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## 一、中国传统文化中的包容性领导力思想

### Thoughts of Inclusive Leadership in Traditional Chinese Culture



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## (一) 中国传统文化中的包容性思想

### Thoughts of Inclusive Leadership in Traditional Chinese Culture

中国优秀传统文化有两个最主要的思想：

一是人伦和谐，二是天人合一。

Chinese excellent traditional culture involves two main ideas: the harmony of human relations and the unity of nature and man.




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人伦和谐是说人与人之间、人与社会之间和谐共处。

The harmony of human relations refers to harmony among people and the harmonious coexistence between man and society.

天人合一就是说人类社会与自然世界之间的协调统一关系。

The unity of nature and man refers to the harmonious and unified relationship between human society and the natural world.


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## （二）中国传统文化中的领导力思想

### Thoughts of Leadership in Chinese Traditional Culture



儒家所蕴含的领导力，乃是以性善论为基础，以仁义为核心，以民本思想为治国理念，并将这些思想渗透到管理的方方面面。

The leadership contained in Confucianism is based on the theory of goodness of nature, with benevolence and loyalty as the core, and citizen-oriented of Confucianism as the concept of governing the country, and these ideas are permeated into all aspects of management.

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中国古代儒家自然是没有“领导力”一词。

儒家提出的经由“修身齐家治国平天下”而达到“内圣外王”的境界,其实就是现代的领导力修炼。

Ancient Chinese Confucianism theory did not involve the term of “leadership”. Confucianism puts forward the realm of achieving “Internal Sage and Outer King” by “Self-cultivating, family-regulating, state-ordering, then the land great governed”, which is actually the modern leadership cultivating.




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二、中国包容性学术领导力存在的关键问题

**Key Issues of Inclusive Academic Leadership in China**


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## (一) 行政力量强大且泛化

### Powerful and Generalized Administration


**外部：高校被视为行政机构，接受政府行政性指令管理；**  
 External factors: Colleges and universities are regarded as administrative institutions and subject to government administrative instructions.

**内部：决策结构集中于金字塔顶层**  
 Internal factors: The policy-making machinery is in the position of the top of the pyramid.

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## (二) 学术领导力主体单一

### The Unitary Subject of Academic Leadership


**学术领军人物在本学科领域具有绝对权威和影响，对学术组织具有较强的控制力和话语权。**

Academic leaders have absolute authority and influence in the field of the subject, and have strong control and discourse power over academic organizations.

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### (三) 教师学术领导力专业化程度不足

#### Insufficient Professionalization of teachers' Academic Leadership

一是学术领导力的生成机制不足。

The first influencing factors: Insufficient academic leadership generation mechanism

二是学术专业的组织化专业建制尚未完善。

Second : Organizational professional establishment of imperfect academic majors

三是专业自治特权不足。


Third: Insufficient professional autonomy privileges

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### (四) 容错机制的设计不够科学

#### Unscientific Design of Fault Tolerance Mechanism

一是缺乏可操作性，构建的环节过于烦琐，审查的时间没有限制。

First: Lack of operability, complicated procedure, unlimited censoring time.

二是灵活性不够，尚未根据问题的复杂程度启动相应的调查级别，浪费大量的人力、物力资源。

Second: Insufficient flexibility

It is manifested that it has not been activated the corresponding investigation level according to the complexity of the problem, which may result in waste a great deal of human and material resources.

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三、中国包容性学术领导力建设路径

**Construction Path of Inclusive Academic Leadership in China**

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**（一）大学章程是构建包容性学术领导力的制度保障**


**University Charters is the Institutional Guarantee for the Construction of Inclusive Academic Leadership**

1. 大学章程由大学多元主体共同制定。  
University charters is jointly formulated by multiple subjects of an university.
2. 大学章程勾勒出大学内外部权力主体关系。  
University charters outline the power subjects' relationship between internal and external of a university.

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## (二) 学术委员会是构建包容性学术领导力的组织保障


### Academic Committee is the Organizational Guarantee for the Construction of Inclusive Academic Leadership

1. 明晰学术委员会的职责内容。  
To clarify the responsibilities of Academic Committee.
2. 协调好学术委员会与其他各类行政组织的关系。  
To coordinate the relationship between Academic Committee and other administrative organizations.
3. 建立健全学术委员会的运行机制。  
To establish and improve the operation mechanism of Academic Committee.

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## (三) 容错机制是构建包容性学术领导力的有力抓手

### Fault Tolerant Mechanism is the Key to the Construction of Inclusive Academic Leadership

一是以“三个区分开来”为标准确定容错对象边界的原则。  
First is the principle of determining the boundary of fault tolerant objects based on the criterion of “Three Distinctions”.

二是建构容错机制的基本框架。建立健全民主决策机制、负面清单制度、监督机制、纠错机制、免责机制、激励机制等。  
Second is to construct the basic framework of fault tolerance mechanism. To establish and improve democratic policy-making mechanism, negative list system, supervision mechanism, error correction mechanism, exemption mechanism and incentive mechanism etc.

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## (四) 提升专业素质 Improve Professional Quality

### 1. 校长 University's President

一是加强校长的团队管理能力。  
First: to strengthen the president's team management ability.

二是重视大学校长学习能力的提升。  
Second: to attach importance to the improvement of university presidents' learning ability.

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三是注重发挥大学校长对于学校学术事务的价值引领与精神塑造。  
Third: to give full play to the value guidance and spirit shaping of university presidents for academic affairs.

四是提升大学校长对推动国家高等教育事业发展的责任感与使命感。  
Fourth: to enhance the sense of responsibility and mission of university presidents to promote the development of national higher education.

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## 2. 教师Faculty

一是唤醒大学教师内心的“学术领导”自我意识。  
First: to awaken the self-consciousness of university faculty members' academic leadership.

二是拓展大学教师“学术创新”的发展路径。  
Second: to expand the development path of university faculty members' academic innovation.


三是营造大学教师“学术合作”的良好氛围  
Third : to create a good atmosphere for university faculty members' academic cooperation.

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## 结语 Conclusions

中国古人“和而不同”的追求与包容性一脉相通，时至今日，“以人为本”的现代理念与包容性遥相呼应。综上所述，包容性学术领导力意味着求同存异、美美与共的包容态度，意味着“海纳百川，有容乃大”的包容立场。

The pursuit of “harmony but not uniformity” is in line with inclusiveness in ancient China. Even to this day, the modern concept of “people oriented” echoes inclusiveness. To summarize, inclusive academic leadership means an inclusive attitude of seeking common ground while reserving differences” and “beauty with diversity and integrity” . It also means an inclusive stance that tolerance is the source of everything.

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## “ 结语 Conclusions ”

包容性学术领导力，是引导大学多元利益主体共商共建共治共享以形成共同学术愿景的影响力、聚合力和引领力的耦合。

Inclusive academic leadership is a interconnection of influence power, cohesive force and leading capacity guiding university's multiple stakeholders to form a common academic blueprint through extensive consultation, joint contribution, co-governance and shared benefits.

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**谢谢 !**

**Thank You !**

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