the European College of Sport Science ECSS (2000-2013), and the American College of Sports Medicine (ACSM) (2010-2013). In 2006 he gave the 'presidents lecture' at the annual meeting of ACSM. In 2009 he received the Belgian 'Francqui Chair' at the Université Libre de Bruxelles on 'Exercise and the Brain'. In 2017 he received an honorary Fellowship of the society for the promotion of Science in Japan. He is also a holder of two named lecturing chairs at the Vrije Universiteit Brussel.

Romain Meeusen教授是布鲁塞尔自由大学的国际事务副校长，人类生理学研究小组的负责人。他的研究兴趣集中于“健康与疾病中的锻炼与大脑”，探讨神经递质对人类表现，训练和康复的影响。他的学术研究重点包括健康和疾病中的温度调节，神经发生，认知和营养。他教授运动生理学，培训和指导以及运动理疗。Romain在同行评审的国家和国际期刊上发表了550篇文章和书籍章节，在体育物理疗法方面出版了21本书，并在900多个国家和国际会议上发表了演讲。他是比利时运动科学学会和比利时体育物理疗法联合会的前主席，并且还是欧洲体育科学学院ECSS（2000-2013）和美国运动医学学院（ACSM）（2010-2013）的前董事会成员。2006年，他在ACSM年度会议上作了“主席演讲”。2009年，他在布鲁塞尔自由大学获得“运动与大脑”比利时“Francqui Chair”奖项。在2017年，他获得了日本社会科学荣誉奖学金。

Prof. dr. Marek Pawełczyk is Vice-President for Professional Relations, International Institute of Acoustics and Vibration of Silesian University of Technology (SUT). He is Head of SUT's Department of Measurements and Control Managing Editor, International Journal of Acoustics and Vibration; Visiting Professor in Germany, the U.K., Denmark, and Sweden. Over 210 publications, including three individual monographs. Active in the implementation of innovative methods of studies. Coordinator of various research and didactic projects, including the creation of innovative directions of studies. Awarded with many international and national prizes and distinctions as for example, FIAT Award for the Best Ph.D. Thesis, Award of the Technical Sciences Department of the Polish Academy of Sciences for the Best D.Sc. Thesis in Computer Science, SIEMENS Scientific Award. In 2007-2011 he was the Vice-President, and in 2012-2014 the President of the International Institute of Acoustics and Vibration. He is currently the Vice President for Professional Relations for the term 2016-2020. Member of International Institute of Acoustics and Vibration, European Acoustics Association, Polish Acoustical Society, International Society for Advanced Research, International Federation of Automatic Control, Committee on Acoustics of the Polish Academy of Sciences. He has been responsible for the strategy and governance policy at SUT in the range of enhancing the quality of research and internationalization. He has been actively cooperating with Chinese HEI.

Marek Pawełczyk教授是波兰西里西亚科技大学副校长，国际声学及振动研究所副所长；SUT测量与控制部门主管；《声学及振动学国际学报》执行编辑；德国、英国、丹麦和瑞典的客座教授。他发表了210多项出版物，其中包括三本专著。他积极实施创新的研究方法；是各种研究和教学项目的协调员，包括创建创新的研究方向。荣获许多国际和国内奖项和荣誉，例如FIAT最佳博士学位。论文，波兰科学院技术科学最佳计算机论文奖；西门子科学奖。他在2007年至2011年担任副所长，在2012年至2014年担任国际声学及振动研究所所长。国际声学及振动研究所，欧洲声学协会，波兰声学学会，国际高级研究学会，国际自动控制联合会，波兰科学院声学委员会成员，并负责SUT的战略和治理政策，以提高研究和国际化的质量。Pawełczyk教授积极参与与中国高校的合作。



PROF. MAREK PAWEŁCZYK



PROF. DR. JIAN LIU

Prof. Dr. Jian Liu is vice-rector Internationalization and in charge of the construction of academic subjects at Yunnan Normal University. He is the head of the research group of physical education teaching, Intangible Cultural Heritage Inheritance, and the protection of Yunnan traditional sports. His research interests are focused on the study of the protection and inheritance of the traditional sports culture in Chinese ethnic minorities. Jian Liu has published more than 50 articles in domestic journals recognized by his peers, and more than 20 books on school physical education and national sports. He has visited, and lectured at various universities worldwide like South Dakota State University, Michigan State University, Queensland University of Australia, the University of Toronto in Canada, and many more. He has won more than 50 national and provincial awards for teaching and scientific research. Among them, there is a 1 first prize national teaching achievement, 2 first prizes, and a 1-second prize provincial teaching achievements. He also got 2-second prizes and 5 third prizes for outstanding achievements in philosophy and social sciences of the people's Government of Yunnan Province, and 3 Excellent Doctoral / Master's thesis instructors at Yunnan Province. Moreover, he has received more than 20 other scientific research achievements.

刘坚教授是云南师范大学分管学科建设的国际事务副校长，是体育教学、云南少数民族传统体育非物质文化遗产传承保护研究小组负责人，他的研究兴趣集中在研究中国少数民族传统体育文化的保护和传承。刘坚教授在同行认同的国内期刊上发表了50余篇文章，出版了20余本关于学校体育教学和民族传统体育的书籍。他曾赴美国南达科他州立大学、密歇根州立大学、澳大利亚昆士兰大学、加拿大多伦多大学等多所大学访学、讲学。刘坚教授先后获国家级、省级教学、科研成果奖50余项，其中包含国家级教学成果一等奖1项，省级教学成果一等奖2项、二等奖1项，云南省人民政府哲学社会科学优秀成果二等奖2项、三等奖5项，云南省优秀博士/硕士论文指导教师3项。此外，他还获得了其他20余项科研成果。



PROF. DR. JIEYUAN SUN

Prof. dr. Jieyuan Sun holds a Ph.D. in education and is a Doctoral supervisor, Changjiang Distinguished Professor of Ministry of Education, and a National inspector for education. He is the Vice President of the pedagogy branch of the Chinese Education Association. His research mainly focuses on principles of pedagogy, education of ethnic groups, modernization of educational administration, educational anthropology, and other related fields. He has coordinated over 20 national, provincial, and ministerial research projects. He has also published more than 90 papers in educational research, along with other publications and 15 books. For his teaching, he has been awarded the national teacher education high-quality excellence course, two second-prizes of national excellence in teaching awards, and a national planning textbook award. He has also won the second prize in scientific research in higher education from the ministry of education for outstanding achievements, and 11 awards for outstanding achievements in social science research in Guangxi.

孙杰远教授是教育学博士，广西师范大学副校长，博士生导师，教育部长江学者特聘教授，国家督学。担任中国教育学会教育学会分会副理事长等职。孙杰远教授主要从事教育学原理、民族教育、教育治理现代化、教育人类学等领域的研究。主持国家级、省部级项目20余项。曾在《教育研究》等刊物发表论文90余篇，在商务印书馆等出版社出版著作15部；主持国家级教师教育精品课程11门；获国家级优秀教学成果二等奖2项；获国家规划教材1部；获教育部高等教育科学研究优秀成果二等奖1项，广西社会科学研究优秀成果奖11项。

Jiang Changjun, is a Professor, Doctoral Supervisor, and a recipient of the National Science Fund for Distinguished Young Scholars, Chief scientist of National "973" Key Basic Research Project. He is the Vice President of Tongji University, Director of Key Laboratory of Embedded System and Service Computing, Ministry of Education. His academic positions include Advisory committee member of the Information Science Department of the National Natural Science Foundation of China, Chief supervisor of the Chinese Association for Artificial Intelligence, Executive Director of the Chinese Association of Automation, Vice president of the China Cloud System Industry Innovation Strategic Alliance, Consultant Member of IEEE Artificial Intelligence Perception Network Committee, CAAI Fellow, IET Fellow, etc. He served as editor of Big Data Mining and Analytics. His major works include the Network Concurrency Theory, Network Financial Risk Prevention and Control, and many more. He presided over the establishment of China's first Internet transaction risk prevention and control system. More than 300 papers and 4 monographs have been published. They have been cited more than 2,800 times by colleagues at home and abroad. Some of his achievements have been recognized by academics from the United States, Britain, Canada, Sweden, Europe, and India.

蒋昌俊教授是博士生导师，国家杰出青年科学基金获得者，973项目首席科学家。他现任同济大学副校长、同济大学嵌入式系统与服务计算教育部重点实验室主任，以及国家自然科学基金委信息学部咨询委员会委员、中国人工智能学会理事长、中国自动化学会常务理事、中国计算机学会理事、中国云体系产业创新战略联盟副理事长、IEEE人工智能感知网络委员会顾问委员、CAAI Fellow、IET Fellow等。被授予英国Brunel University 名誉教授等。担任《Big Data Mining and Analytics》等编委。担任国际学术会议主席、程序委员会主席等20余次。主要从事网络并发理论、网络金融风险防控、网络计算环境和网络信息服务。创建了网络并发系统的行为理论，主持建立了中国首个互联网交易风险防控体系及系统。发表学术论文300余篇，其中在IEEE和ACM汇刊上发表学术论文60余篇，专著4部，被国内外同行引用2800余次，成果获美、英、加、瑞典、欧洲、印度等两院院士的正面评价。获授权发明/创新（中国、美国、澳洲）专利96项、国际PCT 21项，行业技术标准17项。研究成果获国家技术发明二等奖和国家科学技术进步二等奖2项，还获得多项国际奖项。



PROF. CHANGJUN JIANG





PROF. DR. YANXIN WANG

Professor Wang Yanxin is president of China University of Geosciences(Wuhan), academic of Chinese Academy of Sciences, member of the Academic Degrees Committee of the State Council, and vice president of the International Association of Hydrogeologists (IAH) — China National Chapter. He is head of the national level teaching team of "groundwater and environment", mainly engaged in the research of the groundwater quality and water resources protection. With more than 160 articles published in international journals as first author and corresponding author, Professor Wang is a winner of the Applied Hydrogeology Award of IAH and the John Hem Award from the National Ground Water Association of USA. Combined with his university leadership practice, he carried out higher education research in fields of university strategic management, university governance, interdisciplinary education, and so forth.

王焰新教授是中国地质大学(武汉)校长,中国科学院院士,国务院学位委员会委员、国际水文地质学家协会(IAH)中国国家委员会副主席。他是“地下水与环境”国家级教学团队负责人,主要从事地下水水质与水资源保护领域的研究。发表第一作者和通讯作者国际期刊论文160余篇,IAH的应用水文地质学和美国地下水协会JOHN HEM奖获得者。他结合学校的领导实践,开展了大学战略管理、大学治理与跨学科教育等高等教育领域的研究。

Prof. Dr. Jean-Robert Tyran is the Vice-Rector for Research and International Affairs at the University of Vienna, Professor of public economics, and Director of the Vienna Center for Experimental Economics. In his research, he mainly investigates how institutions like markets and democracy are shaped by bounded rationality and social preferences. He has initiated the Vienna Behavioral Economics Network (VBEN), a platform for the exchange of ideas from Behavioral and Experimental Economics with people from the business world, society, and the state. Prof. Tyran has published more than 50 papers in peer-reviewed journals and is a member of various editorial boards (Experimental Economics, European Journal of Political Economy, Journal of the Economic Science Association), and professional boards (Society for the Advancement of Behavioral Economics). He is a research fellow at various institutions (Centre for Economic Policy Research (CEPR), London; Economic Policy Research Unit (EPRU), University of Copenhagen) and has held numerous visiting positions (Harvard Kennedy School, London School of Economics, Caltech, among others). As an academic leader and Vice-Rector, he was in charge of the reorganization of doctoral education at the University of Vienna. In a participatory process, he and his team developed a code of conduct for doctoral education and established the current governance framework for doctoral schools. He is especially committed to providing optimal conditions for young researchers and developing incentive systems that promote research at the University of Vienna. At the international level he is strongly engaged in building global strategic partnerships with excellent universities.

Jean-Robert Tyran教授是维也纳大学研究和国际事务副校长、公共经济学教授、维也纳实验经济学中心主任。在他的研究中,他主要研究有限理性和社会偏好如何塑造市场和民主等制度。他创立了维也纳行为经济学网络(VBEN),这是一个与商界、社会和国家人士交流行为经济学和实验经济学思想的平台。Tyran教授已在同行评议的期刊上发表了50多篇论文,并且是各种编辑委员会(实验经济学,欧洲政治经济学期刊,经济科学协会期刊)和专业委员会(行为经济学促进会)的成员。他是多个机构(伦敦经济政策研究中心CEPR;哥本哈根大学经济政策研究组EPRU)的研究员,并曾担任过多个访问职位(哈佛大学肯尼迪学院,伦敦经济学院,加州理工学院等)。作为学术带头人和副校长,他负责维也纳大学博士生教育的重组。在参与过程中,他和他的团队制定了博士生教育的行为准则,并建立了当前的博士学院治理框架。他特别致力于为年轻研究人员提供最佳条件,并制定激励制度,促进维也纳大学的研究。在国际层面,他积极与优秀大学建立全球战略合作伙伴关系。

Prof. Dr. Zuoyu Zhou is the Vice President of Beijing Normal University. Before starting his present position, he was the founding Dean of Faculty of Education (BNU), and the Director of the Office of Social Sciences (BNU). Dr. Zhou's research interests are in higher education administration and evaluation, and leadership study. He has presided over and participated in many key projects funded by the National Natural Sciences Foundation of China and the Ministry of Education of China. Dr. Zhou won the Second Prize in National Award for Outstanding Achievements in Educational Scientific Research in 2006 and was selected into the "New Century Excellent Talents Support Plan" of the Ministry of Education of China in the same year. In 2009 he was selected into the "New Century Social Science Theory Talents Project" of Beijing. Dr. Zhou has published five books (including three translated), and more than 60 articles in the Journal of Education for Teaching, Educational Research, etc. He is the Chair of the Association of Educational Evaluation, affiliated with the China Association of Higher Education (CAHE). Dr. Zhou is also the editorial board member of some Journals, e.g. Journal of Education for Teaching, London Review of Education, KEDI Journal of Education Policy, International Journal of Learning, Journal of Educational Studies, Teacher Education Research, International and Comparative Education, and Higher Education Development and Evaluation. Dr. Zhou has rich international experiences - he was a visiting scholar to IUB and Boston College in 1999 and the senior Fulbright visiting scholar at UCLA, and Stanford University in 2008. He was involved in the China Senior Personnel Development Program in Australia in 2002, the University Leadership Development Program in the UK in 2007, and the Higher Education Leadership Program in Singapore in 2015.

周作宇教授现任北京师范大学副校长,曾任北京师范大学教育学部首任部长、社会科学处处长。研究领域主要包括高等教育管理、评估与领导。主持和参加中国国家自然科学基金、国家社会科学基金和教育部重大项目多项,2006年荣获全国教育科学优秀成果奖二等奖,同年入选教育部新世纪优秀人才支持计划,2009年入选北京市新世纪社科理论人才百人工程。出版专著5部(含译著3部),在Journal of Education for Teaching、《教育研究》等学术期刊发表论文60余篇。兼任中国高等教育学会教育评估分会理事长。同时兼任Journal of Education for Teaching, London Review of Education, KEDI Journal of Education Policy, International Journal of Learning、《教育学报》《教师教育研究》《比较教育研究》《高等教育发展与评估》等国内外学术期刊编委。拥有丰富的国际经历,1999年赴美国印第安纳大学、波士顿学院和罗格斯大学作访问学者,2008年到美国UCLA和斯坦福大学作福布赖特学者,2002年到澳大利亚悉尼大学参加中国高级人事培训,2007年7月赴英国伦敦大学教育学院参加中英大学校长领导力研讨班,2015年赴新加坡参加高等教育领导力培训班。



PROF. DR. JINGTIAN YU

Dr. Yu Jingtian has been with the National Academy of Education Administration (NAEA) since 1997 when he graduated from Beijing Normal University with a Ph.D. in preschool education. He became vice president of the National Academy of Education Administration in April 2017. His research interests focus on leadership development, cadres training, and education policies. He presided over the compilation and publication of the "Report on Evaluation Reform of Basic Education", "Basic Education: Policy and System", and "Enlightenment of Shadow Training for Primary and Secondary School Principals". He has also published dozens of papers including "China needs to establish a first-class education supervision system" and "Several key issues of improving the quality of higher education in China from the comparison between China and the United States". Dr. Yu Jingtian attended King's College in London for further study in 2005.

于京天现任国家教育行政学院副院长,分管干部培训、教学与科研、国际交流工作。主要研究领域为干部培训、教育政策。主持编写出版《基础教育评价改革报告》、《基础教育:政策与制度热点》、《中小校长影子培训启思录》等著作,发表《中国亟需建立一流的教育督导体系》、《从中美比较中看提高中国高等教育质量的几个关键问题》等论文数十篇。于京天在北京师范大学获得博士学位,曾在英国伦敦大学国王学院访学。



PROF. DR. JEAN-ROBERT TYRAN



PROF. DR. ZUOYU ZHOU

**BRIEFING**

**简讯**

**The second edition of LEAD2 MOOC is successfully completed**


**LEAD2 MOOC第二季已成功完成**

The second edition of LEAD2 MOOCs ended in January 2020. This successful edition attracted 517 participants from all over the globe, 342 of whom registered for the English version, and 175 participants for the Chinese version. The course covered key topics on university governance and academic leadership accompanied through interactive discussions, assignments, and tests. Participants who successfully passed all 4 modules of the course were awarded certificates.

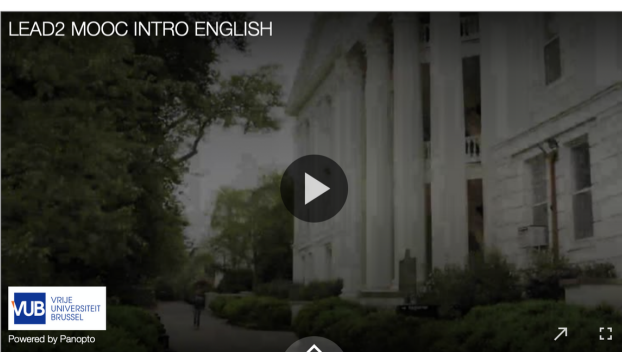
LEAD2 MOOC的第二季于2020年1月结束。这一季的慕课参与非常成功，吸引了来自全球的517位参与者，其中342位注册了英文版慕课，175位注册了中文版。该课程涵盖了有关大学治理和学术领导力的关键主题，并进行了互动式讨论、作业和测试。成功通过该课程所有四个模块的学员获得了证书。

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### University Governance and Academic Leadership



What is LEAD2 MOOC?



**THE THIRD EDITION OF THE LEAD2 MOOC (MARCH-JULY 2020) IS NOW OPEN, REGISTER FOR FREE**

**LEAD2 MOOC第三季（2020年3月至7月）现已开放，免费注册**

Higher education institutions have undergone radical changes and have been faced with increasing sources of pressure over the past decades when it comes to their considerable growth in size and complexity. Thus, the ongoing need for leadership development addressed at academic leaders and staff in a higher education setting is crucial. In this respect, the LEAD2 MOOC, which is part of the LEAD2 project, aims at enhancing knowledge and skills regarding University Governance and Academic Leadership for leaders and staff in higher education. Following the last two successful editions of LEAD2 MOOCs, the new edition of the LEAD2 MOOC (March-July 2020) on "University Governance and Academic Leadership" has just been launched in English and Chinese. In this new edition, the course design has been optimized to meet the needs of diverse participants. If you are interested in university governance and leadership skills, this MOOC is the right choice for you!

在过去的几十年中，高等教育机构经历了规模和复杂性翻天覆地的变化，并面临越来越多的压力来源。因此，在高等教育环境中，学术领导者和工作人员不断提高领导能力的需求至关重要。在这方面，LEAD2 MOOC是LEAD2项目的一部分，旨在为高等教育的领导者和学术人员增强有关大学治理和学术领导力的知识和技能。继LEAD2 MOOC的第一季和第二季两期成功开放之后，关于“大学治理和学术领导力”的LEAD2 MOOC第三季（2020年3月至7月）英文版和中文版已经开放。在第三版慕课中，课程设计已经进一步优化，以更好地满足不同参与者的需求。如果您对大学的治理和学术领导力感兴趣，那么此MOOC是您的绝对选择！

**WE LOOK FORWARD TO SEEING YOU AGAIN IN THE NEW VERSION OF THE MOOC.**

**我们期待在新版本慕课中再次见到您。**

**OPEN FOR  
REGISTRATION:  
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DON'T MISS THE  
OPPORTUNITY.**



**开放注册：  
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## Lead2 Online Knowledge base

### LEAD2在线知识库

- is a free open online sharing platform designed by the LEAD2 project. It is one of the outcomes of the LEAD2 project supported under the Capacity Building in Higher Education of the Erasmus+ programme. The main goal is to provide a rich online knowledge base that incorporates various resources and literature on the topics of university governance and academic leadership, and facilitates learning and sharing of stakeholders on these topics. It focuses on the EU and Chinese higher education contexts, and in the meantime, it also provides literature and resources on these topics globally. Additionally, the LEAD2 project deliverables including workshops material, training course material, publications, and videos are also available in this Online Knowledge Base for sustainable access and utilization by interested stakeholders.

**LEAD2 Online Knowledge Base consists of three main components including the LEAD2 Knowledge Base, LEAD2 Referencing Tool, and LEAD2 Padlet.**



LEAD2在线知识库是由LEAD2项目设计创建的免费开放式在线共享平台。这是Erasmus +项目的“高等教育能力建设”支持下的LEAD2项目的成果之一。其主要目标是提供一个内容丰富的在线知识库，其中包含有关大学治理和学术领导力主题的各种资源和文献，并促进所有感兴趣的利益相关者的学习和共享。该知识库着重于欧盟和中国的高等教育背景，同时，它还提供了在全球背景下有关这些主题的文献和资源。此外，LEAD2项目的成果包括工作坊资料、培训课程资料、出版物以及视频等也保存在此在线知识库中，以供感兴趣的利益相关者可持续访问和利用。

LEAD2在线知识库包括三个主要部分，即Lead2知识库，Lead2参考工具和Lead2在线布告板。

**LEAD2 Knowledge Base** serves as an online library and sharing platform that stores and organizes various resources and literature on university governance and academic leadership. In order to facilitate learning, sharing of experiences, and enhancement of knowledge, the resources and materials are structurally organized and classified into different source types and topics.

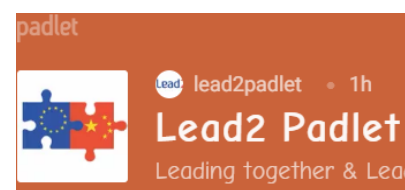


Lead2知识库是一个在线资源库和知识共享平台，用于存储和结构性的呈现有关大学治理和学术领导力的各种资源和文献。为了促进学习、经验交流和增强知识共享，该知识库对资源和学习材料根据不同的类型和主题进行了结构性的分类。

**LEAD2 Online Referencing Tool** provides a search and referencing function based on the LEAD2 Knowledge Base literature and resources which are systematically categorized according to specific classifications. Besides, this tool uses techniques such as knowledge-based recommendations to improve the quality of search results. It can also automatically recommend relevant resources based on the characteristics of learners/users such as the language of the articles, the authors, keywords, and ideas or advice.

Lead2在线参考工具提供基于Lead2知识库文献和资源的搜索和参考功能。这些文献和资源根据类别和主题进行了系统分类。此外，该工具使用基于知识的推荐等技术来提高搜索结果的质量。它还可以根据学习者/使用者的特征自动推荐相关资源，例如文章的语言、作者、关键字以及意见或建议。

**LEAD2 Padlet** is a collaborative digital wall that provides social interaction and collaboration of community groups. It also allows users to store and share multimedia content. Additionally, there are several virtual chat rooms created for academic leaders and staff at different levels who can join for community interactions, share experiences, and widen their networks and professional communities.



Lead2在线布告板是一个协作式数字墙，可提供社交互动和社区团体的协作。它还允许使用者存储和共享多媒体内容。此外，布告板还为不同级别的学术领导者和学术人员创建了虚拟聊天室，他们可以加入聊天社区互动，分享经验并扩大他们的网络和专业社区。

# IN THE SPOTLIGHT

## THE ART OF FACILITATION: WHAT IT TAKES TO BE A LEADER

**Prof. Dr. Yasar Kondakci is the Dean at the Graduate School of Social Sciences at the Middle East Technical University (METU) in Ankara, Turkey. He is also a professor of Educational Administration and Planning at METU. He gained his Ph.D. at Ghent University, Belgium in the field of Management and Organization. His main areas of research are higher education, educational change, and social justice in education.**

### What are your main roles as Dean?

Before I started my current position (as the dean) at the university, I had some administrative responsibilities. I was the vice-dean between 2014 and 2017. Still, before this, I served as assistant to the department chair. I was familiar with administrative tasks, but I never forgot my academic identity. So, for me, the job was an administrative, as well as an academic one. Now for almost one year, I have been the Dean of the Graduate School of Social Science. In the past, I had ideas and goals on how to manage an academic unit, however, I could not realize them because I did not have the authority to realize these goals or to put these ideas in practice. Right now, I have the authority. I am in the key decision-making position at the graduate school (to realize the goals and ideas). In my current position, I have several different responsibilities regarding academic issues, personnel issues, financial issues, administrative issues, and the day to day functions at the graduate school.

### What are the three most satisfactory things about your current role?

I think facilitating certain functions and helping the faculty or departments address their issues and contribute to their academic performance, as a result of this facilitation give me a lot of satisfaction. For example, making the department progress, like getting a good project, contribute to the promotion of the faculty, or realizing academic progress as a result of my facilitation [...]. This is the most satisfying part of my current role. I never see myself as more than a facilitator, because I cannot, and I do not want to, make decisions for my faculty members, for my departments. My understanding of academic freedom does not let me hold the entire authority in performing the academic tasks. I simply don't see myself smarter than my faculty members and departments when it comes to academic issues of the departments.

But of course, I am expecting them to persuade me, to convince me, regarding their demands. So, we have a discussion, and they have to convince me, and then I try to serve them. In this way, we accomplish something together. This is very satisfactory. For instance, we have initiated a discussion on the format of the Ph.D. dissertation at our graduate school. When it comes to academic practices and structures, we are very conservative. Even having this discussion is an accomplishment in itself. This is a strategic issue and being involved in such strategic issues rather than the daily routines is satisfactory.

I will serve in my current position for 3 years, and then I have to leave there with some accomplishments. When I work towards the accomplishments, of course I feel satisfied. However, if I feel that I am not progressing in my vision, then of course I will not feel satisfied. Also, when I feel that I am overloaded with daily routines, then I feel frustrated. I don't like to be involved in routines. But from time to time, especially at the beginning and end of the semesters, we have to deal with these routines.



Another frustrating part of this job, in Turkey at least, is that I have to mediate not only between departments and top management, but also between departments and the outside world. Also, in Turkey, because of the centralized system, you have to accommodate certain directives originating from the top, for example the Higher Education Council. And then, I have to convince the faculty about things that I am personally not convinced about. This is something that bothers me about my role as dean. For instance, when rules or regulations are changed, the faculty resists. I have to explain why we have to do this, when in fact I don't believe in it myself. It's a kind of a conflict of identity for me.

### Describe the biggest change you've dealt with since you've become a Dean? How did you adapt?

I haven't achieved it yet, but my vision is to redefine the format of the Ph.D. dissertations in my unit. We are currently working on it, and I hope we will be able to accomplish it. But, as I mentioned, when it comes to the academic structure and functions, METU is a very conservative place. Therefore, accomplishing this will be a major transformation, not just a change.

We want to change the format of the Ph.D. dissertation. But we should keep in mind that in Turkey middle-level management does not have much authority, legally speaking. Hence, with this limited authority, all we can do is adjust certain academic structures. This is a highly political process at the same time. We have to negotiate with different people from different disciplines, and believe me, every discipline or department, has a totally different culture. You have to propose one thing in different ways, to different people to make them accept it, and to keep their support. This is a challenge, but a sweet challenge, I must say.

### Describe a time when you demonstrated effective leadership skills?

Effective leadership skills can be demonstrated in times of conflict. For example, in times of conflict between the top and lower levels, or between two units, or two people. One thing that doesn't work in academia and, which I don't use at all, is position of power. I never try to act as a dean with my bureaucratic role or position. I always speak or use my expert power, and I speak to a collegial environment, not a bureaucratic one.

When I meditate, or resolve conflicts, or convince people of an idea I use my leadership skills. When you have a vision, you need to align the vision with the key goal and convince people to forget about their conflicts and work towards the common goals. This is what we call leadership. The rest is all management.

In Turkey, we have one problem. Unfortunately, since people do not have training in academic leadership and management, as soon as they get the position, they try to rule through their position of power. And they get a strong reaction because academia is not a place where you can rule with this type of power.



### Describe your leadership style?

I am a facilitator. Of course, I listen to top management, but top management has certain goals. I try to mediate between the top and lower levels in order to contribute to the university's vision. I do not see myself more than a facilitator. Going back to the vision of the new Ph.D, I have to do it with the collaboration of the faculty. I cannot push for this, and I cannot punish people who don't agree with me. It is my responsibility, as a leader, to convince them. Then as I said, I need to facilitate their academic practices. While I am doing this, I always encourage them to take an innovative stance.

I like to progress, I don't want to preserve the things as they are right now, because everything changes in the outside world. I want my faculty to consider the international aspects of their practices. I of course, encourage this kind of understanding, but the final decision belongs to the faculty members. It's their decision, I'm only a facilitator.

**"I never see myself as more than a facilitator, because I cannot, and I do not want to, make decisions for my faculty members"**

### What types of decisions are the most difficult for you to make? Why?

Decisions regarding conflicts between faculty members are usually unpleasant ones for me. Sometimes they sound very simple, but they are important, and you have to take them seriously. Sometimes I am stuck in between because the cases push me to act against what I believe about management and/or leadership. Sometimes, and I have never done this, you can act bureaucratically, and handle academic issues with court procedures or legal procedures. This is very challenging, and I refuse to do this. It's my style, my role, and my responsibility, and I never hesitate to use my authority in a facilitating way.

### How did you sell a new idea to your management team, and what was the result?

The strongest body in our administration is the academic board, where we have all the heads of the departments. First, I always get myself informed about the issues and typically, when we discuss things, I collect information. Then I raise the issue in front of the department heads, and I ask the simple question- "What do you think?" Then it works by itself as a chemical reaction. They start to discuss amongst themselves. Of course, in some cases you cannot resolve it in a single session.

I cannot tell you that everything is homogeneous, smooth, or straightforward. For example, they will never reach a total agreement, but we usually have a good majority. It's not 51%, but a good 70-80%. When you ask people to discuss issues, it works. But you have to give it time. For major issues, you have to give sufficient time.

Another point is that you have to have a good command of your organization.

You have to be very familiar with your archives for example, previous decisions, your student profile, faculty profile, etc. This is a very important aspect of leadership. You cannot start leading a new organization by erasing the history of your unit. It is there, and you have to build on it. If it's good, build on it and progress, and if it's bad, try to redefine or change it.

### How do you keep your team focused?

I involve them. On my team, I have two vice-deans and one advisor. The advisor's role is very clear and concrete. For the others, I have a distribution of tasks. The department heads are independent in their functions, but from time to time, I need certain minor things from them. I always allocate tasks, and of course, I always want to get their perspective. Because by doing so, minimize the risk of making mistakes. Our faculty is very heterogeneous. I have advisors and assistants from different disciplines. They bring their own perspective. This is also very important for eliminating the risk of making mistakes.

### In which areas would you like to further develop yourself?

In short, making evidence-based decisions is very critical, for example, when you want to change certain things. (...) So having a good command of your data, archives, background, is very important. In order to understand the data, you need more time. (...) Enhancing ourselves in this area will be very critical.

### How does the LEAD2 project help you to enhance your leadership skills?

I have met good leaders, strong leaders in the LEAD2 project meetings, workshops, and through the network itself. Talking to these people is in itself instructive. Of course, you also see different leadership practices from different institutions, which inspires you to think and see the issues you are confronting in your organization differently. It broadens your horizons.

For example, the LEAD2 project provides possibilities for international collaboration to widen academic practice. For example, whenever we need an international collaboration, I always refer to the LEAD2 project or the connections that I built through it. Don't forget the LEAD2 experience by itself, even without attending academic activities or workshops, is very informative. It's because you meet and collaborate with different leadership figures, and you learn from one another.

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

I think effective leadership training and development should be two dimensional. First, you must bring good cases. The conversation and collaboration are in themselves informative for leaders, but I never underestimate the importance of formal training. In my experience, if you are not trained in management, especially organizational behavior, then you try to rule with bureaucratic power, and this doesn't work at a university. You must develop other skills, and realizing this only comes from training. In that sense, the workshops, keynote speeches, and MOOCs are always informative and instructive for current and prospective academic leaders.



## 焦点 引领推动： 学术领导者的方向

Yasar Kondakci教授是土耳其安卡拉中东科技大学（METU）社会科学研究生院院长。他是METU教育管理和规划专业的教授。他在比利时根特大学管理和组织领域获得博士学位。他的主要研究领域是高等教育，教育变革和教育社会平等。

### 您担任院长的主要角色是什么？

在我开始担任大学现任职务（担任院长）之前，已经承担了一些行政职责。我曾在2014年至2017年担任副院长。在此之前，我曾担任系主任助理。我熟悉学院的行政管理任务。但是我永远不会忘记我的学术身份。所以对我来说，这份工作既是行政工作，也是学术工作。现在差不多一年了，我一直担任社会科学院院长。过去，我对如何管理学术单位有想法和目标。但是，我无法实现它们，因为我无权实现这些目标或将这些思想付诸实践。现在，我在学院中担任关键决策职位（以实现目标和构想），我现在可以有权利实现一些目标。在目前的职位上，我在学术问题，人事问题，财务问题，行政问题以及学院的日常管理职能方面负有几项不同的职责。

### 您目前的职位最令您满意的三件事是什么？

我认为，通过促进某些职能并帮助院系解决他们的问题并为他们的学术表现做出贡献，这使我感到非常满意。例如，通过引领推动工作，使部门取得进展，例如获得一个好的项目，为推动学院教师的晋升做出贡献，或实现学术方面的进展……这是我目前工作中最令人满意的部分。我认为自己主要是一个引领推动的角色，因为我不能也不想替我的学院教师和院系各系做决定。我对学术自由的理解并不能使我拥有执行学术任务的全部权力。在各系的学术问题上，我觉得自己不能比我的院系同事更聪明。

但是，当然，我希望他们能说服我，使我信服他们的要求。因此，我们进行讨论，他们必须说服我，然后我才能更好地为他们服务。这样，我们可以共同完成某件事。这是非常令人满意的。

例如，我们已经开始在我们的学院对于博士论文形式的改革进行讨论。说到学术实践和结构，我们还是非常保守的。即使对这个议题进行此讨论本身也是一项成就。这是一个战略问题，令人满意的是大家都积极参与讨论此类战略性的议题而不只是例行公事。

我将在现任职位上任职三年，之后我必须带着一些成就离开这个职位。当我为取得的成就而努力时，我会感到满足。但是，如果我覺得自己的愿望没有进步，那么我当然不会感到满意。另外，当我觉得自己每天的工作量过多时，我也会感到沮丧。我不喜欢只是参加常规事务性工作。但是有时，尤其是在学期的开始和结束时，我们必须处理这些常规事务性工作。

至少在土耳其，这项工作的另一个令人沮丧的职责是，我不仅必须在部门与高层管理人员之间进行调解，而且还必须在部门与其他外部机构之间进行调解。同样，在土耳其，由于采用了集中式系统，因此我们必须适应某些源自高层的指令，例如高等教育委员会的指令。然后，我必须说服学院的教师梦实施一些我个人并不完全相信的事情。这让我对担任院长的角色感到困扰。例如，当规则或法规发生变化时，教师们会进行抵制。我必须解释为什么我们必须这样做，而实际上我本人并不相信。对我来说，这是一种身份冲突。



### 请描述您成为院长以来最大的变化，您是如何适应的？

我还没实现，但是我的愿景是重新定义社会科学研究生院博士论文的形式。我们目前正在研究这个议题，我希望我们能够完成这一目标。但是，正如我提到的，在学术结构和职能方面，METU是一个非常保守的大学。因此，实现这一目标将是一个重大转型，而不仅仅是改变。

我们想要改革博士论文的形式。但是我们应该记住，从法律上讲，在土耳其，中层管理人员没有太多的授权。因此，在这种有限的权力下，我们所能做的就是调整某些学术结构。同时，这是一个高度政治化的过程。我们必须与不同学科的人进行商榷，而且请相信，每个学科或系都有其完全不同的文化。您必须以不同的方式向不同的人提出一件事，以使它们接受并得到他们的支持。我必须说，这是一个挑战，但也是一个亲切有意义的挑战。



## “我从不认为自己的作用大于一个推动者，因为我不能而且也不想代替我的院系成员独自做决定”

请描述您展示有效领导能力的一个时机？

有效的领导技巧可以在冲突时期得到证明，例如，在最高层和较低层之间，或者两个单位或两个人之间的冲突的时候。在学术界不起作用，并且我根本不使用的一件事是职位的权力。我从不试图以我的职位角色或院长身份来行使院长的职责，我一直通过我的专家角色和权利讲话，并且我是在大学学术共治环境中而不是官僚环境中讲话。

当我冥想、或解决冲突、或力图使人们相信某个观念时，我会使用自己的领导才能。当你拥有愿景时，你需要将愿景与关键目标保持一致，并说服人们忘记他们的冲突，并朝着共同目标努力。这就是我们所说的领导力。余下的工作都是管理。

在土耳其，我们有一个难题。很不幸，由于学术管理人员没有接受过学术领导和管理方面的培训，因此，一旦获得职位，他们就会试图通过职位的权力来进行管理。但他们会得到比较强烈的反应，因为学术界不是一个可以使用这种职位权力来治理的地方。

请描述您的领导风格？

我是一个引领推动者。当然，我听从高层管理人员的意见，而且高层管理人员有某些明确的目标。我尝试在高层和下级之间进行斡旋，以促成大学的愿景目标。我认为自己不过是个引领推动者。回到关于新的博士论文形式改革的愿景，我必须在与教师们的协作下做到这一点。我不能强迫执行，也不能惩罚和我意见不同的人。作为领导者，我有责任说服他们。然后，正如我所说，我需要促进他们的学术实践。在这样做的时候，我始终也要鼓励他们有创新的视角。

我喜欢推动进展，不愿只保持现状停滞不前，因为外面世界的一切都在变化。我希望学院的教职人员在学术实践中考虑国际的视野。当然我鼓励他们这样做，但最终决定权属于学院的教师们。这是他们的决定，我只是个引领推动者。

您最难做出哪些类型的决定？为什么？

对于我来说，关于学院教师之间冲突的决定通常是令人不快的。有时候这些问题听起来很简单，但也很重要，你必须认真对待它们。有时我会陷入两难境地，因为这些事迫使我违背我对管理和/或领导力的信念。有时候你可以采取官僚作风，用法庭程序或法律程序处理学术问题，但我从来没有这样做过。这很有挑战性，我拒绝这样做。这是我的风格，我的角色，我的责任，我毫不犹豫地以推动者的方式来进行我的职责。您是如何向管理层推出新想法的，结果是什么？

我们的管理职能中最强大的机构是学术委员会，因为所有的系主任都是学术委员会的成员。首先，我总是需要让自己了解问题，通常，当我们讨论事物时，我会收集信息。然后我在与系主任们会谈时提出这个问题，然后问他们一个简单的问题：“你们怎么看？”然后事情就像起化学反应那样起作用了。系主任们相互之间开始讨论。当然，在某些情况下，我们无法只通过一次会谈就解决问题。

我不能说一切都是顺畅或直截了当的。例如，系主任们永远不会达成完全的协议，但我们通常拥有绝大多数，不是51%，而是70-80%。当你提出要求大家讨论问题时，这个方法是有用的。但是你必须给它时间。对于重大问题，你必须给足够的时间。

另一点是，你必须对你的组织机构有很好的了解。例如，你必须非常熟悉你的学院的背景资料，比如说以前的决策，学生的资料，教师的背景资料等。这是领导力的一个非常重要的方面。你无法通过抹去一个机构的历史来开始领导一个新的组织。因为那些背景就在那里，你必须在此基础上再接再厉。如果它是好的，就在它的基础上继续前进，如果它是不好的，就试着重新定义或进行修改。

您如何让您的团队保持专注？

我让他们参与进来。在我的团队里，我有两个副院长和一个顾问。顾问的作用非常具体明确。对于其他成员，我有一个明确的任务分配。系主任的职能是独立的，但有时我需要他们做些小的事情。我总是会分配任务，当然，我总是想了解他们的观点。因为这样做，可以把失误的风险降到最低。我们的师资力量非常多样化，我们有来自不同学科的顾问和助手，他们有自己的观点。这对消除失误的风险也非常重要。

您想在哪些领域进一步发展自己？

简言之，当你想改变某些事情时，做出基于实证分析的决策是非常关键的。（...）因此，掌握好你的实证数据、资料、背景等非常重要。为了理解实证数据，你需要更多的时间。（...）在这方面提升我们的能力至关重要。

LEAD2项目如何帮助您提高领导技能？

我在LEAD2项目会议、研讨会和合作平台中结识了优秀的、强有力的领导者们。与这些人交谈本身就是很有启发性的。当然，我们也可以了解到来自不同机构的不同领导力实践，这会激励你以不同的方式思考和看待组织中所面临的问题，这些交流开阔了我们的视野。例如，LEAD2项目提供了进行国际合作以扩大学术实践的可能性。例如，每当我们需要国际合作时，我总是提到LEAD2项目或我通过LEAD2建立的联络。即使不参加学术活动或研讨会，也不要忘记自己拥有LEAD2的经历，这将给我们带来很多信息。这是因为你能在这个平台与不同的领导人物会谈和合作，并且相互学习。

您如何看待有效的领导力培训和发展？

我认为有效的领导力培训和发展应该是二维的。首先，你必须有好案例。对话和协作本身对领导者是有益的，但我从不低估正式培训的重要性。以我的经验，如果你未接受过管理方面的培训，尤其是组织行为方面的培训，那么你会尝试用官僚权力来治理，这在大学里是行不通的。你必须发展其他技能，并且意识到这只能来自培训和学习。从这个意义上讲，研讨会、主题演讲和慕课对于当前和未来的学术领导者来说总是很有启发性和指导意义的。



## ANALYSIS OF THE RESEARCH STATUS OF UNIVERSITY GOVERNANCE VISUAL ANALYSIS BASED ON CHINESE AND ENGLISH LITERATURE

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### Abstract:

In the context of globalization\*, public organizations are undergoing rapid transformation, and how to govern them scientifically has become an important research topic. As a part of public organizations, university governance is an important research direction in the field of higher education, which has been widely concerned by many scholars in the world. In order to fully understand the current status of research in this field, this article collects the literature data in the 'Web of Science' (WoS) and China National Knowledge Infrastructure (CNKI) database and analyzes authoritative journals, time of publication, country and institution of publication, research topic hotspots, and research frontiers through visualization software, and analyzes the research status in the field of University governance from multiple perspectives. Through the analysis, it is found that the research on University Governance in western countries started earlier and produced a large number of academic achievements. The United States and the United Kingdom are in a leading position in the field of university governance. Currently in the field of university governance, "Higher Education", "Studies in Higher Education" and "Higher Education Policy" are English-language journals with a large number of publications, and are important journals that can reflect the research achievements related to university governance. The research on University Governance in China started later than in western countries, but its development speed is fast.

Huazhong University of Science and Technology, Beijing Normal University, Renmin University of China, and Xiamen University have achieved fruitful research results. The published paper of Higher Education Research and China Higher Education Research is relatively large, and the distribution of journals is relatively balanced as a whole. Western scholars mostly focus on the issues of governance and management, internationalization and innovation, academic and performance, policy and reform, personnel and union organization, etc., focusing on theoretical innovation, the relationship between universities and the outside world. Future research directions will be more detailed and micro-oriented, focusing on models, leadership, government, transformation, challenges, neo-liberalism\*, etc., and research from multiple different perspectives. Chinese scholars focus on governance structure, university charter, university management, power restriction, governance modernization and other aspects, more on the internal research of universities, and closely combined with China's actual situation. In the future, they will make more academic contributions around the construction of "double first-class" and world-class universities, and the governance system and governance modernization with Chinese characteristics will become the research focus spots.

**Keywords:** university governance; higher education; visualization; mapping knowledge domain \*

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\*see glossary for definition

## 大学治理领域研究现状分析--基于中英文文献的可视化分析

薛钰潔  
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### 摘要:

在全球化\*的时代背景下，公共组织正处于快速转型阶段，如何对其科学治理是一个重要的研究主题。大学作为公共组织的一部分，大学治理是高等教育领域的一个重要研究方向，得到了世界诸多学者的广泛关注。为了全面了解该领域的研究现状，本文收集了Web of Science\* (WoS) 和中国国家知识基础设施 (CNKI) 数据库中的文献数据，并通过可视化软件分析了权威期刊、发文时间、发文国家与机构、研究热点和研究前沿，对大学治理领域的研究现状进行多角度分析。

通过分析发现，西方国家对大学治理的研究起步较早，产生了大量的学术成果，美国和英国在大学治理领域处于领先地位。目前在大学治理领域发文量较大的英文期刊有《Higher Education》、《Studies in Higher Education》和《Higher Education Policy》等期刊，并且是能够体现大学治理相关研究成果的重要期刊。

中国在大学治理领域的研究起步晚于西方国家，但发展速度快，华中科技大学、北京师范大学、中国人民大学和厦门大学研究成果较为丰硕；《高等教育研究》和《中国高教研究》发文量相对较大，整体来说期刊分布比较均衡。西方学者多集中于对治理与管理相关问题、国际化与创新、学术与绩效表现、政策与改革、人员与工会组织等方面的研究，专注于理论创新、大学与外部之间的关系的研究，未来研究方向将更细化和微观，侧重于模式、领导力、政府、转型、挑战、新自由主义\*等方向，从多个不同角度进行研究。中国学者围绕治理结构、大学章程、高校管理、权力制约、治理现代化等方面进行研究，更侧重于对大学内部的研究，并密切结合中国实际国情，未来会围绕“双一流”建设和世界一流大学做出更多学术贡献，具有中国特色的治理体系和治理现代化也将成为研究重点。

**关键词：**大学治理；高等教育；可视化；知识图谱\*

### 阅读在线知识库中的全文



\*定义见术语表

## DISSEMINATION REPORT

### DISSEMINATION ACTIVITIES FOR THE WORKSHOPS IN GLIWICE AND VIENNA

#### *Second series of the LEAD2 workshops: dissemination activities*

Co-organised by Vrije Universiteit Brussel (VUB), Silesian University of Technology (SUT) and University of Vienna (UniVie), the LEAD2 second series of workshops on University Governance and Academic Leadership in the context of innovation and internalisation successfully took place at Silesian University of Technology in Gliwice and University of Vienna in Vienna from 24-29 October, 2019. About 40 participants from 15 different higher education institutions (HEIs), from both Europe and China, covering LEAD2 Project partner institutions, LEAD2 associated partners, and other HEIs, attended the events. Besides, more than 60 interested online audience joined the livestreaming sessions.



#### 波兰格利维茨和奥地利维也纳研讨会的推广宣传活动 LEAD2研讨会第二系列：推广宣传活动

由VUB、SUT和UniVie共同组织的LEAD2第二系列研讨会“创新和国际化背景下的大学治理和学术领导力”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。来自欧洲和中国15个不同高等教育机构（HEI）的约40名参与者参加了此次活动，涵盖LEAD2项目合作伙伴机构、LEAD2相关合作伙伴和其他高等教育机构。此外，超过60位感兴趣的在线观众参加了直播会议。

#### DISSEMINATION TO PARTICIPANTS JOINING THE WORKSHOPS

##### 面向研讨会参与者的推广宣传

As primary stakeholders for the workshops, participants from both Chinese and European universities directly benefited from the workshop results. During the four days of workshops, various forms of professional development training were adopted including keynote speeches, structured discussions, group discussions, quizzes, reflection, and a consortium meeting. In this light, attendees had opportunities to enrich knowledge and skills on university governance and academic leadership, share practical experiences as well as broaden the academic social networks.

作为研讨会的主要利益相关者，来自中国和欧洲大学的参与者都直接受益于研讨会的成果。在为期四天的研讨会中，采用了各种形式的专业发展培训，包括主题演讲、结构化讨论、小组讨论、测验、反思和联合会议。因此，与会人员有机会提高有关大学治理和学术领导力的知识和技能、分享实践经验并扩大学术社交网络。

##### Keynote speeches

Sixteen keynote speeches were presented during the four-day workshops, followed by interactive sessions (Q&A). Those presentations addressed the critical issues focusing on (1) case studies of university governance, (2) academic rankings & their impacts on university (3) and governance of doctoral education. Highlighted by participants, this session provided insights into university governance both theoretically and practically.

##### 主题演讲

在为期四天的研讨会中，进行了16个主题演讲，以及互动式会议（Q&A）。这些演讲针对的关键问题集中在：（1）大学治理的案例研究；（2）学术排名及其对大学的影响；（3）博士教育的治理。与会者强调，主题演讲环节对大学治理的关键议题提供了理论和实践上的见解和启示。

##### Workshops and panel discussions

Consistent with keynote speeches, workshops and structured discussions were organised, aiming at improving knowledge, skills for academic leaders at different levels. Generally, these sessions created an opportunity for both Chinese academic leaders and European academic leaders to exchange knowledge, share practical experiences, and learn from each other. In this light, different themes regarding university governance and academic leadership were discussed and interactively brainstormed among participants such as cross-cases of university governance, academic rankings, and governance of doctoral education. All participants stated that the structured discussions during the four-day workshops have generally enhanced interpersonal and leadership competencies, such as communication, management, and presentation skills. Moreover, the discussion results contributed by European and Chinese participants were highlighted as one of the most prominent achievements of the workshop.





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### 研讨会和小组讨论

与主题演讲一致，大会组织了研讨会和结构化的讨论，旨在提高各级学术领导者的知识和技能。总体而言，这些环节为中国和欧洲的学术领导者创造了交流知识、分享实践经验和相互学习的机会。在此基础上，与会者讨论了有关大学治理和学术领导力的不同主题，并在参与者之间进行互动式的头脑风暴，如大学治理的多案例分析、学术排名、博士教育的治理。总体而言，所有参与者都表示，为期四天的研讨会期间的结构化讨论总体上增强了人际和领导能力，例如沟通、管理和演讲技巧。此外，欧洲和中国参与者的讨论结果也被一致认为是研讨会最突出的成就之一。

### Quizzes and reflection

Apart from the main activities, the Quizzes session was facilitated by Anthony Antoine. The main aim of this session was to offer opportunities for participants to test the knowledge they gained, get to know each other better as well as share what they have learnt.

### 测验和反思

除了主要活动外，Anthony Antoine还主持了在线测验。测验环节的主要目的是为参与者提供机会，以测试他们获得的知识、更好地彼此了解以及分享他们所学到的知识。

### Comparative research team meetings

As part of the LEAD2 project, the second series of LEAD2 workshops organised a comparative research team meeting where participants discussed the implementation of research activities. Moderated by Prof. Zhu Chang and Prof. LIU Yarong, participants interactively discussed the research work plans and research teams. Highlighted by participants, the meeting was essential for research teams to discuss face to face on the work plans including research topics, time planning, and responsibility of each team members.

After the four days of activities, the participants completed the LEAD2 workshop training and all participants were awarded the LEAD2 workshop certificates. The event not only enhanced knowledge and skills on academic leadership for individuals but also advanced mutual understanding and cooperation among HEIs from Europe and China. The workshop results were successfully disseminated to a variety of stakeholders.

### 比较研究小组会议

作为LEAD2项目的一部分，第二系列的LEAD2研讨会组织了一次比较研究小组会议，与会者在会上讨论如何实施研究活动。由朱畅教授和刘亚荣教授主持，与会者就研究工作计划和研究团队进行了互动讨论。与会者强调，此会议对于研究团队就工作计划进行面对面的讨论至关重要，包括研究主题、时间规划和每个团队成员的责任。

经过四天的活动，参与者完成了LEAD2研讨会培训，所有参与者都获得了LEAD2研讨会证书。这次活动不仅提高了个人的学术领导力的知识和技能，而且促进了中欧高等教育机构之间的相互了解与合作。研讨会的成果对各方利益相关方得到了有效的传播和分享。

### Dissemination to interested audiences

#### 面向感兴趣受众的推广宣传

In order to disseminate the workshops to as many audiences as possible, the project organizer implemented a pilot of livestreaming keynote speeches, which were on-air on 28th and 29th October. 62 people registered for these two events. Reflected by some online participants, the livestreaming keynote speeches were interesting and informative. With this positive result, it is recommended to have more livestreaming sessions in the upcoming LEAD2 workshops, in order to meet the needs of interested audiences.

为了向尽可能多的受众推广研讨会，项目组织者在2019年10月28日和29日尝试进行了主题演讲的现场直播，62人登记参加了这两个活动。一些在线与会者反馈，现场直播的主题演讲既有趣又有益。基于这个正面的结果，在即将到来的LEAD2研讨会中将举行更多的直播会议，以满足感兴趣的受众的需求。

## LEAD2 MOOC REPORT - FEBRUARY 2020

### 1. Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. This course is one of the deliverables of the LEAD2 project. The MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership. Each edition of the MOOC has two versions, one in English and one in Chinese. From September 2019 to January 2020, the LEAD2 MOOC (Edition 2) has attracted around 500 participants.

### 2. MOOC participants

Below is a set of sociodemographic characteristics of the respondents (who participated in the survey). Most of the people (47%) are between 30 and 40 years old, followed by 38% of people under 30 years old and 16% remaining people with ages over 40 years old. The average age is 33 years old. However, the most common age is 24 years old. In regards to gender of the respondents, 66% of the participants are male and 34% are female.

### 3. Expectations related to the MOOC

Below is a set of variables related to the participants' expectations regarding the MOOC. Specifically, the reasons for taking the course, time planning to spend, challenges to address, and set of competencies, knowledge, and skills to gain.

#### 3.1. Reasons for taking the MOOC course

Participants were asked about the reasons for taking the LEAD2 MOOC. Details on this can be seen in Figure 1. More than 60% of survey participants report that they want to gain new or broaden existing academic leadership skills (64%) and personally enjoy learning about university governance and academic leadership (62%). Similarly, about 50% of participants report wanting to better understand the practices and decisions of academic leaders in their institution (48%), and to learn more about university governance and academic leadership practices in China and/or in Europe (46%). Furthermore, around 40% of the participants chose the following reasons: learning the current approaches and trends in higher education governance through MOOC is convenient for them (43%), they want to receive different practical ideas that can be applied in their context (41%), and they want to gain deeper insight into the Chinese and/or European higher education structure and governance (38%). Finally, around 30% of the participants chose the following reasons: they hope to find networking opportunities for further research and educational collaborations (36%), they hope to connect with the top scholars and/or academic leaders from across different nations (33%), and they believe the certificate awarded will help me to have a managerial position in a university (29%).

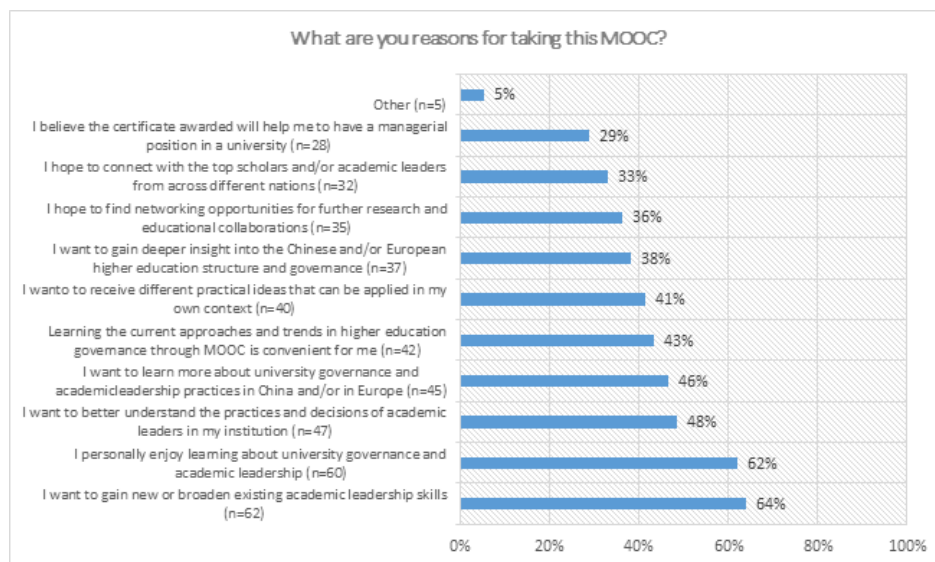


FIGURE 1. REASONS FOR TAKING THE LEAD2 MOOC

#### 3.2 Challenges to address

Within the same category, participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, participants rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). In general terms, participants had high expectations in this regard among all the challenges. However, the highest average can be observed in the challenge of changing academic leadership skills and knowledge (4.01), followed by academic leadership for internationalization (3.99), then globalization and internationalization (3.94), research and innovation capacity of the university (3.89), changing university governance structures (3.79), and competition for resources (3.71).

#### 3.3 Competencies, Knowledge, and Skills to develop

The last variable related to the participants' expectations regarding the MOOC is the set of competencies, knowledge, and skills (CKS) they want to develop. In this sense, Figure 2 shows that participants expect to develop primarily academic leadership skills (71%), followed by understanding about current challenges for higher education (66%), Knowledge about university governance structures (65%), understanding about different leadership approaches in university governance (64%), and grasp of university governance structures in Europe and/or China (52%).



#### 4. Perceived impact of MOOCs on leadership development

This subsection presents the perceived impact of MOOCs on leadership development in terms of the perceptions about the use of MOOCs, the usefulness\* and ease of use\* in MOOCs on leadership development, as well as of knowledge and skills developed, and motivations for enrolling in the MOOC.

##### 4.1. Perception about the use of MOOCs

In general, there is a good perception about the use of MOOCs. Most people agree or strongly agree MOOCs are positive tools for education (on average 48%), a MOOC is worthy of using (on average 47%), and Implementation of a MOOC is a wise idea (45%). People agree or strongly agree that using MOOC would enable them to have a more favorable course experience and they think positively about participating in a MOOC (on average 44%).

##### 4.2. Perception about the usefulness\* and ease of use\* in MOOCs on leadership development

Figure 3. shows the perception about the usefulness\* and ease of use\* in MOOCs on leadership development. In general terms, most of the participants agree or strongly agree on the usefulness\* and ease of use\* in MOOCs. Particularly, it is slightly higher the perceived usefulness\* (on average 44%) than ease of use\* (on average 41%).

##### 4.3. Perception of knowledge and skills developed

Overall, more than 50% of the time participants agree that the course helped them develop knowledge and skills in academic leadership and university governance

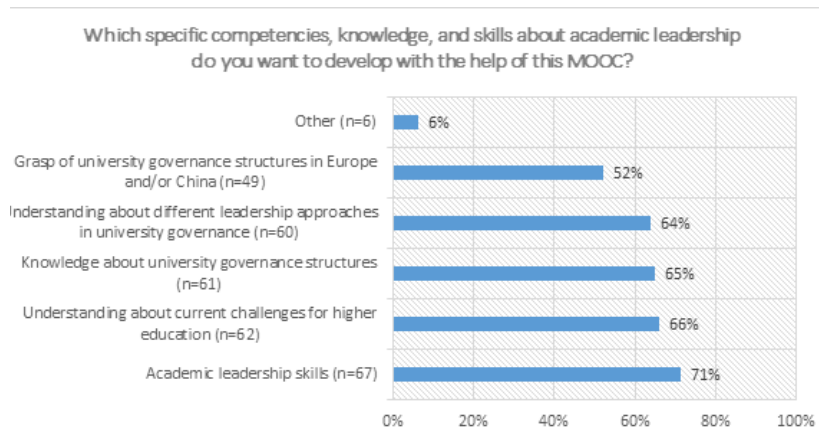


FIGURE 2. SPECIFIC COMPETENCIES, KNOWLEDGE, AND SKILLS TO GAIN ABOUT ACADEMIC LEADERSHIP

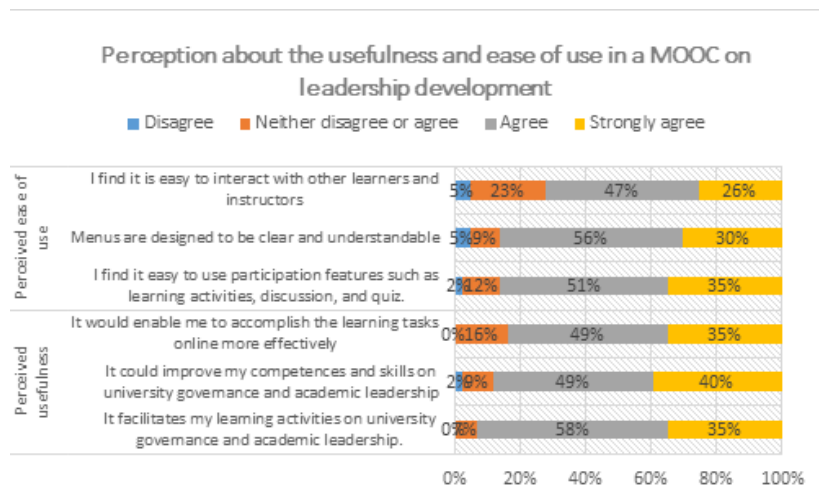


FIGURE 3. PERCEPTION ABOUT THE USEFULNESS\* AND EASE OF USE\* IN A MOOC ON LEADERSHIP DEVELOPMENT

#### 5. Feedback from MOOC participants

In general, the MOOC participants reported that the content of the course is perceived to be very useful in the development of skills and knowledge around the issues of and challenges in academic leadership. Detailed observations of the analysis results show that there was a positive experience of the participants in the MOOC. The learning material and course activities were positively assessed by the participants and the MOOC course has a positive impact on their learning experience.

#### 6. New edition of the LEAD2 MOOC (Edition 3)

The new edition of the LEAD2 MOOC (Edition 3) was launched in March 2020. The new edition is available in both English and Chinese.



English

\*see glossary for definition

## LEAD2 MOOC报告-2020年2月

### 1. 简介

LEAD2 MOOC是LEAD2项目的一部分，该项目旨在增强有关大学治理和学术领导力的知识、技能和能力。本课程是LEAD2项目的成果之一。MOOC对所有人开放，无论其国家、机构或学术职位如何，都可以参加该慕课。该课程侧重于与大学治理和学术领导力相关的关键问题、知识和策略。MOOC每一季都有两个版本，一个是英文版本，一个是中文版本。从2019年9月到2020年1月，LEAD2 MOOC第2季吸引了大约500名参与者。

### 2. MOOC参与者

以下是慕课参加者中参加了问卷调查的人的相关背景信息。大多数人（47%）年龄在30至40岁之间，其次是38%的30岁以下的人和16%的40岁以上的人。平均年龄是33岁。关于问卷参与者的性别，其中有66%是男性，而34%是女性。

### 3. 慕课参加者对MOOC的期待

以下是慕课参与者对MOOC的有关期待。具体来说，包括参加慕课课程的原因、计划参与的时间、面临的挑战以及期待提高的能力、知识和技能。

#### 3.1 选择参加MOOC课程的原因

慕课参与者被问及参加LEAD2 MOOC的原因。有关详细信息，请参见图1。超过60%的调查参与者表示，他们希望获得新的或扩大现有的学术领导技能（64%），个人喜欢学习有关大学治理和学术领导的知识（62%）。约有50%的参与者表示希望更好地了解其所在机构的学术领导者的做法和决定（48%），并希望更多地了解中国和/或欧洲的大学治理和学术领导实践（46%）。此外，大约40%的参与者选择以下原因：通过MOOC学习当前的高等教育治理方法和趋势对他们来说很方便（43%），他们希望可以了解在其背景下应用的不同实践思想（41%），他们希望对中国和/或欧洲的高等教育结构和治理有更深入的了解（38%）。大约30%的参与者选择以下原因：他们希望找到进一步研究和教育合作的机会（36%），希望与来自不同国家的顶尖学者和/或学术领导者保持联系（33%），他们相信所获得的证书将帮助自己在大学中更好地担任领导职务（29%）。

您参加该MOOC的原因是什么？

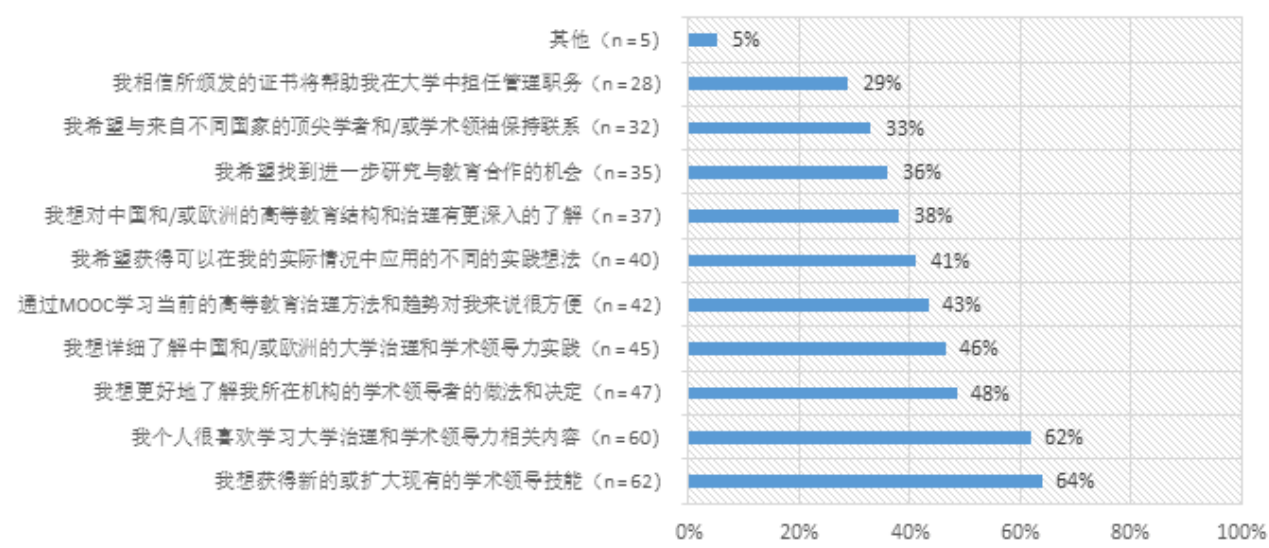


表1. 参与LEAD2 MOOC的原因

#### 3.2 面临的挑战

慕课参与者被问及他们希望该MOOC在多大程度上有助于他们应对面临的挑战。参与者对每项挑战从1（根本没有帮助）到5（非常有帮助）进行记分。总体而言，参与者对所有列出的挑战都有很高期待。其中关于改变学术领导技能和知识方面面临的挑战最高（4.01），接着是国际化方面的学术领导（3.99），其次是全球化和国际化（3.94），研究和创新能力大学（3.89），不断变化的大学治理结构（3.79）和资源竞争（3.71）。

#### 3.3 能力、知识和技能发展

在对该慕课的期待中，慕课参与者被问及他们期待发展的一系列能力、知识和技能（CKS）。图2显示了参与者的期望，其中主要包括发展学术领导技能（71%），其次是了解当前高等教育面临的挑战（66%）、有关大学治理结构的知识（65%）、理解大学治理中的不同领导方法（64%），掌握欧洲和/或中国的大学治理结构（52%）。

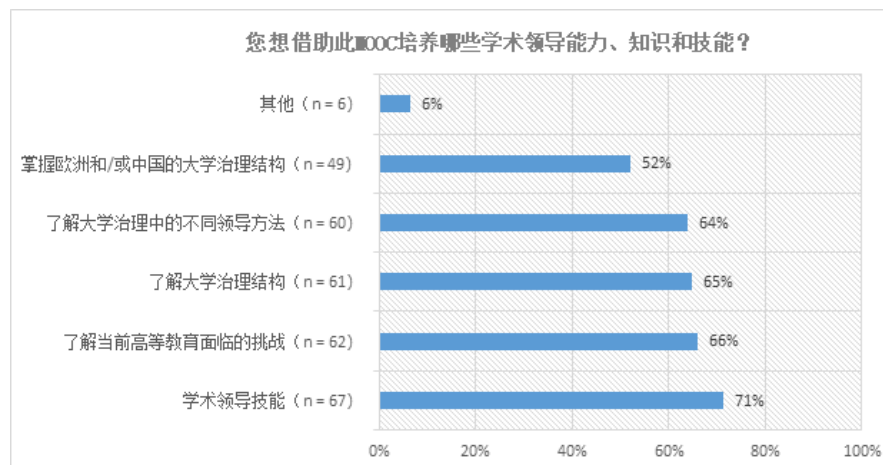


图2 提升学术领导力的有关能力、知识和技能

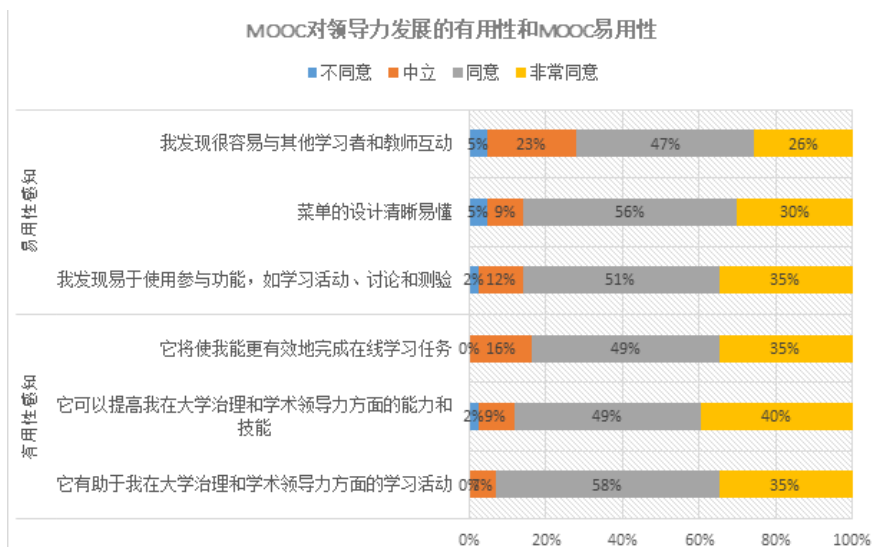


图3. MOOC对领导力发展的有用性和MOOC易用性的看法

#### 4. MOOC对领导力发展的影响

慕课问卷调查了慕课参与者对该慕课的作用和影响。慕课参与者汇报了他们对MOOC的使用、对领导力发展提升的有用性和易用性、知识和技能的发展以及加入MOOC的动机等方面的影响。

##### 4.1 对使用MOOC的看法

总的来说, 慕课参与者对MOOC的使用有积极的评价。大多数人同意或强烈同意MOOC是积极的教育工具 (平均48%)、MOOC是值得使用的 (平均47%)、MOOC的实施是一个明智的想法 (45%)。慕课参与者同意或强烈同意使用MOOC使他们拥有更好的课程体验, 并且他们对参加MOOC有积极的态度 (平均占44%)。

##### 4.2 MOOC对领导力发展的有用性\*和MOOC的易用性\*

图3显示了关于MOOC对领导力发展的有用性和MOOC易用性的看法。一般而言, 大多数慕课参与者对MOOC的有用性和易用性表示同意或完全同意。特别是, 慕课参与者认为其实用性 (平均44%) 比易用性 (平均41%) 略高。

##### 4.3 对知识和技能的提高的影响

总体而言, 超过50%的慕课参与者同意该课程帮助他们发展了学术领导力和大学治理方面的知识和技能。

#### 5. MOOC参与者的反馈

总体而言, MOOC参与者认为该课程围绕学术领导力问题和挑战的内容对于发展技能和知识非常有用。对分析结果的详细分析表明, MOOC的参与者有积极的经验。参与者对学习材料和课程活动进行了正面的评估, MOOC课程对他们的学习体验产生了积极影响。

#### 6. 新版LEAD2 MOOC (第3季)

LEAD2 MOOC (第3季) 的新版本于2020年3月发布。新版本包括中文版和英文版课程, 链接如下:



中文版

\*定义见术语表



## THE LEAD2 MOOC – VOICES OF THE MOOC PARTICIPANTS

### LEAD2 MOOC 慕课参与者的声音和反馈

The LEAD2 MOOC is part of the LEAD2 project, which aims to enhance knowledge, skills, and competences regarding European and Chinese University Governance and Academic Leadership. The LEAD2 project combines blended training and learning through workshops, peer learning, and a MOOC. The last edition of the MOOC ran from September 2019 to January 2020.

The MOOC is available to everyone, regardless of the participant's country, institution or academic position, and is offered in both English and Chinese. The second edition of the LEAD2 MOOC brought together over 500 participants from across the globe. The course focused on key issues related to university governance and academic leadership, presenting participants with information, knowledge, and strategies to cope with various challenges and pressures that universities today face. The course aims to help participants develop their personal and professional goals.

Let's hear what the participants have to say about their expectations and experiences with the LEAD2 MOOC.

LEAD2 MOOC是LEAD2项目的一部分，该项目旨在增强有关中欧大学治理和学术领导力的知识、技能和能力。LEAD2项目通过研讨会、同伴学习和MOOC将培训与学习相结合。LEAD2 MOOC的第二季已于2019年9月至2020年1月完成。

MOOC对所有人开放，无论其国家、机构或学术职位如何，都可以参加该慕课。慕课有英文和中文版本。LEAD2 MOOC第二季汇集了来自全球的500多名参与者。该课程侧重于与大学治理和学术领导力相关的关键问题，向参与者提供信息、知识和策略，以应对当今大学面临的各种挑战和压力。该课程旨在帮助参与者发展自己的个人和职业领导力发展目标。让我们听听参与者对LEAD2 MOOC的期望和经历要说什么。

### EXPECTATIONS OF THE MOOC PARTICIPANTS

### 慕课参与者的期待

Before starting the MOOC, participants were asked to complete a short "Welcome Survey", in order to get to know them a little better. One of the questions focused on participants' views regarding their expectations of the course, and how it could help them meet their personal and professional goals. Here is what they had to say on the topic.

在开始MOOC之前，参与者需要完成简短的“欢迎调查”，以便更好地了解这些慕课参与者。调查的问题之一是关于参与者对课程期望的看法，以及如何帮助他们实现个人和职业领导力发展目标。以下是他们的心声。

*This course can expand my international perspective, enhance my academic leadership skills, and enrich my academic knowledge. It will greatly help me in my future personal and professional development.*

“本课程可以扩大我的国际视野，增强我的学术领导能力，并丰富我的学术知识。这将极大地帮助我将来的个人和职业领导力发展。”

*"Anyone may want to lead an organization company or institution, but without world class training and proper education taking up leadership position is an absolute faux pas. Hence, in order to get the best knowledge, taking leadership lessons is crucial. For this reason, the importance of this course in helping actualize my dream to be actualized in the leadership career is immense."*

“任何人都可能想领导一个组织公司或机构，但是没有世界一流的培训和适当的教育就担任领导职务，这样的举措是不可取的。所以，为了获得最佳知识，参加领导力课程至关重要。因此，这门课程对于帮助实现我的梦想成为领导者至关重要。”

*"The curriculum of this MOOC course is very reasonable and logical, so that students can learn more about university governance structure step by step, master European and /or Chinese university governance structure, and understand different leadership methods in university governance. It helped me a lot."*

“此MOOC的课程非常合理且合乎逻辑，因此参与者可以逐步了解大学治理结构，掌握欧洲和/或中国的大学治理结构，并了解大学治理中的各种领导方法。这对我很有帮助。”

*"At present, I am studying the subject of academic leadership in colleges and universities, but I have a shallow understanding of the connotation of academic leadership and do not have a comprehensive understanding. In the future, I will conduct research on the subject of academic leadership. I hope that my understanding of this subject will be further improved through the course, which will help me better complete the research topic and promote my mastery of academic leadership. If I want to have an in-depth study of academic leadership, I must first increase my awareness and understanding of this. Through the course, I believe that it can help me achieve my expected goals."*

“目前，我正在研究大学中的学术领导力主题，但是我对学术领导力的内涵了解得很浅，而且没有全面的了解。将来，我将进行学术领导力方面的研究。我希望通过本课程可以进一步提高我对该主题的理解，这将有助于我更好地完成研究主题并促进我对学术领导力的掌握。如果我想深入研究学术领导力，我必须首先提高对其的认知和理解。在整个课程中，我相信它可以帮助我实现预期的目标。”

*"I hope to learn more about the tools which help me to develop actively at my work and apart from what I am interested in implementing particular online classes. Likewise, in the future I would like to have my own institute."*

“参加该慕课能让我了解在线课程如何设计，我也希望更多地了解有助于我在工作中进一步积极发展的有用知识和工具。而且将来我想拥有自己的学校。”

*"I think this MOOC course can help me understand the higher education structure and governance, university governance and academic leadership practices in China and Europe. It will also help my graduate professional courses. Institutional academic leaders' practices and decisions, and learn new academic leadership skills, use them flexibly in future studies and work based on their own conditions, and improve their professionalism."*

“我认为这门MOOC课程可以帮助我了解中国和欧洲的高等教育结构与治理、大学治理和学术领导实践，这也将有助于我的专业课程学习。了解大学机构学术领导者的做法和决定，并学习新的学术领导技能，参与者可以根据自己情况灵活地将其用于未来的研究和工作，并提高他们的专业水平。”



## YOUR VOICES REGARDING THIS MOOC

At the end of the MOOC, the participants were also given the opportunity to share their ideas, experiences, and opinions in the “your voices” section of the MOOC. Here they commented on aspects of the MOOC, what they learned, and how they plan to apply their new knowledge and skills in their respective fields.



*“It was my pleasure to be enrolled in this program. I can comply with the program and modules at my convenience. Since I have a slow internet connection, at the time and place where it is strong, I take the opportunity to follow and complete an activity or read to finish the course. Time management applies to this program. It is hassle-free because it was just a click away at my most convenient time. Thanks, and I will be enrolled again soon.”*

*“Honestly speaking, this course has uplifted my knowledge and capabilities on university governance & academic leadership. It has given me a grounding on the subject matter. If I become a vice-chancellor or a provost, the skills gained from this course will help me manage my institution successfully. Thank you very much for giving me this wonderful opportunity.”*

*“The course is very informative, useful, and helpful. It has broadened my horizons regarding university governance and academic leadership. Being a full-time university employee, I could hardly manage my time and it is cumbersome for me to take regular lectures/classes, and hence the MOOC is flexible and very suitable for me. I am very keen to further work in this area.”*

*“I will share this MOOC with my co-administrators at the University and to my friends who are directors for international affairs in other universities.”*

## 慕课参与者的反馈

在MOOC结束时，参与者也有机会在MOOC的“您的声音”论坛中分享他们的想法、经验和观点。在这里，他们对MOOC的内容进行了反馈，讨论了所学知识以及计划如何在各自领域应用所学的新的知识和技能。



*“我很高兴能参加这个项目。我可以在方便的时候进行模块学习。由于我的网速很慢，所以在网速较强的时间和地点，我会利用这个机会来跟踪和完成每一项学习活动或阅读来完成课程。”*

时间管理很适用于本课程，它很容易操作，因为在我最方便的时候只需单击一下即可继续学习。谢谢，我很快会再次报名参加。”

*“老实说，这门课程提高了我在大学治理和学术领导力方面的知识和能力。它使我对主题有了基本了解。如果我成为副校长或教务长，从本课程中学到的技能将帮助我成功地管理自己的机构。非常感谢您给我这个难得的机会。”*

*“这门课内容丰富，很有用。它拓宽了我对大学治理和学术领导力的视野。作为大学的全职工作人员，我几乎无法管理自己的时间，如果需要定期参加讲座/课程很不方便，因此MOOC非常灵活，非常适合我。我非常渴望在这方面做进一步的工作，提高自己。”*

*“我将把这个MOOC分享给我们学校的管理层同事和在其他大学担任国际事务主管的朋友们。”*



# YOUR VOICE MATTERS.

With the success of the last edition of the LEAD2 MOOC, we are launching a new edition of the MOOC, which re-opens in the spring of 2020, with adjustments and improvements.

随着上一版LEAD2 MOOC的成功，我们推出了新版MOOC，并于2020年春季开放LEAD2慕课第三季，并对前两季的慕课进行了调整和改进。

We look forward to seeing you again in the new version of the MOOC.

我们期待在新版本慕课中再次见到您。



# GLOSSARY

# 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

## A

**Academic Governance:** encompasses governance of the teaching and learning activities and research activities of universities. Therefore, academic governance relates to scholarship.

**学术治理:** 包括大学教学活动和研究活动的治理。因此，学术治理与学术研究及学术界有关。

Carnegie, G. D., & Tuck, J. (2010). Understanding the ABC of university governance. Australian Journal of Public Administration, 69(4), 431-441.

## B

**Business Governance:** encompassing performance measurement and management, is a key component of university governance. Universities today have a strong emphasis on income generation and an increasing emphasis on the financial bottom-line as a distillation of institutional effort and accomplishment. Business governance in universities is also concerned with resource utilization and risk management.

**商业治理:** 涵盖绩效评估和管理，是大学治理的关键组成部分。今天的大学非常重视创收，并且越来越重视将财务底线作为对组织工作和成就的提炼把控。大学的商业治理也与资源利用和风险管理有关。

Carnegie, G. D., & Tuck, J. (2010). Understanding the ABC of university governance. Australian Journal of Public Administration, 69(4), 431-441.

## C

**Capability:** in comparison with ‘competence’, in the framework of the study’s national and international workshops, ‘capability’ is seen as involving that level of talent, gift or capacity required to produce productive outcomes and deliver innovations under testing, uncertain and constantly shifting human and technical situations. In this sense, ‘capability’ is more associated with higher education leadership than management, with having the talent and capacity necessary to operate successfully with others to achieve continuous improvement and innovation.

**能力:** 与“胜任力”相比，在研究的国家和国际研讨会的框架内，“能力”被视为包括需要有才能、天赋和技能来产出创造性成果，并交付测试性的、及在不确定的、人类和技术不断变化的背景下的创新产物。从这个意义上讲，“能力”与高等教育领导力的关系要比与管理者的联系更紧密，是拥有与其他人一起成功运作以实现持续改进和创新所必需的才能和能力。

Scott, G., Coates, H., & Anderson, M. (2008). Learning leaders in times of change: Academic leadership capabilities for Australian higher education.

**Capacity-building projects:** in the context of the Erasmus+ Capacity-Building in Higher Education Projects, these are transnational cooperation projects based on multilateral partnerships, primarily between higher education institutions (HEIs) from Programme and eligible Partner Countries. They can also involve non-academic partners to strengthen the links with society and business and to reinforce the systemic impact of the projects. These projects pursue several aims and objectives through structured cooperation, exchange of experience and good practices and individual mobility, capacity-building projects.

**能力建设项目:** 在“Erasmus+高等教育能力建设项目”的背景下，这些项目是基于多边伙伴关系的跨国合作项目，主要是框架内的高等教育机构（HEI）与符合条件的伙伴国家之间的跨国合作项目。能力建设项目还可以让非学术伙伴参与进来，以加强与社会和企业的联系并增强项目的系统性影响。这些项目通过结构化的合作、经验和良好做法的交流以及人员的流动、各个能力建设项目来实现若干目的和目标。

Jongsma, A. (2016). Erasmus+: Capacity Building in Higher Education. EU Support to Higher Education Institutions around the World. Education, Audiovisual and Culture Executive Agency, European Commission. Available from EU Bookshop.

**Competence:** in the framework of the study’s national and international workshops, ‘competencies’ were being associated more with managing than leading. Specifically, competencies were identifying what must be known or performed, in what context and to what standard. This generally aligns with the literature reviewed where the concept of being ‘competent’ typically refers to someone who possesses the key skills and knowledge required to deliver the tasks that make up a specific job or are necessary to run an operation effectively.

**胜任力:** 在研究的国家和国际研讨会的框架内，“胜任力”更多地与管理相关，而不是领导。具体而言，胜任力是在确定什么必须了解或必须执行、在什么情境中以什么标准进行。这通常与所评阅的文献相符，“胜任”的概念通常是指某人具有完成一项特定工作的任务或有效开展一项业务所必需的关键技能和知识。

Scott, G., Coates, H., & Anderson, M. (2008). Learning leaders in times of change: Academic leadership capabilities for Australian higher education.

**Corporate Governance:** generally described as the conformance framework of an organisation, is also acknowledged as a key component of university governance. As in other organisations, corporate governance within public universities is primarily concerned with accountability and assurance as well as the protection of organisational resources.

**团体治理:** 通常被描述为组织的一致框架，也被认为是大学治理的关键组成部分。与其他组织一样，公立大学的团体治理主要关注问责制和保障制度以及组织资源的保护。

Carnegie, G. D., & Tuck, J. (2010). Understanding the ABC of university governance. Australian Journal of Public Administration, 69(4), 431-441.

**E**

**Ease of use:** In the theoretical framework of The Technology Acceptance Model, it is the degree of perception to which an individual believes that a system (e.g., Massive Open Online Course) would be free of effort. In similar frameworks of ICT acceptance such as the Unified Theory of Acceptance and Use of Technology (UTAUT), it can be named as effort expectancy.

**易用性:**在“技术接受模型”的理论框架中,易用性指个人对一个系统(例如大规模开放在线课程)难易与否的认知程度。在类似的ICT接受框架中,例如整合科技接受模型(UTAUT),可以将其称为努力预期。

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology a comparison of two theoretical models. *Management Science*, 35(8), 982-1003. <http://dx.doi.org/10.1287/mnsc.35.8.982>

**G**

**Globalization:** the process of growing interdependence of the world's economies, cultures, and populations, brought about by crossborder trade in goods and services, technology, and flows of investment, people, and information. Countries have built economic partnerships to facilitate these movements over many centuries. But the term gained popularity after the Cold War in the early 1990s, as these cooperative arrangements shaped modern everyday life.

**全球化:**由商品和服务的跨境贸易,以及技术、投资、人员和信息的流动所导致的世界经济、文化和人口日益相互依存的过程。几个世纪以来,各国建立了经济伙伴关系以促进这些活动。这个词在20世纪90年代初的冷战之后开始流行,因为这些合作活动塑造了我们的现代日常生活。

Peterson Institute for International Economics. (2018 October 29). What Is Globalization? and How Has the Global Economy Shaped the United States? <https://www.piie.com/microsites/globalization/what-is-globalization>

**M**

**Mapping knowledge domains:** describe a newly evolving interdisciplinary area of science aimed at the process of charting, mining, analysing, sorting, enabling navigation of, and displaying knowledge. This field is aimed at easing information access, making evident the structure of knowledge, and allowing seekers of knowledge to succeed in their endeavours.

**知识图谱:**描述了一个新兴的交叉学科领域,旨在绘制、挖掘、分析、归类、导航和展示知识。这一领域的目的是简化信息获取、明晰知识结构,并使知识寻求者能够成功地开展工作。

Shiffrin, R. M., & Börner, K. (2004). Mapping knowledge domains. *Proceedings of the National Academy of Sciences of the United States of America*, 101 Suppl 1(Suppl 1), 5183-5185. <https://doi.org/10.1073/pnas.0307852100>

**N**

**Neoliberalism (or neo-liberalism):** is the 20th-century resurgence of 19th-century ideas associated with laissez-faire economic liberalism and free market capitalism. It is generally associated with policies of economic liberalization including privatization, deregulation, globalization, free trade, austerity, and reductions in government spending in order to increase the role of the private sector in the economy and society; however, the defining features of neoliberalism in both thought and practice have been the subject of substantial scholarly debate. Neoliberalism constituted a paradigm shift away from the post-war Keynesian consensus which had lasted from 1945 to 1980.

**新自由主义:**是19世纪的自由放任的经济自由主义和自由市场资本主义相关的思想在20世纪的复兴。它通常与经济自由化政策有关,包括私有化、放松管制、全球化、自由贸易、财政紧缩和减少政府干预以增加私营部门在经济和社会中的作用;然而,新自由主义在思想和实践上的最典型的特征一直是学术界争论的主题。新自由主义是对战后凯恩斯主义共识(从1945年持续到1980年)的一种范式转变。

Neoliberalism. (2020, April 4). In Wikipedia. <https://en.wikipedia.org/wiki/Neoliberalism>

**U**

**Usefulness:** In the theoretical framework of The Technology Acceptance Model, it is the perception of a relative advantage of using an innovative device or system (e.g., Learning Management System), since it could potentially improve a task's efficiency. In similar frameworks of ICT acceptance such as the Unified Theory of Acceptance and Use of Technology (UTAUT), it can be named as performance expectancy.

**有用性:**在“技术接受模型”的理论框架中,有用性是指个人认为使用一个创新的设备或系统(例如学习管理系统)具有相对优势,因为它可能提高工作效率。在类似的ICT接受框架中,例如整合科技接受模型(UTAUT),可以将其称为绩效预期。

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology a comparison of two theoretical models. *Management Science*, 35(8), 982-1003. <http://dx.doi.org/10.1287/mnsc.35.8.982>

**W**

**Web of Science (WoS):** a website which provides subscription-based access to multiple databases global citation database. Guided by the legacy of Dr Eugene Garfield, inventor of the world's first citation index, Web of Science a powerful research engine, delivering libraries with best-in-class publication and citation data for confident discovery, access and assessment.

**Web of Science (WoS):**这是一个提供对多个数据库的基于订阅的访问的网站。以世界上第一个引文索引的发明者Eugene Garfield博士的研究成果为指导,Web of Science是全球高质量核心期刊论文及全球会议文献的检索工具,为图书馆提供一流的出版物和引文数据,以确保发现、访问和评估的可靠性。

Clarivate. (2020). Web of Science Confident research begins here. <https://clarivate.com/webofsciencigroup/solutions/web-of-science/>



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



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